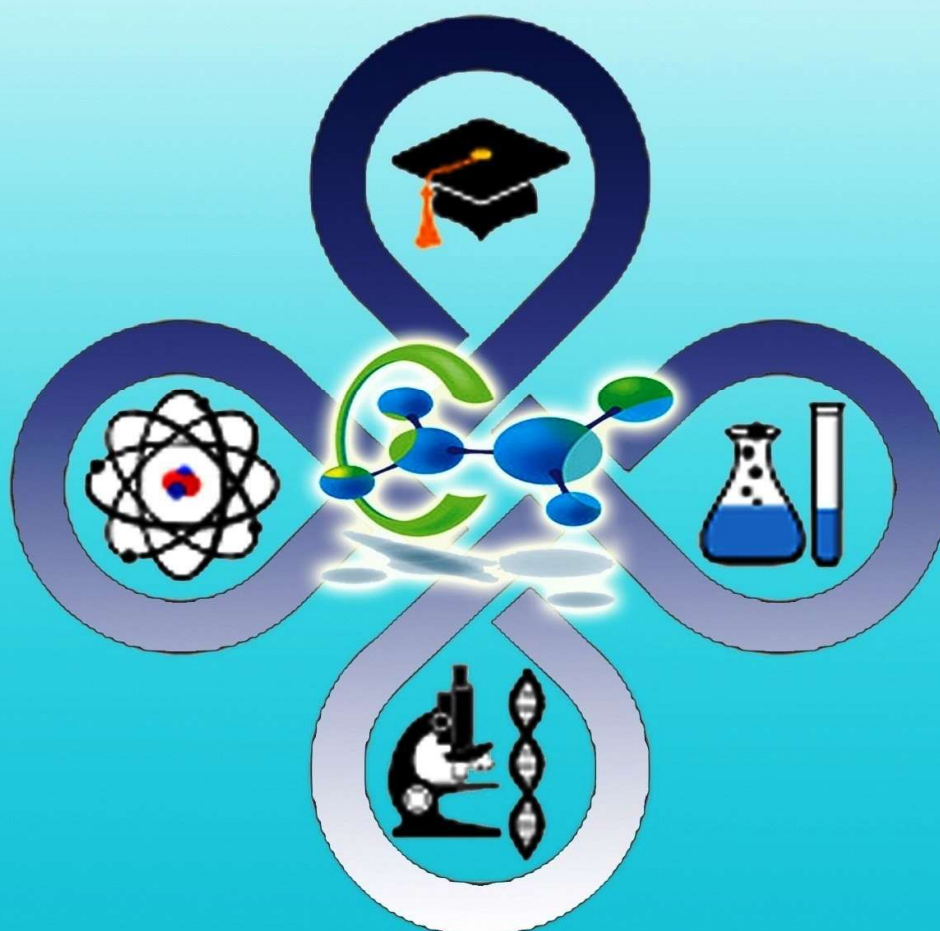


## **ZAMONAVIY FAN, TA'LIM VA TARBIYANING DOLZARB MUAMMOLARI**

### **АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ, ОБРАЗОВАНИЯ И ВОСПИТАНИЯ**

### **ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING**





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## MODERN PROBLEMS OF PEDOGOGY AND PSHYCHOLOGY

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### STATE OF PROFESSIONAL COMPETENCE OF STUDENTS STUDYING FOR RUSSIAN LANGUAGE TEACHERS

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**Rezyume:** Ushbu ilmiy maqola kelajakdagi rus tili o'qituvchilarining kasbiy mahoratining holatini o'rganadi, "kompetentsiya" tushunchasini tahlil qiladi, uning mohiyati va tuzilishini ochib beradi. Ushbu tadqiqot ishining samaradorligini aniqlash uchun pedagogik eksperimental ish ham olib borildi.

**Kalit so'zlar:** kasb, kasbiy faoliyat, kompetentsiya, rus tili, bo'lajak mutaxassis, kasbiy kompetentsiya, bilim, qobiliyat, motivatsiya, tajriba

**Аннотация:** В данной научно-исследовательской статье рассматривается состояние профессиональной компетентности будущих учителей русского языка, анализируется понятие "компетентность", раскрывается ее сущность и структура. Также была проведена педагогическая экспериментальная работа по выявлению эффективности данной исследовательской работы.

**Ключевые слова:** профессия, профессиональная деятельность, компетенция, русский язык, будущий специалист, профессиональная компетентность, знания, способности, мотивация, эксперимент

**Abstract:** this research article examines the state of professional competence of future teachers of the Russian language, analyzes the concept of "competence", reveals its essence and structure. Pedagogical experimental work was also carried out to identify the effectiveness of this research work

**Keywords:** profession, professional activity, competence, Russian language, future specialist, professional competence, knowledge, ability, motivation, experiment

**Introduction:** The current state of Uzbekistan is characterized by deep structural and functional changes. In this regard, the problem of professional self-determination and the formation of professional competencies among young people is becoming more and more important.

Modernization of vocational education has three main goals: improving the quality of education; increasing the attractiveness of vocational education; and developing the mobility of students and graduates. At the same time, the development of society and professional education should be considered as components of a unified system that takes into account the interests of all parties involved in the process – society, employers and the individual.

Teacher competence was one of the first types of professional competence that started research in Uzbekistan. Most of the works in this field are related to the competence of a teacher with experience, but there are also works devoted to the competence of a future teacher. Studies of the first group are often associated with the study of the teacher's professionalism, and the second - with the quality of training of a graduate of a pedagogical University.

The concept of "competence" has several definitions: competence as the ability of a person to mobilize acquired knowledge and skills in the course of professional activity; competence as an ability based on knowledge, experience, values, and aptitudes acquired in all types of educational practice (formal and informal)[6].

In other words, competence can be considered as a measure of educational success and growth of the individual, manifested in its actions in certain professional situations [1]. In addition, the labor market does not demand knowledge in itself, but the ability of a specialist to apply it in practice, to perform certain professional and social functions.

**Literature review:** Research on the competence and competence of future specialists is reflected in the scientific works of V.P. Bespalko[2], A.K. Markova[3], G.V. Mmukhametzyanova[4], V. A. Slastenin[5], A.A.Badalov [6], V. V. Davydov[7], R. P. Milrud[8] and others noted the importance of the methodology of the competence

approach and the existence of various types of competence of the future specialist, the formation of which is professional competence.

Professional competence is an evaluation category that characterizes a person as a subject of specialized activity in the social labor system. It includes:

- system of personal value orientations;
- conceptual knowledge about the essence of the process and product of the activity;
- proven methods of activity (thinking, subject, organizational, communicative, informational, etc.) [9].
- experience in performing this activity in standard and problematic conditions (if the task conditions are incomplete, information and time are scarce, cause-and-effect relationships are not revealed, and known solutions are not suitable);
- ability to reflect, identify difficulties and find ways to overcome them, responsibility for the results of activities. Moreover, the nature of competence is such that it can only be manifested in organic unity with the values of a person, i.e. if there is a value-semantic relationship, a deep personal interest of the future specialist in this type of activity.

**Research Methodology:** Formation of professional competence of the pedagogical Institute graduate is to increase the practical orientation of the acquired knowledge, skills and key (generic) competencies in the understanding of professional activities in the agricultural sector is wider than just within a particular profession, in expanding employment opportunities and complex tasks, providing opportunities for further self-education and career growth. Competence is the sphere of relations that exist between knowledge and action in practice, and has a creative (creative) orientation. Creative competencies include the ability to benefit from experience, solve problems, find new solutions, and so on[10].

In the monograph of N. V. Kuzmina "Professionalism of the teacher's personality and the master of industrial training", the Central theme of which is the productivity of pedagogical activity, professional and pedagogical competence is considered as a



subjective factor of reaching the top in professionalism along with professional and pedagogical orientation and pedagogical abilities[11].

For purposeful formation of professional competence of the specialist, it is necessary to implement variable, flexible and dynamic, traditional and innovative integrative technologies, problem situational problems, production situations (case-study), role-playing and business games, which are prepared using new information technologies in the process of independent work of students.

Such technologies will ensure the efficiency of solving communication problems, the adequacy of professional actions and control of the simulated production environment, the effectiveness of self-regulation, self-reflection, self-assessment, fast, flexible and adaptive response to the dynamics of circumstances and environment.

Focusing on the formation of competence as a result of professional training of the future specialist allows you to return education to the context of General and professional culture, since "culture is the environment that explodes and nourishes the individual"[12].

A significant contribution to the formation of a specialist's professional competence can be made by business problem-situation games, which are an important condition for the transformation of his educational and cognitive motivation into a professional one.

**Analysis and results:**A pedagogical experiment was conducted at the Uzbek state University of world languages.

Russian Russian Philology faculty selected two groups of third-year students who are studying for future Russian language teachers

Table №1

**NUMBER OF STUDENTS IN GROUPS**

Groups	Group 1	Group 2
Amount of students	16	16
Female students	13	12
Male students	3	4



Requirements for rating on a one-hundred-point scale were drawn up.

Table №2

### ASSESSMENT STANDARD

№	Score	Mark
1	100-86	Five (excellent)
2	85-71	Four (good)
3	70-56	Three (satisfactory)
4	55-0	Two (unsatisfactory)

Two groups were given identical tasks for independent work. We controlled the first group using a functional approach, and the second group went for free swimming.

Table №3

### RESULTS

№	Group 1	Group 2
1.	71	56
2.	79	57
3.	80	60
4.	80	60
5.	80	61
6.	80	66
7.	82	68
8.	83	76
9.	84	77
10.	85	83
11.	86	84
12.	86	84
13.	86	84
14.	86	86

15.	87	86
16.	87	87

The above table shows that the indicators of group 1 exceed those of the second group. Using a simple arithmetic mean formula, you can determine that the distribution center of the first group is **83**.

$$\bar{x} = \frac{\sum x_i}{n} = \frac{1322}{16} = 83 \quad (1)$$

But even in group 1, not all students received high marks. The variety of ratings between the maximum and minimum points is **16** points.

$$R = x_{\max} - x_{\min} = 87 - 71 = 16$$

Based on the tables with the scores of the first group, we can say that each value of the series differs from the average value of **83** by an average of **4.091**.

The indicators of group 2 are much lower than those of group 1. the teacher did not control their independent activity. Using a simple arithmetic mean formula, you can determine that the distribution center of the first group is **73**.

$$\bar{x} = \frac{\sum x_i}{n} = \frac{1175}{16} = 73 \quad (2)$$

The variety of ratings between the maximum and minimum points is 31 points. In this group, a lot of students held the material in their hands, but did not understand the essence of their work.

$$R = x_{\max} - x_{\min} = 87 - 56 = 31 \quad (3)$$

Based on the tables with the scores of the second group, we can say that each value of the series differs from the average value of **73** by an average of **11.511**.

**Conclusion/Recommendations:** The pedagogical experiment of checking the use of the functional approach in the independent activity of students gave a positive result. Group 1 (experimental group) of 16 people received an average of 83 points. Group 2, which consists of 14 people, received 73 points. The indicators of group 1 are 10 points higher than those of group 2.

Thus, we came to the conclusion that the use of case technologies improves and improves the professional competence of future teachers.



Ensuring the conditions for the formation of professional competencies in modern education will allow you to identify new criteria for a future specialist who is in demand on the labor market and fully meets the conditions of socio-economic development of the country.

Thus, education at the present stage becomes a continuous and innovative continuum, in which the individual develops a realistic worldview, the potential of creative opportunities and abilities, accumulates experience in solving specific problems in professional activities, and also develops the ability to learn independently.

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## PROFESSIONAL-METHODICAL PREPARATION OF THE FUTURE INFORMATIC TEACHER.

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**Аннотация:** В статье основана на актуальности проблем преподавания информатики в образовательных учреждениях. Существуют также научные выводы и рекомендации по основным направлениям совершенствования методической подготовки учителей информатики в современной информационно-образовательной среде.

**Ключевые слова:** инновационные методы, педагогическая поддержка, педагогическая деятельность, современный педагог, активные методы обучения, интерактивные методы обучения.

**Аннотация:** Maqolada ta'lim muassasasida informatika fanini o'qitish muammolarining dolzarbligi asoslanadi. Shuningdek, informatika o'qituvchilarining pedagogik zamonaviy axborot-ta'lim sharoitida metodik tayyorgarligini takomillashtirishning asosiy yo'nalishlari bo'yicha ilmiy xulosa va takliflar keltirilgan.

**Kalit so'zlar:** innovatsion usullar, pedagogik qo'llab-quvvatlash, o'qituvchi faoliyati, zamonaviy o'qituvchi, faol o'qitish usullari, interfaol o'qitish usullari.

**Annotation:** The article is based on the relevance of the problems of teaching computer science in educational institutions. There are also scientific conclusions and recommendations on the main directions of improving the methodological training of computer science teachers in the modern educational information environment.

**Keywords:** innovative methods, pedagogical support, teacher's activity, modern teacher, active teaching methods, interactive teaching methods.

**Introduction:** New goals in the education system make humanity a priority, which should become the main value. These guidelines are manifested in the variability



and personal orientation of the educational process (designing individual educational trajectories); practical orientation of the educational process with the introduction of interactive, active components. In such conditions, the question of professional and methodological training of an informatics teacher arises especially sharply. The contradiction between the social order of society for informatics teachers of elementary, basic, specialized and elective courses, owning appropriate teaching methods, and the existing level of their professional competencies requires the development of a computer science teacher training system. Any focused training gives the child a certain education. "Education" comes from the word "image". By education we will understand the whole process of the physical and spiritual formation of the personality, a process consciously focused on some ideal images, on historically determined social standards. In this understanding, education acts as an integral part of the life of all societies and all individuals without exception and becomes identical to the concept of "education" in the broad sense of the word [1]. The structure of the education system, the content of the educational process, the activities of teachers and students, as well as the results of functioning, depend on what historical type of society this system belongs to. In separate historical periods, one or another set of approaches to solving the problems of education and training prevailed - the paradigm of education. By the paradigm of education we will understand the initial conceptual scheme, a model for posing problems and their solutions, adopted during a certain historical period in the scientific and pedagogical community and defining the basic elements of the pedagogical system. Each stage of the development of human society entails the search for a new education paradigm. Thus, "pedagogical", "behavioristic", "cultural", "anagogical", "acme logical", "communicative", "humanistic" and other educational paradigms were proposed, in which, however, some attention was paid to the development of any side of the personality. Recently, an understanding has come that it is necessary to develop a personality as a whole, while applying achievements, methods and advanced technologies of various educational paradigms. The "old", "traditional", "pedagogical" education paradigm has been replaced by a new, developing, personality-oriented one, in which the basic elements of the pedagogical

system are aimed at providing conditions for self-determination and self-realization of the student's personality. Under its influence, all school and university subjects are developed, the corresponding teaching and upbringing methods. The methodological system of teaching computer science has not only successfully adapted to the new paradigm, goals and values of training, but also in many cases acted as a "catalyst" for the processes of their formation. Computer science was the first among other school subjects to realize the profile and level differentiation of the content of education at various levels of school education, proving in practice the feasibility and effectiveness of many new teaching methods and forms aimed at implementing a personality-oriented approach to learning [1].

**Analysis of Subject Matters:** The personality model of a specialist determines the goals of building the process of his preparation and is a criterion for assessing quality [2; 3], therefore, when organizing the training system, it is necessary to clarify the model of such a specialist. In the information model teacher's culture E.I.Kuznetsov singled out knowledge of the socio-humanitarian, psychological, pedagogical, educational, special and methodical cycles. Based on the research of E.I.Kuznetsova, V.A.Slastenin, V.P.Bespalko and Yu.G.Tatur, E.Yu.Yakovleva in the activity model, singled out general pedagogical teachers, informatics, general scientific and special knowledge, skills, types of activities [4; 5].

**Research Methodology:** The purpose of the article is to substantiate and reveal the author of the concept of effective management in the teaching of computer science for students.

**Analysis and results:** The basis of the definition of a social order for the preparation of a teacher of a modern computer science course and the refinement of a specialist model is an analysis of scientific, scientific, methodological and practical work on the content and methodology of teaching school computer science. In the analysis process, special attention was paid to the requirements for knowledge, skills, and types of teacher's activities in the field of computer science, theory and methods of teaching computer science and the use of NIT in teaching, as well as the teacher's

methodological system. The analysis made it possible to determine professionally methodological requirements for a teacher of a multi-stage computer science course.

In the field of computer science, teachers of primary, secondary and specialized schools require knowledge at different levels of areas such as information processes, information modeling, information management fundamentals. For an elementary school teacher, only the basic level of this knowledge and knowledge of software environments is sufficient for the formation and development of the logical thinking of students (for example, Logo-Worlds). High school teachers should have a basic knowledge of computer science. Teachers of a specialized school are required knowledge at an advanced level and additional knowledge of computer science for the design of various elective courses. Computer science teachers should also know the rules of organizing students' activities at the computer and a list of computer programs suitable for use in the learning process.

From the field of theory and methodology of teaching informatics, teachers should have knowledge about the methodological system of teaching informatics, in the center of which the student should be, and the skills to select available educational material for the appropriate level of training, be able to apply the principles of modular presentation of educational material and implement intersubject communications. Teachers are also required to know the age-related psychological and pedagogical characteristics of students in propaedeutic, basic or specialized courses, the ability to select and apply appropriate teaching methods using the principles of personalized learning, modify and even design (in the case of elective courses) the computer science course taught by them.

Depending on the training time that is allocated for the course "Theory and Methodology of specialized training in computer science", the depth of the study of individual points of the algorithm by students can be different. Work on the project can be organized both individually and in groups. Educational design ends with the presentation of the developed elective course in computer science. The documentation for the course is presented, and one of the classes is held in the form of a business

game. Analysis of the results of training activities on the design of the course is carried out in the form of a generalized review.

During the preparatory phase at seminars in order to develop students' skills to determine conceptual positions, local measured goals, the content of specialized and elective courses, it is necessary to give them tasks on the analysis of courses of various authors proposed in the scientific and methodological literature [23]. Analyzing these goals, students should correlate them with the goals facing the subject of computer science and specialized courses. Content analysis is carried out according to the evaluation criteria of the main content lines of the course. At the same time, the degree of reflection of the fundamental postulates of computer science, the success (logic) of the choice of content, the concepts studied, the name of the course are evaluated; the applied methods of cognition, content issues related to knowledge and methods of activity are identified. After that, students pay attention to possible changes and additions to the course content for vocational guidance and effective preparation of school graduates for mastering higher professional education programs, taking into account the expected class profile and possible student professions [5;8].

The principles of personalized learning are assimilated in the process of constructing at the seminars tables of correspondence of teaching methods to the age and personality characteristics of senior pupils, their profile interests; designing laboratory exercises in the classroom taking into account the personal characteristics of students; performing personal research, student counseling, etc. In order to develop interpersonal relationships, especially important for the future teacher, students work on the development of lessons-seminars, business games, project tasks, etc. can be performed in pairs or groups.

**Conclusions and Suggestions:** Classes of the elective course include a lecture cycle, practical and seminar classes, a laboratory workshop, a significant part of which is devoted to the design of an elective computer science course for senior classes by students [6;7]. At will, students can choose the topic of personal research, the result of which can be a presentation at a seminar, student scientific conference, term paper or thesis. For personal research, students are offered, for example, the following topics:

- ✓ requirements for the teacher of a profile computer science course;
- ✓ socialization of students at the senior level of computer science education at school, including taking into account the real needs of the labor market;
- ✓ active forms of teaching computer science in high school;
- ✓ modular training technologies in a specialized computer science course;
- ✓ identification and support of the most gifted, talented children in teaching computer science at the senior level of the school;
- ✓ possible individual educational trajectories for students (humanitarian, physical, mathematical or other profiles) when teaching computer science;
- ✓ paired and group training in computer science at the senior level of the school;
- ✓ the method of projects in specialized and elective courses in computer science;
- ✓ organization of seminars and round tables on computer science at the senior level of the school;
- ✓ organization of computer science debates at the senior level of the school;
- ✓ organization of computer science conferences at the senior level of the school.

The development of interpersonal relationships in teaching a specialized course in computer science;

The use of contextual education for career guidance of students at the senior level of computer science education at school.

Methodology for studying the optional section in the computer science course of one of the profiles. Students study the choice of “Theory and Methodology of Teaching Computer Science at the Initial Stage” or “Theory and Methodology of Profile Education for Computer Science” after mastering the main course “Theory and Methodology of Teaching Computer Science”. As a result of studying the main course, they already know: the goals and objectives of studying the course of computer science in high school; the concept of a methodological system and structure of teaching computer science at school, a general description of its main components; subject and objectives of the teaching methods of computer science, the standard of school education in computer science, its purpose and functions; basic methods of teaching and studying computer science; and they know how to: draw up thematic plans and





lesson notes; prepare demonstration electronic didactic materials for lessons, simulate and analyze lessons. Classes in elective courses for future computer science teachers form the missing competencies for teaching elementary or core computer science courses in a personality-oriented education paradigm.

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## THE USE OF MODERN MULTIMEDIA IN THE LESSONS OF PHYSICAL EDUCATION

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**Annotatsiya** – maqolada multimedia - bu harakatsiz tasvirlar va harakatlanuvchi video, animatsion kompyuter grafikasi va matnlari, nutq va yuqori sifatli ovoz bilan ishlashni ta'minlaydigan interfaol tizim ekanligi, "Multimedia" atamasini rus tilidan "ko'plab vositalar" deb tarjima qilinishi mumkinligi (ba'zida ko'plab ma'lumot tashuvchilar deb ham tarjima qilinadi), multimedia atamasi interfaol dasturlar nazorati ostida vizual va audio effektlarning o'zaro ta'sirini anglatishi haqida ma'lumotlar berilgan.

**Kalit so'zlar** – multimedia, interfaol dasturlar, vizual va audio effektlar.

**Аннотация** – мультимедиа - это интерактивная система, которая обеспечивает захватывающие изображения и анимированное видео, анимированную компьютерную графику и тексты, речь и высокое качество голоса. Термин «мультимедиа» может быть переведен с русского языка как «много инструментов» (иногда также упоминается как много средств массовой информации). Термин «мультимедиа» относится к взаимодействию визуальных и звуковых эффектов под управлением интерактивных приложений.

**Ключевые слова** – мультимедиа, интерактивных приложений, анимированное видео, визуальных и звуковых эффектов.

**Abstract** – multimedia is an interactive system that provides immersive images and animated video, animated computer graphics and texts, speech and high quality voice. The term "multimedia" can be translated from Russian as "many tools" (sometimes

also referred to as many media). The term multimedia refers to the interaction of visual and audio effects under the control of interactive applications.

**Key words** – multimedia, interactive system, animated video, visual and audio effects.

**Introduction:** The advantages and features of technology can be seen in the following multimedia classifications:

- any other audio accompanying continuous music, static or dynamic visual range;
- access to movies, videos, and video clips, "staff stopping" functions, and "rotating" the video;
- ability to add databases, image processing methods, disk contents (for example, graphic animation illustration of geometric structures of the contents).

**Literature review:** In education, multimedia is used to create computer-based courses and directories, such as encyclopedias and collections, which allow the user to print presentations, thematic texts and related images in order to provide information. In addition, the unofficial term “Edutainment” is used in the field of multimedia. This is an unofficial term used to combine education and entertainment, especially multimedia games[2].

The need for computer technology arises from the fact that the methods used and the ways in which these methods are achieved do not achieve the stated pedagogical goal in a short time. Access to computer technology occurs when the tasks performed by teachers and students can be adequately formalized and duplicated with technical means, and if the quality requirements are met.

**Analysis:** Multimedia opportunities in physical education. The feasibility of computerization is determined by the degree of achievement of pedagogical, methodological and economic efficiency in comparison with traditional forms of study. The fundamental difference between multimedia technology and any other education system is that it requires unconditional and sufficiently active control of the subject. Each student who receives information from the syllabus enters new information in the

form of answers, questions and help requests. As for the practical application of computer programs in the learning process, it means:

- a well-motivated motivation for not only "compulsory" (evaluation) but also personal interest and satisfaction with the learning process[1];
- evaluation of end result, freedom of choice, promotion of intelligent creativity in the learning process;
- individual approach to the student and its adaptation to the learning process.

The technology of computer-based learning is perceived as a learning process, with the end result of students being integrated into the character of a stable, focused and efficient process of perception. The use of computer technology in teaching is a form of cognitive management[3]. Besides:

- the use of information technology in teaching physical education enables students to fulfill the requirements of theoretical and methodological sections of exemplary curricula through independent extracurricular activities, thus saving classroom hours;
- it is desirable to develop and introduce e-learning tools to enhance the level of teaching and methodological work of the physical education teacher;
- IT training has a higher didactic efficiency than traditional methods and tools for teaching. At the same time, a high level of student interest depends on the technological side of the previously used electronic tools, which helps to further the interest in the theoretical and methodological aspects of physical education.
- improving visualization of learning materials related to motor activity, providing multimedia information that combines academic text with graphic, animated, video and audio images is important in e-learning tools.

Multimedia technology - allows the user to display photo and video frames on screen with text, graphic, audio and digital information, and to provide interactive communication between the user and the system. The degree of illustration of the learning material is important because of the impact of the learning material on the

students. The visual richness of the learning material makes it bright and convincing, and contributes to better learning and memorization[5].

The current state of the use of multimedia technologies in the physical education of secondary school students.

**Discussion:** Nowadays more and more new multimedia teaching methods are being introduced into the educational process. Unfortunately, these technologies cover the learning process in the humanities. The use of these resources in physical education and physical education classes is insignificant. There are virtually no multimedia products published for use in school physical education. In addition, the lack of funds does not allow the gym to provide the necessary equipment. The most common methods used are information and computer technologies, including multimedia technology, among which are examples of video computer cycles, as well as DVD-R (RW) multimedia textbooks that have been used in the learning process. Multimedia tutorials in physical education are mainly provided by fitness and aerobics, but not all of them have a high level of education. The martial arts DVD contains computer programs and training programs (for example, "Sambo for Professionals" 1,2,3; Igor Kurenny; "Sambo Lessons" by A. Goncharov)[7].

Methods for using multimedia and computer technology in physical education and physical education classes.

I think the school gym should be equipped with the following multimedia equipment:

1. Computer (laptop) fully equipped with a modern video card, which allows you to watch video cameras and photos from the camera on the monitor screen, as well as to process the necessary materials;
2. Multimedia projector with a wall screen or plasma TV with a diagonal width of at least 100 inches;
3. Video camera;
4. Flat scanner;





5. Laser printer;
6. Good sound system, amplifier and microphone;
7. DVD - hard disk recorder 150gb.

Such equipment allows:

1. A large number of programs and regulations on physical education;
2. All documents (cards, protocols, awards lists, applications, etc.) for the provision of programmed sports competitions[9];
3. Examination Ticket Samples, Contest and Olympiad tasks, quizzes, materials for themed parties, etc .;

It is necessary to develop working curricula and study guides to teach mobile skills in sports included in the curriculum of the Physical Education School.

Video materials and curricula for various sports included in the school curriculum to facilitate calendar-themed planning and writing thesis on various topics and to explore and incorporate technology elements into the learning process, collection and use in the learning process. Creating online video tutorials for the best teachers of physical education brings many benefits.

The main requirements for the teacher of physical education in the use of multimedia and computer technology are:

1. Ability to work in basic multimedia programs that allow you to listen, record, copy and encode audio and video files;
2. Ability to work with text files in Office software - Calendar - thematic, lesson planning, annual planning of educational process and training, preparation of all types of text documents: certificates, applications, reports, posters, announcements, congratulations, protocols of competitions, passing of control standards, etc.



3. The ability to work with spreadsheets in Excel allows you to work with spreadsheets with a wide range of participants at different levels and types of sports, quickly summarize the results, determine team championships and much more[10].

The features of multimedia technology are as follows:

1. Processing audio files in Sound Forge or equivalent.
2. Create audio screens and commercial breaks during sporting events.
3. Writing music using music samples for aerobics.
4. Use video programs during the lesson
5. Video file processing in Adobe Premiere or similar software.

Writing and processing video materials with a computer, creating visual effects and animated graphics, editing existing material, creating video lessons.

Creating your own e-library, specific ways to collect information:

1. A quick and easy way to search information through the Internet.
2. A compact way of storing information, quickly searching for the required material.
3. Record a video to create a video lesson.
4. Allows you to duplicate (on-screen and slow-motion) the available material on the screen.
5. Scan texts, photos, drawings, diagrams and save them electronically.
6. Copy any document, competition protocols, etc.
7. A list of all kinds of materials, texts, photographs and more.

The most important didactic form of education is attention. The use of multimedia and computer technology in physical education classes greatly enhances visualization using three-dimensional graphics, audio, multimedia and related interfaces. These

technologies can greatly enrich the practical means of physical education[11]. For the elementary grades, it should be playful and, as far as possible, distributed according to the pedagogical principles of teaching. However, all of these tools are highly demanding software and hardware tools, but they are almost certainly not feasible for economic reasons. Therefore, the selection of the necessary resources should be based on the availability of the school's material resources and the availability of various equipment, and the program should be clearly tailored to the objectives of the study period.

**Conclusion:** Thus, the use of multimedia technology in physical education classes:

1. Make the lessons more fun and develop the motivation to study.
2. Allows students to understand more complex ideas as a result of a clearer, more efficient and dynamic presentation.
3. It creates more opportunities for personal and social skills development.
4. It allows you to access any electronic resources according to your needs.
5. Teaches students to be more creative and self-confident.

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## EDUCATION - PRIORITY SPHERE OF REFORM IN THE CONDITIONS OF A NEW STAGE OF DEVELOPMENT

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**Аннотация:** В статье автор исследовал систему образования Республики Узбекистан. Автор рассматривает вопросы реформирования образования в контексте углубления демократических реформ в условиях нового этапа развития страны. В статье исследованы актуальные вопросы совершенствования работы образовательных учреждений. Сделана попытка изучить современное состояние дошкольных учреждений, общеобразовательных школ и стоящие перед ним важнейшие стратегические задачи, непосредственно влияющие на методы, содержание, а также на создание интеллектуальной среды для учеников. На основе научного анализа и критической оценки состояния образования рассматриваются наиболее актуальные тенденции его развития как важного фактора в воспитании гармонично развитого поколения в условиях нового этапа развития. Сделано заключение о необходимости инновационного подхода дальнейшего совершенствования работы учебных заведений.

**Ключевые слова.** Образование, реформа, гражданское общество, молодежь, личность, новый этап развития.

**Аннотация:** Мақолада муаллиф Ўзбекистон Республикасининг таълим тизимини тадқиқ қилган. Муаллиф таълим соҳасини ислоҳ қилиш масаласини мамлакатимизда янги тараққиёт босқичи шароитида амалга оширилаётган демократик ислохотлар чуқурлашуви сифатида қараган. Мақолада таълим муассасалари фаолиятининг такомиллаштиришнинг долзарб масалаларини тадқиқ қилган. Бугунги кундаги мактабгача таълим, умумтаълим



мактабларидаги ўқувчилар ўртасидаги интеллектуал муҳитни ташкил қилиш, уларни мазмунан бойитишга қаратилган, ҳамда усулларига бевосита таъсир кўрсатувчи ва олдиларида турган стратегик вазифаларни ўрганишга ҳаракат қилинган.

Янги тараққиёт босқичида баркамол авлод тарбиясига таъсир этувчи муҳим омили сифатида илмий таҳлил ва танқидий баҳолашга асосланган энг долзарб йўналишлар кўрилмоқда. Хулоса сифатида таълим муассасаларининг фаолигининг такомиллашувига инновацион ёндашув зарурлиги таъкидланган.

**Калит сўзлар:** Таълим, ислохот, фуқаролик жамияти, ёшлар, шахс, тараққиётнинг янги босқичи.

**Annotation:** In the article, the author investigated the education system of the Republic of Uzbekistan. The author examines the issues of educational reform in the context of deepening democratic reforms in the context of a new stage in the country's development. The article explores current issues of improving the work of educational institutions. An attempt has been made to study the current state of preschool institutions, secondary schools and the most important strategic tasks facing it, which directly affect the methods, content, and also the creation of an intellectual environment for students.

Based on a scientific analysis and a critical assessment of the state of education, the most relevant trends in its development are considered as an important factor in the upbringing of a harmoniously developed generation in a new stage of development. The conclusion is made about the need for an innovative approach to further improve in the work of educational institutions.

**Keywords.** Education, reform, civil society, youth, personality, a new stage of development.

**Introduction:** The modern society of Uzbekistan lives and develops in a rapidly changing world, the reality is such that the continuous improvement of economic sectors and the social sector has become a necessary condition for the country's progress. The Republic of Uzbekistan is confidently and dynamically moving towards its main goal - joining the number of developed democracies. The main mechanism of

such an aspiration is the education system, built on the processes of systematization, creative processing and use of the experience of previous generations. In the period of a new stage of development, education should correspond to the current needs of society. In the context of the development of civil society, education is one of the priority tasks of the state. In conditions of improving all spheres of socio-economic life, the formation of civil society institutions in the country, an important factor is the further development of preschool institutions and secondary schools, which provide an innovative breakthrough in obtaining decent knowledge with the help of qualified teachers. The most important condition was the introduction in the activities of children's educational institutions, secondary special educational institutions, the main provisions of the Strategy for innovative development of the country for 2019–2021, which stipulates that “the main objectives of the Strategy to achieve the main goal: the entry of the Republic of Uzbekistan by 50 in 2030 leading countries of the world in the ranking of the Global Innovation Index; improving the quality and coverage of education at all levels, developing a system of continuing education, ensuring the flexibility of the training system, based on the needs of the economy. ” [1.2.].

**Literature review:** Modern problems of the development of education in the Republic of Uzbekistan are considered in the works of social scientists at Moscow State University named after M.V. Lomonosov (Russian Federation), Russian Economic University named after G.V. Plekhanov (Russian Federation), Harvard University (USA), Oxford University (Great Britain), University of Paris (France), Nagoya University (Japan), M. Ulugbek National University of Uzbekistan (Uzbekistan), Tashkent State University of Economics, (Uzbekistan), Tashkent State University of the Uzbek language and literature (Uzbekistan).

A large amount of information is provided by studies conducted by international organizations - the World Bank introduced the “World Development Report 2018: Education as a Means for Realizing Educational Prospects”, and also discussed the measures necessary for the development of the education sector and training in Uzbekistan. (2018), report of Uzbekistan - education sector analysis (English) (2018), Overview of the education system of Uzbekistan published on exclusive.kz

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The World Bank specialists made an analysis of the state and modernization of the education system. The writings of scientists included in the international program provide a deep, scientific overview of the educational system of Uzbekistan. The results of the scientific review were published on exclusive.kz (Kazakhstan, May 30, 2019).

**Materials and research methods:** In the context of the formation of civil society in Uzbekistan, significant socio-economic, cultural transformations have taken place that requires a radical revision of the education of the young generation. “There is work to improve the system of general secondary education on the basis of modern requirements, including the need to organize private schools and make extensive use of public-private partnership opportunities in this.” [2.3.].

Education is an important factor in ensuring the country's sustainable development in the transition period to a new stage of development. For an innovative breakthrough, a country must have a quality education system at all levels. Education forms the citizen of the country, which must adapt to the conditions of a market economy. In the process of learning at school, the child receives information about the construction of his natural environment, he is taught about the need for respect for the environment. An important element in the formation of personality is the educational-informational, epistemological process about the essence of the moral world and spiritual culture of a person, information about the content of national and universal values, about the need for a tolerant attitude to other religious communities, languages and national culture. This is especially evident in educational institutions, where the process of teaching and raising children, teaching is conducted in two languages.

The role of education in the formation of a modern personality has become very relevant in the process of the formation of independent states after the collapse of the totalitarian regime. The need to create the conditions for quality education is becoming a paramount task of the state system. It should be noted here that the success of the state's internal and foreign policy is connected with the individual's preparedness for the reforms being carried out, their successful implementation in socio-economic life, the perception of the young generation of the essence and tasks of democratic reforms, aimed primarily at solving the social, economic and legal needs of the individual, especially young people in the bowels of an emerging civil society. The most important element and conceptual objective of education is the formation of the physical, moral, spiritual, political culture of modern youth. In the context of globalization and the intensification of information pressure on students, scientifically based information on the state of the modern world, religious and secular knowledge are an important factor in the formation of young people who value their homeland and brought up in the spirit of a national idea. Modern preschool institutions and a comprehensive school serve as the main focus, as the most important link in the upbringing of a harmoniously developed personality. Especially they serve as a necessary element in giving the young generation a love of national and world literature, art, spiritual and material culture of the country. In the process of learning at school, students study the pages of their native history, which is one of the main factors in the formation and improvement of the political culture of youth. It should be noted that in the context of globalization, it was precisely in the school years that the young generation formed the foundations of a respectful attitude to national and universal values.

The Republic of Uzbekistan inherited from the totalitarian regime an undeveloped preschool and school system that did not meet the international requirements of school education. Kindergartens were not built in all settlements, especially severely lacking in rural areas, due to the lack of specialists in preschool education. In total, in 2017, 5186 kindergartens operated in the country, including 3139 in urban areas and 2047 in rural areas. It should be noted that the number of places in preschool educational institutions was only 733.9 thousand. [3.83.].

Low pre-school enrollment has negative long-term effects. The lack of places in kindergartens did not meet the requirements of the country's sustainable development in the context of the development of civil society. The solution to this socio-economic problem is associated with the release of young women mothers from household chores, creating conditions for them to raise preschool children, and actively participate in socially useful activities. It should be emphasized that the children involved in preschool institutions receive a sufficiently high and informative, high-quality education and are in an interesting educational environment conducted by specially trained specialists and teachers, taking into account the development of each child. In this regard, the President of Uzbekistan Sh.M. Mirziyoyev noted that one of the priority tasks of the reforms in the field of education, and "in 2019 we will increase the coverage of children with preschool education from 34 percent at present to 44 percent, which will be an important step on this path ". [4.4.].

The secondary school did not meet modern requirements in terms of material and technical support, some disciplines were taught by teachers who did not have higher pedagogical education. It should be noted that in the transition period from a totalitarian regime to a market structure, some teachers left schools due to low wages. This led to the following problem, which was an acute lack of professional, highly qualified teachers in schools. In most cases, male teachers left work in schools, switching to higher paid jobs in other sectors of the economy and social structures. As a result of migration, teachers of the Russian, English, French, and German languages were especially lacking. The building of secondary schools in individual settlements was located in adapted buildings, there were no chemistry laboratories, physicists who were not provided with the necessary modern educational equipment and not connected to communication, there was a frequent power outage. Rural roads that led students to schools did not meet the requirements, due to the lack of asphalt and a special sidewalk for children. Graduates who studied due to the lack of graduation classes at the school had to continue their studies in regional centers or in urban-type settlements. There were not enough boarding schools specialized for children who studied in other localities. As a result, another social problem appeared that some of the students lived

in relatives' houses or rented a private apartment. There was no special transport for delivering children to school between settlements and in cities. One of the main reasons that had a negative impact on the quality of education of children in secondary schools was the involvement of high school students and teachers in agricultural work or other forms of forced labor. Thus, education remained as part of the social life of society, having shortcomings in its purpose and not meeting the challenges of a market economy.

The new leadership of the country, which came to power as a result of democratic elections in December 2016, announced that in the near future Uzbekistan should take its rightful place among the developed countries of the world. This strategic objective requires raising the level of fundamentally improving teaching in schools, regularly raising the pedagogical skills of teachers, creating a decent material and technical base for kindergartens, schools, academic lyceums and professional colleges, and generally ensuring the quality of education at the level of modern requirements. Here it is necessary to take into account the practice of the educational process, including the organization of raising children in kindergartens, study time for secondary school students, teacher training for pedagogical work and their social protection system in democratically developed countries.

In the process of training and education of a harmoniously developed generation, one of the leading places is sports and physical education. A special fund has been created in the country for the development of children's sports. Measures are being taken for the development of individual sports among children of students. However, in this area there are certain disadvantages. The number of competitions and the quality of their conduct on the ground still do not meet the requirements, there are not enough coaches, especially in rural schools. An analysis of the status of sporting events among schoolchildren shows that in the first half of 2019, 131 cities and regions did not receive local budget funds to finance competitions. The teams of some cities and regions did not participate in 230 competitions of the republican level. As a result, this negatively affects the selection of talented students of athletes in the national teams. (On September 4, under the chairmanship of the President of the Republic of Uzbekistan



Shavkat Mirziyoyev, a video conference was held on the development of physical culture and sports, strengthening work on preparing for international competitions. [5.2.].

The organization and implementation of private schools in the educational system will be an important step in solving the problem of providing quality education for children, raising the level of educational work among students in a deepening market economy. Attracting representatives of private structures in the educational process will provide direct assistance in improving the material and technical base of schools, providing them with the necessary educational, fiction, improving the work of the information resource center, material support for teachers and staff, in the participation of schoolchildren in international and national competitions, sports competitions. The private sector renders all possible assistance in organizing tourist trips of students and teachers in historical cities and museums, making a significant contribution to raising children in the spirit of love for the history of their native country, forming their contemporary line of spiritual and moral culture.

**Results and discussions:** Thus, the educational process becomes a critical area in the structure of the innovative nature of reforms. The analysis shows that the coverage of secondary school graduates with university education in Uzbekistan is about 9-10% and is low by international requirements, it differs sharply with the situation at the primary and secondary levels of the educational system, in which almost 100 percent coverage of the population is ensured. [6.7.].

It should be noted that in 2019 6 branches of Russian universities were opened and now there are 10 of them. [7.1.]. As a result of specific measures, taking into account the social request of secondary school graduates, youth enrollment in higher education in 2019 was 20 %, the number of applicants for the first year reached 126 thousand people. [8.6.].

A comprehensive study of the problem of education in the philosophical aspect, makes it possible to come to the following independent conclusions. In order to further improve the education system, as an important factor, human capital ensuring the development of a new stage of the country, it is necessary to take scientifically based,

drastic measures to prepare competitive teachers, to achieve an increase in the number of teachers and educators with higher education. The primary task of society in the conditions of a new stage of development is the need to ensure full coverage of children with preschool education. The need to improve the educational system is associated with measures to increase the status of teachers in society, the introduction of a flexible system of remuneration depending on the results of the school activities of the teacher, freeing up time for main work by reducing the bureaucratic load. An important element in improving the quality of school education is the creation of conditions for the participation of schools in international comparative studies to assess the quality of education. It is necessary to carry out active work to further improve the quality of training through the introduction of modern educational programs, pedagogical and smart technologies in the educational process. In this direction, the first step in the educational system was the creation of Presidential schools, a new generation school that meets international requirements. The first Presidential School was opened in September 2019 in the capital of Uzbekistan in Tashkent. In the process of preparatory work, out of 7,000 applicants who submitted documents for training in school grades 5-10, 144 were selected. Together with the recruiting companies Teachaway (Canada) and TIC Recruitment (UK), 30 foreign specialists were selected. 72 experienced and qualified domestic teachers were also involved. The school is provided with textbooks and teaching aids according to the STEAM methodology. [9.4.].

An essential indicator of a democratic and legal state, the formation of the foundations of civil society is the need for the further development of inclusive education to ensure conditions for equal access to training and education of children with disabilities, including the creation of a barrier-free environment. Also, in the context of reform, there is an urgent need to improve the state system for assessing the quality of education and its impact on the level of innovative development of society. Among young people there is an increase in interest in learning foreign languages, taking into account social needs, comprehensive measures should be taken to improve the quality of teaching foreign languages, strengthen the material and technical base of schools with their audio and video equipment, create new modern schools that provide

education in three languages. In the context of increasing competition among employers, there is an urgent need to organize short-term training in vocational colleges for the category of young people in need of retraining, in order to obtain special knowledge and professional development in their working profession.

**Conclusions:** Thus, as a conclusion, it should be noted that in Uzbekistan over the years of a new stage of development, targeted large-scale work has been carried out to reform the entire system of preschool and school education, which is extremely important from the point of view of developing innovative ideas, developing and introducing new pedagogical technologies, as well as education and training for schoolchildren who meet the goals of the country's socio-economic development.

Firstly, education is a fundamental component of human capital, consistent development in the new conditions, the formation of competitive education has a direct connection with the reform processes in Uzbekistan. In this regard, the main direction is the stimulation of innovative activity in the field of education, which creates the conditions for the dynamic development of society and to improve the quality of the process of raising children in preschool institutions, educational work in secondary schools, which is the main factor in the innovative development of the country.

Secondly, high-quality general education has a direct connection with the improvement of the moral and spiritual culture of students and their physical development as a whole. Improving education in the context of the formation of a civil society is extremely important from the point of view of developing, developing and introducing innovative, new pedagogical technologies into the educational process of educational institutions that meet the goals of forming a harmoniously developed generation.

Thirdly, in the conditions of a new stage of the country's development, it is necessary to introduce innovative ideas into educational and upbringing work, which will serve to further deepen the purposeful large-scale work on reforming the entire system of preschool and general education.

Fourth, the expansion of international cooperation of the country, strongly dictates the further improvement of the work of childcare facilities and secondary

schools. This process is directly related to the need to increase the international rating of the educational system of Uzbekistan.

Fifthly, the involvement of graduates of pedagogical universities in the activities of preschool and comprehensive schools requires revision. In order to create favorable conditions for attracting talented bachelors and masters to pedagogical work, especially in rural areas, it is necessary to attract financial support from the private sector and state organizations.

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UDK: 482.661

## METHODS OF USING MEDIA EDUCATION AND TELECOMMUNICATION TECHNOLOGIES IN TEACHING THE TOPIC "VISUAL MOTION OF THE SUN AND STARS"

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**Annotatsiya:** Ushbu maqolada bugungi kundagi astronomiya ta'limining zamonaviy dasturiy vositalari va ulardan foydalanish usulari keltirib o'tilgan. Ushbu zamonaviy dasturiy vositalarni ta'lim jarayoniga qo'llash bo'yicha tavsiyalar va afzalliklari yoritilgan. Ta'limning zamonaviy dasturiy vositalari qo'llanilgan eksperimental dars natijalari ko'rsatilgan.

**Tayanch so'zlar:** media, mediatexnologiya, "Katta ayiq soati" simulyatori, Quyoshning yillik ko'rinma harakati simulyatori, Yoritgichlarga bo'lgan masofalarni hisoblash simulyatori.

**Аннотация:** В этой статье представлены современные программные средства для астрономического образования и его методы использования. Приведено рекомендации и преимущества применения этого современного программного средства в образовательном процессе. Показано результаты экспериментального курса с использованием современных программны средств.

**Ключевые слова:** медиа, медиатехнология, симулятор "Большие медвежьи часы", симулятор "Годовое видимое движение солнца", Симулятор "Расчет расстояний до небесные светила"

**Annotation:** This article presents modern software for astronomical education and its methods of use. The recommendations and advantages of using this modern software in the educational process are given. The results of an experimental course using modern software are shown.

**Key words:** media, media technology, "Big Bear Clock" simulator, "Annual apparent movement of the sun" simulator, "Calculation of distances to heavenly luminaries" simulator.

**Introduction:** In today's age of information technology, all areas are experiencing rapid development. In order for these industries to function effectively, industry professionals are developing innovative development principles that blend information technology. Similar work is being done in the field of education.

If we look at the education system of developed countries, media education has a special place in it. In today's modern world, media technology tools (press, television, theater, film, radio, voice recording, internet system and e-learning tools) are hard for you to imagine. Over the last half century, the media has played a special role in human life. Media has become one of the most important areas of life in the world today.[2]

**Literature review:** Human vision reflects more than 80% of information in memory. Therefore, a person's ability to see plays an important role in the acquisition of knowledge.[4] The formation of knowledge, skills and abilities through vision is one of the main tasks of media education. Factors for the effectiveness of media education can be explained as follows:

- Demonstration;
- save time;
- protection of students' minds from harmful information on the Internet;
- to increase students' interest in science;
- Effective use of students' free time (e-books, game programs based on the study of science, etc. ...) [3].

From the above information, it can be seen that if media education is organized properly, it will help students to have a more complete picture and knowledge of the subject.[5] In this paper, we present a number of recommendations for teaching astronomy in the 11th grade of secondary schools using media education [1].

We know that in the teaching of "Spherical and Applied Astronomy" of astronomy, students may have problems with imagination. This is because not all students have the same imaginative skills and do not fully visualize a particular process visually. If we



want to explain through evening observations, this causes a number of inconveniences.[6] These inconveniences include:

- Stars are not well visible at night due to high light in schools located in urban areas. Therefore, it is required to take students to designated areas outside the city and conduct observations. Repeated observations of this kind cause inconveniences;
- astronomical observations require more time. For example, if we want to observe the movement of stars, it will take at least 1-2 hours. Because the Earth moves slowly around its own axis, the visible movement of the stars also takes place slowly. It is difficult to imagine. This also causes peculiar inconveniences;
- In explaining the annual apparent motion of the sun through observations, it takes a very long time for the imagination to be fully formed. Since the daily displacement of the sun is so small, it is also difficult to distinguish it [4];

We are far from suggesting that observations should be less organized, enumerating these and similar inconveniences. But through the software tools of media education, it is possible to form a more complete picture of students in the short term about the movement of celestial bodies.[7] A computer, a projector, and the necessary software are required to organize this lesson. We want to talk about a few such software tools below.

**Research methodology:** The Big Bear Clock simulator is designed to study the diurnal movements of the stars, in which the diurnal and year-round motions of the stars can be observed at a specific time and in accelerated frames (Figure 1) [1].



Figure 1

Through the simulator of the annual apparent motion of the Sun, it is possible to form an idea of the diurnal and annual apparent motion of the Sun. With its help we can get information about the location of the Sun at any time of the year (Figure 2) [1].

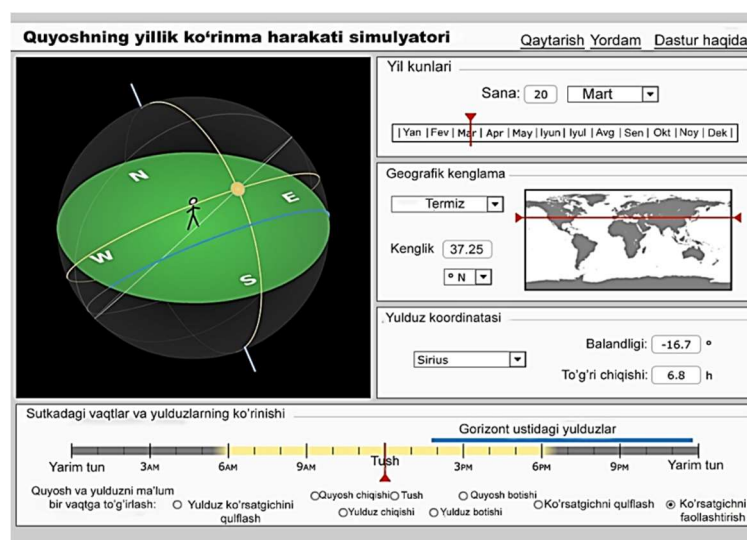


Figure 2

A small angle calculation simulator is quite handy when explaining the calculation of distances to lights. To use this, the "distance" and "diameter" parts are changed.[8] This changes the diameter of the sphere and the distance between the observers. The angle is calculated in arcsec (arksekans). The sequence is the ratio of the hypotenuse to the catheter opposite the angle (Figure 3) [1].

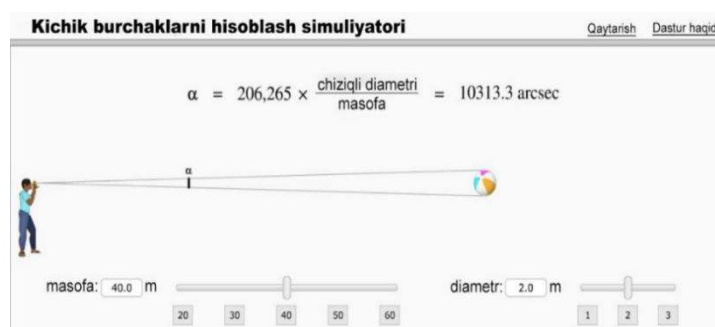


Figure 3

Using the above methods, we show the results of teaching the subject "Astronomy and Astrophysics" to students of the 3rd stage of Physics 5140200 of Termez State University on the topic "Visual motions of stars, Sun, Moon and planets." [9]

**Analysis and results:** In conducting this experiment, we used it in the teaching process of schools in Jarkurgan district of Surkhandarya region. This experience coincided with October 2019. Because the above topic corresponds to this time according to the calendar plan. In this experiment, Group 100 provided interactive lessons to 100 students using media, while Group B provided 100 students with classical lessons. Students' knowledge of the topic was assessed by completing 20 test items on the topic.

When the results were analyzed, the following indicators were given: 21 out of 100 students in group A mastered 86-100%, 34 71-85%, 41 55-70%, 4 0-54%, on average 75.59%. Of the total 100 students in group B, 8 mastered 86-100%, 39 mastered 71-85%, 39 mastered 55-70%, and 14 0-54% mastered an average of 61.96%. A graphical representation of the results is shown in Figure 4.[10]

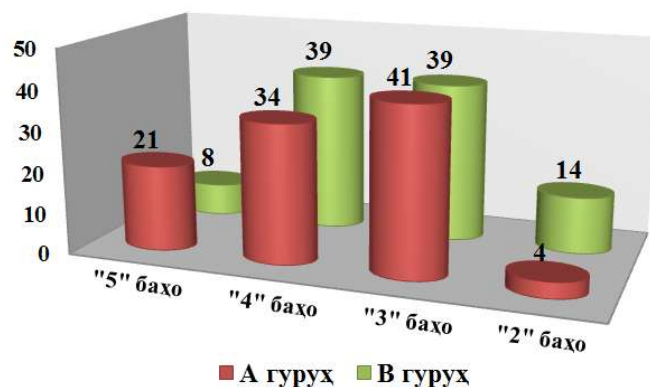


Figure 4: Graph of the dependence of the number of students on the mastery index

## Conclusion

In summary, the above software tools help to broaden students' understanding of astronomy.

These programs not only increase students' knowledge in the field of media, but also shape their skills in working with software pedagogical tools.

By working with the above software pedagogical tools, the student will gain relevant fundamental comprehensive knowledge.

Based on the results of experiments, we can say that such software pedagogical tools not only gain strength and time, but also have a positive impact on the quality of students' knowledge. Media education technologies also play a special role in educating today's young generation.

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**UDK: 372.881****THE IMPORTANCE OF INDIVIDUAL FEATURES IN THE CLASSROOM****Asrorov Ilg`or Fayzi o`g`li****International Islamic Academy of Uzbekistan,  
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**Annotatsiya:** Chet tillarini o`qitishda sinfda o`qish uslubini hisobga olish o`quv jarayonining muhim jihatlaridan biridir. Chet tili darsini olib boradigan o`qituvchi shaxslarga va ularning sinfda o`rganish uslubi ahamiyatiga e`tibor berishi kerak. Shu o`rinda, o`quvchining individual xususiyatlari o`qituvchilarning e`tiborini jalb qilishi muhim omildir. Maqolaning maqsadi uchta sinfda o`qish usullarini (eshitib, tinglab, kinestetik) o`rganish va kuzatish orqali qo`lga kiritilgan natijalarni taqqoslashdan iborat. Natijalar, tanlangan uslubga qarab, turli shaxslarni o`qitish uchun bir nechta mos maslahatlarni taklif qiladi.

**Kalit so`zlar:** sinfda o`rganish uslubi, auditor, visual, kinesetik, tektonik, qabul qilish ko`nikmasi, ishlab chiqarish ko`nikmasi, individual xususiyatlar

**Аннотация:** Учет стилей обучения в классе при обучении иностранным языкам является одним из важных моментов учебного процесса. Учитель, который проводит урок иностранного языка, должен обращать внимание на людей и важность их навыков в классе. Важным явлением становится то, что индивидуальные особенности ученика привлекают большое внимание педагогов. Цель статьи - изучить три стиля обучения в классе (слуховой, визуальный, кинестетический) и завершить результаты наблюдения, сравнивая стили обучения. Результаты предлагают несколько подходящих советов для обучения разных людей в зависимости от их предпочтительных стилей.

**Ключевые слова:** классные стили обучения, слуховые, визуальные, кинестетические, тактильные, продуктивные навыки, рецептивные навыки, индивидуальные особенности

**Abstract:** Considering classroom learning styles when teaching foreign languages is one of the important points of teaching process. A teacher who is conducting a foreign

language lesson should pay attention to the individuals and the importance of their classroom skills. It is becoming an important phenomenon that individual features of a learner attract a lot of attention from educators. The goal of the article is to explore three classroom learning styles (auditory, visual, kinesthetic) and conclude the results of the observation comparing the learning styles. Results suggest several suitable tips for teaching different individuals depending on their preferred styles.

**Key words:** classroom learning styles, auditory, visual, kinesthetic, tactile, productive skills, receptive skills, individual features

**Introduction :** It is an observable fact that mastering a foreign language is a complex phenomenon and some people learn faster showing more noticeable results than others. Many linguists and language instructors are always interested in the reasons and factors of the differences between individuals and they wonder why individuals differ so much in SLA and FLA. Thus, in the last few decades, a number of people who work in language teaching field have devoted a great deal of effort to describe individual variables and their key to success in order to examine what constitutes for learners' differential outcomes in FLA and to use these theories into practice. Many linguists emphasize the important role of such variables as language learning strategies or styles which may shape the trajectories of foreign language learning [8]. It is obvious that the needs for teacher training in FLA and SLA has opened new horizons and the development of language learning theories with the advent of modern technologies have opened new perspectives to investigate learner individual differences. Throughout their teaching career, educators have to work with a plethora of foreign language learners who have various levels across different types of educational settings. During this term, those teachers may work with many individuals who intended to learn English as their foreign language. As a result, they may be convinced that every classroom is different and each student is unique. In addition, it is widely claimed that no single type of methodology is effective for all the learners and students learn in a variety of different ways. It would also be useful to look at individuals' beliefs about the foreign language and preferences about types of instructions that they are likely to benefit from. Although individual differences has been researched extensively



and has received increased attention in the last few years, there are only few current studies conducted with the observation of a separate individual and its learning trajectory, which is connected with the SLA/FLA theories simultaneously to show learner differences in our conditions of language learning environment.[2] Therefore, the importance of researching on this very issue can be an attempt to contribute to the work of individuals who want to understand the features of individual differences in terms of classroom learning styles (visual, auditory, kinesthetic) of a particular language learner and explore some of the theories surrounding this area of language acquisition field in accordance with the findings and analyses of the results. What is more, the study seems to be challenging at the same time. It should be considered that the study discusses my own experience on the topic and the findings of the process as a language learner and teacher at the same time.

**Literature review:** For the last few decades, language teachers and instructors have begun to realize that no ultimate method of language teaching would dominate the language learning classrooms in an era of universal success in L2 learning. We even witnessed that many learners appeared to be successful irrespective of methods of teaching. In addition, we started to see the importance of individual differences in language learning. Some people seemed to be endowed with abilities to succeed; others had difficulties in this way. It seems that individuals vary from one another in a great number of ways. According to Brown (2014), “styles are general characteristics of intellectual functioning that pertain to you as an individual, and that differentiate you from someone else ... so styles vary across individuals” [1]. Through their studies, researchers differentiate a number of learning styles on individual differences. Naghavi (2005) classifies four types of learning styles in the classroom according to the primary sense involved: visual, auditory, tactile and/or kinesthetic [6]. Different linguists explain these very types of learning styles with definitions and conducting many kinds of researches. Sabatova (2008) explains the notion of classroom learning styles. She claims that these styles and their function can be flexible at times and they may change according to the task. The learners may have their own preference to one style of learning for one task, and may combine others for a different task [9]. However, one

or two of these receiving styles is usually dominant. By making students aware of their specific learning style we can encourage them to realize the importance of appropriate learning styles for different disciplines or subject and that styles may hopefully be changed to suit changing language learning situations [4]. Brown (2008) claim that most successful learners utilize both visual and auditory input, but slight preferences one way or the other may distinguish one learner from another, an important factor in examining individual differences in Second language acquisition [1]. Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use [5]. Different researchers worked on the methods and effective ways of measuring and identifying the type of learning styles of the individual. They comprise questionnaires, surveys, test and other means. One of them is Kolb's (1999) Learning Style Inventory. Other examples of such measures include a standard for a number of years: O'Brien's Learning Style Questionnaire (1985); Oxford's (1995) Style Analysis Survey; Wintergerst, DeCapua, and Verna's (2002) Learning Style Indicator [10].

**Research methodology:** The language learner that was chosen for the study is a native Uzbek girl started learning English as her foreign language 6 years ago. She claims she had begun learning English when she was 12, however, it was only English basics such as everyday greetings and telling the time but no more than that. Her native language is Uzbek and she also speaks and communicates in Russian which she learned when she was studying at her primary school and kindergarten among Russian nationality children. She says that from childhood she had Russian speaking atmosphere outside her house and Uzbek speaking atmosphere inside the house that helped her to be a bilingual user. At home the main dominant language their family members use is Uzbek and her siblings and parents do not know any other languages other than Uzbek. From that time, she did not consider Russian as her second or foreign language because she knew both Uzbek and Russian languages at the same native level. She had a great appreciation for both cultures and languages. She is very comfortable with both Russian and her native language in every informal contexts and formal academic contexts. When she stated learning her target language, there were plethora of

difficulties which made her find learning a foreign language hard even impossible. She says she always had problems with remembering how to pronounce English words. She asserts that she is still struggling pronouncing words correctly. She also says the second challenge she experienced was her listening skills. she was surprised when she saw the written version of listening tracks which she could not understand when she listened to, but that seemed to her very easy level in the form of writing. She sometimes blames her late start of process she seriously took at the age of 16. When she asked her teachers for advice, they encouraged her to love culture of the target language and to listen to real use of the language in songs, news which she struggled. When she was leaving her secondary school she was very skilled at Grammar rules and knew lots of new words in English, which made her irritated because whenever it came to speaking and listening they were helpless to use. Now, she is studying at Uzbekistan State World Languages University for a year. Her major is Foreign Language and Literature.[6] At her high school she was now exposed to more English speaking atmosphere. She started learning her foreign language separating skills like reading, writing, listening, and speaking. She says she was surprised by her performance in different classes. She was good at reading and writing lessons but helpless at communicating even adding her Russian words instead of English unconsciously. She was socially active and always tried take the lead in the classroom. In addition, she enjoyed cooperative works which they did in the classroom. She says it is interesting to work in the classroom and it helps her to look at the people while listening; it keeps her focused. She likes learning new words making notes and describing in her own words. These days, she is preparing for an IELTS exam and studying different kinds of practice tests to boost her four skills. she says that it interesting to practice with writing model answers and very effective to see and compare different kinds of illustrations. She also claims it is a bit difficult to understand tracks but when it is in the written form questions and examples much easier to understand the meaning. Besides that, she is very enthusiastic about learning French and doing a course on it at university as her second major.

In the beginning, it can be a bit difficult to find and opt for a proper research method to conduct, but beginning with the interview may be helpful. It helps an

observer a lot to know about a language learner. Observing the student with conducting questionnaire in order to identify her preferred learning style and conducting tests that check her current knowledge are two ways that being a lot of data. The questionnaire can be based on compiled by O'Brien (1985) adapting into research's need. It consisted of overall 30 questions dividing into 3 sections including 10 questions each. Every question asks whether the learner applies the statement, sometimes applies or often applies [7]. Besides that, I recorded an observation form watching the learner's participation in my private IELTS skills class. The form assesses her group work participation marking her skills in the classroom in terms of four language skills. It is intentionally selected a class that involves four skills which the student should show all skills integrated in the same lesson. The observation form includes comments about the learner's performance of productive skills (writing and speaking) and receptive skills (reading and listening). It records both achievements and difficulties I observed over the learner in the classroom. It is also aimed to observe sub skills of the language (vocabulary and grammar) that the learner shows. Finally, the last measure that is applied is checking the learner's knowledge with a real standardized English test. I tried to suit the needs considering conditions and the main aim of the study. Paying attention the authenticity and plausibility of the test is crucial to find valid information. Thus, applying a real IELTS sample test may help a lot. The test asks the student to fulfill all four skills requirements. For the listening task, it should be tasks varying and including different pieces of question that can check thoroughly.[8]

**Analysis and results:** After conducting questionnaire, interview, class observation and skill test, the results overall give information about some features of learner's individual, awareness and her learning principles and even suggested strategies and methods she can use to be efficient. The questionnaire results show that the learner is a visual learner and kinesthetic learning style is plays an important role as well. However, the classroom observation shows that she is highly motivated to fulfill not only visual learning-based skills such as writing but all four skills: listening, reading, writing, speaking. In this case, it can support the theory that learning styles can apply to gain new skills in an appropriate way but they can be combined and the learner can

develop his different language aspects and other aspects of a subject that is aimed to gain. Nevertheless, during the classroom observation, the student showed some advantages of kinesthetic style touching the object investigating it more. In terms of the knowledge awareness test, the skill test shows the learner is comfortable with working illustrations and graphics completing the task much earlier than expected. With the listening task, it is interesting to note that the learner made a mistake in spelling a name, however, the writing task shows a high quality in spelling being very few or no mistakes.

**Recommendations:** The overall findings give an implication that the learner observed is a modest visual learner that combines kinesthetic learning features. She finds visual things more helpful in her learning process and can benefit the tasks [3]. The theory of individual learning difference and classroom learning styles suggest three types of styles: visual, auditory, kinesthetic or tactile and the study conducted on a language learner give an opportunity to use it in practice. The results of the subject of the case study are one more thing that is witnessed as the practice of the features of an individual in terms of classroom learning styles. The study shows the learner's advantage learning style that is being visual learning and its combination with others mostly kinesthetic. There are a handful of learning strategies and methods that support the theory and the benefits of that very style. I believe there is a plethora of suggestions that benefit and can assist the learner to use. Firstly, organizing work and learning space to avoid distractors, using neatly organized or typing material can be a good assistant to be more efficient. Developing pictorial or written outlines of responses before answering writing and other tasks can encourage this learner and her counterparts using test preparation strategies that emphasize organization of information and visual encoding and recalling can also be effective and supportive means to develop as well. In short, it can be recommended that the learners should know their advantage type of learning style and use it and adapt it for their needs and if possible combine types of styles to make their learning more productive. Since each individual differ from each other, in learning and teaching it is important to be aware of their individual differences.



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## INFORMATION TECHNOLOGY IN THE PREPARATION OF A TEACHER OF PRESCHOOL EDUCATION AT A UNIVERSITY

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**Аннотация:** В статье обоснована актуальность проблемы управления информационным образовательным пространством в дошкольной образовательной организации. Представлен обзор основных идей современных исследователей по проблеме применения информационных и коммуникационных технологий в практике детских садов.

**Ключевые слова:** инновационные методы, педагогическая поддержка, педагогическая деятельность, современный педагог, активные методы обучения, интерактивные методы обучения.

**Аннотация:** Maqolada maktabgacha ta'lim muassasasida o'quv axborot makonini boshqarish muammosining dolzarbligi asoslanadi. Shuningdek, tadqiqotchilarning bolalar bog'chalari amaliyotida axborot-kommunikatsiya texnologiyalarini qo'llash muammolari bo'yicha asosiy g'oyalarini rivojlantirish bo'yicha ilmiy xulosa va takliflar keltirilgan.

**Kalit so'zlar:** innovatsion usullar, pedagogik qo'llab-quvvatlash, o'qituvchi faoliyati, zamonaviy o'qituvchi, faol o'qitish usullari, interfaol o'qitish usullari.

**Annotation:** The article substantiates the urgency of the problem of managing educational information space in a preschool educational organization. A review of the main ideas of modern researchers on the problem of the application of information and communication technologies in the practice of kindergartens is presented.

**Keywords:** innovative methods, pedagogical support, teacher's activity, modern teacher, active teaching methods, interactive teaching methods.



**Introduction:** The dynamism of modern informational transformations in Uzbekistan has entered all spheres of human activity. He did not bypass children's educational institutions. At the present stage of the development of society, new information technologies are used both in the work of the administration and in the work of subject teachers and educators.

We have studied and analyzed the work of several children's educational institutions in Uzbekistan and neighboring Surkhandaryo, which showed that computer equipment has been installed in them (modern computer classes, multimedia projectors, interactive whiteboards, etc.).

However, work with children in this direction is carried out by methodologists who have completed advanced training courses in the field of information technology or teachers who have a technical education, but do not know the methods of working with preschool children.

Therefore, we believe that a modern children's educational institution needs a teacher with the latest achievements in science and culture, modern teaching methods, familiar not only with the operation of equipment, but also with modern software products focused on raising and educating preschool children.

**Analysis of Subject Matters:** The professional development of an early childhood care provider requires systematic and focused training. There are various definitions of this concept. V. Bondar believes that the modern professional and pedagogical training of teachers of early childhood education should be aimed at a competency-based approach in its organization [1].

S.Sysoeva by professional teaching means the continuous and controlled process of acquiring a subjective experience of professional activity by a person [2, p. 133].

A.Abdullina considers the professional training of teachers of preschool education as an integral part of the system of higher pedagogical education; as a process of formation and enrichment of attitudes, knowledge and skills necessary for a specialist to adequately fulfill the specific tasks of the educational process [3, p. 40].

**Research Methodology:** The purpose of the article is to justify and disclose the author's concept of effective management of information educational space in a preschool educational organization.

**Analysis and results:** The teacher should have knowledge from the field of modern information and communication technologies, as well as pedagogy, psychology and teaching methods and education of preschool children [4; 5].

Over the years, we have studied and compared the informational educational environment of a university and a preschool educational institution, analyzed approaches to considering the informational problems of pedagogical design of students' competence systems for professional activities. The implementation of the model of information competence in preparation for professional activities was considered. Diagnostics was carried out to determine the professional competence of preschool teachers.

An analysis of the work of preschool educational institutions and the content of training specialists in higher education shows that the problem of introducing information technology into the educational process and the content of vocational training at a university is not sufficiently developed, although there is a need for informational competence of preschool education specialists of different levels to work in a preschool education system. In modern studies, the emphasis is shifted toward preparing a more general pedagogical and methodological training for the teacher, the formation of pedagogical skills and the formation of the pedagogical culture of the teacher, but issues of information literacy, the use of information technology in the training of future teachers and the use of information technology in the practice of educational institutions are not addressed [6; 7].

Therefore, a serious scientific and theoretical development requires the question of improving the professional training of teachers of preschool education at the university, developing a model for preparing students of pedagogical universities for professional activities based on the use of information technologies.

A modern preschool educational institution requires specialists of all levels of knowledge of modern information technologies, a personal computer, as well as

information competence in the implementation of information technologies in working with preschool children, in the preparation and organization of the pedagogical process in a preschool educational institution. The deepening of information training can be changed by changing the content of general and vocational training, using various forms of working with students in the educational process, in the research work of students and teachers and finding concrete embodiment in pedagogical practice, which in general will contribute to the information competence of the future specialist - teacher. Over the years, we carried out work conditionally divided into several stages:

At the first stage, we studied the experience of advanced pedagogical practice on the problem of domestic and foreign experience in the use of information technologies in the professional activities of preschool teachers, which led to the conclusion that it was necessary to find ways to create technologies for improving the professional training of preschool teachers in a modern university taking into account the modernization of higher education [8; 9].

At the second stage, the collection and analysis of empirical material, the study of the formation of information competence in universities was carried out. The analysis and synthesis of the requirements presented in a higher educational institution was carried out; individualization of his training, education, professional and personal development. The conditions for the development and effective functioning of the system of formation of the information competence of a preschool teacher at a university were identified and substantiated.

At the third stage, the mass introduction of organizational and methodological documentation related to the training of qualified personnel of preschool education in the field of information technology occupied a special place. Development of educational and teaching aids, monographs, a teaching kit, holding conferences of high school, national and international level [10]. Development and testing of a program of advanced training courses for personnel. Preparation of an abstract and literary design of a doctoral dissertation for defense.

**Conclusions and Suggestions:** The concept of vocational training of teachers of preschool education at the university has been developed, which reflects a reference to

the development of a professional as the main trend in the modernization of modern professional pedagogical education.

1. For the first time, a procedural structure for improving the professional training of a teacher of preschool education at a university based on the use of information technology was designed.
2. The content of the subject-oriented disciplines of pre-school education teachers is structured.
3. The features of the organization of the educational process, its content and forms in order to form the informational competence of preschool teachers in accordance with the features of their professional activities are revealed.

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## TEACHING PROVERBS AS A WARM-UP, ENERGIZER AND TIME-FILLER ACTIVITY

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**Annotatsiya:** Maqola maqollarni tayyorlovchi, tetiknatiruvchi va vaqtni to'ldiruvchi mashq sifatida o'qitishga bag'ishlangan. Maqolada tadqiqot materiallarini muhokama qilish uchun sifatiy analiz qo'llanildi. Taqiqot olib borish uchun bir necha bosqichlar amalga oshirildi. Avval hayvon nomlari qo'llanilgan o'nta maqol tanlab olindi. Keyin tanlangan maqollarning ta'riflari muhokama paytida foydalanish uchun berildi. Undan so'ng, maqollarni ishlatmaslikning ichki va tashqi omillari aytib o'tildi. Nihoyat, yangi mavzuni boshlamasdan avval qo'llaniladigan tayyorlovchi "yangi mavzu nima haqida", tetiklantiruvchi "jumboqli maqol" va vaqtni to'ldiruvchi "uni baham ko'ring" mashqlari tavsiya etildi. Nihoyat, ushbu mashqlar dars jarayonida nafaqat talabalar diqqatini jalb qilishi, fikrlash ko'nikmalarini rivojlantirishi va fanga bo'lgan qiziqishlarini ushlab turishi, shu bilan bir qatorda maqollardan tez-tez foydalanishlariga turtki bo'lishi ta'kidlab o'tildi.

**Tayanch so'zlar:** ko'chma ma'no, maqollarni o'rgatish, o'zaromunosabat, jumboqli maqol o'yini, tayyorlovchi mashqlar, tetiklantiruvchi, vaqtni to'ldirish mashqi

**Аннотация:** Статья посвящена обучению пословицам как разминке, энерджайзер и наполнитель времени. В данной статье качественный метод используется для обсуждения материала исследования. Для проведения исследования проводится ряд процедур. Во-первых, десять пословиц с именами животных были отобраны. В-третьих, некоторые внутренние и внешние факторы избегать использования пословиц изложены. Наконец, рекомендуется использовать упражнения, такие как игры-разминка «угадай тему», энерджайзер «смешанная пословица» и наполнитель время «поделите это» не только привлекать внимание студентов, развивать навыки

мышления, мотивировать им во время урока, но и формировать их интерес к использованию пословиц часто.

**Ключевые слова:** подтекстное значение, обучение пословицы, взаимодействие, смешанные пословицы, игры-разминки, энерджайзеры, наполнители времени.

**Abstract:** The article is dedicated to teaching proverbs as a warm-up, energizer and time-filler activity. In this article qualitative method is used to discuss research material. Several procedures are accomplished to do this research. First, ten proverbs with animal names were selected. Second, the definitions of the selected proverbs are used for discussion. Third, internal and external factors are stated. Last, it is recommended to employ proverbs as warm-up “guess the theme”, energizer “jumbled proverb” and time-filler “share it” activities not only to draw students' attention, develop thinking skills and to keep them motivated during the lesson, but also generate their interests to use proverbs frequently.

**Key words:** connotative meaning, teaching proverbs, interaction, jumbled proverbs, warm ups, energizers, time fillers.

**Introduction:** It is fact that having consecutive language exercises during lesson makes teachers and language learners exhausted. Tiredness of learners causes unsatisfactory result from the lesson. Teachers use number of are word games, board games, pictures, puzzles, tongue twisters, warm ups, energizers and time fillers in order to prevent this tiresome and boredom of the students. In this article we emphasize on studying some ways of maintaining student's attention, motivation and interest while having a lesson, namely using proverbs as warm ups, energizers and time fillers. In online Merriam-Webster dictionary warm-up activity is defined as “A preparatory activity or procedure.”[1] The term energizer is used for the activity to warm up learners and encourage interaction among them.[2] Time-filler is an activity that occupies time which would otherwise be wasted.[3] From above mentioned definitions can be concluded that warm-up activities prepare students for the next activity, energizers activate students and time-fillers cover extra time of the lesson.



**Literature review:** The efficiency of warm up, energizer and time filler activities were studied by scholars from different perspectives. Adnan Zaid showed educational, moral and cultural values in his article “Using proverbs as a lead-in activity in teaching English as a foreign language.[4] Next research was done by Mahar in which he presented efficiency of using energizers during academic instruction with elementary schoolchildren.[5] In addition, using pop song[6] and movies[7] as a time filler activity during the lesson was scrutinized. In fact we also studied using proverbs during whole process of the lesson. But we focused on efficiency of Quizlet application to explain, revise and consolidate a new theme, especially during stylistics and English practical course.[8] In our article we would like to develop above mentioned study by suggesting some types of warm-up, energizer and time-filler activities to motivate students’ interest towards lesson and learn proverbs through those activities.

### **Using proverbs as warm – up, energizer and time-filler activities**

Teaching proverbs is probably not so difficult theme for teachers as they prepare carefully to explain it to students in a different manner and method. However in terms of applying proverbs, in practice, they are rarely used by students. Concerning the role of using idioms in speech Cooper stated that language became “a bookish, stilted, unimaginative tone without idioms.”[9, p.258] We consider that there are some internal and external factors hinder frequency of proverbs in speech. We included learners’ language problems in understanding the form, meaning and function of the proverbs as internal factors. These reasons resulted in appearing the feeling of being shyness and anxiety due to inability to use them correctly. We consider that teachers and textbooks are external factors that lead to this inability. Because some teachers even themselves do not understand the meaning and application of proverbs and avoid explaining them. Existing not supporting educational and social environment (friends and all the other people from different fields) causes language learners to prefer using ordinary language no matter they have acquired the proverbs quite well. Teachers should use proverbs as frequently as possible in the beginning (as warm up), in the middle (as energizers) and





in the end of the lesson (as time-filler) to create paremiological atmosphere in the classroom.

**Research methodology:** In our research we used qualitative method. Several procedures are accomplished to do this research. First, we selected the following animal proverbs from “Dictionary of proverbs and their origins” and “The facts on file dictionary of proverbs”. Second, the definitions of the selected proverbs are used for discussion. Third, internal and external factors are stated and suggested special activities which support the theory.

**Table 1. Additional material for warm-up, energizer and time-filler**

#	Proverbs	Definition
	<b>Don't change horses in mid-stream.</b>	If you must change your mind, choose your moment well; don't change direction or tactics in the middle of a difficult undertaking [10,136 p.]
	<b>A leopard can't change his spots.</b>	A person cannot change his basic nature [10, p.153]
	<b>An elephant never forgets.</b>	Said of someone with a prodigious memory, usually for slights and wrongs[10, p.88]
	<b>Better be the head of a dog than the tail of a lion.</b>	It is better to have a position of importance in a small organization than to be an unimportant member of a large group[11, p. 21]
	<b>Curiosity killed the cat.</b>	Beware of poking your nose into the affairs of others; it may get you into trouble[10, p.60]
	<b>Don't let the fox guard the henhouse.</b>	Do not put somebody in a position where he or she will be tempted to wrong doing [11, p.62]
	<b>First catch your hare.</b>	Do not act on the optimistic assumption that you will get or achieve

		something until you actually have it or are absolutely certain of success[11, p.60]
	<b>If a pig had wings, it might fly.</b>	Some things are not just improbable, but downright impossible; said to somebody who puts forward such a suggestion[11, p.133]
	<b>The wolf in sheep's clothing.</b>	Appearances are deceptive [10, p.4]
	<b>There's a black sheep in every family.</b>	Every family has one independent member who is disapproved of for not fitting into the general mould of family life[10, p.20]

**Analysis and Results:** There given 10 proverbs with the same number of animal names, such as horse, leopard, elephant, lion, fox, sheep, wolf, hare dog, and cat. Above mentioned proverbs can be used differently. It is based on what kind of activity is. If it is warm up activity teacher writes animal proverb and students **guess a new theme**. For instance, the proverb '**don't change horses in mid-stream**' is inferred and advised not to change our mind or direction suddenly while doing something and have already started it. If our theme concerning "Accomplishing and completing our duties and responsibilities" connotative meaning will be suitable. Sometimes the students find the answer easily from the component of the proverb "horse" that the new theme about animals and the connotative meaning of the proverb is remained to be discussed later.

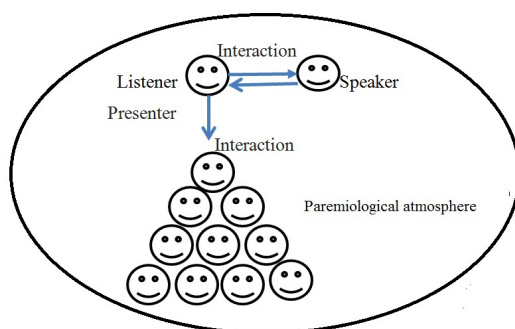
### **Jumbled words or jumbled proverbs**

Jumble is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters.[12] The word game jumbled proverb can be played as an energizer or a time-filler activity. In this word game teacher writes the proverb in mixed order. Teacher divides the class into small groups and asks to unscramble the proverb "**catch your first hare**" (**first catch your hare**) in five minutes, the first winner group will be motivated with tangible (school

things) or simply intangible support (let's applaud the winners). As it is accomplished cooperatively, it will improve students' language skills, problem-solving and social skills.

### Share it

Normally teachers plan their lesson and even manage the time for every task of the lesson effectively so it will finish on time. But sometimes the lesson will be over five minutes before or even earlier than the teacher expects. This case generally happens with strong classes. In this situation flexible teachers usually prepare additional materials, typically related materials for the lesson for covering extra time as well as consolidating learnt material. For instance, we can utilize proverbs as time-filler for this purpose. We named this time-filler as **share it**.



**Pic.1. "Share it" time-filler activity**

According to this activity teacher divides the class into two groups, such as listeners and speakers. The number of proverbs is based on students' size and level, averagely from six to ten proverbs will be selected. One by one listener group member takes a proverb leaflet without definition and reads out it. A member of another group who has the same proverb but with definition rereads loudly so the listener group member to come, listen and acquire it. Finally, listener group member shares his/her knowledge to whole class by retelling the proverb and its definition with his/her own word. This activity seems traditional, but it has nontraditional peculiarity. The first distinctive feature is students' interaction, second is, a student presents the proverb with his/her own word to the class. The success of the activity is undoubtedly based on teachers' clear instruction and students' reaction towards it. Importantly "Share it" time-filler develops learners' paremiological knowledge and paremiological fund and

prepares students to use proverbs actively and effectively in four language skills, such as listening, speaking, reading and writing skills.

**Conclusion:** Teachers' motivation and classroom management play significant role in students' studies. If an instructor does not keep using the same method and technique, instead, apply interactive methods during whole process of the lesson, students will encourage learning proverbs more. In our article we studied the efficiency of teaching proverbs to use as warm up, energizer and time-filler activity. We recommended to apply three activities, that is, warm up "Guess a new theme" to prepare for a new theme, energizer activity "Jumbled proverbs" and time-filler activity "Share it" to give weak learners some break and encourage to work with strong students to learn the proverb incidentally. We consider that utilizing these activates result in contributing to increase students' motivation but also encourage acquiring proverbs cooperatively.

**Recommendation:** Regular exercises identify the development in every scope. Based on current research we propose the following recommendations to language teachers. First, the proverbial exercises that we suggested are motivating and additional activities that do not require any special preparations from the teacher. This means that they should be not only applied for the students whose specialties are English, but also for the students who are taught English for Specific Purposes (ESP). Next, our suggested exercises focused on introducing the lesson, developing listening and grammar competences. More proverbial exercises, particularly listening and speaking exercises should be employed to increase students' vocabulary. Last but not least, proverbs and sayings are nation's live culture and heritage, to deliver this heritage to future generations, once more we, teachers should be active users of paremias in addition to using communicative proverbial exercises during lesson.

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## **FORMATION OF CONSTRUCTIVE BEHAVIOR OF TEENAGERS IN CONFLICTS BY ETHICS OF EASTERN COMMUNICATION**

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**Annotatsiya:** Ushbu maqola Sharqona muloqot odobi orqali nizoli vaziyatlarda o'smirlar konstruktiv xulq-atvorini shakllantirish jarayonini o'rganishga bag'ishlangan. Maqolada nizoli vaziyatlarda o'smirlarning xulq-atvori va harakatlarini optimallashtirish imkoniyati ko'rsatilgan

**Kalit so'zlar:** o'spirinlar; mojarolarning oldini olish; psixologik tayyorgarlik; ijobiy xulq-atvor; Sharqona muloyimlik; Sharqona muloqot odobi.

**Аннотация:** Данная статья посвящена исследованию процесса формирования конструктивного поведения подростков в конфликтных ситуациях средствами этики Восточного общения. В статье показана возможность оптимизации поведения и действий подростков в конфликтных ситуациях

**Ключевые слова:** подростки; профилактика конфликтов; психологический тренинг; конструктивное поведение; Восточная нежность; этика Восточного общения

**Abstract:** This article is devoted to the study of the formation of constructive behavior of adolescents in conflict situations by means of ethics of Eastern communication. The article shows the possibility of optimizing the behavior and actions of adolescents in conflict situations

**Key words:** adolescents; prevention of conflicts; psychological training; constructive behavior; the Eastern tenderness; the ethics of the Eastern communication

**Introduction:** The national specificity of human interaction, which is one of the regulating factors of conflict-free and constructive behavior, is revealed. Based on the national Proverbs, sayings and teachings of our ancestors, we tried to form the necessary skills in adolescents constructive behavior, which are given in the article.

The possibilities of using in the process of training work the ethics of "Eastern communication" as a manifestation of polite tone, sweetness and beauty in the relationship of people.

The following training methods used in the training program were developed and tested: mini-lectures, brainstorming, work in small groups, role-playing games, case studies, work in pairs, psychotrening games, exercises and audio-visual videos. Experimental data confirming the possibility of using special questionnaires developed by us using the instructions of thinkers of the East about the "ethics of Eastern communication" are obtained.

The following data are one of the elements of psychological training for adolescents, as it is the Eastern tenderness and education in the process of communication are still one of the ethno-psychological characteristics and values of the Uzbek people.

In the context of globalization of human relations and scientific and technological progress changes the psychology of people, which is reflected in their relationships and interactions. This primarily concerns the education system, where the child's personality is formed, consciousness and communication skills with the surrounding reality, his spiritual and moral world are developed.

**Literature review:** As the head of our state noted, Shavkat Mirziyoyev "One of the important directions of the reforms, we have outlined the comprehensive support and creation of conditions for each young man to occupy a worthy place in society and we are carrying out large-scale work in this direction. If we do not engage in raising



children, daily check their behavior, educate, train in professions, ensure their employment, it will be difficult to protect them from harmful influences". [1].

The ability to resolve the conflict, its constructive resolution and management is a vital aspect of psychological health and adaptability, an indicator of adequate self-esteem. Conflict resolution programmes in the form of various social and psychological training have emerged in schools as a response to the growing conflicts between students in General, including adolescents. These programs are based on research in the field of conflict resolution [17].

In the course of research on the process of formation of constructive behavior of adolescents in conflicts by means of ethics of Eastern communication, we have developed and conducted a corrective program in the form of training sessions with adolescents on conflict prevention.

This program was conducted for adolescents of 7-8 grades in 5 and 11 secondary schools of the city of Namangan in a group form of education with adolescents with a population of 30 students in 2 groups of 15 people. which consists of 20 hours (2 hours per week). The content of the training included games and psychotechnical exercises aimed at the formation of constructive behavior of adolescents through the development of communication skills, social competence, reflection and positive ways of action in various conflict situations .

In the course of the conducted socio-psychological training, we tried to use the instructions and moralizing thinkers of the East as a national feature of conflict prevention among adolescents. During the training, we also used national Proverbs, sayings and compiled a questionnaire on the theme of friendliness, sweet talk, respect and education of the individual according to the "ethics of Eastern communication".

A characteristic feature of the system of pedagogical views of thinkers of the East was a special attention to the harmonious development of personality [2].

The manifestation of polite tone, sweetness and beauty in the relationship of people is called "ethics of Eastern communication" [5].

The ethics of "Eastern communication" should be formed from infancy by parents in the family and teachers at school. The Foundation of the "Eastern communication" ethics and Eastern education imparted by the family are the most stable. As a child growing up in school in the process of forming a skill in a social environment, he always feels the power and power of education [5].

In the works of thinkers of the East "ethics of Eastern communication" that is, "ethics of politeness" is presented in various forms and names. The cultural and spiritual heritage of our ancestors, the word they created, the inexhaustible wealth of the language of the people plays an important role in the education of the younger generation. In this regard, Abu Nasr Farabi, Keikavus, Abu Rayhan Beruni, Alisher Navoi, Jaloliddin Davani and in the rich heritage of other wise men of the East, the education and improvement of children were promoted as the main problems [11].

Abu Nasr Farabi. The second teacher after Aristotle's contemporaries as a brilliant scientist and philosopher Abu Nasr Ibn Muhammad al-Farabi (870-950). He wrote brilliant comments to the works of Aristotle, they worked out in detail the problems of mental, moral, aesthetic and physical education of young people, the problems of pedagogical work, which are closely intertwined with his philosophical views [9].

In the treatises of Farabi, concrete methods of education of virtue by means of cognition are offered. He divided them into "soft" and "hard". If the students themselves show a desire to master the Sciences, the desire for work and good deeds, then soft methods of education are appropriate to help strengthen these aspirations. If wards spiteful, bratty, lazy, to use "harsh methods", that is coercion. However, the use of such methods should be determined by the level of morality of the teacher. Educational activity, thus, requires extensive knowledge and high moral qualities of the teacher, combined with the supervision and experience of the students themselves. [9].

The doctrine of the model city-state. In particular, the treatise of al-Farabi "on the views of the inhabitants of the virtuous city", the main idea – the image of virtuous

people. Whether he is a king, a beggar or an ordinary citizen, regardless of his background, he is a man of virtue. People are virtues of the city, have honor and respect for each other.

Keykavus. The book "Kabusname" is an ethical and didactic work covering important issues of education and ethics. This work was written by padishah Keikavus of the Gilan state, located in the South of Azerbaijan and now in the North of Iran, in 1082-1083. It is an appeal to the son of padishah Gilanshah. The work, written in the genre of instruction, contains stories and sayings of wise men, simple in style, set out lively and entertaining. "Kabusname" in the middle ages was a reference book of rulers, religious figures, scientists and teachers. This work, as a source of morality, played an important role in the education of the young generation for many centuries.[13].

Great thinker Alisher Navoi paid great attention to the improvement of education and education of the individual. He says, for instilling in people of noble qualities, it is necessary to bring up at them these moral advantages and lists them. According to Alisher Navoi, the real person is a diligent, hardworking, fair, shy, educated in communication, honest, generous, modest, generous, conscientious person. [7].

In his works, "Hamsa", "Mahbub ul-kulyub", "Munojot", "Wakfiya", "Majolisun, nafois", "Muhakamat ul-Lug'atayn" he creates images of the perfect man and talks about the education, training, and moral education of the individual. Also in his works he describes the content, methods and methods of formation of moral education and culture of speech of the person.

**Research methodology:** In the dictionary "O'zbek tilining izohli lug'ati" ("Explanatory dictionary of the Uzbek language") the term "fasahat" is interpreted as "the ability to speak nicely and pleasantly, precision, and smoothness of speech»:

- during communication, you must observe the etiquette of the conversation;
- during communication it is necessary to consider the speech state of the interlocutor;
- you need to speak in a pleasant, polite, heartfelt tone;

- the speaker should be polite, sweet-talking; [13].

The study of Abu Reyhan Beruni's work shows the importance he attached to such moral issues as honor and dignity, friendship and partnership, kindness, justice and conscience. Seeing ignorance around him deception, enmity, injustice, adversely affect the education of young people, the great educator advocated for the moral education of the people. The great thinker taught that perfection can be achieved in the process of universal introduction of high intellectual and moral standards, brought up with the help of science: Beruni was deeply convinced that knowledge directs people on the right path. However, " the attainment of salvation through knowledge is possible only if one abstains from evil [6].

It is interesting and important, from a modern point of view, the idea of Beruni that it is not enough just to be an educated person, to know the rules of "noble" behavior, the main thing is to be able to apply this knowledge in practice.

Beruni paid great attention to the issues of friendship and partnership, which he considered to be "the most precious gift of life". Revealing the characteristic features of friendship, the thinker requires to educate students in the spirit of partnership and mutual assistance. [6].

The largest piece of Jaloliddin Davani, addressing socio-psychological, socio-ethical and pedagogical problems are "Shine in the superiority of the moral qualities", or briefly "Ahlaki Jalali" ("Ethics Jalali"). [11].

The thinker argues that the achievement of human perfection depends on his relationship with other people and suggests that in a society in a certain social environment where the person was formed and brought up in interaction with others can achieve happiness and well-being, if justice prevails in this society. He therefore, in his work "Ahlaki Jalali" divides society into a pious city and the city clueless. Like Farabi, Davani lists the noble qualities inherent in the management of the pious city and the main ones, which are caring for people, justice, managing their anger, generosity, mercy and sympathy. [11].

People convey to each other their goals, relationships, experiences and their entire inner world through words. In this regard, beauty and diligence in relations and communications between them is required. [14]

Have silver-tongued of relationship people are nice and things are going uphill, these people respect and love. Communication is also a kind of art root, which is the ethics of Eastern communication and every person needs to master it perfectly. [13].

**Analysis and results:** In table 1 below, we present a questionnaire that was compiled by us and asked to 30 students before and after the training. The questionnaire was conducted to determine the level of awareness of participants about the “Ethics of Eastern communication” for the subsequent formation of constructive behavior of adolescents in conflict situations.

Table № 1.

Content of issues

№	Questions about “the Ethics of the Eastern communication”	Answer choices		
		I know	I know a little	I don't know
1	Do you know what "Ethics of Eastern communication" is?			
2	Do you know the qualities of a person who uses the "Ethics of Eastern communication"?			
3	Do you know why people need knowledge about the rules of "Ethics of Eastern communication" ?			
4	What sources of "ethics of Eastern communication" do you know?			
5	Do you know what thinkers of the East give examples of the "Ethics of Eastern communication"?			



6	What positive aspects of the " Ethics of Eastern communication " do you know ?			
7	Do you know what people can achieve through the "Ethics of Eastern communication" ?			

In addition to the above-mentioned questionnaire "on the ethics of Eastern communication" in the process of research, we have conducted other tests questionnaires such as "rapid diagnosis of behavioral style in a conflict situation" to measure the style of behavior of the student in a conflict situation and "self-Assessment of constructive behavior in the conflict" (Fetiskin N. P., Kozlov V. V., Manuilov G. M. Socio-psychological diagnostics of personality development and small groups.- M., Publishing House Of Institute Of Psychotherapy. 2002. - 490 p.), which also gave positive changes in the evaluation of the behavior of adolescents after a special training.(We described the results in another article).

Table № 2.

### **Level of knowledge of teenagers taking into account the content of the questions**

Level of knowledge of teenagers (30 pupils) before passing of special training			
Questions	High	Average	Low
1	4	6	20
2	3	5	22
3	3	7	20
4	2	8	20
5	6	10	14
6	4	8	18
7	3	7	20
Number of responses	25	51	134

According to table 2, it can be determined that before the special training on 7 questions about the " Ethics of Eastern communication " of 30 students: 25 answers – with a high rate of knowledge, 51 answers with an average rate of knowledge and 134 answers with a low rate of knowledge.

Table 3 shows the indicators of knowledge of adolescents after passing a special training. After re-conducting a questionnaire about the “Ethics of the Eastern communication” 7 questions out of 30 pupils: 66 responses – with a high level of knowledge, 100 responses with an average of 44 knowledge and answers with a low knowledge. The differences between pre-and post-training indicators are given in the tables 3 and 4.

**Level of knowledge of teenagers taking into account the content of the questions**

**Table 3.**

Level of knowledge of teenagers (30 pupils) after passing the special training						
Number of questions	High	Difference	Average	Difference	Low	Difference
1	10	6	13	7	7	13
2	9	6	14	9	7	15
3	10	7	15	8	5	15
4	8	6	16	8	6	14
5	10	4	15	5	5	9
6	9	5	13	5	8	10
7	10	7	14	7	6	14
Number of responses	66	41	100	49	44	90

According to the given tables it is possible to define before and after training quantity of answers of pupils as indicators of level of their knowledge of “Ethics of East communication” considerably increased. This can be determined from table 4.

**Table 4.**

**Level of knowledge at the initial and final stages**

Level of knowledge of teenagers before the training	Number of responses	Level of knowledge of teenagers after the training	Number of responses	Difference
High	25	High	66	41
Average	51	Average	100	49
Low	134	Low	44	90



For the formation of students ethics "Eastern communication", of great importance is the image of the teacher, as he must first be a role model, to show courtesy, kindness, sensitivity, sympathy, the same think and find a way to the heart of the students. Eastern tenderness, recognition, respect and love have always been present between parents and children, teacher and student, among relatives and friends. Thinkers of the East in their works for several centuries previously argued about the high level of spirituality of our ancestors, which should be an example for the future generation.

**Conclusion:** In the study, we found that:

1. The ideas of Farabi, Beruni, Keykavus, Alisher Navoi and other thinkers about education, the achievement of universal happiness, of education and science, about the relations of teachers and students about peace and friendship are key components of psychological and pedagogical culture of the East.
2. The Heritage of Eastern thinkers can be applied in solving urgent problems of modern pedagogy and psychology, including the education of civil and Patriotic ideals, the development of aesthetic taste, and the revival of national values.
3. Using the works of Eastern thinkers on the ethics of Eastern communication in the development of socio-psychological training for teenagers, as well as their conduct will contribute to the formation of constructive behavior of schoolchildren in conflict situations.

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## CONFLICTS - AS A CAUSING FACTOR OF ADOLESCENT SUICIDE BEHAVIOR AND THEIR PREVENTION

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**Аннотация:** Ушбу мақолада ўсмирларнинг ўз жонига қасд қилиш хулқининг пайдо бўлишига сабаб бўлган омиллар сифатида, шахснинг ички низолари ва уларнинг олдини олиш усуллари ҳақида ёритилади.

**Калит сўзлар:** зиддият, шахс, ўсмир, суицид, ёрдам, хатти-ҳаракатлар

**Аннотация:** В данной статье освещается о внутриличностных конфликтах личности как о факторах провоцирующие возникновению суицидального поведения подростков и о путях их профилактики.

**Ключевые слова:** конфликт, личность, подросток, суицид, помощь, поведение

**Abstract:** This article highlights the intrapersonal conflicts of personality as factors that provoke the emergence of suicidal behavior of adolescents and ways to prevent them.

**Keywords:** conflict, personality, teenager, suicide, help, behavior

**Introduction.** Conflict is a form of social interaction between two or more subjects that arises due to a mismatch of desires, interests, values, or concepts. All people will sooner or later become participants in the conflict, in which case they may be the initiator or the victim of the situation. There is a big difference between the concepts of ‘conflict’ and ‘conflict situation’ and we need to be able to distinguish them.

A conflict situation is a mismatch of people’s interests that creates a real conflict between social actors. The main sign is that the subject of the conflict has arisen, but there is currently no open active struggle. That is, in the process of conflict

development, the fact that a conflict situation always occurs before the conflict is its basis.

Conflict is the most acute form of resolving problems that arise in various areas and is usually accompanied by actions that deviate from rules and norms.

An intrapersonal conflict (internal conflict of an individual) is a problematic situation that has the same power, but arises as a result of a conflict between conflicting interests, motives, needs, and is difficult to resolve.

**Literature review:** Intrapersonal conflict plays an ambiguous role in a person's life: it can act as a source of personal development, and as a cause of the development of neurotic reactions. Overcoming a conflict situation, a person finds opportunities for interiorization and conscious acceptance of moral values, acquisition of new adaptive skills, and self-realization. If there is a conflict Neiden or the use of psychological protection does not remove, minimize feelings of fear or anxiety, this conflict is a source of insecurity personality instability its behavior, inability to consciously achieve your goals. [8]

In psychoanalytic theory, intrapersonal conflict is understood as a struggle between incompatible forces or structures within a person: between the Ego and the Super-Ego (Z. Freud), between a sense of inferiority and the desire to overcome it (A. Adler), between the personal Self and the archetype (K. Jung), between contradictory "neurotic needs" (K. Horney). For behaviorists, intrapersonal conflict is a set of reactions that are the result of mistaken parenting (B. Skinner) . Levin writes that conflict is a situation caused by the need to choose between forces of equal magnitude acting on the individual. Cognitive psychology considers internal conflict as a negative state that occurs in a situation of inconsistency of personal constructs or as a mismatch of knowledge and behavior (J. Kelly, L. Festinger). In humanistic psychology, internal conflict is a contradiction that arises between the Self-concept and the experience of a person. Rogers), between the desire for self-actualization and the real result (A. Maslow). In existential psychology, intrapersonal conflict is understood as a situation where a person loses the meaning of life (V. Frankl). [8]

The concept of intrapersonal conflict by one of the leading representatives of humanistic psychology, American psychologist Abraham Maslow, is widely known. According to Maslow, the motivational structure of a person is formed by a number of hierarchically organized needs: 1) physiological needs; 2) the need for security; 3) the need for love; 4) the need for respect; 5) the need for self-actualization. The highest - the need for self-actualization, that is, the realization of human abilities and talents. It is expressed in the fact that a person strives to be what he can become. But it does not always succeed. Self-actualization as an ability may be present in most people, but only in a minority is it realized. This gap between the desire for self actualization and the actual result is the basis of intrapersonal conflict. [9].

*There are certain indicators of intrapersonal conflict, which are:*

1. In the cognitive sphere: a decrease in self-esteem, perception of one's state as a psychological deadlock, a delay in decision-making, deep doubts about the validity of the principles you have previously followed;
2. In the emotional sphere: psycho-emotional tension, frequent and marked nervousness;
3. In the field of behavior: a decrease in the quality and intensity of activities, a decrease in job satisfaction, the appearance of negative emotions in communication;
4. Integral indicators: deterioration of the adaptation mechanism, increased stress.

An internal conflict is one of the most complex psychological conflicts that occurs in a person's inner world. It's hard to imagine a person who has never experienced an internal conflict in their life. Moreover, man is constantly confronted with such contradictions in his life. A person's constructive inner conflict is an integral part of his or her psyche development. [10].

A person's destructive internal conflict can lead to serious consequences, from severe internal experiences that cause stress to an extreme form of resolving it - suicide. It should be noted that the situation of internal conflict is always present in each of us, and we should not be afraid of it. For a mentally healthy person, this level of internal conflict is an absolutely natural state of the psyche.

According to the analysis of data from some sources, suicides among juveniles occur for the following reasons:

- as a result of conflicts (conflicts) and inconveniences;
- as a result of severe fear of persecution by adults (parents);
- as a result of inappropriate behavior, conflicts and indifference of others, committed by teachers, classmates, friends;

Those who choose this path are children with a spiritually sensitive character who lose the meaning of life and suffer from the fact that no one in this world needs them and is left alone.

In psychological experiments, it has been shown more than once that in some people, any failure causes involuntary thoughts of death. The death drive, Freud's Thanatos, is nothing more than an attempt to resolve life's difficulties by withdrawing from life itself. This is especially true for young people. Of the 200 authors of adolescent autobiographies and diaries studied by Norman Keel (1964), over a third more or less seriously discussed the possibility of suicide, and some attempted it. Among them are such different people as Goethe and Romain Rolland, Napoleon and Benjamin Constant, Jacob Wasserman and John Stuart Mill, Anthony Trollope and Beatrice Webb, Thomas Mann and Gandhi, and others.

Before we talk about suicide, we need to clarify this concept.

*Suicide is the deliberate taking of one's own life.* It is the result of the interaction of biological, genetic, ethnocultural, psychological, social and environmental factors. Joyner's interpersonal theory of suicide (IPTS) is one of the most common theories of suicide (Joiner, 2005). The desire to die, according to the author, occurs in the presence of two factors: abandonment (thwarted belonging) and perception of yourself as a burden.

*Abandonment* (frustrated belonging, loneliness). Social isolation, according to a large number of studies, is one of the most significant and reliable predictors of suicidal intentions, attempted and completed suicides on throughout your life.

The need for belonging is so strong, says T. Joyner, that it manifests itself even at the threshold of death. So, one of the farewell notes reads: "I am walking on the bridge. If at least one person will smile at me, I won't jump» [7].

Over the past two years, many prospective models and suicidal behavior courses have been developed to answer empirical questions about etiology (Barzilay and Apter, 2014b). [6]

In everyday life, the concepts of "suicide" and "suicidal person" are used to define a person's self-directed, self-chosen behavior. However, these words are not inspired by all types of attached behaviors, and many of them are motivated by a desire to die or commit suicide. "Suicide" means death that is a direct or indirect result and is committed by the victim himself. [3].

According to A.G. Ambrumova and other well-known scholars, suicide is a phenomenon of socio-psychological inability of a person to commit suicide by people who cannot control their actions and are not accountable to them.

Most suicidal actions are aimed at re-establishing broken social ties with those around you, rather than deliberately depriving oneself of life. This is primarily due to suicidal behaviors among adolescents, as they tend to focus on those around them rather than on their own. [2].

We observe a slightly different view of suicidal behaviors during adolescence. Suicides are more common among adolescents than among children, and only a small proportion of them achieve their goals. Adolescent suicide rates do not exceed 1% of all suicide attempts [2]. The suicidal behavior at this age is demonstrative, including blackmail.

A. E. Lichko points out that only 10 percent of adolescents have a suicidal ideation (suicide attempt), and 90 percent are screaming for help [2]. B. N. Almazov examined a group of 14-18-year-olds who deliberately cut their veins, and found that only 4 percent of them had suicidal thoughts. Suicidal behavior in adolescents is often explained by the fact that young people do not have enough knowledge and life experience to correctly determine the purpose of their life and the ways to achieve it.

E. Sher identifies the following types of suicidal behavior:



- Invincible - characterized by the predominance of a clearly visible autoaggressive component. Autoaggression is a self-directed aggression that occurs in people with changes in state of mind and psychotic states, as well as in people with organic trauma to the brain;
- Intentional suicide - the time, place and methods of suicide in this form are carefully planned and carried out in a practical manner;
- impulsive - characterized by sudden, unexpected;
- ambivalent - in this case the autoaggressive component and the behavior towards others are involved, as well as the ambivalent method of suicide is used. It is this type of people who commit suicide and say, "Help!" As a result of suicidal attempts. screams are applied.
- demonstrator - this is, as a rule, a reaction to a psychotraumatic situation, often committed in the presence of a suicidal person [2].

**Research methodology:** E.M. Vrono and A.G. Ambrumova came to the following conclusions by studying the personal characteristics of adolescents with suicidal behavior:

- most of them are characterized by impulsivity (sudden, unexpected);
- inability to analyze the decisions made;
- inability to see the consequences of their actions (inability to predict).

For suicidal adolescents - emotional instability is a characteristic feature that is characterized by causing conflict and often ending in suicidal behavior.

Most of the adolescents who committed suicide were characterized by high exposure, inability to think independently, and submission to the opinions of others, defining their own behavior based on the image of book or movie characters.

There are many motives and reasons that motivate a teenager to commit suicide, often the desire to draw the attention of parents, relatives and teachers to their problems in the foreground. Motives that lead to suicide often include: unbearable mental pain; loneliness, embarrassment for some behavior; feelings of hopelessness and helplessness; is to solve all problems through self-dissatisfaction, serious resentment, and suicide.

*Factors that may lead a teen to commit suicide may include:*

- Internal conflicts in the family due to excessive demands on the child or neglect of his identity.
- Disruption of the family structure (parental divorce, death of one of its members) plays an important role. Lack of a trusting relationship with parents is one of the strongest stimulants of suicide in adolescents.
- Conflicts at school. Often, a teenager's difficulties at school can lead to a decline in his or her self-confidence and a sense that he or she is insignificant to others.
- Unhappy or unrequited love. This is primarily because it is very difficult for teenagers to find a suitable partner and establish a relationship that satisfies both parties. Second, a deep psychological trauma leads to the emergence of strong emotions that seem unbearable.
- Financial and domestic difficulties. It's hard to tolerate material inequality in today's teens, one has "everything" and the other has "nothing".
- Depressive condition and mental illness (short-term or long-term) resulting from parental conflict or violence in the family
- As a result of aggressive advertising affecting the minds of adolescents in electronic media and on the Internet, which also promotes violence, aggression, murder and suicide.
- Genetic factors - some adolescents are prone to mental illness, which increases their risk of suicide.
- AIDS, cancer, and similar incurable diseases often lead to suicide.

Given the urgency of suicide prevention, many scientists have identified common symptoms for early detection of suicides and prevention of these cases:

- Symptoms of planned suicide: These may include words about dreaming of death and suicide or dying in a car accident, interest in suicidal devices and weapons, talking about losing the meaning of life, saying goodbye, or saying goodbye.

- Existence of suicidal experiences: Existence of suicidal experiences of close relatives, especially parents or friends, maximalism in all matters - intolerance, intolerance in all actions and decisions, making life black and white.
- The severity of living conditions: childhood in a troubled family; poor relations with loved ones at this stage of life; loss of loved ones; denial by society; severe illness, etc.
- Decreased human resilience to adversity: depression, stressful situations, weakness, weakness, illness, immediate pressure, physical and mental exhaustion, lack of knowledge and skills to overcome difficulties.

#### Symptoms of suicide:

1. Staying alone. Of course, every human being sometimes likes to be alone, which is a natural and normal state. But such a process (humanity, poverty, when a person is left to his own devices) takes too long and requires those around him to be vigilant if he avoids yesterday's friend and half-brothers.
2. Perseverance and tenacity. This is the case for everyone, and can be caused by the weather, fatigue or feeling unwell, family or service problems. However, a sudden drop in mood or joy can be a cause for concern. Such emotional instability can lead to death. may be messengers.
3. Depression. B is a state of deep emotional exhaustion that occurs differently in all people. Some people become withdrawn and self-absorbed, but disguise it in such a way that those around them do not notice the changes in their behavior. In such cases, the only way is to have a direct and open conversation with the person.
4. Aggression. Before committing suicide - it is characterized by anger, harsh treatment of others and aggression. Sometimes such behavior is to draw attention to the need to engage others in their behavior and help them, but it has the opposite effect - hatred for him (the suicide bomber) and self-abnegation. Instead of understanding him, he causes her to be discussed by his friends.

5. Appetite disorders. Lack of appetite or, conversely, overeating should be considered as a criterion for potential risk associated with thoughts of self-destruction.
6. Distribute gifts to others. People who have committed suicide are distributing their personal belongings to those around them, to their friends. From experience, we can say that this is a direct harbinger of unforeseen misfortune, in which case it is advisable to talk openly and seriously with the potential suicide to find out the purpose.
7. Mental trauma. Each person has limits to his or her own individual feelings, and his or her disorder can include behaviors, words, information that can cause severe mental trauma (moving away from home, physical and mental stress, new-found circumstances, parental separation, or death. , serious illness, personal problems) can cause him to commit suicide.
8. Behavioral Changes: Such situations require us to be vigilant. We need to pay attention to a poor person who suddenly jokes a lot with others, laughs a lot and talks a lot. Such a change is a deep feeling of loneliness and a mask of laughter. , indifference to life and communication.
9. Intimidation. All words about death must be taken seriously because they are direct warnings about death. In such cases, we should not be indifferent and aggressive towards the suicide bomber, as this may motivate him to achieve his goal faster. On the contrary, it is advisable to be patient with him and offer professional help if necessary.
10. Active preparation: collecting poisonous drugs and substances, leaving cartridges, drawing pictures of cemeteries and expressing them beautifully, thinking of death as a light process and talking about life after death.

There are some methods in the diagnosis of intrapersonal conflict:

1. "Diagnostics of internal conflict" by E. B. Fantalova, which is a set of techniques aimed at identifying the dominant values and conflicts of the individual, as well as ways of their emotional processing, which, in turn, reflects the deep individuality and

specificity of the functioning of psychological defenses. The system helps to differentiate psychological individuals by values, conflicts and their emotional processing for various contingents, to analyze internal conflicts for the study of persons with various kinds of deviations, as well as for all who need competent socio-psychological assistance and adaptation.

2. The existence of a relationship between interpersonal and intrapersonal conflicts can be determined using the method of the type of behavior in a conflict situation. Thomas, where five types of response in a conflict situation are identified. The predominance of one of the strategies indicates that the person focuses mainly on this line of behavior in the conflict. The choice of strategy is determined by personal and social factors. Orientation to a particular strategy depends on the prevailing attitude to others, the level of aggression. The choice of a conflict behavior strategy is influenced by a person's age, type of activity, and propensity to normative or antisocial behavior.

As well as methods for diagnosing suicidal orientation of the individual

1. The questionnaire of suicidal risk (modification of T. N. Razuvaeva)
3. Identification of suicidal risk in children (A. A. Kucher, V. p. Kostyukevich)
4. Determining the level of depression (T. I. Balashova)

**Analysis and results:** How can suicide be prevented? Studies show that the majority of young people who have attempted suicide or committed suicide have survived. They thought they just wanted to avoid problems because they didn't have the power to solve it the other way around. 75% of such children and adolescents had expressed their intentions in different ways: they were looking for an opportunity to speak and be heard; they pointed it out to their loved ones, acquaintances, but because they often encountered a wall they could not hear, they were not heard, understood, and taken seriously.

This is why children and adolescents in pre-suicide situations need more individual, group and family psychotherapy than ever before.

If a teenager is suspected of suicide:

- Inform the teen's parents or relatives about a possible accident.
- Ensure that the adolescent is monitored regularly, both at school and outside the family.
- Ensure that you receive qualified advice from a psychiatrist or psychotherapist. If necessary, carry out special treatment in a special institution.
- Establish a caring attitude towards the teenager - it is important to talk to him in the first minutes or hours after the suicide intentions are revealed, but the conversation should be in a sincere and friendly tone, not in a "nurturing" way.
- Avoid "cheap" comfort and insults.
- Temporarily protect your teen from stressful situations.
- Listen to him carefully and take any of his complaints seriously.
- Ask directly about his suicidal thoughts, intentions, plans.
- Find out what the teenager wants to change in themselves, in others, in the environment, in situations. Give him hope to return to a normal life by offering a constructive approach to overcoming the situation.

In such circumstances, special responsibility rests with the child's parents or guardians:

It is necessary to restore a trusting relationship with the child, to ensure that he or she speaks the full truth about what happened and the reasons that motivated him or her to take such action.

Suicide treatment. People who talk about suicide or are trying to commit suicide need to be taken seriously and given an immediate medical examination.

*The treatment consists of two components:*

- The first is: - security. In most cases, hospitalization is necessary, sometimes around the clock. It is necessary to remove all means leading to suicide (knives, weapons, medications, barriers to access to car and upstairs windows) and of course start outpatient treatment.
- The second: - treatment of the underlying disease. Depressive disorder and manic-depressive psychoses are usually treated with a combination of medication and psychotherapy.

### **Conclusion:**

1. Timely diagnosis of conflicts is important for both prevention and constructive resolution;
2. Identification and timely resolution of intrapersonal conflicts among adolescents will help prevent child suicides;
3. An important role in the prevention of intrapersonal conflicts and child suicide is played by parents.
4. Conducting a set of training events (seminars, trainings, master classes) on the formation of positive child-parent relationships will serve as influencing factors for the prevention of suicide among adolescents.
5. The preservation of a child's mental health is achieved by building partnerships between schools and families, as well as by conducting systematic preventive and educational activities for both children and their parents.



**Recommendations:*****Recommendations for parents to prevent suicidal behavior of a child:***

* establish a caring relationship with your child;	* give hope that all problems can be solved constructively;
*always take time to communicate	* help the teen realize their personal resources;
* be an attentive listener;	* support the child's successful implementation in the present and help determine the future;
* be sincere in communication, calmly and clearly ask about the disturbing situation;	* listen carefully to the teen!
* help identify the source of mental discomfort;	

Pay as much attention to your children as possible! You need to hear what they want to say, hear their pain, and react, gently and kindly show the way out. A person with such a problem does not see their situation adequately; they perceive reality in a distorted way.

***Let's answer some questions that will help describe the picture of the relationship between you and your child.***

1. Have you ever dreamed of having a baby?
2. Do you kiss her every day, say kind words, or joke with her?
3. Do you have a heart-to-heart talk with him every night and discuss the past day?
4. Do you spend free time with him once a week (movies, concerts, theater, visits to relatives, etc.)?
5. Do you discuss family problems, situations, and plans with him?
6. Do you argue with him about his style of dress, his appearance, his fashion,?
7. Do you know his friends (who are they? What do they do? Where do they live?)
8. Do you know about his free time, hobbies and activities?
9. Do you know his choice (favorite person) and sympathies?
10. Do you know about his enemies, rivals?
11. Do you know what her favorite subject is at school?
12. Do you know who her best teacher is in school?



- |   |
|---|
| 13. Do you know what his favorite science is?                   |
| 14. If you argue with him, are you okay to start talking first? |
| 15. Do you insult or humiliate your child?                      |

If you answered “Yes” to all the questions, it means that you are on the right parenting path, keeping the situation under control and helping your child through difficult times. And if you have a “No” answer to a lot of questions, then you need to turn to your child and listen to him or her immediately before a disaster strikes!

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## **STUDENTS' MOTIVATION AND INDEPENDENT WORK OF STUDENTS IN AN ONLINE AND BLENDED LEARNING ENVIRONMENT**

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**Аннотация.** В статье анализируются значимость и место электронного образовательных систем, информационные технологии и педагогическое обеспечение процесса самостоятельной работы и самостоятельного образования студентов Вуза в условиях электронного обучения. Широкое использование Интернет в образовательной среде как средства обучения превращает его в полезную площадку. Внимание уделяется ведению и управлению дистанционным обучением, перечисляются правовые и организационные основы его организации, сравнительный анализ результатов исследований в этой области.

**Ключевые слова:** самостоятельная работа, кейс технология, дистанционное образование, модульное образование, информатизация.

**Аннотация.** Мақолада олий таълимда ахборот технологиялар негизида мустақил таълимни ташкил қилиш усуллари кўриб чиқилган. Мустақил таълимни ахборот технологиялари ва таълим технологиялари биргаликда ташкил қилиш таҳлил қилинган. Талабаларининг мустақил билим олиш кўникамасини ривожлантириш ва ўқув самарадорлигини ошириш назарда тутилган. Масофадан туриб таълимни олиб бориш ва бошқаришга, талабалар веб-технологиялар асосида қобилиятларни шакллантиришда, унинг ҳуқуқий ва ташкилий асосларини, ушбу соҳодаги олиб борилган тадқиқотларнинг натижалари асосида таҳлиллар келтирилган.

**Калит сўзлар:** мустақил таълим, кейс, масофали таълим, модулли ўқитиш, ахборотлаштириш.

**Annotation.** Informational technologies go on comprising the process of globalization not only of informational development of the society but it's all spheres. Informational technologies in the sphere of intellectual labor as a means of world basis of knowledge: libraries, electronic resources, working out of information for a short period of time increase the level of the informational society.

According to the definition of UNESCO Informational society is an evolutionary structure that reflects different stages of development and achieved different levels in different countries of the world. Technological progress and other changes reorganize the environment in which informational society develops [1.2].

In the publication of UNESCO for World Summit in informational society (the author is Santi Gutman), the connection of ICT and education puts new ethic and legal problems before leaders and pedagogues [1.5]

Informational technologies and pedagogical security of this process for carrying out independent work and independent education of students of higher educational establishments in conditions of electronic and distance learning have the more adaptive method in the era of communications. Wide use of the Internet in the system of education as a teaching means changes it into a useful area.

**Keywords:** independent work, case, distance education, module education, informatization.

**Introduction:** Development and exploitation of information-communicational technologies in the educational field (electronic learning) became evident at the state level. In August of 2017 entered into action the Decree N625 of the Cabinet of Ministers of the Republic of Uzbekistan «On measures of further development of the national content in the world information network the Internet», in which much attention is paid to using electronic learning and distance educational technologies. It gave to higher education institutions new possibilities and perspectives of using ICT in the education and scientific process [2].



The main aim of electronic education is securing far access to educational resources of the institute and cooperative learning of disciplines. For the development of electronic and distance learning at Nukus state pedagogical institute the platform Moodle is used, it is placed on the address <http://moodle.ndpi.uz>. The system provides overall informational support of the educational process: layout of teaching materials, assessment of students' knowledge. The system is useful, in particular, in doing the independent work by students and evaluation of its quality by teachers.

**The actuality of the problem:** Informational technologies go on comprising the process of globalization not only of informational development of the society but its all spheres. Informational technologies in the sphere of intellectual labor as a means of world basis of knowledge: libraries, electronic resources, working out of information for a short period of time increase the level of the informational society [3, 8].

In real-time information flow, one of the important problems standing in front of the teachers is how to economize students' time for scientific-educational work. Students, being involved in the work of the module system, avoid paper expenses, the teacher motivates students, giving them the independent work. Necessity and significance of the module system are in the following: learners have opportunities to use the global network with benefit, at the same time creating immunity from useless and unnecessary information.

Teacher's role essentially changes while using informational technologies. His task is the formation and development of an electronic information-educational environment in his discipline, supplying supervising and self-supervising by the independent work and self-education of learners. This process turns a student from an object of educational impact into a subject of managing by the teaching process. Thus, in this way a student's activeness increases [10,11].

#### Scheme of the method of educational-scientific influence

STEP I	STEP II	STEP III	STEP IV
A teacher studies an algorithm of carrying out the independent work; prepares teaching	A teacher studies other additional sources and makes up a	A teacher controls carrying out tasks makes necessary corrections and gives	A teacher checks up and evaluates the work.

resources and books for learning	bibliographical list of literature	recommendations for further work.	
<p>STEP I</p> <p>A student studies an algorithm of carrying out the independent work; gets acquainted with teaching resources and books for learning.</p>	<p>STEP II</p> <p>A student gets acquainted with additional teaching resources and materials for carrying out tasks</p>	<p>STEP III</p> <p>A student does the tasks and together with a teacher makes necessary conclusions</p>	<p>STEP IV</p> <p>A student does the tasks independently and sends his answer to the teacher on the Internet.</p>

Informatization of education, in the opinion of I.V.Robert, is a purposefully-organized process of supplying the field of education with methodology, technology and practice of formation of optimal exploitation of scientific-pedagogical, educational-methodical, software and technology training, oriented to the realization of possibilities of information- communicational technologies (ICT) [12]. In the informational society, every man and specialist should be ready to work with modern technological means of processing information and has a culture of possessing them. Informatization of education means that all its parts – theoretical, practical, independent are the aspects of independent teaching, additional education and distance learning. Students' ability to think is achieved thanks to self- education, satisfaction of needs to be competitive, to solve problems independently. Materials and methods of independent teaching are considered as a form of teaching, directed to the acquisition of knowledge and skills. At the same time, scientific and studying literatures are used as a synonym of «independent teaching», «independent study» and «independent work».

Independent study and independent work based on the analysis of investigations and literature means the following:

Independent study is a process of teaching, based on independent study of tasks (problems) with the help or without an expert.

Independent work is a kind of activity directed to further extension and improvement of knowledge, skills and abilities of students in the sphere of science [11,12].

**Literature review:** Issues of teaching using information-communicative technologies were studied by such scientists as Ya.A.Vagramenko, S.G.Grigoryev, S.A.Jdanov, A.A.Kuznetsov, M.P.Lapchik, S.V.Panyukova, E.S.Polat, I.V.Robert, A.Yu.Uvarov and others. The supply of students' independent work with all necessary pedagogical resources at the higher educational institution deserves special attention in conditions of distance learning. The wide use of personal computers and the Internet shows their involvement into educational process as a means of teaching. There are also many works devoted to issues of distance learning. Issues of organization, technologies of methodical and staff procuring and quality of distance learning were in the focus of attention in the works of A.A.Andreev, A.A.Akhayan, A.M.Bershadskiy, V.P.Demkin, A.D.Ivannikov,, M.I.Nejurina, E.S.Polat, E.G.Skibitskiy, V.I.Soldatkin, V.P.Tikhomirov,, A.N.Tikhonov, A.V.Khutorskiy, A.G.Chernyavskaya, S.A.Shennikov and others. The research works of foreign scientists also deserve attention; they are the works of B.Kershid, M.Menton, J.Salmon and S.Rolend. They investigated the peculiarities and distinguishing features of the tutor's activity, demands to tutors and in a less degree the issues of their practical training.

Independent study and independent work differ from each other by didactic aims, tasks, levels of complexity and individuality (individual or group form). When analyzing theoretical, practical, scientific, methodological and pedagogical bases, the positive results may be achieved in the selection of effective forms and means.

Organization of students' independent study through the global network is realized mainly by out-of-class work. The tasks in independent work at the lesson in Informatics on the topic «The Global net» contain the following: to define websites and their functions. Presentation and explanation of the notions and concepts are given in the theoretical part of the lesson. The solution of tasks in independent work is connected with logic and they have the following aims:

- Generalization and systematization of knowledge got earlier, repetition, deepening and mastering of new knowledge;
- Acquisition of habits and skills in disciplines;
- Their exploitation in practice.



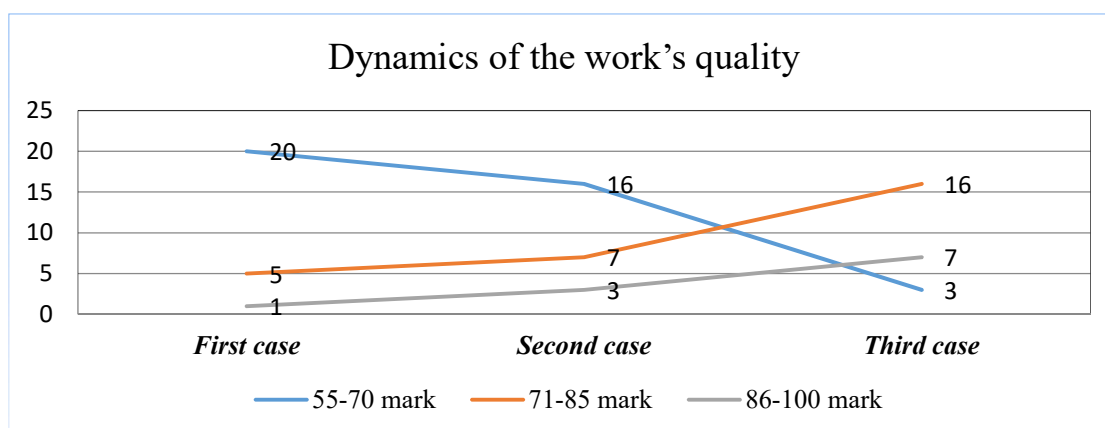
**Analysis and results:** In the process of analyzing the scientific literature, there were distinguished the basic forms and levels of the module according to the ponderosity and complexity, they are classified into three cases [3,4, 10,9].

The module of the first case presents a stage when a student makes the first steps of his creative activity. At this stage, the teacher systematizes studying literature, looks up sources from different informational resources, and makes up the text's notes. The teacher has an opportunity to give a separate topic to each student and an algorithm of a student's activity.

The module of the second case puts the following tasks: a student works with the text's notes freely, prepares a bibliography, an outline of the read book, the analysis of teaching materials, using different methods: technological scheme, diagramed, info graphics and drawings. Students take an active part in roundtables, seminars and scientific conferences, organized for them they prepare reports. It is also effective to organize mutual seminars and conferences on the topics of specialties close to each other.

The module of the third case contains the following tasks: students prepare course papers, reports, thesis, projects, and manuals in co-authorship with the teacher.

A diagrammed below shows the process of dynamics of the quality of students' work. At first, students couldn't produce a qualitative selection of information. The results of the work improved after the teacher's detailed notes and scientific reviewing of the work of each student (drawing 2).



**Conclusion:** On the main page of the module system, all the learning disciplines are pointed, all the educational resources are placed in the portal. There are given topics and tasks to each topic for carrying out the independent work. The work in the module system is done by the method of distance learning. The electronic system in courses was founded on the regime «On-line». All the necessary educational and methodical resources are placed in these courses: manuals, lectures, tests, books, and tasks for independent work and development of students' knowledge. Every student carries out the tasks individually. Time of carrying out the tasks is controlled by the system. After doing the tasks a student sends his answers in the regime «On-line».

The teacher checks up, puts balls and gives recommendations for improvement of answers' quality. At the end of the module, he assesses generally the carrying out of cases by each student. The best works are placed in the educational portal Ziyonet and in the site *informatika.uz* of the Department of Informatics.

The study conducted by us showed a positive effect when performing students' independent work using information technology. For two years, we assessed the quality of the work of students in the pedagogical direction in the discipline "national idea, the basics of law and spirituality", "physical education" and other areas of bachelor teachers. I must say, students themselves noted that such a new form of presentation and independent work creates more motivation and interest for them, develops the educational effect of research work, and increases the level of skills and knowledge in the field of information technology.

The expansion of information technology used in the independent work of students, allows giving relevance to this type of student research. Our proposed methods for presenting the results of methodological and research activities help solve the problem identified at the beginning of the article.

Thus, we can conclude that in the implementation of independent work by students, Web methods showed that for students, it is necessary to select material that would correspond to their needs and interests, individual style of educational activity, and most importantly - communicative competence.

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## BOLOGNA PROCESS AND THE PERSPECTIVES OF ITS IMPLEMENTATION IN UZBEKISTAN

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**Аннотация:** Мақолада Ўзбекистонда олий таълим тизими ва Болония стандартларидаги умумийлик ва фарқлари, Ўзбекистон шароитида Болония тизимини жорий этиш истиқболлари ва бу жараённинг ижобий ва салбий жиҳатлари қиёсий таҳлил қилинган.

**Калит сўзлар:** Болония тизими, таълим стандартизацияси, олий таълим интеграциялашуви, халқаро академик мобиллик.

**Аннотация:** В статье представлен сравнительный анализ общих и различий в системе высшего образования в Узбекистане и Болонских стандартов, перспективы внедрения Болонской системы в Узбекистане и ее плюсы и минусы.

**Ключевые слова:** Болонская система, образовательная стандартизация, интеграция высшего образования, международная академическая мобильность.

**Abstract:** The article presents a comparative analysis of the general and differences in the higher education system in Uzbekistan and the Bologna standards, the prospects for introducing the Bologna system in Uzbekistan and its pros and cons.

**Keywords:** Bologna system, educational standardization, higher education integration, international academic mobility.

**Introduction:** It is not a secret that, in the modern conditions, one of the main measures of determining the competitiveness of any country is how the capacity and level of human capital is developed there. The proper use of human potential and the right direction of it are inseparably linked with the education system. Because, the education is considered as the main source of sustainable development of the country in the medium and long term period. Therefore, today, in the early part of the 21st century, during the course of the analysis of the road passed and reforms that meet the

conditions of global development, education reform has become an issue in almost all countries, including developing countries, like Uzbekistan.

Since the first years of independence, the Republic of Uzbekistan has taken a number of major steps to renovate the entire education system from old and ineffective standards. In particular, the Law of the Republic of Uzbekistan on Education and the National Program for Personnel Training, adopted in 1997, became the basis of these reforms [12],[13]. However, in modern conditions, the quality of higher education is determined not only by its internal capacity and by power, but also by the degree, how much it meets international standards and whether it integrates with other educational systems.

This article analyzes the realities of the Bologna process – a system that has now become a full set of international educational standards, in the example of Uzbekistan. The main purpose of this work is to reveal the essence of the Bologna system and to study the problems and perspectives of its implementation in our country.

**Statement of the Problem:** On June 19, 1999, the Ministers of Education of 29 European countries signed a Declaration in Bologna (Italy) to introduce common European standards of higher education, to recognize common diplomas of universities and to facilitate and equalize educational opportunities in all European countries [11], [9:265]. This document is called the Bologna Declaration and it is the main standard for higher education in European countries. The basic idea of the Bologna Declaration is reflected in its strategy. The grand strategy of the Bologna Declaration has two main objectives [14]:

- Integration of education in Europe
- Integrating national human resources training markets in the EU

The whole mechanism associated with the implementation of the principles of the Bologna Declaration is called the Bologna process.

To date, the Bologna process has been accepted not only by EU countries but also by countries in other regions. The process has a total of 48 members and is open to membership worldwide [3:124]. For example, in the Commonwealth of Independent

States, Russia-2003 (Berlin), Ukraine-2005 (Bergen), Kazakhstan-2010 (Budapest), Belarus - May-2015 (Yerevan) were included in the Bologna process [11].

One of the main objectives of the Bologna process is to “ensure the mobility of the education system” [5:81]. For this purpose, all higher education systems in the countries of the process should be as close as possible and the specifications and academic degrees offered at the end of education should be general or easy to compare. This is primarily due to the introduction of credits, higher education module systems and special application to diplomas in universities. Another important aspect of the Bologna system is the reform of the curriculum.

The main objectives of the Bologna process are [15]: increasing access to higher education, continually improving the quality and competitiveness of the European higher education system, increasing and expanding mobility of students and teachers, as well as improving the employment rate of graduates, for all academic and other levels, introduction of specialties based on labor market demand.

Countries voluntarily become members of the Bologna process by signing and ratifying the Bologna Declaration. At the same time, they are also required to fulfill several conditions. These terms are subdivided into terms that must be met within 1-3-5 years [11:103]. For example: within one year, the introduction of European annexes of bachelor's and master's degrees in higher education. Between three and five years, it is required to reform the national higher education system in accordance with the Bologna standards.

Developing countries need to implement more and more significant reforms in their higher education system in order to integrate the Bologna process and implement its standards into practice. This is because the basic conditions and prerequisites of the Bologna system are quite different from those in many countries, especially in the former communist countries. The main purpose of the Bologna system is to create a common zone of higher education in Europe. Therefore, the declaration sets out the conditions that must apply to the common area. They are [15]:

- Transition from subject (disciplinary) to module system (individual approach);
- Clear distinction between higher and postgraduate education;

- Accreditation of educational programs;
- Two level education: Bachelor-Master's degrees. Transferring of academic settings and teaching loads to credit system;
- 1 level scientific degree: PhD (PhD);
- Ensuring the academic mobility of students and teachers;
- Implementation of the European application for diploma;
- Establishing quality control of higher education.

Also, should be noted that, the specialties in both levels are determined according to the labor market demand, and the students may change their specialty in the Master's degree.

The difference between the Bologna system and the traditional one is that the loads are determined by the credit system, not by the hours that we are used to. This means that every country that joins the Bologna process and signs the Bologna Declaration will have to change the hour-based system to the credit system. Approximately one credit is 36 hours (18 hours in the classroom, 18 hours are independent). Annual student load should not exceed 60 credits in the individual rating program and half of these sixty credits are given for obligatory lecture-auditorium work and the other half for independent work [4:53].

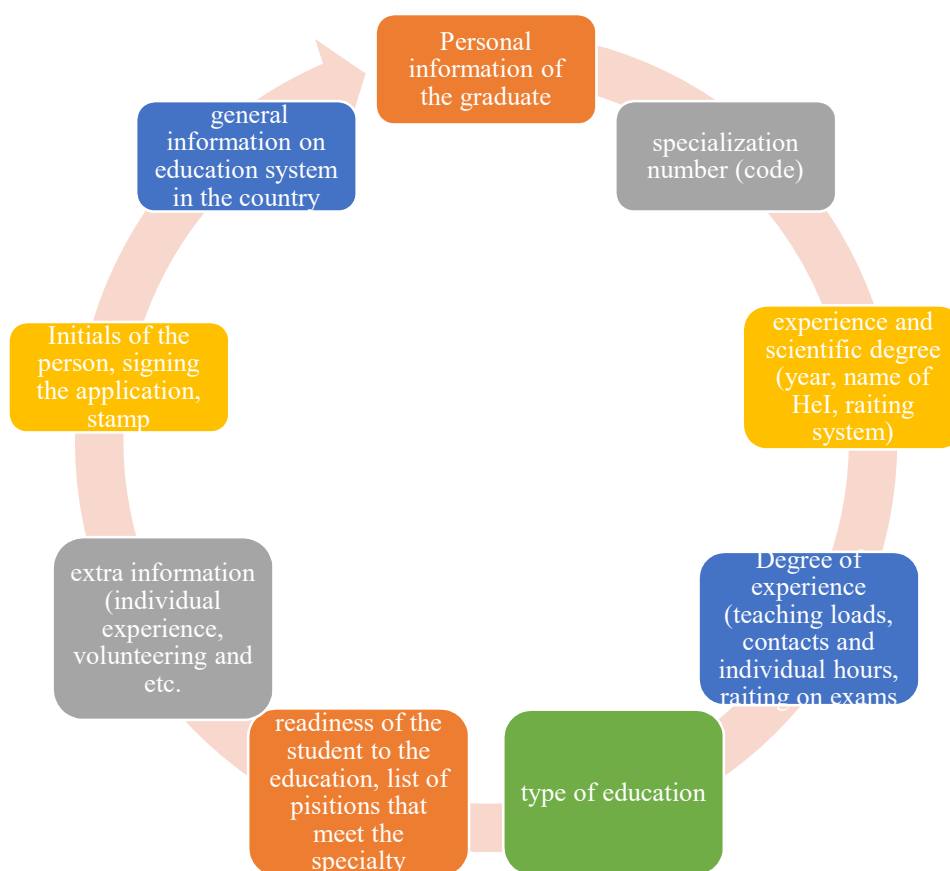
As the Bologna process introduces many innovations to higher education, it has also developed specific requirements for the curriculum. According to it, the curriculum should consist of three groups of subjects. This group of subjects is as follows [7:34]:

- a) Compulsory and fixed time subjects
- b) Subjects that are compulsory but do not have a fixed time
- c) Elective subjects

There is no mandatory binding ratio among these a, b, and c disciplines. The Higher Education Institution, joined the Bologna process, determines this ratio according to National Higher Education Standards [10:87]. The Bologna Higher Education institution has to develop a mechanism and internal control system of the



educational process. This control institution should be supervised by students, faculty, and external experts.



**Picture 1. Scheme of the common European application for diplomas**

In addition, in order to ensure high quality of education, a Member State must establish a national system of educational programs and education quality control and accreditation that meet European common system. Moreover, higher education institution, joined Bologna process, must also submit a compulsory European application for diplomas. This application should contain the information given in the above-mentioned scheme.

*Higher Education System and Bologna Standards in Uzbekistan: Similarities and Differences.* The Bologna system has now become a recognized international standard of higher education. For Uzbekistan, membership in the Bologna system gives the country a new impetus for reforming and upgrading higher education system, giving it additional opportunities to participate in major EU-funded projects.

However, it should be noted that, although Uzbekistan is not officially a member of the Bologna system, many of its terms and standards are introduced into the higher

education system of the country. Thus, before analyzing the perspectives and challenges of Uzbekistan's accession to the Bologna system, we will consider and compare two common systems of education: the national higher education system of Uzbekistan and the Bologna process. Thus, the standards of the higher education system of Uzbekistan and Bologna have the following generalities:

**Table 1. Similarities of Higher education system in Uzbekistan and the Bologna system**

Uzbekistan	Bologna system
2 level high education	2 level high education
2 levelscientificdegree (PhD, DSc)	1levelsscientificdegree (PhD)
Control and attestation of education	Accreditation and control of education

As can be seen from the table, some of the most important standards of the Bologna system have already been introduced in Uzbekistan. We have a three-level system of higher education called "Bologna skill structure". These cycles are definitely bachelor, master's, and post-doctoral degrees. To date, Uzbekistan has introduced a two-level system of higher education: 4 years of bachelor (except for some specialties), 2 years Master's and post higher education.

Now let us analyze the differences between the higher education system of Uzbekistan and the standards of the Bologna process:

Uzbekistan	Bologna system
Subject (disciplinary) system	<b>modulesystem (individualapproach)</b>
Loads–hour-based system	<b>Loads–credit system</b>
Differences between education and the labor market	<b>Fully job market orientation of the bachelor degree</b>
Poor academic mobility	<b>Academic mobility</b>
1st and 2 <sup>nd</sup> levels in higher education are strictly interrelated	<b>Undergraduate and graduate specialties do not have to be the same</b>

Existence of students' elimination status	No students' elimination
The distinction between science and compulsory science is not applied in practice	<b>The classification of subjects and the presence of proportion in practice</b>

In spite of many similarities, Uzbekistan still has some old standards, such as hour-based loading and subject (disciplinary) systems. It is a different matter, whether the situation is positive or negative. However, if Uzbekistan wants to join the Bologna process and bring its higher education system to a new level, become one of the leading international higher education centers, train experienced national staff, attract more foreign students, then the hour-based and disciplinary system must be abandoned and a modular system based on credit loads and individual approach should be implemented.

In the Uzbek universities, the subjects are officially divided into compulsory, specialized and elective disciplines, as well as in the Bologna system. However, in practice, for some reason, all elective subjects are compulsory, meaning that a student has no right to choose freely any subject among the elective subjects. It follows that Uzbekistan must pay particular attention to the practical aspects and mechanisms of reforming the higher education.

*Perspectives of the implementation of the Bologna system in Uzbekistan.* To date, The Erasmus+ program along with the Embassies of Member States and the EU Delegation carries out the Bologna process in Uzbekistan [2:12]. The Central Asian Regional Information Bureau of the Bologna Process, located in Almaty, Kazakhstan, regularly cooperates with the Government of Uzbekistan [6:135]. The Republic of Uzbekistan is not a member of the Bologna system. However, let us imagine that Uzbekistan is on the threshold of joining the Bologna system. So what will Uzbekistan gain from this process?

Summarizing the positive aspects of Uzbekistan's accession to the Bologna process we can state:



### **1. Education system:**

- Internationalization
- Integration
- Standardization

### **2. Specialization:**

- Depth (Stage 2)
- Ability to change

### **3. Mobility**

- The students
- Teachers
- Exchange of experience, skills and knowledge

### **4. The labor market**

- Competitiveness
- profiling

### **5. Educational Services**

- Inexpensive exports
- Improvement of quality

However, while the implementation of Bologna system there appears some issues that need to be taken into account. Firstly, as with any universal or international educational standard, it does not take into account national specifics. Secondly, students and staff mobility may lead to brain drain and the developing countries may lose young and professional staff. Moreover, there may appear some problems with diplomas recognition and as the system bases on absolute individuality, there may be a loss of collective spirit.

Therefore, it could be said that if Uzbekistan wants to become a member of the Bologna system or implement its standards, it should choose gradual implementation and adapt the system to the conditions in Uzbekistan, prepare the whole education and higher education system to the new system.

**Conclusion:** The 21st century is a period of intellectual property, information technologies, and innovations in general. The system of higher education cannot stay

abreast of these developments and innovations: it should serve the society at a new level by providing professional and highly qualified personnel, formulating more mature civil society members, and educating key leaders who will guide the new millennium.

Reforming the system of higher education, and directing it to the economy and social life of the society is very important. In this regard, the mechanisms of international educational standards, based on many years of best practices, and have been successful in the practice of many countries are crucial. One such mechanism is the Bologna process, known as the European Higher Education System, which has been explored in this analytical work.

The Bologna process has now become a universally recognized international standard, leaving the regional borders of the European system of higher education. The Bologna system, as a process of the generalization and internationalization of higher education systems is essential to the modern realities, and the main challenge to developing countries like Uzbekistan is to properly organize and implement the system at national level. For Uzbekistan and other developing countries, joining the Bologna system will, first and foremost, enable to modernize the economy, develop interrelations among HEIs and industries, move from the raw economy to the full knowledge-intellectual economy.

In Uzbekistan, the following aspects should be taken into account when implementing the Bologna process: gradual updating of the education structure; involving highly qualified specialists into the education system; developing the mechanism for the proper identification of innovative potential of the country, develop constructive human capital. If all these conditions are met, Uzbekistan may become one of the largest higher education centers in the region.

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**PROBLEMS OF CLASSIFICATION OF THE RELIGIOUS LEXIS OF  
UZBEK**

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**Аннотация:** Ушбу мақолада тилнинг ишлатилиш доираси чегараланган луғат таркибида саналган диний лексика ва унинг таснифи муҳокама қилинади ва ўзбек тилининг янги даврда тараққиёти натижасида диний лексиканинг ўзига хос хусусиятларини намоён бўлишини очиқ беради. Диний лексиканинг кишилиқ жамиятидаги ўрни ва роли хусусида тўхталиб ўтилади.

**Калит сўзлар:** дин, диний, лексика, диний лексика, чегараланган қатлам, луғат, ижтимоий, тадқиқот.

**Аннотация.** В статье рассматриваются религиозные лексемы, считающиеся ограниченным использованием в словаре языка. Также демонстрируются особенности религиозных лексем в современном развитии узбекского языка. Перечисляет место и роль религиозных лексем в обществе.

**Ключевые слова:** религия, религиозный, религиозная лексика, словарь

**Annotation.** The article discusses the religious lexemes considered to be limited use in the vocabulary of the language and its classification. Also it demonstrates the peculiarities of religious lexemes in modern development of the Uzbek language. It enumerates the place and role of religious lexemes in the society.

**Key words:** religion, religious, religious lexeme, limited layer, vocabulary, social, research.

**Introduction:** There have been a number of approaches to the study of the lexicon of the Uzbek language in the field of linguistics: structural, semantic, functional, stylistic, pragmatic and etc. However, from a religious viewpoint, the problem has not been solved to a certain degree. Its peculiarities from a religious



perspective have not been studied. Therefore, this shows a scientific gap between the recent investigations being done nowadays in the Uzbek linguistics.

In this research, we endeavored to reveal the religious aspects of the Uzbek lexicon. In particular, the lexical features and classification issues are addressed in this study. The research is limited to the classification of lexical resources of the Uzbek language on the basis of the religious book “Hadith and Life”. It means the examples are taken from this book and the classification of lexemes of Uzbek done in this study is based on this source.

**Literature Review:** There are different classifications of language vocabulary content. As a social phenomenon, language reflects the lexicon of the field in which it moves, as it is widely used in various spheres of society. The word conveys information about something, serves to exchange information, reflects the thoughts and feelings of the speaker. According to A.A. Potebnya's classification, the speaker does not express his thoughts in words, but evokes the listener's own thoughts about the event[7].

In modern linguistics, religious vocabulary is a fervently debated but deeply unexplored layer of lexis. The socio-cultural processes of the second half of the twentieth century made it clear that the predictions of the alienation and deliberate disappearance of religion from society and the expectations of many sages were wrong [1; 5].

The vocabulary of each language is regular, constantly changing. This process leads to a number of linguistic phenomena, such as changes in the vocabulary of a particular language: the emergence of new words, the complete or partial obsolescence of existing words, obsolescence, the acquisition of new meanings of word semantics.

In a language that acts as a dynamic phenomenon, lexemes are divided into "words with limited scope and unlimited use." The scope of use of “common words” used by the general public is not limited. Vocabulary with a limited scope of use is used by a special group of people” [10; [www.qomus.info](http://www.qomus.info)].

While working on lexical units, VV Morkovkin focused on the study of several of their functions. The functions that reflect the relation of lexical units to the object of the surrounding world in terms of content are called external functions, the functions

that reflect the relationship of lexical units to each other and to the language system are called internal functions [6; 43].

The term religious lexicon is specific to religious language, meaning that “people use it within the framework of religious morality [4; 369-402]” consists of lexical units. The scientific literature shows that the re-use of previously unused religious or obsolete vocabulary is a rebirth of social realities, cultural values and spiritual traditions of the people that have been lost along with history [4; 134]. This process is explained by socio-cultural and political changes in society.

The concept of religious style in the science of Russian linguistics was first distinguished by L.P. Krysin. The scientist introduced the term "religious-enlightenment style" into science. Distinguishing the features of "religious style" posed a special difficulty: the peculiarities of this type of speech were reflected in all existing functional styles - formal style, colloquial style, scientific style, journalistic style and the language of fiction [9; 7].

In her research, N.B. Mechkovskaya classifies the classification of religious lexicon according to the religious imagination of people. The linguist distinguishes five types of lexical units: the first is the religious lexicon representing God (his history and peculiarities); the second, a religious lexicon that expresses the imagination of God's will, his testaments, and his commandments toward men; third, the lexicon of man, society, and being, subject to the imagination of God; fourth, units representing religious-ethical and religious-legal norms; fifth, religious vocabulary that expresses the relationship between the church and the world, the cultural order, as well as the vision of the solution and development of these problems [5; 33].

In her research on theolinguistics, M.R. Galieva classifies lexical units marked by religious mythology as follows: General religious vocabulary; Names of religions, denominations, doctrines and beliefs; Terminology of a prayer style; Religious lexis naming prays; General religious abstract (irrational) lexis; Religiously marked anthroponyms and toponyms [2; 64-86]. The common lexicon, in turn, distinguishes lexical units that are universal for many languages, regardless of the names of sacred texts, atheism, and anti-religious concepts, from the differences of lexical units for

different religions. They are: the names of Allah; Properties of God; concepts of religious and spiritual value; Prophets, names of saints, symbols of faith [2; 71-74].

Our re-examination of religious vocabulary today shows that the communicative connections between modernity and the past are being restored. Religion expresses to man the purpose of living, the meaning of life, his attitude to this world and to the issues of that world. It absorbs universal morality, norms, and turns it into a rule of conduct. It has a great impact on the development of culture and contributes to the preservation and transmission of universal and national values from generation to generation. The fact that religious lexicon has not lost its essence, significance and relevance over the years, but has been applied at any time, shows that the established level of education, culture and interaction in all spheres of social life, along with peculiar knowledge, has a special place in religious science in an undeniable necessity.

**Research Methodology:** This study is a qualitative research which is based on the synthetic and analytic analysis. There are some methods of investigation used in this article such as linguistic description, sociolinguistic analysis, classification theory. The researcher used a linguistic description method to analyze and synthesize the existing theories in the field of linguistics, particularly Uzbek linguistics on the problem of religious language, especially religious lexicon of Uzbek. In addition, the sociolinguistic method is used to highlight the importance of social factors in the development of Uzbek lexicon related to religion. Finally, it should be noted that the author used classification theory in order to classify the religious lexicon of Uzbek into some subgroups.

**Analysis And Results:** We analyzed the lexemes related to religion in this research, based on the examples taken from the religious book “Hadith and Life”. The examples gained from the book enabled us to classify the religious lexicon into twelve groups such as *words expressing belief, ceremony, religious worship and pray, daily needs, upbringing, states, places, names of person, prophet, angel, books, God, clothes and things*. Below, we will give examples for each group. For example:

1. **Words expressing belief.** Бу ҳолатда ҳам ана шу китобни эътибор билан ўқисангиз ҳаммасини билиб оласиз, **иншааллоҳ** (Ҳадис ва Ҳаёт 7, Б.2).



2. **Words expressing ceremony.** Кўпинча **рўза** қачон тугайди, **рамазон** байрами қайси куни бўлади, деган саволлар ҳар йили такрорланиб туради (**Ҳадис** ва **Ҳаёт 7, Б.1**).

3. **Words expressing religious worship and pray.** Аллоҳтаолога У зотнинг жалолига яраша **ҳамду сано**лар бўлсин! (**Ҳадис** ва **Ҳаёт 7, Б.1**).

4. **Words expressing daily needs.** Албатта, бу ишларнинг ҳаммаси **шариат аҳкомлари**га қаттиқ риоя қилинганда бўлади (**Ҳадис** ва **Ҳаёт 7, Б.11**).

5. **Words expressing upbringing.** Айтиб йиғлаш ва шунга ўхшаш нарсаларнинг **ҳаромлиги** ҳақида, **маййит** айтиб йиғлаш ва шунга ўхшаш нарсаларга васият қилса азобланиши, овозини кўтармай йиғласа жоизлиги ҳақида сўз боради (**Ҳадис** ва **Ҳаёт 7, Б.3**).

6. **Words expressing states.** Ийд кунлари **мубоҳ** ўйин-кулги бўлса жоизлиги (**Ҳадис** ва **Ҳаёт 7, Б.25**).

7. **Words expressing places.** Ушбу ояти карималарда Аллоҳсубҳанаҳу ва таоло Пайғамбаримиз Муҳаммад соллаллоҳуалайҳи васалламига хитоб қилиб, албатта, у зотга **қиёматда жаннатдаги Кавсар** ҳовузини беражагини хабар қилмоқда (**Ҳадис** ва **Ҳаёт 7, Б.6**).

8. **Words expressing names of person, prophet, angel.** Шу билан бирга, нафл Намозлари ва **мўмин** киши билиши лозим бўлган қуйидаги мавзулар қамраб олинади (**Ҳадис** ва **Ҳаёт 7, Б.3**).

9. **Words expressing books and its parts.** Яъни, кечанинг ярмида бедор бўлиб ибодат қил ва ярмида ухла ёки ярмидан озроғида ибодат қилиб, кўпроғида ухла. «Ёки у (ярим)га яна қўш ва **Қуръонни** тартил билан тиловат қил!» (**Ҳадис** ва **Ҳаёт 7, Б.90**).

10. **Words expressing God.** Намоз ўрнига **Аллоҳ**га илтижо қилиш ва яхшилик қилиш кифоядир (**Ҳадис** ва **Ҳаёт 7, Б.2**).

11. **Words expressing clothes.** Қуёш тутилиб қолди. Пайғамбар соллаллоҳуалайҳи васаллами туриб, **ридоларини** судраб (тезлаб) масжидга кирдилар (**Ҳадис** ва **Ҳаёт 7, Б.34**).

12. **Words expressing things.** Расулуллоҳсоллаллоҳуалайҳи васаллами қуёшнинг қоши кўринганида чиқдилар. **Минбарга** ўтириб, такбир айтдилар ва Аллоҳ азза ва жаллага ҳамд айтдилар (Ҳадис ва Ҳаёт 7, Б.58).

In this study we tried to study religiously marked lexemes and classify them according the expressions they denote. In the following table (see Table 1), we will present the classification of religious words in order to make it more clear and descriptive. The classification of religious words is described below.

**Table-1: Classification of religious words of Uzbek language (in the example of the religious book “Hadith and Life”)**

<b>1. Belief</b>	Иншааллоҳ, сабот, зиёрат, ажр, қурбонлик, қурбон, савоб, суннат, Ислом, садақа, ҳаром, ҳалол, қиёмат, ихлос, саҳиҳ, иймон, гуноҳ, рўза, фазл, жиҳод, ҳижрат, ҳаром.
<b>2. Ceremony</b>	Ийд, рамазон , жаноза , Рамазон ийд намози, мубоҳ, кафанлаш, дафн, ийди Фитр рамазон рўзаси, ийди Қурбон, фитр, азҳо, рамазон, Мино кунлари
<b>3. Religious worship and pray</b>	Аъзубиллаҳир роҳманир роҳийм, ҳамду сано, салавот, Намоз, тасбеҳ вақти, азон, иқомат, Ҳадиси шариф, такбир, қироат, эҳром, руку, сажда.
<b>4. Words expressing daily needs</b>	Шариат аҳкомлари
<b>5. Words encouraging upbringing</b>	Ҳаром, куфрони неъмат, куфр, Амри маъруф
<b>6. Words expressing states</b>	Шариат, саҳобия, мубоҳ
<b>7. Words expressing places</b>	Эҳром, масжид, қиёмат, жаннат, Кавсар ҳовузи, қабристон, намозгоҳ, охират, жаҳаннам, дўзах.

<b>8. Words expressing names of person, prophet, angel</b>	Саҳоба, Расулуллоҳ алайҳиссалом, мусулмон, банда, мўмин, уммат, банда, маййит, шаҳид, мусулмон, Пайғамбар, мўмина, қавм, ансорий
<b>9. Words referring to books, its parts</b>	Ҳадис, Намоз китоби, Қуръон, Рўза китоби, Қуръони карим, жуз, силсила
<b>10. Words naming God</b>	Аллоҳтаоло, Аллоҳ, У зот, Худо, Оламларнинг Роббиси, Илоҳи маъбуд, Робби табарока ва таоло
<b>11. Words referring to clothes</b>	Ридо
<b>12. Words denoting things</b>	Минбар, тобут, кафан

It is clear from the content of the table that religious lexemes are widely used in the Uzbek language and it creates a necessity of studying, classifying and revealing their peculiar features in order to make the Uzbek language more systematic, scientifically valuable and communicative for its users.

**Conclusion And Recommendations:** As a result of our investigation, the following inferences and suggestions can be drawn:

- The research enabled us to point out that the Uzbek language can be investigated from a religious point of view and its religious lexemes should be studied from this perspective in order to make the language more systematic, scientifically valuable for its users;
- The religious words of the Uzbek language can be classified into some subgroups: words expressing belief, ceremony, religious worship and pray, daily needs, upbringing, states, places, names of person, prophet, angel, books, God, clothes and things;
- It should be noted that words expressing ceremony, belief, religious worship and pray, names of person, prophet, angel can make up the majority of the religious words of the Uzbek language.



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## CONCEPT OF FORMING PROFESSIONAL-COMMUNICATIVE COMPETENCE OF STUDENTS OF TECHNICAL UNIVERSITIES IN RUSSIAN LESSONS

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**Annotatsiya:** Maqolada texnik mutaxassislarning kasbiy va kommunikativ kompetentsiyasi tushunchasi tahlil qilinadi, ushbu kompetentsiyaning tarkibiy tuzilmasi taqdim etiladi va texnik universitetda uni rivojlantirish texnologiyalari, o'quv jarayonida fanlararo muvofiqlashtirishdan faol foydalanishni taklif qilinadi.

**Kalit so'zlar:** kasbiy va kommunikativ kompetentsiya, madaniyatlararo kompetentsiya, loyihalararo muvofiqlashtirish, kompetentsiyani shakllantirish texnologiyasi, jamiyatning sotsial-iqtisodiy rivojlanishi

**Аннотация:** В статье выполнен анализ понятия профессионально-коммуникативной компетенции специалистов технического профиля, представлен компонентный состав данной компетенции и предложена технология ее развития в техническом вузе, предусматривающая межпредметную координацию в процессе обучения.

**Ключевые слова:** профессионально-коммуникативная компетенция, межкультурная компетенция, межпредметная координация, технология формирования компетенции, социально-экономического развития общества

**Abstract:** The article analyzes the concept of professional and communicative competence of technical specialists, presents the component composition of this competency and proposes a technology for its development in a technical Higher educational institution, providing interdisciplinary coordination in the learning process.

**Key words:** professional and communicative competence, intercultural competence, interdisciplinary coordination, technology of competency formation, social-economic development of the society.

**Introduction:** Due to the processes of globalization and integration of Uzbekistan into the world space, ongoing economic reforms and active cooperation of our country with foreign countries, there is a growing need to train specialists whose professionalism directly depends on the level and quality of foreign-language communication competence, ready to engage in professional and business communication with representatives of other cultures.

The formation of the modern educational space has led the pedagogical community to the understanding of the need to transition to the training of engineers at the technical higher educational institution on the basis of a competency-based approach, which specifically emphasizes the role of experience and ability to practically apply knowledge, which determines its prospects in the design and implementation of personal content of vocational education in the study of the main objective of forming a foreign-language communicative competence.

Currently, there is an understanding among researchers that the formation of professional competence of a technical higher educational institution graduate is impossible without the implementation of professionally directed (contextual) training, which simulates the professional and social context of future engineering activities, as well as without the application of interdisciplinary integration [2].

Having a great educational potential, the subject "Foreign Language (Russian language)" at a technical higher educational institution, in addition to solving the problems of personal development, is a resource for systematic updating of professional knowledge, formation and development of communicative skills.

The need to use a competency-based approach is also due to the clarification of the purpose and result of training in a technical higher educational institution as a condition for improving the quality of vocational training. Designing a state educational standard for higher technical education based on competence formation implies the participation of employers to assist the academic community in forming a

social order for a graduate with a certain composition of competencies, including those in other languages [4].

The main conceptual provisions and ideas of using the competence approach in the process of professional training of future specialists are disclosed in the works: V.I. Baidenko, E.V. Bondaryovskaya, Yu. Vardanian, A.A. Verbitsky, N.B. Dondokova, E.F. Zeyer, I.A. Zimney, A.K. Markova, Yu. Khutorskogo, O.V. Churakova, V.D. Shadrikov and others [3], [7].

The necessity of formation of foreign-language competence in future engineers requires improvement of the system of their foreign-language training: development of new methods and forms of training, search of technologies of educational process organization, adequate to modern requirements.

The issues of forming communicative, intercultural, and language competences have been revealed in scientific research of Yu.K Babansky, V.F. Aitova, A.S. Andrienko, I.L. Bim, D.V. Bulatova, N.D. Galskova, M.G. Evdokimova, A.K. Krupchenko, R.P. Milrud, E.R. Porshneva, F. LRatner, T.S. Serova, D.V. Tolpa, N.L. Uvarova, I.I. Khaleeva, N.I. Chernovi, V.V. Vinogradov and others [2], [6].

Currently, there is an understanding among researchers that the formation of professional competence of a technical higher educational institution graduate is impossible without the implementation of professionally directed (contextual) training, which simulates the professional and social context of future engineering activities, as well as without the application of interdisciplinary integration [1].

The modern educational process is focused on the integration of special and general humanitarian knowledge, skills and abilities as the basis for the formation of a high level of communicative qualities of personality. At the same time, a high level of developed professional communicative competence remains one of the main conditions for successful socialization of a technical higher educational institution graduate. Competent, integrative, or interdisciplinary approaches in education provide optimal conditions for the development of communicative skills of students. These innovative approaches dictate the necessity to have professional communicative competence as one of the key ones for further self-education, self-realization and self-

determination of technical higher educational institution graduates, which in its turn actualizes the necessity to develop new organizational forms, methods and techniques in training future specialists in technical higher educational institution. The language of modern technical science ( power engineering) is Russian, therefore, for successful formation of professional competence in power engineering it is necessary to master special terminology based on bilingual comparison of Russian and Uzbek languages. In the context of our research the bilingual comparison method assumes an interlingual comparison of native (Uzbek) and foreign (Russian) languages. The reference to the correlative facts of Russian and Uzbek languages represents a perspective direction in the method of teaching the language cycle disciplines as a means of forming professional communicative competence.

**Research methodology:** The author of the target article will briefly focus on the factors that determine the features of the development of professional and communicative competence of technical higher educational institution students. Summarizing the material of publications, as well as the author's personal experience, the main points should be taken into consideration.

The carried out diagnostics of professional communicative competence of students of power engineering faculty of the Ferghana Polytechnic Institute shows that the majority of respondents have difficulties of communicative character, which is manifested in low speech culture of students, in the problem of professional communication, in the problem of speech before the audience, in the complexity of presentation of their scientific achievements, in the competent design of term papers and diploma works, in the presence of a large number of the audience.

All the mentioned issues above gives the ground to draw a conclusion about the necessity to strengthen the communicative training of future engineers, aimed at providing the high level of communicative skills and abilities and about the relevance of the research of the process of forming the professional communicative competence of the students of technical higher educational institution on the basis of bilingual comparison in general.

The analysis of considered problem and degree of its development in pedagogical and scientific-methodical researches has allowed to reveal the basic contradiction between objective necessity of formation of professional communicative competence of students of technical higher educational institution on the basis of bilingual comparison and absence of scientifically proved methodology of the organization of this process in technical higher educational institution. Besides the main contradiction, there is a number of private contradictions, namely:

- 1) between the need of a technical higher educational institution student in the development of a high level of communicative qualities of personality and the lack of theoretical foundations for the implementation of integrative (interdisciplinary) approach in the organization of communicative training;
- 2) between existing pedagogical conditions in a technical higher educational institution for the development of professional communicative competence on the basis of bilingual comparison and traditional methods of forming professional communicative competence of a technical higher educational institution graduate.

These contradictions define the research problem: what are the pedagogical conditions for the formation of professional communicative competence of technical higher educational institution students based on bilingual comparison of Russian and Uzbek languages?

Justification of the necessity of professional communicative competence of students of technical higher educational institution on the basis of bilingual comparison, revealing the conditions of its formation in the space of professional technical education and development of the methodology corresponding to it is an actual scientific problem, the solution of which will significantly increase the efficiency of professional training of future specialist and personality of the graduate as a whole.

The purpose of the target research is to reveal, theoretically substantiate and experimentally check the pedagogical conditions of formation of professional communicative competence of technical higher educational institution students on the basis of bilingual comparison.

The object of research - the process of formation of professional communicative competence of students of technical higher educational institution on the basis of bilingual comparison of Russian and Uzbek languages.

Subject of research - pedagogical conditions of formation of professional communicative competence of students of technical higher educational institution on the basis of bilingual comparison of Russian and Uzbek languages.

Research hypothesis. Formation of professional communicative competence of students of technical higher educational institution on the basis of bilingual comparison of Russian and Uzbek languages will be effective, if:

- 1) study of disciplines "The Russian language", "The Uzbek language" in a technical higher educational institution is based on the competence and integrative (interdisciplinary) approaches, providing optimum conditions for formation of professional communicative competence of future specialists of a technical profile;
- 2) the method of formation of professional communicative competence of students of technical higher educational institution on the basis of bilingual comparison of Russian and Uzbek languages, based on general didactic principles (scientific, accessibility, demonstrativeness, consciousness, activity, connection with life, systematization and consistency) and specific principles of Russian language method (extra-linguistic, functional, structural-semantic, principle of interlevel and intralevel connections, normative-stylistic).

**Analysis and results:** The validity and reliability of the research results were provided by the choice of methodological approaches based on modern views on the process of forming a foreign-language communicative training of the future engineer, the content of professional training; the use of a set of theoretical and practical methods adequate to the research problem; many years of experimental work with the direct participation of the author; systematic verification of the research results at various stages; quantitative and qualitative.

The results of the experiment show the insufficient level of formation of professional communicative competence of power engineering students. The basis for the creation of the training experiment program was the focus on the formation of skills

and abilities that determine the effectiveness of professional communication. According to the results of the stating experiment, the following characteristics of professional communicative competence of technical higher educational institution students were formulated: the ability to express their own point of view, the ability to argue their position, the ability to select the necessary language means in accordance with the situation of communication, the ability to use professional terminology, the ability to create speech statements in accordance with the goals, objectives and conditions of communication, the ability to create professionally significant texts, the ability to select the necessary language means for communication.

The concept of formation of foreign-language communication competence of future engineers has been developed and substantiated. The necessity of its realization is conditioned by the processes of globalization and internationalization of professional activity in the technical sphere and is aimed at development of their readiness for professional and intercultural communication in the foreign-language environment. The concept is based on the following ideas: integration of formal, non-formal and informal education into an integral system of continuous foreign-language training, in which the student takes an active position and realizes himself as a subject of intercultural, interpersonal and communicative activity; change of students' role positions: a student -> self-study -> learner in the process of forming a foreign-language competence; creation of cultural and educational environment aimed at mastering the system of values, standards of behavior, peculiarities of a foreign-language competence [5].

Besides the author has developed the theoretical concept of the pedagogical system of formation of the foreign-language communicative competence, reflecting the ideas and principles put in its basis (continuity, additionality, combination of heuristic and reproductive methods, interdisciplinary integration, sociocultural and professional orientation, variation of group interaction) is developed, including elements of formal, non-formal and information foreign-language education, its stages and methods, allowing to optimize the foreign-language's preparation of the future engineer.



**Conclusion:** Socio-economic conditions of society development, high level of scientific and technical thought development dictates special requirements: to the training of technical specialists. In the conditions of work it is necessary to develop not only special skills, but also professional communicative competence, which will ensure successful socialization and organization of professional activity in various professionally important situations. The result of quality higher technical education should be a specialist with perfect professional competence and who is ready to present the fruits of his professional achievements at a high communicative level.

The analysis of research literature allows to draw a conclusion about the richness of the methodological system in the field of speech culture development. The modern methodology includes speech development technologies for specialists in various fields: banking, military, medical, legal, psychologists, etc. However, it is obvious that there is a need to create special teaching methods for the formation of professional communicative competence of students of non-linguistic (technical) higher education institutions, in particular, the power engineering faculty.

The importance of developing professional communicative competence in students' age is emphasized by psychologists. The peculiarities of the student age consist in easy assimilation of knowledge and fast mastering of skills and abilities, which is conditioned by the qualitatively high level of development of mental properties, processes and states. Student age is especially sensible to mastering norms of communicative behavior. The efficiency of the process of forming professional communicative competence is provided by the flexibility of psychomotor features (degree of development of thinking, attention, memory) and conditions of professionalization in the process of higher education.

The analysis of psychological and pedagogical, scientific and methodological and linguistic literature allowed to define the main approaches to the creation of the methodology of professional communicative competence formation in accordance with the provisions of the competence and integrative (interdisciplinary) approaches, based on the general didactic principles (science, accessibility, visibility, consciousness, activity, connection with life, regularity and consistency) and the

specific principles of the Russian language methodology (extra-linguistic, functional). Professional communicative competence as a part of professional competence is an integrative quality of a specialist's personality formed on the basis of competence and integrative approaches by means of realization of interrelation of special and linguistic knowledge, professional and communicative skills necessary for realization of communicative activity within the professional sphere of communication.

Special opportunities for forming professional communicative competence of technical higher educational institution students are presented by the bilingual comparison method, which implies the use of professionally-oriented scientific and technical texts in Russian and Uzbek, saturated with the vocabulary of modern computer technology, as communicative units of education. The bilingual comparison of correlative correspondence in Russian and Uzbek has a developing and teaching value for enriching the vocabulary and grammatical structure of the future specialists of the technical profile. The bilingual comparison method allows to expand opportunities of getting a wide language education in the pedagogical space of a technical higher educational institution, which is conditioned by the commonality of target goals of methodical systems of teaching Russian and Uzbek languages. Under condition of methodically correct use of bilingual comparison of facts of Russian and Uzbek languages the wide range of methodical problems is solved. In the context of our research, the use of the bilingual comparison method is motivated by the desire to improve the Russian language skills, involving the analysis, choice and appropriate use of language tools in professional speech.

The bilingual comparison method acquires a special importance when teaching the technique of translation from Russian into Uzbek in the lessons of the discipline "Foreign language (Russian language)", since the performance of qualitative adequate translation is possible provided that the knowledge of literary language norms in two language systems (Russian and Uzbek). The concept of "adequate translation" implies the unity of functional conformity and the language means chosen by the translator (fullness of language and style).



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## LINGUISTIC APPROACH TO UNDERSTANDING SPIRITUALITY CONCEPT IN ENGLISH AND UZBEK

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**Аннотация:** Мақолада ўзбек ва инглиз тилларидаги “маънавият” лексик-семантик категорияси ҳам генетик, ҳам деривацион нуқтаи назардан кўриб ўтилган. Бир қарашда икки хил тамойилни бирданига қўллаб, тасниф мантиқига зид йўл тутилгандек бўлиб туюлади, аммо генетик ва деривацион жиҳатлар гарчи тилни баҳолашнинг икки йўли бўлса-да, улардан бири иккинчисини тўлдирувчи ҳодисалар дейиш мақсадга мувофиқ.

**Таянч сўзлар:** Формал таҳлил, генетик жиҳат, деривацион жиҳат, арабий бирликлар, форсий бирликлар, туркий бирликлар, содда лексема, мураккаб лексема, қўшма лексема, жуфт лексема, такрорий лексема, атов бирлиги.

**Аннотация:** В статье рассматривается лексико-семантическая категория «духовность» в узбекском и английском языках как с генетической, так и с деривационной точек зрения. На первый взгляд, применение двух разных принципов одновременно противоречит логике классификации, но, хотя генетические и деривационные аспекты являются двумя способами оценки языка, разумно сказать, что один из них является дополнительным явлением.

**Ключевые слова:** формальный анализ, генетический аспект, деривационный аспект, арабские единицы, персидские единицы, турецкие единицы, простая лексема, сложная лексема, двойная лексема, повторная лексема, атовская единица. **Abstract:** In this article, lexic-semantic category of “spirituality” is analyzed by the ways of genetics and derivation. On the one hand, it seems to us that using these two concepts simultaneously makes opposed ideas towards the meaning,

however, genetic and structural analysis are assessing points of the language and they are closely tied matters of the language.

**Key words:** formal analysis, genetic aspect, derivation, Arabic units, Persian units, Turkic units, simple lexeme, complex lexeme.

**Introduction:** Before we begin to look at the genetic and structural features of the common denominator of the Uzbek language "spirituality", it is worth noting that in the Uzbek language term "spirituality" has been developing for a long time in the lexica-semantic system of the Uzbek language. Although the dictionaries and encyclopedias reflecting the ideology of their time were not included, they did not deviate from social consciousness and national consumption.

**Literature Review:** The Oxford English Dictionary lists twenty-four meanings of the word "spirit". "The general meaning underlying all the uses is that of an animating or vital principle which gives life, transcending the material and mechanical. It refers to the essential nature of human beings, their strength of purpose, perception, mental powers, frame of mind". The very essence of these meanings is "an essential element that gives life to a person or revives it, crossing the boundaries of material and mechanical realities." The soul is accompanied by such concepts as goal force, perception, the power of consciousness and the birth of consciousness, which are essential for human existence. However, it is difficult to accept the term as a reality. It is a universal event or phenomenon, such as the understanding of faith and the pursuit of perfection.

In scientific research related to the concept of "spirituality," this concept is characterized by a number of adjectives. In particular, one of the first features of spirituality is that it is born in the human consciousness: "Human spirituality in a very real sense...unifies the whole person" and is "an inbuilt feature of the human species that develops from the beginning of an individual's life (or not) depending on [prevailing] conditions"[10]. That is, spirituality literally holds a person together as a whole. It begins to develop from the moment of birth, independent of the innate nature of the human being and the external environment.

**Analysis:** Regardless of the language, beliefs, or nationality of the person, in his speech, who repeatedly refers to concepts that represent universal values. However, it is often difficult to find a comprehensive explanation of these abstract concepts, and the concept of “spirituality” in English has not been fully understood so far. Because of the renewed interest in the concept of spirituality and the increasing number of publications on the subject, a comprehensive explanation of this concept has not yet been created: “There is no consensus on this definition.” This gap makes it difficult to study the problem as a linguistic category.

In English, the term “spirituality” refers not only to a religious group but also to a larger phenomenon, and in one of the explanations, this concept is defined as follows:

“Spirituality is a personal search for meaning and purpose in life, which may or may not be related to religion. It entails connection to self-chosen and/or religious beliefs, values, and practices that give meaning to life, thereby inspiring and motivating individuals to achieve their optimal being. This connection brings faith, hope, peace, and empowerment. The results are joy, forgiveness of oneself and others, awareness and acceptance of hardship and mortality, a heightened sense of physical and emotional well-being, and the ability to transcend beyond the infirmities of existence”[3].

According to interpretation, spirituality is the process by which a person seeks meaning and purpose in his or her life, whether or not it relates to religious beliefs. This reality includes a certain moral preference and religious beliefs, chosen by the individual, as well as various actions to bring meaning to life. The combination of these elements contributes to human maturity. The connection between these realities creates a common sense of trust, hope, peace and strength. As it turns out, in the English-speaking community spirituality is, first and foremost, closely related to a person's sense of self-satisfaction. This is because, contrary to deductive thinking, that is, the belief that a firm belief in meaning brings meaning to a person's life, reflects an inductive belief in the reality that a person understands the meaning of his or her life and sets deep goals and leads it to a firm belief.

English spirituality takes into account not only the observance of certain moral values, but also the way in which a person views the process through the prism of his own principles and personal beliefs. In English, “spirituality” is both universal and meaningful to each individual. As we look at the aforementioned statement, we realize that the combination of these beliefs and personal principles creates a feeling of confidence, hope and peace. These feelings, in turn, can lead to joy, happiness, forgiveness, and a sense of urgency. That is, in English thinking spirituality is first and foremost related to happiness. Feelings of peace and hope create a unique conception of spirituality. As an example of understanding the concept of human consciousness as above, we can see that frames and scripts of abstract concepts such as “spirituality” are different in every people's thinking. That is, in the English consciousness, “spirituality” is not only a product of religious and other existing beliefs, but also a person's self-awareness, a shared understanding of his or her own beliefs with the existing normative beliefs in a particular social life.

In English, “spirituality” is derived from religious beliefs, and is thus characterized as follows: “Spirituality can mean many things in popular use, and is often understood differently by different people. While retaining a certain ambiguity, its current range of application extends from traditional institutional religion to occult practices. In general, the term appears to denote approaches to discovering, experiencing, and living out of the implications of an authentic human life. ” Thus, it is quite natural that this concept has different meanings in public use, and that each person has a different understanding. Although there is some ambiguity and confusion in the interpretation, its scope of application ranges from traditional religious beliefs to occult teachings. In general, the term refers to the meaning of “discovering,” “experimenting and experiencing real life.”[7]

This complex concept consists of a number of categories in English as well. These are:

- self-development;
- “emotional” category;
- category of “enlightenment”;



- category of “responsibility”;
- category of “conscience”;
- category of “faith”;
- category of “aim”;
- category of “development”;
- category of “ethics”.

Although the formation of the concept of spirituality depends on beliefs, in today's globalized age, this notion is far removed from its true meaning and means more personal improvement. Our opinion is based on the following: “If we can accept concepts such as self-worth, self-esteem, and self-actualization, then it should be legitimate to explore... spirituality, for these concepts are equally as intangible as spirituality”[2]

Accordingly, when we experience such concepts as self-esteem, self-confidence, self-expression, the concept of spirituality can also be regarded as personal, because this notion is as abstract as above. But the issue is not in the abstract, but in the fact that it represents different values for each individual. In addition to being a general overview of the concept of “Spirituality”, this concept is unique to each person and can be regarded as a category of personal improvement. The emotional categorical nature of spirituality is well illustrated in the following statement: “The spirit is dynamic. It must be felt before it can be conceptualized” (Contents: “Spirit is a moving substance. It must be felt before conceptualizing it.”) In addition to being an emotional category, the term can also be interpreted as “moving matter.”[1], “Concepts such as” spiritual growth “and” development “reveal the moving nature of spirituality.”) Any notion of personal character, in turn, also has an emotional category. Given that spirituality also means personal improvement, we realize that this concept embraces various positive or negative feelings that arise during the process of perfection. Cognitive knowledge, which is regarded as a spiritual nourishment for man, is also an integral part of the concept of “spirituality.” Although the concept of “spirituality” includes different categories of elements, in which each nation, each individual person, is conscious, this concept consists of a number of normative positive concepts. After

all, universal values, such as conscience, responsibility and a sense of responsibility, are seen as fundamental principles in the spirituality of a person, regardless of his beliefs, culture or social background. At the same time, these general positive categories are the cornerstones that coincide with the concept of “spirituality” in one language as an alternative to another[10].

After all, the conceptual spaces of the units that represent the same meaning and the categories of meaning may differ, but there are one or more categories that can serve as alternatives to each other. Categories such as “conscience” and “A sense of responsibility” are the basic concepts that link the English “spirituality” concept with other language concepts. The concept of spirituality in English can be interpreted in the light of its above connotative meanings: “Spirituality is concerned with a person’s awareness of the existence and experience of inner feelings and beliefs, which give purpose, meaning and value to life. Spirituality helps individuals to live at peace with themselves, to love (God and) their neighbor, and to live in harmony with the environment. For some, spirituality involves an encounter with God, or transcendent reality, which can occur in or out of the context of organized religion, whereas for others, it involves no experience or belief in the supernatural”[1,2].

**Discussion: Genetic and derivative peculiarities of the nominative units of the Uzbek language “spirituality”.** Although the structural and genetic features of the common denominator units in Uzbek are generally in common with all the units in our language, the genetically identifiable (Arabic-Persian) units are wider in this system and, to some extent, in their structure[3]. Genetic (historical-etymological) features of the common denominator in the Uzbek language are determined by the historical development of our people, their interactions with other peoples, their worldview and the existence of life and lifestyle in connection with Islamic beliefs. The Arabian layer of self-propelled units is richer than the Persian, due to the large role played by Islamic culture, mysticism and Uzbek classical literature in the formation of Uzbek national spirituality[4]. By dividing the units in Uzbek linguistics historically and etymologically, and subdivisions, the category of 'spirituality' can be subdivided into two internal microsystems: their own units and the subdivisions.

The units of their strata may be pure Uzbek lexical wealth or a common Turkic reserve.

Secondly, some of the words used in the same language are used in the literal sense, which may be in the category of "spirituality". For example, this difference can be seen between the English and the Uzbek languages.

It should be noted again that both the basis and the design of the lexical units can be attributed to the substrate. This is not the reason why they should not be included in this group. After all, the main criterion is the fact that the base belongs to the substrate and the lexical unit is formed. The subdivisions of the substrate are mainly bilingual[5]. The main reason we use this expression is that there may be lexical units in European and Western languages that are in the Uzbek lexicon-semantic category of "spirituality": authoritarianism, dictatorship, ideology, and ideal. But even though such units are part of our language and literary discourse, they cannot be said to be fully embedded in social consciousness.

The lexica-semantic category of "spirituality" in the Uzbek language has been examined in terms of both genetic and derivative. At first glance, it seems that two different principles are at odds with the classification logic. However, although there are two ways to evaluate language, genetic and derivative, one should consider phenomena that complement the other. While the genetic principle serves to assess the basis of the lexical unit, the derivative aspect plays an important role in deciding whether the development of that framework is within the limits of one language or another.

Structural peculiarities of the units of the Uzbek language "spirituality". According to the structure of words, they are divided into simple and complex types. The lexica-semantic category of "spirituality" belonging to the Uzbek lexical-semantic system also fully reflects these aspects of the lexicon of the Uzbek language. It is well known that the basic criteria for determining the simplicity or complexity of words in Uzbek linguistics are used as the main criterion[6]. Unity or more than one basis is the key to evaluating words as structurally simple or complex. Structural differentiation of the common semantic lexeme in the Uzbek language is characterized by its practical

methodological significance. The basic elements of simple lexical unity are: humanity, nobility, aspiration, desire, embarrassment, faith, enlightenment, gratitude, generosity, culture, good manners, wisdom, reasonableness, consciousness, consciousness, self-sacrifice, patriotism, truthfulness.

In a complex word, there are more than one basis: politeness, tolerance, tact, nurturing, respecting, building up.

It was noted that the founding principles can be used independently of each language, regardless of the language.

**Conclusion:** Formal analysis showed that the units of the Uzbek-language lexicon-semantic category “spirituality” are mostly Turkish and Arabic, with less Persian and partly Russian-international units. Structurally, there is little repetition of units within the system. The units of the word and the units that grow out of the word state also form a certain amount in the system. The composition of the double units can also be in the form of its own layer + self layer (or vice versa) + layer.

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## **DEPICTION OF THE COLOURS IN FAIRY TALES OF ENGLISH AND UZBEK LANGUAGES**

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**Annotatsiya** - Rang - bu til va madaniyatdagi eng qiziqarli va murakkab muammolardan biridir. Bu jahannam va jannat tushunchasidir, har qanday jamiyatda jonni qutqarish, gunohlarni kechirish, dafn marosimlarini o'tkazish bilan bog'liq diniy urf-odatlarining ahamiyati bo'lgan har qanday jamiyatda juda muhimdir. Ushbu maqola folklorda ranglardan foydalanishning ahamiyatini ochib beradi.

**Kalit so'zlar** - ranglar, folklor, badiiy, salbiy va ijobiy, kelib chiqishi, dini, ramziylik, marosim, epitet, ramziy tuzilish.

**Аннотация** - Цвет - одна из самых интересных и сложных проблем языка и культуры. Именно концепция ада и рая взяла на себя чрезвычайно важную заботу в любом обществе, где любая существенная роль религиозных традиций заключается в спасении души, искуплении грехов, организации похорон. Эта статья разъяснит значение использования цвета в фольклоре.

**Ключевые слова** - цвета, фольклор, художественная литература, негатив и позитив, происхождение, религия, символизм, ритуал, эпитет, символическая структура.

**Abstract** – Color is one of the most interesting and complex problems in language and culture. It is the concept of hell and paradise, took upon itself the extremely important concern in any society with any significant role of religious traditions about saving the soul, atonement for sins, organizing funerals and funeral service. This article will elucidate significance of color usage in folklore.

**Key words** – colours, folklore, fiction, negative and positive, origination, religion, symbolism, ritual, epithet, symbolic structure.

**Introduction:** The tale is “one of the main genres of folklore, an epic, mainly prose work of a magical, adventurous or everyday nature with a fiction”[1]. It is generally accepted that the religious and mythological system of Uzbek and English culture developed progressively. In fact, if we exclude the archaic period, information about which is almost not preserved, all these traditions developed almost simultaneously and coexisted for centuries and even millennia.

**Literature Review:** According to L.S.Vasiliev, “The absence of mysticism, magic, superstition and some on the sphere of beliefs, rites, superstitions, in the host of gods, spirits, immortals, in the performance of mantle and magic rites - all this, the dominance of Islam was undeniable. Finally, Islam, with its idea of salvation, with its concept of hell and paradise, took upon itself the extremely important concern in any society with any significant role of religious traditions about saving the soul, atonement for sins, organizing funerals and all funeral rituals and funeral service”[2].

**Analysis:** By arranging the color coding according to the frequency of use, the following sequence can be obtained: dark, black, white, gray, red, green, blue, gold, silver, brown, pale, yellow, orange, purple. Moreover, the tendency to the predominance of dark, black, white and the extremely rare use of orange and purple persists in most of the authors examined. The results of a contextual analysis of the works showed that white and blue colors can have symbolic independence in the English text at the context level of the entire work. The black ad is usually revealed in opposition to white, red, etc. The same is true for dark. Despite the obvious significance of red color (it is present in all authors and in all works and, as a rule, is a source of certain, pronounced associations), its symbolic potential in the vast majority of cases is revealed in a direct context and is not extrapolated to the context of the entire work. That is why, despite the possibility of using it to express the idea of the whole work, red symbolism is realized mainly in the second group of strategies[4].

The color terms yellow, green, gray, silver, gold can participate in the strategy of conveying the main idea of the work, but their symbolic significance does not reach the level of white, white, black, red, dark, which is noted by many authors.



The analysis also allows us to argue that the participation of color notations in the implementation of the strategy of conveying the main idea of the work and the active use of color notations in the second group of strategies are most characteristic of psychological genres of prose, when the author needs to focus the reader on the inner world of the character and reflect the psychological motivation of what is happening.

Thus, the materials of the study confirm the importance of English color terms as symbolic structures in prose literary text. Identified author's strategies for using color names indicate that the symbolic potential of color is activated when creating the visual image of the described one (the first group of strategies), using stereotypical knowledge of the recipient (second group), especially when enriching the information structure of the entire text, the color symbol Coy (third group)[6].

Colors represent differentiation, something manifest, diversity, the affirmation of light. Colors reflecting light, for example, orange, yellow and red, are active, warm, directed at the beholder their elements that make up the most emotional side of religions was more than offset by Taoism. Those that absorb light, such as blue and violet, are passive, cold, and not striking. Green color unites their properties. Black and white symbolize the negative and positive and all opposites. Colors have an extensive and complex range of symbolic meanings. It is very difficult to make generalizations regarding the specific symbolism of any of the colors. Of course, black and white (or light and dark) quite clearly have different meanings and are opposed to each other. However, in some cultures the color of death and mourning is black, in others it is white. The most consistent symbolism of flowers is associated with nature and natural phenomena. So, green symbolizes potency in. The most commonly used in this capacity are so-called[3].

"Primary colors", which usually include white, black, red, blue, green, yellow and purple. In cave paintings of primitive peoples, three colors are most often found - white, black and red, which allows us to conclude that these flowers play a special role in the life of ancient people. Having developed in ancient times, the color triad functioned in different cultures arid areas, for this reason, probably, has become the sacred color of Islam, which originated in the deserts of Arabia. The number of color characters is

quite limited, sometimes receiving not quite traditional filling. The symbolic and magical meaning of color changed under the influence of specific climatic conditions, and religious beliefs, the kind of economic activity. In general, white color means good, good, happiness, development. This generalized meaning of white is universal for all primitive peoples. White for them is a symbol of being, peace, life. The second most important color in the life of primitive people was black. If white means light, then black means darkness, if white means life, then black means death, white means cleanliness and order, black means dirt and chaos. Thus, black is the antipode of white. Unlike white and black, red refers to chromatic colors and of all three it is the most ambivalent symbol. For primitive people, red expresses the so-called. "Red things" that are made of blood or red clay[5].

Regardless of their valency, all the "red things" possess power, because blood is power, without it a person dies. In ancient Uzbekistan, black was considered the color of death and the kingdom of the dead. The pagans had a custom to sacrifice some black animal in order to propitiate the gods of the lower world. If for Uzbek the red color basically symbolizes the same qualities as for many other nations and is positive, then dealing with black and white colors is more complicated. In addition to the traditional concept of the symbolism of these two colors, the Uzbek notice sorrow, treachery and spiritual emptiness in white, and mystery and high spirit in black. Color is one of the most interesting and complex problems in language and culture. The lexemes denoting color reflect the thousand-year experience of the Uzbek and English peoples, its psychosomatic characteristics, geographical conditions, socio-economic and cultural-historical characteristics of the country and ethnic group[7].

The definition of "black" is very rich in ideological meaning are divided into two categories, depending on whether they are the anonymity of concepts enhances the sense of contrast in the situation: a clean, white dove gets into the gloomy, sinister den of the snake. In Uzbek culture, white is a symbol of purity, purity, and holiness. In this sense, this epithet is always colored emotionally - positively. Often acts as a permanent epithet, for example, "Here the king took Vasilisa by the white hands, planted it beside himself, and there they played the wedding" ("Vasilisa the Beautiful"). The epithet as

part of an indivisible combination is a way of characterizing the main character. In fairy tales, the epithet “white” enhances its sound and meaning by combining it with a concept that already implies in its semantics the meaning of “purity”. Layering of meanings makes the text expressive, clearly defined ideologically. “She watered-fed him; he says: “I went to get live water, sweet youthful apples — to where Belaya Lebed Zakharyevna lives” (“The Tale of the Daredevil, Rejuvenating Apples and Living Water”).

The combination "White Swan" is not only a proper name indicating the antiquity of the name, but also a definition that concludes the semantic load of the heroine. Interesting examples illustrate the “entry” of the adjective “white” into synonymous relations with other adjectives - “milk”. Synonymy was established on the basis of similarity in color (white milk) good or evil. And at the heart of the semantic load of the epithet “milky” lies a deeper association: milk as a symbol of life[8]. “Milk river, sweet and sour banks, where did the geese fly?” (“Swan geese”). As a result, the adjective “white” acquires indirectly an additional semantic load - “giving life”. The symbolic load of white in an Uzbek fairy tale fits into a wide semantic field - pure, innocent. Here is an example in which the adjective “white” does not carry additional semantic meaning. “Eat, daughter, still white (oq - white) flat cakes, taste the soup, it is cooked from small millet!”. In this context, the direct meaning of the adjective is emphasized, “white” is a product from high-quality flour. But in the reader’s mind, the phrase “white cake” can grow to the level of a symbol that is ambiguous: maternal care, the purity of the relationship between mother and daughter. In the example, “I put on a white (oq - white) dress is magical, it sparkles and sparkles, and walked to the western edge of the sky” (“As a young man was looking for his beloved”) the epithet “white” is both a color designation and symbol. The meaning of the symbol cannot on the epithet “white” read in this perspective can be interpreted as “willing”, “ready to help”[8]. This example illustrates the expansion of a possible synonymous series with the dominant “white”. Such values are most often realized in a specific context and are not always fixed in the cultural tradition. Another more interesting ideological and philosophical content is given to this epithet in the tale "Mimosa". “Only a silver

thimble with a white (oq - white) track glistens”. The epithet “white” is adjoined by an additional shade adjective “silver”[9].

**Discussion:** The effect of white occurs as a result of silvering a thimble. The semantic meaning of this epithet is based on the meaning of “clear”, “understandable”, “indicating the way”. The content field of the epithet is expanded by the value of associative. In Uzbek fairy tales, the epithet red is most often assigned to the noun “sun” and “damsel”. Despite the obvious significance of the sun for the ancient Slavs in fairy tales, the word "sun" is extremely rare. But this strange at first glance phenomenon can easily be explained: “In ancient Russian poems, tales and songs, as in the folk poetry of other nations, you will not find a single detailed description of nature, which in itself would constitute the main subject of the story. The center of the whole world for epic antiquity was the man himself with his family and his native home ” [Buslaev]. Most often in fairy tales the word “sun” is not used, but its derivative with a diminutive suffix - “sun”, which indicates a lovingly respectful attitude to the object. Moreover, in the vast majority of cases, it is not a direct single nomination that is used, but an indecomposable combination of constant epithet + word: red sun. The stability of fairytale epithets is most easily explained by the fact that they were perceived as indecomposable combinations, a kind of markers of the fairytale world. Due to the once primitive mythical worldview, ancient metaphors are repeated out of habit, turning into peculiar phraseological clichés, so characteristic of folk genres. In the combination “red sun”, the word “red” was originally used in the meaning “beautiful”, and the color meaning was the result of a later rethinking (the fact that the sun most of the time is seen as yellow or white and only at sunset brings us to this idea) it appears in red)[10]. The perception of the sun as “beautiful” is also evidenced by the ideal of beauty that arises in fairy tales. There are direct comparisons with the sun, for example, in the fairy tale "Oron the Faithful" surface, it is veiled, it is clear only in combination with the adjective "magic". Marfa Beautiful that the sun is red. The sun can also be used in a figurative sense when describing beauty: The elbow of the hand is in gold, the knees of the leg are in silver, the sun is red in the forehead, and the month is bright in the back of the head (fairy tale “Brother and Sister”). In these examples, the conceptual

meaning “sun - beauty” is realized. In the example, “Are you warm, girls? Are you warm, red? ” (“Frost”) we are dealing with the interchangeability of the images “girl” and “red”, these concepts are so intertwined in the history of Uzbek and Russian cultures that they do not require additional definitions. The definition of girls by the adjective “red” (beautiful) is also perceived as a noun of “beauty”. The same epithet can be considered in the context of the meaning “ruddy”, corresponding to the combination “blood with milk”. The combination in one image of “red” (blood) and “white (milk) is typical for determining not only natural beauty, but also vitality, vitality. There are examples of piling up the epithet "red". “Then another rider on a red horse overtook me, himself red and all dressed in red; Who is this?" - “This is my red sun!” ("Vasilisa the Beautiful"). The definition of “red” in two cases contains a clearly expressed semantic meaning of “beautiful”: a red horse, the red one himself. In the case with the combination “dressed in red” the interpretation can be two fold:

- 1) as a color designation, the caftan is red;
- 2) as an indication of the aesthetic appearance of clothes - beautiful clothes.

The colour order of archaic, classic and traditional societies - the basic colour terms - is composed of black, white and red. This colour trilogy is used in literature to refer to an enhanced sexual attractiveness in Shakespeare for instance[5], and in fairy tales as well:

The Queen wishes for a child as white as snow, as red as blood and as black as ebony, and that is how Little Snow White looks like in the fairy tale and in both film adaptations as well. She has got skin as fair as snow, lips red as blood and her hair is black as ebony, conforming to the aristocratic ideal of beauty during those times. It was very noble to have pale skin, protected from the sun[2].

**Conclusion:** It should also be noted that our study opens up opportunities for further study of such aspects as the disclosure of the symbolic potentials of individual color perspectives, ways of implementing them in various literary genres, and the interaction of symbolic color structures with stylistic mechanisms for organizing literary text. In addition, the obvious connection with the symbolism of color positioning with the culture of society makes it interesting to study the diachronic

aspects of the development of color positioning in English literature[3]. The analysis can be the basis for comparing the functioning of color positioning both in the national literature of English-speaking countries and in various literary genres (for example, in the language of poetry and drama).

Color designations, performing the function of expressing the author's intention at the level of the entire work, are differently incorporated into the figurative and informational space of the text[7]. Based on the analyzed material, we can conclude that the dominant author's idea through the semantic fabric of the text through the use of the symbolic potential of color can be implemented in various ways:

- 1) A single color can express the main idea of a work,
- 2) A symbolic value can correlate with one color (one section of the color spectrum), but expressed in different lexical units;
- 3) The main idea of the work can be expressed through the opposition of two colors;
- 4) The symbolic meaning can be expressed through the opposition of whole color schemes.

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## POETIC-FUNCTIONAL SIGNIFICANCE OF SYNTAGMATIC SYSTEM IN LITERARY TEXT

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**Abstract** – In this article, the system of syntagmatic signs, its places of use, poetic functional significance, aspects of its use in literary texts are analyzed. Through the analyses the syntagmatic relationship and the objects used in it are fully described. **Key words** – syntagmatic relations, paradigmatic and contradictory connections, predominant idea, butterfly, love.

**Annotatsiya** – ushbu maqolada sintagmatik belgilar tizimi, uning ishlatilish joylari, poetik funktsional ahamiyati, adabiy matnlarda qo'llanilish jihatlari tahlil qilinadi. Tahlillar orqali sintagmatik munosabatlar va unda ishlatiladigan ob'ektlar to'liq tavsiflanadi.

**Kalit so'zlar** - sintagmatik munosabatlar, paradigmatic va qarama-qarshi aloqalar, ustun fikr, kapalak, sevgi.

**Аннотация** – в данной статье анализируется система синтагматических признаков, места ее использования, поэтическая функциональная значимость, аспекты ее использования в литературных текстах. Посредством анализа синтагматическая связь и используемые в ней объекты полностью описаны.

**Ключевые слова** - синтагматические отношения, парадигматические и противоречивые связи, доминирующая идея, бабочка, любовь.

**Introduction:** Semiotics as a science of character has entered many fields. Developed Western countries use symbols, symbols, and ideas to spread their politics, ideology, worldview and education. In his research on "Mythology," Bart Bart proves this point on the basis of much evidence. Applying the notion of a mark to fiction is a

great success. Because the literary text that can be used as a source of literary studies (in short, can be called a text) is a system of characters from beginning to end. The character in the fiction text has special features.

**Literature review:** Roland Barthes, one of the forefathers of French structuralism, noted in a study entitled "Character Relations" that syntagmatic relations were "based on neighborliness, not kinship." tie[5]. Although these three things apply to clothing, they are not related. When viewed separately, each has a different shape and function. In this case, they have no contact with each other. Only when these items are integrated into a single system can they enter into a character relationship with each other. More precisely, a syntagmatic relationship occurs.

To clarify our impressions of the syntagmatic relationship, we begin with an analysis of a thirteen-line poem by the poet Rauf Parfi, written in 1962, entitled "Xayrlashdik... O'ynar kapalak..."[12].

Text of poem:

Xayrlashdik...O'ynar kapalak...

Biz asir bo'lmadik lahzaga.

Xayrlashdik beso'z, beyurak,

Bu bog', bu gul keldi larzaga.....

Qanday go'zal rangin kapalak...[13]

**Analysis:** It is not always necessary to break a literary text into smaller pieces during structural-semiotic analysis. It is possible to do this work in the mind and do the analysis, but since our work is one of the first studies in Uzbek literature, we have to follow this tradition, so that fans of structuralism better understand the stages of the process.

Lecture 1. "Xayrlashdik...O'ynar kapalak..."

Lecture 2. Xayrlashdik...

Lecture 3. O'ynar kapalak...

Lecture 4. Biz asir bo'lmadik lahzaga.

Lecture 5. Xayrlashdik beso'z, beyurak,

Lecture 6. Bu bog', bu gul keldi larzaga.

## Lecture 7. Shabnamning sof qadahi sindi –

It seems that the division of the text into smaller units depends on the intention of the researcher, the level of opportunity, and so on. The number of pieces of text may vary depending on this[3]. Text analysis:

Lecture 1. “Xayrlashdik...O’ynar kapalak...” Before starting a structural-semiotic study, the selected literary text is carefully read at least five or six times. You should read the text as well as read it. It is important to read the text very slowly, especially during the last reading. No words, not even punctuation, should be ignored. Only then will the essence of the text become clear to the researcher. Consequently, the ideas expressed in two sentences of only three words, which are part of the first part of the text, can give a certain impression to both the researcher and the poet. It's about love. “Xayrlashdik” - a boy and a girl (or a man and a woman) are separated for reasons not mentioned in the text. This is not a temporary separation, but an eternal separation[4].

“O’ynar kapalak”. The word “kapalak” is used here in a connotative sense. To understand this figurative meaning, it is necessary to recall examples of oral and written art, as well as the live speech of the people. “In the minds of the people, the butterfly is a symbol of instability, but also of infidelity. The butterfly game doesn't last long, it only lasts a few moments”[5].

Thus, “xayrlashish” has a communicative meaning, and “Kapalak o’yini” has a connotative meaning. Only when the two are united in a syntagmatic line does a new concept emerge in the poetic passage: the beginning of the text expresses an unstable view of love. The second and third lectures serve to reinforce the idea expressed in the title[6].

## Lecture 4. Biz asir bo’lmadik lahzaga.

To be captivated by the moment is to know that love is eternal and the highest, most unique feeling. But the “oshiq” and the “mashuqa” did not fully understand such a unique experience. Their superficial, airy feelings are only temporary. Where are Farhod - Shirin and Laylov - Majnun, who did not die in the way of love, and where are these two “lovers” ...[7]

## Lecture 5. Xayrlashdik beso’z, beyurak.

The idea in this passage is to repeat the point of view in the first and second lectures in a different way, as well as to emphasize it. As the farewell is unspoken and heartless, there is not a speck of true love in the middle, not a word to say to each other. Hearts are numb, empty[8].

Lecture 6. Bu bog', bu gul keldi larzaga[4].

In this poem, the linguistic units “garden” and “flower” are used in both original (communicative) and figurative (connotative) senses. In the original sense, the “garden” is a meeting place for two unstable young people, and the “flower” (a dumb witness in the garden) has witnessed such conversations and quarrels many times. In a figurative sense, the “garden” is the kingdom of love, and the “flower” is the faithful representative of this country[1]. They can't imagine the betrayal, the inconvenience, the heart is shaken by the “temporary pleasures” of the unfortunate.

Lecture 7. Shabnamning sof qadahi sindi.

Verse has a purely connotative meaning. Shabnam is a symbol of purity. “Shabnamning sof qadahi” is a young soul full of pure feelings. It is clear from this verse that these “lyrical heroes” originally set foot in the garden of love with pure intent. But for some reason they couldn't be in love[2].

**Discussion:** We analyze the shield part of the poem: This textual unit interacts with the verse in the previous lecture, confirming the idea in it. As long as the heart is in a state of pure emotion, there can be no bright future. The predominant point in the verse under analysis shows that the future life of a person deprived of love will be sad and miserable. The characters in the sixth and seventh verses came into contact and formed a separate syntagmatic line[8]. The textual unit has a communicative content. This underscores the point made in the first verse.

Lecture 10. O'yin tushar rangin kapalak. The line from the first lecture is repeated with some modifications. The poetic-functional role of such repetition is that the “o'yin tushayotgan rangin kapalak” - a great tragedy of unstable human relations, which can lead not only to the decline of the individual, but also the nation, humanity. In the second lecture of the text there was no adjective “rangin”. It is important not to overlook the fact that it is in the verse we are looking at right now[9]. Butterflies don't

look beautiful on their own. First of all, the bright colors of its wings attract the attention of others. Color is an external polish, decoration, it does not matter. If we pay attention to the “bilinuvchi” of this sign, we can be sure that it has symbolism. False sighs of love, greedy kisses and kisses are signs of such “ranginlik”[10]. In real work, we see different scenes. Every time Farhod sees Shirin, he loses consciousness and can't even think of holding Majnun Layla's hand. These are the signs of true love.

The characters in the ninth and tenth verses are not close in appearance. They can complement each other and illuminate the artistic idea that is being expressed only by engaging in syntagmatic communication.

Lecture 11. O'ynar, o'ynar. O'ynar kapalak. The whole text consists of five pieces of text related to the “kapalak”. They complement and emphasize each other. In this passage, the verb “o'ynar” is repeated three times in a row. It aims to give a clearer picture of the two interconnected landscapes (the original butterfly game and the sense of instability), as well as to reinforce the drama and tragic pathos of the text[3].

Lecture 12. Bir lahzaning farmoni qoldi. Connotatively, it represents an eternal separation. Pure human relationships are coming to an end. Two hearts that are close and in harmony are separated from each other. The last two text units come into contact and contribute to the integrity of the text through a syntagmatic relationship[11].

Lecture 13. Xayrlashdik. Beso'z. Beyurak. The line in the fifth lecture is repeated. Repetition, as has been said, served to intensify the tragedy and dramatic pathos, as well as to create the musicality of the poetic text.

Lecture 14. Buyuk sevgi armoni qoldi... This means that the “lyrical heroes” of the text are not completely unaware of the great love. They, too, envied the love of Farhod, Vomiq, Qays, Romeo, Shirin, Uzro, Layla, Juletta who were once portrayed with great artistic skill in the art of world speech. But lust alone is not enough to win their great love. It is necessary to have a great heart and be faithful to love forever. Without these qualities, great love will remain a dream[12].

Lecture 15. Qanday go'zal rangin kapalak... The phrase “butterfly” was last used in a modified form. This is the unit that completes the text. Based on the general content of our analysis so far, we can say the following about this part of the text: from a

communicative point of view, a really colorful and vibrant, dancing butterfly looks very beautiful and unique to the eye. But the butterfly's dance and life are fleeting. The butterfly has a very short lifespan. From a connotative point of view, false love does not bring happiness to anyone. The result is a “so’nggi farmon”, i.e. a separation[13]. Its fruit is a miserable life deprived of an empty heart and happiness, deprived of good and noble experiences.

Although syntagmatic relations are relatively rare in the context of a literary text, they are no less important than paradigmatic and contradictory connections. Such an attitude plays a very important role in the creation of the integrity of the text and the creation of complex human experiences and thoughts in it in the field of a single artistic structure[14].

Most of the syntagmatic relationships described in the text are related to “butterfly” characters. The “butterfly”, which is not directly related to “love”, entered into a syntagmatic relationship with other characters and served to reveal and clarify the leading idea to be expressed. The predominant idea expressed in the poetic text is that only true love can make a person happy[15]. Transient lust eats away at a person and causes him to become spiritually and morally degraded. Therefore, it is necessary to be steadfast in the path of great love.

**Conclusion:** In conclusion, we can come into following conclusions:

1. The analysis of the text clearly shows that the poem was created with high artistic skill. His art is at a high level.
2. Bright images and beautiful landscapes add poetic charm to the text. It does not contain any superfluous, unnecessary, insignificant images or words.
3. Poetic-functional relationships have ensured the integrity of the literary text. Otherwise, neither the text nor the character relationship would have occurred.

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## TEACHING GRAMMAR IN ENGLISH LANGUAGE CLASSES

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**Аннотация** - В этой статье рассматриваются стратегии, методы и технологии, используемые для преподавания грамматических элементов на уроках английского языка. Особое внимание уделяется пригодности этих методов для изучения английского языка как иностранного (EFL) и английского как второго языка (ESL).

**Ключивые слова** - современное преподавание, грамматика, грамматические элементы, метод, технология, дедуктивный подход, индуктивный подход

**Annotatsiya** - Ushbu maqolada grammatik elementlarni ingliz tili darslari jarayonida qaysi strategiya, metod va texnologiyalar asosida o'rgatish muhokama qilingan. Mazkur metodlar ingliz tilini chet tili (EFL) va ingliz tilini ikkinchi til (ESL) sifatida o'rganadigan o'quvchi va talabalar darslariga mos kelishiga alohida e'tibor qaratilgan.

**Kalit so'zlar** - zamonaviy o'qitish, grammatika, grammatik elementlar, metod, texnologiya, deduktiv yondashuv, induktiv yondashuv

**Abstract** - This article discusses strategies, methods and technologies used to teach grammatical elements in English lessons. Particular attention is given to the suitability of these methods for the study of English as a Foreign Language (EFL) and English as a Second Language (ESL).

**Key words** - modern teaching, grammar, grammatical elements, method, technology, deductive approach, inductive approach

**Introduction:** Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be

severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. In the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use [6].

**Literature Review:** According to H.Widodo, “Grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language. In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. In other words, by learning grammar students can express meanings in the form of phrases, clauses and sentences. It cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks”[10].

**Analysis:** In order to ensure the implementation of the decisions of the President on measures to further improve the system of learning foreign languages, a lot of work is being done in our country. According to the head of state, in order for every industry owner to master his field and compete globally, he must be able to understand and speak a foreign language fluently.

It is known that in teaching a foreign language it is very important to take into account the age and psychological state of the learners. This is especially true when teaching foreign languages to young children. The President's decrees also address this issue, which means that grammar material is not provided for teaching foreign languages to first-graders. Here is a brief description of grammar. According to dictionary

definitions, grammar is a system of rules and principles that are followed in constructing oral and written speech; is the study of the structure of words and sentences. According to the Teaching English Grammar in Malaysian Primary Schools, grammar is a language system[1].

Before attempting to bring the grammar debate up to date, and to draw some conclusions from recent research evidence, it may pay to briefly sketch in the way attitudes to grammar teaching have influenced the ebb and flow of different teaching methods.

In the last century the architects of language teaching methods have been preoccupied with two basic design decisions concerning grammar:

- Should the method adhere to a grammar syllabus?
- Should the rules of grammar be made explicit?

The various ways they answered these questions help distinguish the different methods from each other. What follows is a potted history of methods in the light of their approach to these issues.

First of all, here are two important definitions:

- a *deductive* approach starts with the presentation of a rule and is followed by examples in which the rule is applied
- an *inductive* approach starts with some examples from which a rule is inferred

An example of deductive learning might be that, on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that. An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and proceed to do likewise. In place of the terms *deductive* and *inductive*, it may be easier to use the terms *rule-driven* learning and *discovery* learning respectively [6].

The deductive (rule-driven) approach to language teaching is traditionally associated with Grammar-Translation. This is unfortunate because Grammar-

Translation has had a bad press. There are in fact many other ways of incorporating deductive learning into the language classroom[2].

So far we have been looking at ways of *presenting* grammar. But, as with any skill, simply knowing what to do is no guarantee that you will be able to do it, or that you will be able to do it well. Teachers will be familiar with learners who are fast and fluent speakers, but whose language is practically unintelligible because of the errors they make. There are also learners whose language is virtually error free, but who are painful to interact with because the production of every word is a struggle. A happy balance would be learners who are able to fine-tune their output so as to make it intelligible but who, at the same time, are equipped with a core of readily available, fairly automatic, language, so that they can cope with the pressures of real-time communication. It is the purpose of practice activities to target these two objectives: *precision* at applying the system, and *atomization* of the system. These two objectives are called, respectively, *accuracy* and *fluency*.

There is a third type of student: the one who is reasonably intelligible and at the same time fluent, but who can express only a relatively limited range of meanings. If such students are going to make any headway in the language, it is not enough simply to be able to speak fast and accurately[5].

They also need to be able to reorganise (or restructure) what they know in order to make it more complex. Practice activities may also provide this kind of learning opportunity: through practising the grammar, learners come up against situations which force them to reorganise their current knowledge. So, a third objective of practice is directed at *restructuring* - at integrating new knowledge into old.

**Discussion:** First humans formed sounds, then words, phrases, and sentences to form language. However, in many sources, grammar is defined as the rules that make up the structure of a language. Children have a hard time learning the rules and are bored. Interestingly, grammar seems to be a difficult field to master, even for adults. In our opinion, in fact, it is not. Everyone knows that grammar should be simplified and, of course, made interesting. Going back to the idea above, in order to teach young children foreign language grammar, language teachers need to make the material a little easier,

simpler, and more child-friendly. Because young children do not yet have the skills of cognitive analysis. For students of this age, the use of the principle of demonstration in the teaching of a subject, especially a foreign language, is very effective[3].

One way of engineering a focus on meaning is through the use of *information gap* tasks. Real communication is motivated by the need to bridge gaps: I need to know something - you have the information - I ask you and you tell me. In information gap tasks the production of language is motivated by a communicative purpose, rather than by the need to display grammar knowledge for its own sake. A communicative purpose might be: to find something out, or to get someone to do something, or to offer to do something. It follows that the exchange is a reciprocal one - there is as much a need to listen as there is to speak. This, in turn, means that speakers have to be mutually intelligible (not always a condition in drill-type activities). Furthermore, there is an element of the unpredictable involved – “what if you don't have the answer I am looking for?”, or “... you refuse my request”, or “... you reject my offer?”[4]

Practice activities designed to aid restructuring might have these characteristics:

- *Problematising*: having to deal with a problem often seems to trigger restructuring. For example, when learners are put in a situation where the message they are trying to convey is misinterpreted, they may be forced to reassess their grasp of a rule. Moreover, the input they get as they negotiate the meaning of what they are trying to express may also help reorganise the state of their mental grammar.

- *Push*: the activity should push learners to 'out-perform their competence' - that is, to produce or understand language that is a notch more complex than they would normally produce or understand[7].

- *Scaffolding*: there should be sufficient support (or scaffolding) to provide the security to take risks with the language. This means the practice activity should try to balance the new with the familiar. Scaffolding could, for example, take the form of telling a familiar story but from a different perspective. Teachers often provide students with scaffolding in the way they interact with them, repeating, rephrasing or expanding what they are saying in order to carry on a conversation.

Few practice tasks, whether their objective is accuracy, fluency, or restructuring, are likely to meet all of the criteria listed above. On the other hand, some tasks may incorporate features that suit them to more than one

It should be apparent by now that there are many complex decisions that teachers have to make when monitoring learner production. It is not surprising that the way they respond to error tends to be more often intuitive than consciously considered.

How does grammar fit into the overall context of a language lesson? On upon a time the grammar lesson *was* the language lesson, and so the question wouldn't have been asked. Typically, lessons followed the patter grammar explanation followed by exercises. Or, what came to be known presentation and *practice*. The practice stage was aimed at achievement accuracy. When it was recognized that accuracy alone is not enough achieve mastery of a second language, a third element was added *production*, the aim of which was fluency. The stand model for the language lesson became:

*Presentation*                      *Practice*                      *Production*

This kind of organization is typical of many published English language teaching courses. It has a logic that is appealing both to teachers and learners, and it reflects the way that other skills - such as playing tennis using a computer - are learned. That is, knowledge becomes skill through successive stages of practice. Moreover, this model allows the teacher control the content and pace of the lesson, which, for new teacher particular, helps them cope with the unpredictability of classroom. It provides a convenient template onto which any number of lessons can mapped [1].

As we have seen, PPP represents an accuracy-to-fluency model of instruction. An alternative model stands this progression on its head, and adopts a fluency-to-accuracy sequence. Put simply, the learning cycle begins with the meanings that the learners want to convey. They try to express these meaning using their available resources. They are then given guidance as to how to do this better. This guidance may include explicit grammar instruction. Through successive stages of trial, error, and feedback, the learner's output is fine-tuned for accuracy[7].

Proponents of the communicative approach proposed a fluency-first model of instruction that is called *task-based*: first the learners perform a communicative task that the teacher has set them; the teacher then uses this to identify language features learners could have used in order to communicate their intentions more effectively. These features are taught and practiced, before students re-perform the original (or a similar) task.

In this kind of lesson, the language items that are selected for special attention arise solely out of an assessment of the learners' communicative difficulties, rather than having been predetermined by a grammar syllabus[8].

But if the grammar is not pre-programmed, how is teaching organized? One approach is to organize the syllabus around the tasks. Thus, the syllabus objectives are expressed in terms that relate to real language use (telling a story, booking a hotel room etc.) rather than in grammar terms (present perfect, adverbs of frequency etc.).

**Conclusion:** Firstly, task-based learning is not without its problems, however. For a start, what criteria determine the selection of tasks, the ordering of tasks, and the evaluation of tasks?

Secondly, more problematic still are the management problems associated with setting and monitoring tasks. It is partly due to these problems that task-based teaching has had a mixed reception. Nevertheless, many teachers are finding ways of marrying elements of a task-based approach with the traditional grammar syllabus[9].

To sum up, having said all the above, it would be generally recommended always to keep the possibility of getting students to move in mind through different interactive and innovative methods. As well as being fun and a good warmer, these methods are important to teach language that students might also be able to use outside the EFL class and they are the best ways of presenting and practicing certain language points.

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## INNOVATIVE WAYS OF TEACHING FOREIGN LANGUAGES

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**Annotatsiya** – ushbu maqolada xorijiy tillarni o'qitishning innovatsion usullari va o'quv jarayonida foydalaniladigan turli uslublar tahlil qilingan.

**Kalit so'zlar:** til ko'nikmalari, ta'lim, an'anaviy metod, o'quvchiga yo'naltirilgan yondashuv, o'qituvchi. o'rganuvchi, o'rganish, munosabat, maqsad.

**Аннотация** – в статье анализируются инновационные методы преподавания иностранных языков и различные методы в учебном процессе.

**Ключевые слова:** языковые навыки, обучение, традиционный метод, учитель, обучающий, изучение, отношение, цель.

**Abstract** – in this article innovative methods of foreign languages teaching and different techniques used in the teaching process are analyzed.

**Key words:** language skills, education, traditional method, learner centered approach, teacher, learner, studying, attitude, goal.

**Introduction:** English has become an important language in the world. Teachers from second language learning countries are creating innovative methodologies to teach the language in the classroom effectively. To substantiate the statement, Pollock stated that teachers now rejoice multiplicity and open the doors of public schools to all children, despite their culture, socio-economic status or ability[9;98]. As classroom set-ups have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language

learning process. Pollock believed that in order to be successful teachers, they need to incorporate different learning tools keeping in mind the effective teaching methods that are already in use. Acquiring English language has become a predominant factor for a nations' development as well as an individual's development. To improve the communicative skills of the learners, innovative teaching methodologies should be used or introduced to make the learning process interesting. Creativity is a prime factor of any student to develop his/her lateral thinking in terms of learning a language. An English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly. Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence [9;113].

**Literature review:** Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc., should be used as tools in the classroom. Skill based learning, knowledge based learning are essential for the growth and development of students. Krashen's theory of second language acquisition has influenced the development of integrated institution in the classroom at all levels [6;122]. Krashen suggests that second language is the most successfully acquired one when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of learning second language should improve employability skills of the learners [6;125]. According to scientific calculations of national and foreign scientists, the term "method" has two basic meanings:

- ✚ A certain path to the goal, means to achieve the result.
- ✚ Complete methodological system and the fundamental direction of the learning process, which prevail in the various periods of the science development.

**Analysis:** Modern stage is characterized by careful selection of methods of foreign languages teaching. Particular emphasis today is made on modern information technology and actual trends. There is a sort of selection of the most effective methods, techniques and tools during the preparation of specialists in various fields. The most important goal, according to scientists is the formation of a secondary language personality. Students must take a new language to a fundamentally new level. To do this, it is important to separate it from the mother tongue, in order to avoid errors in perception[1].

During selection of innovative methods following criteria taken into account:

- ✓ Creating a comfortable and supportive atmosphere for student, promotion of natural interest and desire to learn a new foreign language. Involvement of emotions, feelings, experiences in the educational process to stimulate verbal, written and creative abilities.
- ✓ Use of the cognitive approach in the educational process.
- ✓ Call to work with the language on their own at the level of emotional and physical capabilities.

Various forms of work will help to achieve these goals. Practical experience allows concluding that the personality and interests of the student directly affects the quality of foreign language understanding. To do this, it is important to use a variety of techniques and learning tools. By the end of the 20th century in pedagogy has accumulated a lot of interesting and effective methods and approaches. Scientists have enriched the methodology of foreign languages teaching, so it has become complex and multifaceted science.

**Humanistic Approach.** In 1960-1970 formed a humanistic approach to learning. According to it, the learning process is guided directly to the individuality of the student[2]. Bringing his interests and needs contribute to a more rapid studying of foreign languages. Creating game situations, taking into account the individual characteristics of a person stronger involve him in the process. In humanistic approach personality of the teacher becomes less important, although still important enough [10;36].

The humanistic approach has led to the formation of a number of alternative methods of learning. Their aim was to study a foreign language, the formation of speaking and writing skills. These unconventional methods include:

- ✓ Reliance on physical actions.
- ✓ The method of “community”.
- ✓ “Quiet learning”.
- ✓ Neuro-linguistic programming.

Some techniques have proved their worth and have survived. The pedagogy adopted combined various methods to increase the efficiency of the learning process.

**Communicative Approach.** With the development of high-tech usual methods of teaching through books, similar grammar exercises, reading and translation of texts go on the back burner. The humanistic approach eventually led to the formation of the communicative approach, on which is based the whole procedure[3].

Traditional grammar-translation methods do not form language skills. The student is capable to read and translate various texts at high-level, but he is not able to apply the knowledge of a foreign language in real life situations. The communicative approach allows the use of grammatical knowledge in a form of speaking and writing skills.

One of the key tasks is the enriching of vocabulary. However, new words must be stored not only in a passive, but also in active form. In other words, the student must not only know the translation of a word, but should be able to use it in speech or in writing of own texts [10;45].

As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or helping with leading questions.

During learning of new words used exercises with cards. On them written new words, and then they are turned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to “feel” new words and remember situations in which they are used correctly.

At a certain stage of development can be implemented into the learning process different movies in a foreign language. Students are asked questions, the answers to which should be identified directly from watched videos. Within the communicative approach there is almost no simple reading and translation of texts. Most often, teachers organize some group discussion. One of the options is a creative answers to questions about the material covered[4].

Teachers are moving away from the traditional grammar and translation exercises. They use a variety of techniques and combine them with each other to achieve the desired result. Students use grammar knowledge to form conversational skills. Exercises involve listening, reading, writing, and so on.

**Culturological Approach.** When you create a methodical system of teaching a foreign language is often taken into account culturological approach. Its main objective is the formation of intercultural competence. On this based particular model of learning and key principles. The teacher may choose a set of exercises, taking into account the task.

The described method is based on the principles of private teaching, describing culturological direction of foreign language learning.

Experts identify the following principles:

- ✓ Verbal orientation of training.
- ✓ Taking into account characteristics of speech activity in a foreign language.
- ✓ Modeling a situation of intercultural communication in the learning process.
- ✓ Taking into account consciousness and modularity.
- ✓ Rational use of native and foreign language.
- ✓ Taking into account personal needs of students.
- ✓ The desire for systematicity in the preparation of exercise set.

Exercises of verbal and conditionally verbal nature are always have bigger priorities. This is evidenced by the principle of the speech focus of the learning process in the culturological approach[5]. Through this we can form intercultural communication skills.

In the modern methods of foreign language teaching accepted division into vocabulary, spelling, phonetics, grammar, speech, language, receptive and productive skills. However, the practical goal of learning still amounts directly to the ability to maintain intercultural communication [10;57].

**Discussion:** An important role played the principle of exercise adequacy. They are designed to simulate situations for intercultural training. To do this, you must consider the culture, values, communication intentions and expectations, as well as background knowledge. The teacher should select tasks, taking into account various aspects, so students will be able to participate in intercultural communication at various levels.

The possible exercise could be dialogue between students, discussing various texts and films, comparing features of native culture and the target language culture. Simulation of different situations allows you to expand your language skills and train your speaking skills[6].

**Problem Approach.** In the area of improving the efficiency and effectiveness of the training studies conducted continuously. One of the key areas - a problem-based learning, affecting the development of various aspects of a foreign language. Experts are looking for means to solve the problem tasks - development of cognitive activity, including in the work of all mental powers, stimulating creativity and independence.

Pedagogy has concluded that the student should not be simply a passive object, perceiving the information, but a full participant in the process. Problem learning today refers to innovative methods of foreign languages teaching. It acts as a mean for skills self-development and students' thinking[7].

The specific of the problem approach to learning is the involvement of students in the process by which they make their own specific findings, get new knowledge, it is the next stage of learning. They make assumptions and arguments in favor of certain conclusions, not just learn information provided. Thus, problem-based learning stimulates self-reliance and contributes to the formation of skills of teaching and research activities [10;72].

Teachers who use the problem approach in training should pay attention to the systematic development of independent work of students in the group. The main goal



is to help them to get knowledge by themselves. Development of creative imagination, speculations and attention to detail help in further training.

The main aspects of this method:

- ✓ The development of logical, creative and dialectical thinking.
- ✓ The conversion of conventional training material in a more demonstrative.
- ✓ Regular working of problematic situations.
- ✓ Creation of a training system.

The main varieties of problematic situations are pedagogical and psychological[8]. They are appearing at all stages of education, affecting both the activities of students and the learning process itself. The teacher creates a problematic situation for the development, consolidation and control of acquired knowledge.

Objectives for creation of problematic situations:

Motivation to the theoretical explanation of the various facts.

An analysis of life situations with a detailed analysis.

Independent search of practical application of knowledge.

Motivation to generalize, and comparison of new facts. In practice it is used in various ways. The teacher creates a problematic situation that students subsequently study. They are looking for contradictions, new information and facts. After this, they have independent work on the systematization and analysis.

It can be concluded that in the problem approach students face different tasks that leads to self-discoveries.

There are some examples of innovative methods of foreign languages teaching.

Problem Method. For several decades in education system dominated mainly training with an authoritarian approach. As a result, students played the role of passive objects, which rarely take the initiative. Currently at the forefront there is personality-oriented education designed to change the situation and to involve students in the process[9].

Problematic method allows to develop in a person the necessary qualities for being an independent person. Through this the process of learning a foreign language goes more effectively.

Leading didacticians identify several basic ways of organizing the learning process using the problem method. They are based on certain activities emerging in the forefront:

- ❖ Monologic. Dialogic.
- ❖ Research.
- ❖ Reasoning.
- ❖ Heuristic.
- ❖ Programmed.

Most often, students are given a new text in which there is a new vocabulary and unknown information. As a monologic activity they write a story or essay, where express their opinions and produce new facts.

Dialogic activity involves the construction of a dialogue between teacher and students, who have to answer questions. For this used information from the new text.

The next stage of study is thinking activity. Students write the presentation, which make certain conclusions. This allows to check logic and reasoning, as well as the correct understanding of the text as a whole.

Heuristic tasks is a special form of activity in which students themselves must do some sort of discovery of a new rule or law. For example, they can identify the particular use of the verb or time in text.

Research tasks is a higher level of performance. Students are required to independently uncover new phenomena and essence. As a specific form of organization of classes, you can choose the experiment, reports, simulations, surveys, data collection, analysis of the facts, and so on.

Subsequently, to secure the teacher can use a programmable tasks. Teacher makes exercise so that this knowledge can be used and new rules can be trained.

**Communicative Approach.** The act of communication is the main unit of communication activities that play an important role in the development of foreign

languages. The student must be able to communicate in a new language. In the training needs to be given enough attention to the formation of speech skills and development of communicative competence.

Communication is always accompanied by a number of conditions to ensure the adequacy of:

- ❖ The individual characteristics of each person.
- ❖ Speechfocus.
- ❖ Functionality.
- ❖ Contextuality.
- ❖ Novelty.

Subject to these conditions, we can talk about communication. Otherwise, the feasibility of communication will be open to questioning. In learning these issues need to be addressed [10;95].

Development of lexical speaking skills performed using specific exercises. E.I. Passov and other scientists spoke about the appropriateness of conditional speech exercises. They can be divided into several subspecies:

- ✚ Imitative (expression of thought on the model). Substitution (selection of appropriate statements within the meaning).
- ✚ Transformation (change replicas to transfer other information).
- ✚ Self-reproductive (student independently makes suggestions for statements).

Students gradually pass the different stages of developing of their own skills. In the future, they need to engage dialogue on their own, using the acquired skills.

According to many experts, the development of dialogue and monologue speech should be spontaneous. To do this, offered to answer questions or talk on various topics without preparation.

**Conclusion:** First of all, we can say, it has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance.

Secondly, modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used competence and culturological approaches.

In conclusion innovative method is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.

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## FEATURES OF USING SPECIFIC METHODS OF TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS

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**Annotatsiya** – o'qitish mobaynida buyumlardan foydalanishda o'qituvchilarning metodikasi katta rol o'ynaydi. Misol uchun, tegishli so'zlarni o'rgatayotganda, siz avvalo buyumni bolaga ko'rsatib uni gapirishga undaysiz, o'quvchilar so'zlarni talaffuz qiladi va ular talaffuz qilgan so'zni mustahkamlash uchun kartochkalardagi rasmlardan foydalanib yana bir bor yangi so'zni takror talaffuz qildiriladi. So'zlarni o'qitishda o'qituvchilar matn mazmunini belgilab olishlari va o'quvchilar e'tiborini jalb qilish uchun tarbiyachi ular bilan birgalikda so'zlarni talaffuz qilib doskaga suratini chizish orqali ularning e'tiborini tortishlari mumkin bo'ladi.

**Kalit so'zlar** – o'qituvchilarning metodikasi, talabalar talaffuz qilishi, ko'nikmalar, ekspresslar, chet tillari.

**Аннотация** – етодологии учителей играют важную роль в использовании материалов во время обучения. Например, при обучении соответствующим словам вы сначала показываете объект ребенку и поощряете его говорить, учащиеся произносят слова и повторяют новое слово снова, используя картинки на карточках, чтобы закрепить слово, которое они произносят. произносится. При обучении словам учителя смогут определить содержание текста, а преподаватель сможет привлечь внимание учащихся, нарисовав на доске изображение, произнеся слова, чтобы привлечь их внимание.

**Ключевые слова** - методика преподавания, произношение студентов, навыки, выражения, иностранный язык.

**Abstract** – teachers' methodologies play an important role in the use of materials in teaching. For example, when teaching relevant words, you first show the object to the child and encourage them to speak, students pronounce the words and repeat the new word again using the pictures on the cards to reinforce the word they are pronouncing. When teaching words, teachers will be able to determine the content of the text and the educator will be able to draw the students' attention by drawing a picture on the board by pronouncing the words with them to get their attention.

**Key words** – teachers' methodologies, students pronounce, skills, expresses, foreign language.

**Introduction:** Primary school students in rural areas typically grow up in an environment far removed from the English-speaking environment, and while children's thinking remains abstract, children's process of acquiring new knowledge is always emotional. Therefore, English language teachers make full use of the objects around the students, cards and other teaching aids, using easy methodologies to teach kindergarten age children. When teaching words like “banana” and “apple”, teachers can also teach new words that express color at once by pointing to fruits such as bananas and apples[2]. Children are taught to use a foreign language through classroom objects to organize learning activities.

**Literature review:** In China today, educators are required to have drawing skills. This not only reduces the difficulty of teaching, but also helps students gradually consolidate the knowledge they have learned. A perfect approach to each lesson is needed so that students can feel their progress in learning English. That's how children are motivated to learn. Kindergarten curricula have been intensified accordingly as Chinese kindergarten-age children today have more advanced access to new knowledge[1].

**Analysis:** Creating a flexible classroom atmosphere is sometimes more important than any teaching method. At the beginning of the lesson in the classroom, all the children, led by the teacher, sang together in a pleasant English song and danced a little to its tune. This in itself will strengthen their bodies, help them to be more alert and memorize the words of the song faster. The English environment, importantly, allows

for natural access to a good learning atmosphere. Children's self-control is weak and they find it difficult to concentrate and concentrate throughout the lesson. Therefore, the teacher should provide songs, poems, or quick sayings to reinforce the language that the children love to listen to, or an animated cartoon that the children love.

Cartoons. Although children do not understand the words in the cartoon while learning a foreign language, they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn a language. Children are taught everything from English songs to poems, stories and videos. It turns boring language lessons into a fun daily game[3]. There are about 10 children in a group in kindergartens, and the educator regularly applies the method of upbringing to each child based on his psychology. It requires an educator not only to be an educator, but also to be an artist, a musician, a foreign language teacher, and a good psychologist.

**Discussion:** *The role of facial expressions in raising the level of education.* Gestures, through facial expressions: when a teacher uses gestures when saying or commanding a child, such as come here, open a book, stand up, look at the board, etc., the child will understand the words[8].

Sign language is one of the most important teaching methods in English. Almost all educators know that animal gestures are the easiest method in the training process; (rabbit) expresses the rabbit by jumping with his hand bent at the chest; (monkey) monkey - shows its appearance in a slightly bent position. For children with imitation, this can be very interesting, forcing them to say the name of the animal immediately. This will help you to memorize new words. Children in single-parent families are more masculine. It should be noted that it is not easy for an educator to find a way into the hearts of children with such a character. The educator should have kind eyes and a gentle smile. It instills in children a love for a special educator. Gestures help children to move independently and learn a foreign language in a fun way. We create an interesting atmosphere for learning a foreign language[4]



*Use puzzle games to build on the skills you have acquired.* It is necessary to increase the child's interest in English from an early age, to force him to speak, even if it is a mistake, so that the child is able to overcome obstacles and speak without fear. If we turn a foreign language lesson into a game instead of a lesson, it will increase the interest of young children. At the same time, their level of activity is growing. There are many types of games, for example, an educator can play a "what's in a bag" game with children. He/she puts the small items in the room in a bag and allows the children to take them one by one, and the children say the names of these items in English. "Is it a banana (an apple/an orange)?" the educator begins the assessment, and rewards the group with the highest score[5]. At the same time, children become more interested in foreign languages. Competition among children is very important because children need to develop a sense of competition from an early age. This is how every child develops an interest in motivational language.[6] The Chinese think that all of human's interests come through competition. We can see this in the example of children, who are taught to be together in this way, to know their opponent through competition, to learn about the environment.

*Use multimedia to increase the effectiveness of teaching.* Multimedia teaching provides great opportunities for educators. It is possible to increase the interest of children and keep their attention for a long time. In this way, we can see that children's language skills have improved. If our topic is "Animals", we will first use the sounds of different animals when teaching their names[10].

Reasons why the educator may not achieve the desired results. The educator does not ask the children the right questions. Too many kindergarten-age children are less talkative, more inattentive to what they don't like by nature. Overcoming this requires a great deal of effort on the part of the educator, and the questions he or she asks should show that the educator is wise and that he or she has taken the subject very seriously[9]. When working with children, it is important to know that children's sensory organs are much higher than adults'. When they can't express it, they feel it and demonstrate it with their actions. The question and answer can be divided into several parts:



- a) removing the barriers between the foster child and the caregiver so that the caregiver can find their way into the hearts of the children. They need to be polite and open to questions and answers;
- b) all educators should be able to ask questions based on the child's psychology, which requires him or her to prepare questions based on the child's language level. No matter how we teach kindergarten-age children, we may notice a slight difference in language between children, and their level of acceptance will vary;
- c) asking more about the topics covered, it removes the excitement in them, the excitement of the new topic is maintained at least until a new skill is developed, the educator is strong enough to overcome it should approach[7].

**Conclusion:** First of all, we can say today, as teaching aids, the Internet and multimedia technologies are effectively used in kindergartens, bringing new skills to the education of young children. The development of new multimedia technologies in kindergartens in Uzbekistan is one of the most important issues today.

Secondly, it should also be noted, digital technologies are a key model of preschool education, and it is necessary to educate and train children on the basis of quality education from childhood. The introduction of new mass media in kindergartens in Uzbekistan will greatly contribute to the learning of foreign languages by the next generation.

And next, we can emphasize that the use of information technology in the educational process is an effective method not only for children of kindergarten age, but for all learners.

In conclusion, we can say that the use of new innovative technologies and methods in every field is a more effective method, given the demands of today's modern world.



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## THE COGNITIVE ASPECT OF COMMUNICATIVE STYLISTICS

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**Аннотация:** Ушбу мақолада Л.В.Щерба томонидан фарқланган “тил ҳодисалар” асосида стилистиканинг тўртта жиҳати кўриб чиқилади; коммуникатив стилистиканинг лисоний ҳолати ва бошқарув дискурс билан боғлиқ когнитив жиҳати асослаб берилди.

**Калит сўзлар:** нутқ фаолияти, стилистика, услуб жиҳатлари, коммуникатив стилистика, бошқарув коммуникатив услубнинг когнитив модели.

**Аннотация:** В данной статье рассматриваются четыре аспекта стиля на основе «языковых явлений», дифференцированных Л.В. Щерба; обосновывается лингвистический статус коммуникативной стилистики и ее когнитивный аспект на основе управленческого дискурса.

**Ключевые слова:** речевая деятельность, стилистика, аспекты стиля, коммуникативный стиль, когнитивная модель управленческого коммуникативного стиля.

**Abstract:** In this article four aspects of style are considered on the base of «language phenomena», differentiated by L.V. Scherba; the linguistic status of the communicative stylistics and its cognitive aspect on the base of administrative discourse are substantiated.

**Key words:** speech activity, stylistics, aspects of style, communicative style, cognitive model of administrative communicative style.

**Introduction:** Stylistics is a whole scientific field, the history of the study of which has more than two thousand years. The potential irreducibility of all angles and aspects of stylistic research is due primarily to the state of discussion of the issue regarding the terminological status of its key concept - style.

Under the conditions of the modern scientific paradigm (confidently called communicative-cognitive along with anthropocentric, activity, human-oriented, etc.), which replaces the system-structural one, a logical terminological “revolution” takes place: firstly, new terms appear to indicate new categories (discourse, mental representation), for rethinking the former with subsequent terminological substitution (meaning - concept); secondly, terminological ambiguity (speech) is progressing and, finally, irrelevant (“non-anthropocentric”) category terms are forgotten. Among the latter turned out to be related style with its generally non-terminological fate. Currently, researchers are focused on problems related to categorization and conceptualization (including the cognitive development of traditional grammatical categories), and the popularity of discourse is growing.

**Literature review:** The opinion about the justification of the marginal position of stylistics, supplanted by studies in which discourse acts as the nominal subject, is hardly fair. When juxtaposing the discourse and style, J. Genette reproduced the aphoristic words of F. de Saussure “about the inseparability of the front and back of a sheet of paper”, and expressed the connection between style and discourse in the well-known formula: “there is no discourse without style, as well as style without discourse : whatever the discourse is, style is its aspect, and the absence of aspect is a clearly meaningless concept ”[13.p.56]. G.O. Vinokur wrote that without the style "language is generally impossible"[9.p. 54].

The interdisciplinary aspirations of linguistics at the present stage of its development are associated primarily with the problems of the functioning of the language, which are caused not by linguistic (in the understanding of the language as a system) factors. The linguistics development perspective is seen, as A.A. writes. Zalevskaya, in the creation of an “integrative theory of language as a property of man”, which is fully related to linguistic stylistics[15. P. 488].

According to T.G. Vinokur, “the tendency to bring stylistic selection procedure closer to psycholinguistic categories has been quite persistent lately” [9.p. 63], and “the idea of the possibility of different tasks and different scales of the science of styles is becoming increasingly popular” [9.p. 17], despite the desire to take cognitive issues

beyond linguistic stylistics because of the complexity of the consequences of combining it with the communicative aspect, which is explained primarily by the inability to identify the direct and immediate dependence of Theistic phenomena from cognitive structures.

We introduce some terminological refinements in the interpretation of the concept of style and discuss the prospects of stylistics within the framework of the cognitive-communicative scientific paradigm. Such a broad statement of the issue makes us turn to a comparison of a number of terms: style — speech activity — discourse — text — speech, which, for all the obvious and declared inequalities, are often used interchangeably (N.N. Troshina, M. B. Rarenko, etc.) , which leads to the crowding out of the unpopular “link” and the assertion that all these scientific concepts “mean the same source object” [3. p. 23] with a common referent.

Classification confusion, according to B.L. Borukhov, is the main reason for the shortcomings of most definitions of style, which include the following: firstly, the term style duplicates other well-established concepts (behavior, language); secondly, most definitions suffer from "shop narrowness"; finally, in existing style definitions, as a rule, “one side of the object is advanced to the detriment of the other” (for example, general or individual) [6.p. 4].

Making an attempt to overcome these shortcomings and realizing the “vastness” of the problems involved, we will build one of the possible, in our opinion, variants of the correlation of concepts, without pretending to be exhausted and final. To this end, we turn to the classical work of Academician L.V. Shcherba “On the triple aspect of linguistic phenomena and on an experiment in linguistics” [18.pp. 24-39], which contains a number of points of fundamental importance for clarifying this issue. As follows from the title of the work, L.V. Shcherba distinguishes three aspects of linguistic phenomena: speech activity - “processes of speaking and understanding”, linguistic material - “in the language of linguists these are texts”, language system - “dictionaries and grammars of languages”.

A systematization of the relationship between them with a consistent distinction between process and product was proposed by A.A. Zalevskaya, who, specifying the

listed aspects, comes to the conclusion that L.V. Shcherba actually identified not three, but four aspects of linguistic phenomena. It is emphasized that the speech organization of an individual can be considered as a unity of a process (i.e., processing and streamlining of speech experience) and a product (i.e., a system of concepts and strategies for using them in the processes of speaking and understanding of speech). In other words, A.A. Zalevskaya drew attention to the fact that L.V. Shcherba clearly distinguished between the concepts of a mechanism (= speech organization or “readiness of an individual for speech”) and a process (= speech activity) [16.p. 89].

The process of speech activity is interpreted ambiguously. The terms discourse, speech activity, speech, text are in relation to the equipole opposition with a significant intersection field. In domestic linguistics, discourse is understood as coherent speech (G.G. Pocheptsov), speech flow, text (V.G. Borbotko), verbalized working consciousness (O.G. Revzina, O.V. Zhukova), current speech activity in this sphere (M.Ya. Dymarsky), a coherent text created in speech (V.P. Konetskaya), a unity realized as in the form of speech, i.e. in sound substance, and in the form of text, i.e. in writing (V.V. Bogdanov), a text created in the process of communication (A.E. Kibrik, A.S. Narignani); speech, immersed in life, a coherent text in conjunction with extralinguistic (pragmatic, sociocultural, psychological, etc.) factors (N.D. Arutyunova); “A text taken in an eventual aspect; speech, considered as a targeted social action, as a component involved in the interaction of people and the mechanisms of their consciousness (cognitive processes)”[1.pp. 136-137]; in the West - as a coherent speech (Harris), an actualized text as opposed to a text as a formal grammatical structure; the speech assigned by the speaker, the method of updating the language in speech (E. Benvenist, T.A. van Dyck), coherent text (I. Bellert), text designed by the speaker for the listener (Gillian Brown, George Yul), etc.

**Research methodology:** In general, interpreting discourse as a process of production and understanding of speech or actualization of language in speech (cf. the metaphor N.D. Arutyunova “speech immersed in life” and with an understanding of discourse dating back to the views of E. Benvenist and T.A. van Deyk), we recognize the ambiguity and insufficiency of such a preliminary definition. Clarifies the situation



of the appeal to the aforementioned work of L.V. Shcherba, who writes that “speech activity is a social product” [16.p.25], and linguistic material is “the totality of everything spoken and understood in a specific situation in this or that era of a given social group’s life” [16. p. 26]. It follows from this that the processes of production and understanding of speech cannot be considered in isolation from a “specific concrete situation”, from a “communicative-pragmatic space” (the term of I.P. Susov).

Therefore, discourse can be interpreted as a set of processes of production and understanding of speech in a communicative-pragmatic space or, “in a specific concrete situation” (according to L.V.Shcherba). Moreover, aspects of linguistic phenomena are “different aspects of the only speech activity given in the experience” [16. p. 26]. Here we proceed from the fact that, from the standpoint of the theory of speech activity, speech activity itself is a speech-thought process, which includes the motivational, target, executive side [17.p.26] and consisting of a system of speech actions. “Speech activity is taken taking into account all the objective and subjective factors that determine the behavior of a native speaker, which in its entirety determine its connections and the relations of the subject of activity to reality” [17.p. 18]. Based on this, a discourse with a certain amount of assumptions can be interpreted as the communicative activity of the individual, proceeding in the communicative-pragmatic space, which in turn represents one of the aspects of speech activity.

Assumptions of this kind include the following:

Firstly, the processes of production and understanding of speech imply not only verbal activity, but also non-verbal activity. The validity of this is evidenced by the terminology of I. A. Sternin verbal speech and non-verbal speech [18.p. 40].

Secondly, the totality of subjective and objective factors that determine the behavior of a native speaker (according to A.A. Leontyev) is correlated with the concept of communicative-pragmatic space, which is defined by I.P. Susov through the enumeration of its characteristics: 1) the utterance (text) is an element of communicative-pragmatic space; 2) communicants, between which communicative roles are distributed, enter the communicative-pragmatic space; 3) communicants have social statuses; 4) the subject of speech is a component of space; 5) time and place are

important; 6) the speaker has a communicative intention (intention); 7) the communicative register is important (communication style); 8) concomitant circumstances are taken into account (noise, the presence of strangers, etc.) [16.p. 37-38].

The proposed understanding of discourse is not original. It can be correlated with the interpretation of this concept, proposed, for example, by I. N. Borisova, I. P. Susov and others. Here we do not set ourselves the goal of thoroughly studying the existing concepts of discourse, which would lead us far to the side.

I.N. Borisova in the monograph “Russian Conversational Dialogue” defines discourse as “situational and socially determined communicative activity that proceeds in the real coordinates of space and time, one of the products of which is text” [5.p. 136].

I.P. Susov interprets the discourse as the processes of “language communication”, proceeding in the form of sequences of speech acts, “connected sequences of speech acts” [5.p. 40], and the text is interpreted as “the information trace” of the discourse that took place. In this concept, a speech act is considered as the unity, on the one hand, of the act of producing a statement and its transmission in a verbal and written form, and, on the other hand, of an act of perceiving and understanding this statement. The communicative act is a speech act included in the communicative-pragmatic space [5.p. 37]. Following V.V. Bogdanov’s texts are considered in the discourse as his “trace” [4.p. 12-18].

Based on the refined interpretation of the discourse, we can conclude that in the work of L.V. Shcherba speaks more about five aspects of linguistic phenomena: 1) speech activity - “processes of speaking and understanding”; 2) the speech organization of the individual, i.e. readiness of the individual for speech; 3) discourse - the processes of production and understanding of speech in a “specific concrete environment”, in a communicative-pragmatic space; 4) language material - “in the language of linguists these are “texts”; 5) the language system - “dictionaries and grammar of languages”.

Based on this, we can outline the grounds for distinguishing between the terms speech, discourse, and text. Speech - the processes of production and understanding of speech. Discourse - speech in the communicative-pragmatic space and in conjunction with it. Text - language material, the “trace” of discourse, the result (product) of speech. Various aspects of linguistic phenomena make it possible to highlight the corresponding aspects of style.

**Analysis and results:** The interpretation of the communicative style proposed in this publication brings to the fore the relevance of selection motivation instead of a mechanical analysis of the final, stylistically designed type of utterance and avoids mixing style with discourse, text, speech and speech activity.

Attention to the motivation for the selection of linguistic units in the process of speech activity provides a junction of style with psycholinguistics, cognitive science and pragmatics. As K.A. notes Dolinin, unfortunately, “it is precisely such a broad socio-psychological perspective that many stylistic works lack. Deprived of its socio-psychological base, linguistic style runs the risk of becoming a purely ascertaining discipline, unable to explain the reasons and meaning of what people say and write differently in different speech situations.

Style is a substantial aspect of speech, and the meaning expressed by it can be adequately described only in terms of sociology and psychology - social psychology and personality psychology”[11.p. 3] i.e. in dynamic units from the standpoint of the general theory of speech activity. In this regard, the purpose of stylistic analysis can be an explanation of not only “the choice of verbal implications in relation to the content” (which we do not deny), but also “the choice of substantial implications in relation to reality”, which is advisable to refer as a whole to the socio-psychologically determined plan speech activity. “This duty is specific for the stylistics, which is why it can be perceived as the closest and most obvious instance on the way to connecting a person and a language in speech behavior - the way of using the language as an expression of communicative needs and personality abilities, depending on the socio-psychological attitudes of the speaking collective” [9.p.79].

Communicative stylistics as a vector of a promising direction of linguistic stylistics as a whole is considered in the unity of three interdependent and interrelated aspects: analytical (systemic-structural), cognitive and pragmatic, which, mutually complementing each other, form a qualitatively new knowledge of style.

The task of the analytical aspect of communicative stylistics is to identify stylistically labeled units that form the stylistic field from the standpoint of the functionality of the discursive continuum, due to the nature of the activities of the subjects of the discourse.

The pragmatic aspect of communicative stylistics focuses on the communicative effectiveness of stylistic choices.

The cognitive aspect of communicative stylistics is associated with the modeling of cognitive structures, as well as the processes and mechanisms of speech and cognitive activity associated with the implementation of the stylistic choice of language units.

Communicative style is formed not by arithmetic addition of the listed aspects, but by their sequential integration in order to exhaustively identify the mechanisms of action with the word. This is consistent with the thought of I.R. Halperin that “the task of stylistics is to some extent the study of the entire process of communication with linguistic methods” [10.p. 15].

The initial thesis is that cognitive categories “determine the functioning of any components of the language system” [2.p. 294]. Because of this, the problems of cognitive science find their application to linguistic stylistics.

A review of the theoretical problems of cognitive stylistics is contained in an article by N.M. Dzhusupov "Cognitive stylistics: current status and current research issues" [12.p. 65-76].

Referring to L.G. Luzin, the author characterizes the cognitive direction in stylistics as combining studies of two types: 1) studies that develop general principles of the theory of stylistics based on cognitive linguistics; 2) studies representing a cognitive justification for stylistic devices and constructions, expressive means of language, traditionally related to stylistics. It is noted that a few works on cognitive

stylistics are mainly concentrated in the second direction and relate to the purely narrow problems of cognitive stylistics associated with artistic speech [Golubina 1998; Temyanikova 1999; Luzin 2000; Molchanova 2001, 2007; Ashurova 2005; Fomicheva 2006]. This state of affairs explains the doublet use of the terms cognitive stylistics and cognitive poetics [Tsur 1992; Turner 2002; Stockwell 2002; Semino, Culpeper 2002; Gavins, Steen 2003; Arlauskaite 2004]. The article emphasizes the need to expand the interests of cognitive styling by involving in the circle of research problems “features of the representation of knowledge structures in texts of different functional styles” [12.p.74].

In the indicated logic of expanding the boundaries of cognitive stylistics, the perspective of cognitive modeling of the communicative style in relation to certain areas is considered taking into account the psycholinguistic models of speech generation and further verification of these models on discursive material.

Our interpretation of the stylistic choice of linguistic units as a need-motivated one makes us turn to the initial motivational-incentive phase of speech production in order to model the basic style-forming mechanisms. The developed model is considered as an explanatory basis for identifying stylistic registers in the discursive continuum and understanding the facts of language use.

Interpretative conceptualization of the situation determines the semantic interpretation of the communicative situation and the means of verbalization of a particular speech tactic (interactive frame) in tactical moves. Interpretative conceptualization is correlated with the “strategic motivational state” (the term of V.K. Vilyunas) of a person who, as a biological individual in the case of a “branching” instinct, is potentially ready to be concretized in tactical motives, in particular according to the formula “if ..., then ...” [7.p. 254]. An interpretative conceptualization of the situation is a certain vision, understanding of a communicative event (interaction), which is displayed and verbally finalized in an intentionally determined tactical course based on speech tactics. A tactical move is a verbal “product” of reflection on interaction.

In relation to managerial discourse, the model of the speech-thought process A.A. Zalevskaya, which is the original one, can be detailed and concretized by including the processes described by us in it. So, taking into account probabilistic experience is dependent on the installation fixation of conceptual opposition; interpretative conceptualization of the situation influences the formation of the model of the situation, including situational fixation of the conceptual opposition OWN - ALIEN. Then the model of the stage of constructing the image of the result of the action will take a different form, which is consistent with the statement of A. A. Zalevskaya that “the starting moment can be both external and internal, that is, emanating from the individual himself” [15.p. 356].

**Conclusion:** An integrative approach to the study of the category of style is aimed at explaining the verbal manifestation of style as a need-motivated language choice by identifying the interconnectedness of the functioning of the language with cognitive structures that are “triggered” by the mechanisms of individual consciousness, as well as with the communicative-pragmatic context and with the features of the language as a system. It is in this complex interrelation that “the linguistic life of society is realized as a cultural-historical unity formed by human activity” [8. p. 37].

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## CULTURAL DIFFERENCES AND EFFECTIVE ADVERTISING MEDIA IN UZBEKISTAN AND SOUTH KOREA

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**Annotatsiya.** Ushbu tadqiqotda O'zbekiston va Janubiy Koreya(Koreya)da reklama vositalaridan foydalanilgan holda, ommaviy axborot vositalarining milliy madaniy farqlari va samarali media manbalari o'rtasidadagi aloqalarni topishga qaratilgan. Madaniyatlararo reklama vositalarning har xil turlariga bo'lgan munosabatni aniqlash uchun shunga o'xshash namunalar bo'yicha ikki turdagi tadqiqot o'tkazildi. Kuzatishlar shuni ko'rsatdiki, reklama jamiyatga va qadriyatlarga ta'sir etadi. Ushbu tadqiqotda ishtirokchilarning ma'lumotlarga bo'lgan shaxsiy munosabati va ularni idrok etishini o'rganishda eksperimental usuldan foydalanildi. Tadqiqotda 100 nafar O'zbekistonlik va 100 nafar Koreyalik respondentlar ishtirok etdilar. Tadqiqot natijalari shuni ko'rsatdiki, O'zbekiston va Koreya bir necha sabablarga ko'ra mantiqan bir biriga o'xshashliklar aniqlandi.

**Kalit so'zlar:** madaniyat, reklama, globalizatsiya, raqamli media, internet, til

**АННОТАЦИЯ.** Это исследование направлено на понимание различий в типах рекламных носителей между культурами с использованием предметов из Узбекистана и Южной Кореи (Корея), которые предназначены для нахождения связей между национальной культурой и эффективными источниками медиа. Было проведено два переменных исследования схожих выборок, чтобы выяснить отношение к различным типам рекламных носителей в культурах. Наблюдения показывают, что реклама влияет на отношение и ценности общества. Это исследование представляет собой комплексное культурное исследование с использованием экспериментального метода в понимании отношения людей и восприятия информации. Предметы состояли из 100 узбекских респондентов и

100 корейских респондентов. Узбекистан и Корея казались логической парой стран для этого исследования по нескольким причинам.

**Ключевые слова:** культура, реклама, глобализация, цифровые медиа, интернет, язык

**Annotation.** This study aims to understand the differences of advertising media types between cultures using subjects from Uzbekistan and South Korea (Korea) that designed to find links among national culture and effective media sources. Two variable surveys on similar samples were carried out to find the attitudes towards the different types of advertising media in the cultures. Observations indicate that advertising influence the attitudes and values of the society. This study represents comprehensive cultural research using an experimental method in understanding individuals' attitudes and perceptions of information. The subjects consisted of 100 Uzbek respondents and 100 Korean respondents. Uzbekistan and Korea seemed to be a logical pair of countries for this study for several reasons.

**Key words:** culture, advertising, globalization, digital media, internet, language

**Introduction.** Globalization has increased significantly in the early 21<sup>st</sup> century that is called era of technology and economy. According to Hopper, “*globalization as human integration and hybridization arguing that is possible to detect forms of such cultural mixing across the world dating back many centuries*”[1]. Culture is the specific pattern of social relations and physical artifacts concerned with the organization of labor, tool, family, play and other social phenomena over a given historical period and place[2]. Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Geert Hofstede distinguishes cultural dimensions which are globally reflected in all spheres of life such as family values child-care, employment, education and health-care practices[3]. Culture plays important role in consumer's perception and use of advertising consumers from different cultural backgrounds may evaluate and perceive similar advertising messages differently. Historically, the study of culture has been

learned under diverse headings; consumer culture and modernity by Slater 1997, Cultures of consumption by Mort 1996, material culture by Lury 1996, media of consumption by Jackson and Thrift 1995, and lifestyle and consumer culture by Chaney 1996 and Lury 1996. Despite of different chronology and emphasis they all share common features about culture. In order to make a general cultural meaning for a modern consumer, we must take into consideration how the cultural meaning of those consumer lifestyles are constructed for the consumers by the advertisers and the institution such as media, market practices as well as advertising agencies. At the same time, we must know the consumer lifestyles and leisure economy, social position from different groups of consumers.

**Literature review.** Culture changes consumers' behavior, ideas and perception. A lot of studies and advertising messages have been made for one culture may not be effective in another. Culture can be considered to compare cultures according to indices that help clarify the different aspects of consumer behavior. Geert Hofstede developed a model about culture with six dimensions is presented together with examples of how these demonstrate cultural differences. In advertising, concepts presented for one culture might not be understood in other cultures the reason why people have different views. Studying cultural dimensions will improve market profits around the world. Actually, Asian cultures such as Uzbekistan and Korea have been described as collectivistic in value orientation, high-context in communication style, while Western cultures such as the U.S. have been described in opposite terms as individualistic, low-context[4]. Hofstede(1991) reported that Korea is a highly collectivistic country with a low individualism rank[5]. In collectivistic cultures people from birth onward are integrated into strong, cohesive groups; they are relatively greater use of indirect communication compared with people from individualistic cultures[6]. Cultural comparisons of gender role are very important way to learn about the dynamics of two or more cultures. According to Hofstede Korea is a high context culture and messaging is imperative and as a collectivist society, that scores low in individualism as loyalty to the group, family and social harmony are highly valued. The most Asian cultures are organized and cooperative, while Western cultures have emphasized

individuals' territory and competition; self-identity has been extended to a person's values[7]. In contrast, in individualistic cultures, individual goals are emphasized over group goals and communication is relatively direct[8]. The diversity between the creative symbolism that is used in advertising of the two countries are challenged by culturally clear characteristics. For example high context Uzbek advertisement rely on an understanding of the traditional cultural structures such family relations, raising children and appreciating the older people. Findings were characterized by the similarities of collectivism in the two countries Uzbekistan and Korea along with the type of advertising direct or indirect. Low-context communication use of explicit and direct messages in individualistic cultures while high-context communication use of implicit and indirect messages that is predominant in collectivistic cultures[9]. Similarly, Uzbek and Korean advertising messages were found to stress more collectivism about family, groups and other people. In fact, culture is not only a combination of material and spiritual values created by human creativity, it also reflects the level of development of society, which is the sum of knowledge, criteria and values in society. For example, Asian cultures grow increasingly Westernized, the both of genders are to be influenced by Western cultures. Comparatively, Uzbek and Korean women live in different circumstances. In addition, Uzbek women have dramatically increased their numbers in a variety of professional roles but the traditional and cultural norms have not changed such as child-rearing and housekeeping. Another main aspect of cultural differences is religion. Religion in various ways plays an important role. For example, women in advertising and gender roles varies from culture to culture. Religion is shared by a number of societies are Christianity, Islam, Buddhism, Hinduism, and Confucianism. Uzbekistan's religion is Islam and its beliefs are main in cause. Furthermore, religion has a great influence on marketing, consumer behavior and using digital technologies that determines traditions and rules what goods and services are purchased, from what sources they use and where they are bought and by whom. Moreover, religion influences social behavior that is highly related with consumer behavior and marketing[10]. They consider that influence of religion consumption may often belongs to the restriction of certain foods and beverages, for

example, Muslims do not eat pork and drinking alcohol is forbidden. Hindus do not eat beef. It is recommended to the global marketers to understand religious beliefs upon entering a new market place, especially where Islam is the faith of the majority. The reason of different lifestyles of two various cultures are different from with religious beliefs, cultural values, media and consumer culture around the world. In contrast Korean women have been transforming from a traditional to a modern economic society to maintain the modern economic development. From history, Korean women's lives have been ruled by neo-Confucian philosophy. They learned Confucian virtues of subordination from a young age for their future roles as wives and mothers. Their roles in the family were limited and the main requirement was continuation of the family line by producing male children. Social activities such as traveling, working outside the home and going out during the day time prohibited. In addition, education also was restricted because of domestic matters[11]. Introduction of science and modern civilization from Western world, the society of Korea has experienced rapid social changes and expansion of education supports for feminine has been an important change for the status of Korean women. In contrast, Uzbek women's life have considerably changed in modern society, however, traditional responsibilities such as wives, mother and daughters-in-law are inherent in Uzbek cultures. There are similarities of cultural values between Uzbek and Korean women even though they have different barriers to work. Consequently, the most women prefer to stay at home for raising children and doing housework. Considering Uzbekistan and Korea as collectivistic culture, Westernized values such as freedom, professionalism and individualism made an influence between the traditional roles of women and the Westernized ideal images of women. There are several reasons of changes lifestyle of women such as global advertising. Globalization of culture is not the same as its homogenization, but globalization involves the use of a variety of instruments of homogenization (TV channels, advertising techniques, language hegemonies, clothing styles and so on), which are taken into political and cultural economies. Modern age added to globalization of values such as culture, identity and production. Theodore Levitt supporter of standardization explains that "*standardization relies on a strong*

*belief in the universality of fundamental needs and the assumption that advertising purposes are universal, and, so, advertising can be similar everywhere and the world is becoming a common market place in which people – no matter where they live-desire the same products and lifestyles”[12]. DeMooij raises the idea that “products have to be adapted to particular markets in terms of design or use since not all brands can be easily turned into global brands and standardized communication very often is not possible and communication strategies and/or execution have to be adapted to the cultural environment”[13]. Another view of Pelsmacker says that products and services find themselves at different stages of the product life-cycle in different countries. It is impossible to use a global approach, since the information needed will differ depending on which stage of the life-cycle the product is in. He offers, the best way to approach international markets is to choose for a ‘global commitment to a local vision’, or in other words to ‘think global, but act local’[14]. In those days, the integration between advertising and society in both ways is active. The question is whether advertising reflects the society or the society is a reflection of advertising? Goldman, called advertising as ‘cultural displays’, he supports the opinion that figurative social inferences are attached to advertisements[15]. Therefore, advertising plays an important role in developing new social lifestyles between cultures. Elements that represented in global advertising found that has an impact on culture, tradition, history and countries economy. However, development of technologies is making world smaller and causing the most controversial and difficult situations for mankind.*

**Research methodology.** This study chooses Uzbekistan and Korea as the analysis target in terms of the most effective media advertising sources and cultural differences. Based on a literature review, this study explores Uzbek and Korean cases of digital industry situations, how advertising strategies work and how marketers personalize advertising messages in the Uzbek and Korean market. A total 200 respondents such as students and employee participated in this study, 100 in Uzbekistan and 100 in Korea. The data for the research was collected by survey to know the cultural differences and attitudes towards advertising and find out the most effective media type in Uzbekistan and Korea. The survey will be useful in attaining the objectives



of the research. The collected data studied with using simple statistical techniques as percentages. In spite of differences in the use of advertising media from culture to culture, little research has been done to explain the varieties of cultural effectiveness and media sources. The main aim of this study to investigate such differences by conducting an experiment in Uzbekistan and Korea on similar links between culture, individual values and the effectiveness of advertising.

### Information about respondents of Uzbekistan:

Categories	Number of respondents	Percentages
Students	56	56%
Employee	44	44%
Total:	100	100%

Table:1

### Information about respondents of Korea:

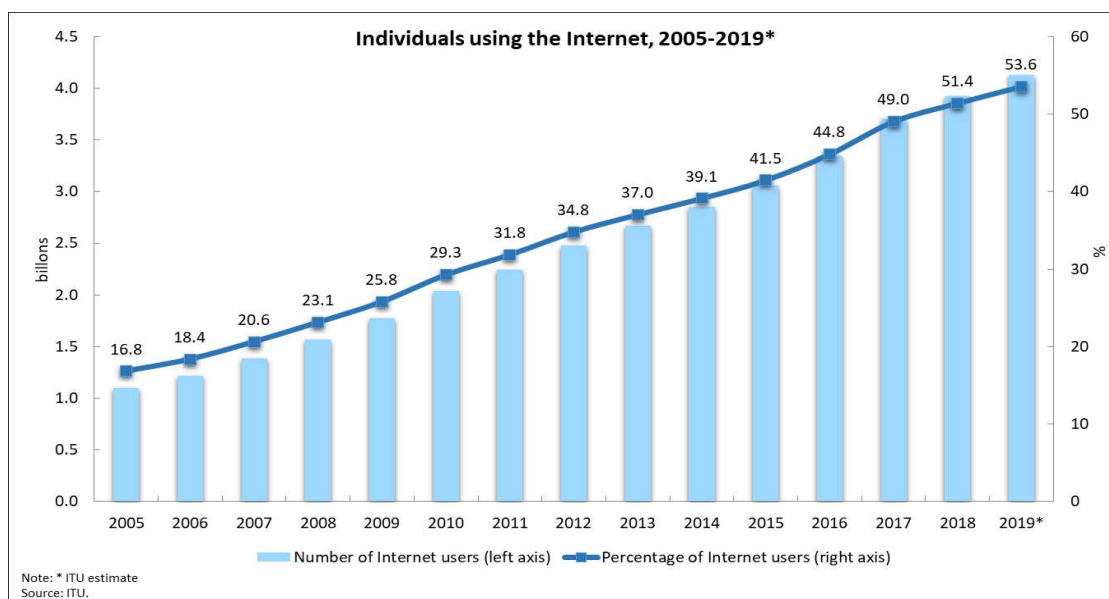
Categories	Number of respondents	Percentages
Students	32	32%
Employee	68	68%
Total:	100	100%

Table:2

**Digital media between cultures.** Digital development also has affected to the cultural values between countries with the global standardized communication. The rise of Internet and mobile devices has become a major channel for communication and marketing companies. The development in the number of Internet users around the world, the Internet has become fastest increasing advertising media in the last decade throughout the world. Despite of the rapid increase of technology and Internet, advertising media types and consumer attitudes may differ from country to country and their economy around the world. According to Yang's(2004) study that shows the diversity of Internet users he identifies three lifestyle clusters of consumer such as traditionalists, experiencers and self-indulgents. Traditionalists are negative towards to Internet advertising while self-indulgents are positive to view Internet advertising.



Experiencers are more likely to Internet advertising as enjoyable and interesting[16]. Moreover, Internet advertising can be effective due to regions where good technological infrastructure and devices can easily accessible by a large proportion of population and leaving aside a good technological infrastructure that may have differences towards advertising. Actually, in terms of total number of Internet users raised dramatically in the last decade. As of 2019, 4.1 billion people were using the Internet of which 3 billion are from developing countries. Similar studies all lead to the importance and rise of Internet and technology in a rather flat advertising market[17].

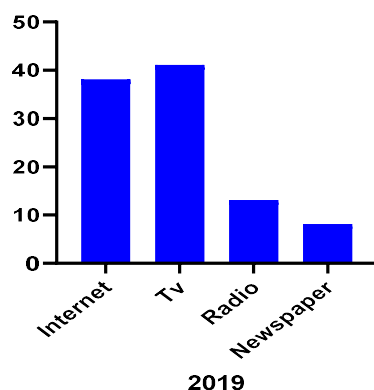


This material is available in Internet[18]. Nowadays, people are accustomed to use new media sources for advertising than traditional media around the world but it differs from region to region. *"Advertising investments in traditional media like TV, newspapers and magazines have been negatively affected by increased spending in digital formats, such as online editions for magazines and newspapers, and digital video replacing traditional TV,"* said eMarketer analyst Shelleen Shum[19]. In Uzbekistan digital and mobile industry is becoming a dominant media format and its advertising is in its early stages but effectiveness of internet advertising may differ from culture to culture. Culture affects human behavior such as history, religion, language and education. To further state that "these aspects of the society send direct and indirect messages to consumers regarding the selection of goods and services"[20]. Another scholar Svend Hollensen(2011) has listed 8 elements that are overall included

in the perception of culture; language, manners and customs, technology and material culture, social institutions, education, values and attitudes, aesthetics. This findings show that technology and material culture have a great impact on consumer behavior. In these studies, findings show the role of digital media technology is highly increased among the users in Korea. Young media users have been considered a group of early adopters by digital media. To compare, several studies have checked how digital media is integrated into family. According to Lim (2008)'s and Lim and Soon's (2011) studies of middle-class families in Korea found that home digital media, especially, the home computer is incorporates into the family life and enhances family time. Furthermore, the gender roles of parents also have highly influential factors in the adoption and appropriation of digital media in Korean families. When Korean mothers who are heavily involved in children's care and education they tend to limit their own needs for their children's access to and use of digital media. Comparatively, Uzbek women are tend to be busy with household chores and child-care after work or at home thus they spend a major day time with watching TV and listening to the radio. Consequently this study addressing cultural values in Korea and Uzbekistan and implement a close look at the way in which effective advertising media tool such as digital media, traditional media (TV, radio, newspaper, magazine) broadly used and integrated into those two countries' daily lives.

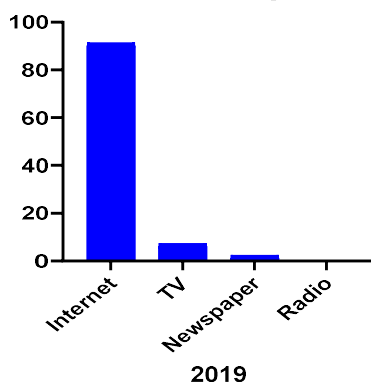
**Analysis and results.** Consumers prefer different type of advertisement media. This bar chart represents the performance of the advertisement in purchasing the products by the respondents of Uzbekistan.

Preferences of advertising media in Uzbekistan



From the above bar chart, it is obvious that 38% of the respondents prefer online advertising for purchasing products. However, 41% of the respondents find TV as a convenient type of advertising among the other media types. Moreover, 8% prefer advertising in newspaper, another 13% prefer listen to the radio. To conclude for this graph that majority of the respondents prefer television advertisement. In contrast, Korean creative approaches were employed Korean environment that used technological priorities and implicit attitudes. This research explores cases of digital media highly supported in Korea and considered one of the leading countries in terms of mobile industries too. This study shows digital media advantages, market situations in two different countries and effectiveness of advertising media types in the both countries' market. The findings indicate that digital media and mobile advertising in Korea is quite advanced than Uzbekistan.

Preferences of advertising media in Korea



It is clearly shown above the graph that the most used advertising media is Internet that reached 91% respondents in Korea. Surprisingly, this study found that many users of Internet especially mobile Internet prefer to find information about product or service in Internet. In contrast, Internet replacing the traditional media sources such as TV, newspaper and radio because of quality of new digital technology. However, only 7% of the respondents consider TV more enjoyable source of advertising media among the other media sources. It is noticeable that the study has the dramatically least readers percentage between other media sources are 2% respectively and none of the respondents prefer advertising in radio. To sum up, graph reveals that majority of the respondents prefer Internet to traditional media advertisement. Furthermore, this

study find a major number of respondents watch TV in their mobile devices via Internet in Korea.

**Conclusion.** This study leads to further research in Uzbekistan and Korea. Methodologically, there are some limitations in this research. Firstly, it only includes students and employee, the most were men. Actually, gender role is found to be an influencing variable. Secondly, the data are taken from written materials and mouth of word information in Korea, so we could not unreservedly extend our findings to face-to-face situations. Lastly, respondents were only 100 people from each different countries and this cannot give overall results of both cultures. In spite of these limitations, this study reveals new perspectives on cultural contrast and media culture between Uzbekistan and Korea. We believe that this study reflects important, diverse cultural norms in Uzbekistan and Korea. We must welcome broader concepts of cultural competence and integrate them into our daily living. The case analysis shows for making digital advertising and mobile advertising successful, it is required to integrate various advertising tools into one advertising media such as text, video, audio and also interactivity and these approaches would provide more effective outcomes and reach target customers. Additionally, to make mobile advertising effectively, it is suggested to consider even personalization fields because cell phone is private media for people and its characteristics are may differ from other traditional media sources. Moreover, technological development make personalization more easily and more accurately.

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## MODERN PROBLEMS OF TOURISM AND ECONOMICS

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### METHODS OF IMPROVING PERSONNEL MANAGEMENT IN SCIENTIFIC AND INNOVATIVE ACTIVITIES IN HIGHER EDUCATIONAL INSTITUTIONS

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**Annotatsiya:** maqolada innovatsion faoliyatni sifat ko'rsatkichlari asosida tahlil qilish uslubining afzalliklari bayon qilingan. Mualliflar tomonidan ishlab chiqilgan uslubiyotning asosiy xususiyatlari ochib berilgan. Oliy ta'lim muassasalarining innovatsion salohiyatini amalda namoyon etishga doir amaliy tavsiyalar berilgan. Oliy ta'lim muassasalari bilan ishlab chiqarish korxonalari integratsiyasi asosida yuqori malakali kadrlar tayyorlashni boshqarishning dolzarbligi, muammolari, ustuvor yo'nalishlari va muhim jihatlari yoritilgan, shuningdek, mazkur soha bo'yicha olib borilayotgan ilmiy tadqiqot ishlari natijasi keltirilgan.

**Kalit so'zlar:** oliy ta'lim, fan, ta'lim va ishlab chiqarishni integratsiya qilish, malakali kadrlar, boshqaruv ustuvor yo'nalishlari, buyurtmalar portfeli.

**Аннотация:** В статье описаны преимущества метода анализа инновационной деятельности на основе качественных показателей. Раскрыты основные особенности методологии, разработанной авторами. Даны практические рекомендации для практической демонстрации инновационного

потенциала вузов. Представлены актуальность, проблемы, приоритеты и важные аспекты управления подготовкой высококвалифицированных кадров на основе интеграции вузов и промышленных предприятий, а также результаты исследований в этой области.

**Ключевые слова:** высшее образование, наука, интеграция образования и производства, квалифицированные кадры, приоритеты управления, портфель заказов.

**Abstract:** The article describes the advantages of the method of analysis of innovative activities on the basis of quality indicators. The main features of the methodology developed by the authors are revealed. Practical recommendations for practical demonstration of the innovative potential of higher education institutions are given. The relevance, problems, priorities and important aspects of the management of training of highly qualified personnel on the basis of integration of higher education institutions and industrial enterprises, as well as the results of research in this area are presented.

**Key words:** higher education, science, integration of education and production, qualified personnel, management priorities, order portfolio.

**Introduction:** In recent years, the development of integration between higher education institutions and manufacturing enterprises, i.e. systems of practice, has become important. Opening of branches of departments of higher education institutions in the production of these issues on the agenda; sponsorship of higher education institutions by employers' organizations and enterprises; ordering qualified personnel, training them on the basis of contract requirements, employment and effective use of their labor; training, professional retraining and advanced training of bachelors and masters on separate, inseparable and distance education from production on the basis of integration; government orders, carrying out experimental design and research work in the field of fundamental and production and economic contracts; in the direction of formation and operation of educational, scientific and industrial associations. In



addition, the areas of cooperation of industrial enterprises with universities can be observed in the equipment of institutions, capital and current repairs, the establishment of production training laboratories.

**Literature review:** The results of our research show that higher education institutions face a number of challenges in the implementation of their innovative activities. These problems can be divided into financial, economic, legal, organizational, personnel, information and marketing issues.

We study the content, nature, possible solutions to the problems associated with the innovative activities of higher education institutions and express some views on improving the mechanism of formation of innovative potential of educational institutions. In particular, we believe that a special mechanism should be developed to address the current issues related to the provision of resources necessary for the implementation of innovative activities of educational institutions at the national and regional levels (national industries)[2]. It is expected that this mechanism will share the responsibility for creating the necessary conditions for the implementation of this type of activity at all stages of innovation activity between the republic and the regions, as well as allow for rational and comprehensive organizational and administrative work. Accordingly, financial, economic, legal, organizational problems related to the implementation of fundamental research should be addressed at the national level, staffing, information and marketing issues at the regional level.

**Analysis:** The concept of "complexity" used here is a very broad concept, which means that all stages of innovation activities carried out by higher education institutions at the same time form a harmonious unit, a comprehensive distribution of all types of resources required for innovation activities; this means that all organizational structures at the national, regional and local levels are equally involved in the implementation of measures to support the innovative activities of higher education institutions.

In order to create a mechanism for building the necessary capacity of higher education institutions for innovative activities and put it into practice, we need to

address a number of issues[4]. In particular, the creation of a diverse database characterizing the innovative potential of higher education institutions; financing of projects aimed at building the innovative potential of educational institutions: to determine how the process of providing the necessary resources for innovative activities will be carried out: to create a database of existing information, information on innovative projects; systematic analysis of innovative activities of higher education institutions; development of comprehensive programs for the development of innovative activities in the country, the formation of a monitoring system of planned and implemented innovative projects, and finally, defines the role of the innovative potential of higher education institutions in the system of work to be done.

Decree of the President of the Republic of Uzbekistan No. PP-3151 [1] is the theoretical, legal and normative basis of the above issues. The main priorities of this normative document are the content of training in accordance with the requirements of the knowledge and skills of graduates, the content of training in cooperation with customers and higher education institutions within a month as the main priorities under the control of the heads of the Cabinet of Ministers of the Republic of Uzbekistan, qualification requirements, curricula and programs based on the needs of the industry, redevelopment and approval[7]; introduction of internships in order to organize a systematic study of the requirements for the quality of training of industrial enterprises and organizations by professors and teachers of the profile departments of higher education institutions directly involved in the formation of educational content; to take concrete measures to organize systematic internships of each student of higher education institutions in certain organizations and enterprises of the relevant industry (sector) from the 2nd year, as well as the organization of their practical training in direct production and employment of graduates; introduction of modern forms and methods of teaching, computer and information and communication technologies in the educational process, provision of higher education institutions with modern teaching and laboratory equipment and teaching materials, support and encouragement of research and innovation activities, modern science of higher education institutions tasks for the organization and development of laboratories [1].

The fact that these issues have not yet been resolved has been repeatedly acknowledged by President Mirziyoyev. In particular, as noted at the meeting on October 24, 2018 on further development of higher education, improving the quality of training, expanding the integration of science and industry, "Development of science, integration of research with production, increasing the efficiency of scientific activity, the necessary conditions have not been created for students to conduct research.

The introduction of innovative methods in the educational process, ensuring the coordination of curricula with production and, most importantly, the training of teachers is generally unsatisfactory "[2].

This issue has been studied by many scholars [3-6]. In particular, "the formation and development of the national innovation system" science - education - production "requires leading universities of the country not only to conduct research in the field of fundamental research, but also to use other forms of commercialization of scientific developments" [3].

"Purposefulness occurs only when science serves production, production serves humanity, and man serves the material and spiritual development of the universe" [4; 11], "One of the important strategic directions of the University is the integration of educational, scientific and production activities achieved through the creation of innovative industrial complexes and technology parks" [5; p.39] further enhances the relevance of cooperation between science, higher education and manufacturing enterprises.

**Discussion:** The ongoing reforms in the country, relevant laws, other regulations and their implementation have a direct impact on the system of continuing education, including the development of higher education institutions. Thus, the integration of science and higher education, as well as the mutually beneficial cooperation of production with the higher education system, does not require proof of the importance of improving the management of training of highly qualified personnel in these institutions[8].

Consistencies and contradictions in the training of highly qualified personnel in higher education institutions and their future professional activities are directly related to the level of interaction between the higher education and production system in the training of bachelors and masters. However, in this integration, it is important that the student learns the sciences on a sequential basis, linking these theoretical knowledge and skills to practical learning and skills during the internship[9]. Indeed, if the integration between higher education institutions and employers is not organized in a timely and correct manner, then it is inevitable that the period of adaptation of highly educated specialists to work in enterprises and organizations will be postponed. In addition, the need for staff in developed countries is met in a different order, that is, the level of education, training, skills and their practical application in higher education is more important than the direction, specialization and qualifications of highly qualified personnel in state and non-state enterprises[10].

The requirements of the above normative documents and the high level of relevance of the issues on the agenda require answers to the following questions:

- In order to enhance the independence, status and prestige of the Republic of Uzbekistan in the near and long term, for example, in 2021-2025, 2026-2030 and beyond, what knowledge and skills, qualifications and experience should personnel have?[11]

- In order to increase the country's economy, GDP, per capita annual value of production, according to the current classification, bachelors and masters should be trained on the basis of the current classification and specialties, which specialists are lacking, which specialties are over-trained, What are the problems in the society as a result?

- What kind of cooperation has been established between higher education institutions and industrial enterprises at the present time, how do these relations work, who coordinates and controls them?[12]

- What are the benefits of mutual integration of higher education institutions and manufacturing enterprises?

- What are the proportions, similarities or differences, contradictions and contradictions between the directions of higher education technology and production technology, what changes are expected in their form and content in the near future?[13]
- What problems arise in the relationship between the management of the education system and industry professionals in the management of training of junior specialists in secondary special education institutions, bachelors and masters in higher education institutions, when, by whom and in what order?
- Is the portfolio of orders formed by industrial enterprises and submitted to higher education institutions, i.e. the "table of the number of requirements for undergraduate and graduate specialties in the next five to ten years" filled in?[14]
- Is the head of the enterprise, who presented the "portfolio of orders" to the university, ready to hire highly qualified graduates in a timely manner in any situation (dismissal of the head, changes in the direction of production, etc.)?
- Does the material and technical base for laboratory and practical training in higher education institutions, the scientific and pedagogical potential of teachers meet the requirements, what additional intellectual knowledge should be given to students?[15]
- Are employers interested in how students are educated in higher education institutions in accordance with their orders, what intellectual capital students have on the basis of this education, how they use internships, how they prepare and defend their dissertations and master's dissertations?

**Conclusion:** First of all, this issue has not yet been removed from the agenda. The responsibility for finding timely answers to these questions rests with industry leaders, officials and integration participants.

Secondly, the main goal is to increase the effectiveness of training highly qualified personnel who will serve the development of society. However, it is impossible to achieve positive results in society without highly qualified, modern knowledge and technologies, creative thinking, good knowledge of foreign languages



and computer technologies, the ability to use digital technologies in their work and the training of talented personnel. Consequently, increasing the effectiveness of mutually beneficial actions of integration participants will contribute to the development of industries and, ultimately, to the growth of the country's economy.

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## ECONOMIC VALUATION OF THE SHARE CAPITAL OF THE JOINT STOCK COMPANY "UZBEKISTAN RAILWAYS"

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**Аннотация:** Ushbu maqolada asosiy kapitalni iqtisodiy baholash muammolari, xususan, takror ishlab chiqarish jarayonining eng muhim vazifalari, poezdlar harakatining barqaror xavfsizligini ta'minlash vositalarining yanada ilg'or modellarini yaratish va ishlab chiqarishga tatbiq etish muammolari ko'rib chiqiladi. Shuningdek, temir yo'l kompaniyasining sifat va son ko'rsatkichlari tahlil qilingan hamda temir yo'l transportining asosiy vositalarni baholash to'g'risida xulosalar ishlab chiqilgan.

**Kalit so'zlar:** asosiy kapital, takror ishlab chiqarish, temir yo'l transporti, sifat va son ko'rsatkichlari, iqtisodiy usullar, temir yo'l kompaniyasi.

**Аннотация:** В статье рассматриваются проблемы экономической оценки основного капитала, в частности, рассматриваются наиболее важные задачи процесса обновления, проблемы создания и ввода в эксплуатацию более совершенных орудий труда для обеспечения стабильной безопасности движения поездов, анализируются качественные и количественные показатели использования основных фондов, сделан вывод об оценке основных средств на железнодорожном транспорте.

**Ключевые слова:** основной капитал, воспроизводство, железнодорожный транспорт, качественные и количественные показатели, экономические методы, железнодорожная компания.

**Annotation:** The article discusses the problems of economic valuation of fixed capital, in particular, considers the most important tasks of the renovation process, the problems of creating and putting into operation more advanced models of tools for ensuring stable safety of train traffic, analyzed the qualitative and quantitative



indicators of the use of fixed capital, made a conclusion about estimates of fixed assets in railway transport.

**Keywords:** fixed capital, reproduction, railway transport, quantitative and qualitative indicators, economic methods, railway company.

## **Introduction**

Economic valuation of fixed assets Indicators of reproduction of fixed capital reflect the pace of scientific and technological progress, characterize the technical condition and movements of fixed assets, and also have a relationship with indicators of their use.

The main capital of railway transport has its own characteristics. First of all, these are longer useful lives than the fixed capital of other sectors of the economy. Secondly, the majority of the share capital cannot be sold. Third, the majority of fixed capital is unique in its application, i.e. cannot be used as intended in other sectors of the economy of the Republic of Uzbekistan.

## **Material and research methods**

At the end of 2018, the share of railway transport accounts for slightly less than 10 percent of all sectors of the country's economy. The sales volume and expenses of UTY JSC for 9 months of 2018 amounted to more than 4 trillion. sum and 3.1 trillion. sum accordingly. The average degree of reproduction of fixed capital over the past 10 years amounted to 7-12 percent, but depreciation for some groups, such as buildings and structures, vehicles increased by 3.2 and 1.9 percent, respectively, which indicates the ineffectiveness of economic valuation of fixed capital .

In this regard, the most important strategic task and an important problem for the railway company is the need to develop new economic methods for managing fixed assets and an economic assessment of their reproduction, taking into account the specifics of market relations. This causes the undoubted relevance and the need to improve existing methods.

## Results and discussion

In the literature [1,2,3], the most important methodological principle for determining the indicators of economic efficiency is characterized by taking into account the completeness of results and costs. At the same time, the concepts of general economic efficiency and comparative efficiency are divided. In determining the overall economic efficiency, it was proposed to take into account all costs and in full the result due to these costs, and with comparative economic advantages of one option over the other.

Questions of the methodology for the economic analysis of fixed capital were investigated by V.A. Podsorin and O.O. Korobeynikov [4, 5]. In particular, V.A. Podsorin believes that the economic assessment of the fixed capital of railway transport should ensure the integration of all the resources of the enterprise, since they are technologically involved and contribute to the intensification of investment and innovation processes. O.O. Korobeynikov, in turn, offers diagnostics of fixed capital through the so-called “Regulatory Approach”.

The study of economic literature [6], [7], [8], [9], [10], [11], [12] also made it possible to single out the following tasks of economic evaluation and efficiency of using fixed capital: establishing the security of an enterprise and its structural divisions fixed capital; compliance of size, composition and technical level of fixed capital and the need for them; planning their growth, renewal, and you-being; the study of the technical condition of fixed assets and especially the most active part of them - vehicles, machinery and equipment; determining the degree of their use and the factors affecting it; establishing the completeness of the vehicle fleet; determination of the effectiveness of the use of the active part of fixed capital in time and power; determination of the impact of the use of fixed capital on the volume of production and other economic indicators of the enterprise; identification of reserves of growth of capital productivity, increase in production and profits by improving the use of fixed capital.

The theoretical and methodological foundations of the study are based on the findings and suggestions of a scientist in the field of reproduction of fixed capital. The methodological basis for solving these problems is the concept of updating the fixed production assets of a railway company. During the study, various methods were used: system analysis, economic and statistical analysis, factor analysis, mathematical statistics, as described in the works of domestic and foreign scientists.

In modern conditions of management, an informed determination of the efficiency of using fixed assets is important. The fact is that the depreciation of fixed assets is quite high, and that anxiously tends to increase (mainly in such an important group as vehicles). The main reason is to ensure the reproduction process finances.

In tab. 1 shows the dynamics of the volume of work of railway transport.

Table 1

The dynamics of the volume of work of the railway company in 2000-2017 [16]

Indicator	2000	2005	2010	2015	2016	2017
Cargo turnover, billion t-km	15,802	18,09	22,281	22,482	20824,34	21031,8
% By the year 2000	-	114,5	141,0	142,3	131,8	134,9
Passenger turnover, million passenger-km	2261,3	2099	2904,8	3025,2	3042,8	3049,1
% By the year 2000	-	92.8%	128.5%	133.8%	134.6%	134.9%
Reduced production, billion tkm.	20,324	22,320	28,091	26,803	26910	27130
% By the year 2000	-	109.8	138.2	131.9	132.4	133.5

As can be seen from the table. 1, in the period from 2000 to 2017 there was a significant increase in the volume of work on the railway transport (by 1.33 times), which was due to the macroeconomic processes taking place in the country. Relative stagnation was observed in the period 2002-2005, and in recent years of the analysis a positive trend of increasing the volume of work of the railway company can be noted.

It is known that the sources of renewal of fixed assets are: depreciation and profits (investments in real objects).

The depreciation fund, as the sum of depreciation deductions, carries out the renewal of fixed assets in the framework of simple reproduction. In the conditions of expanded reproduction of depreciation funds for the renewal of fixed assets at the modern technical level is far from sufficient, additional financial resources are needed here. However, the majority of business entities do not “go” to this, apparently, they are not sure of the effectiveness of such investments.

The effectiveness of the use of fixed assets is expressed in natural and cost indicators. However, physical indicators do not take into account the power and cost of the means of labor, as well as structural changes. Natural indicators then give an objective assessment, when the products created are homogeneous, of the same type. Therefore, the assessment of fixed assets in-kind indicators in terms of the railway company must necessarily be supplemented with generalizing indicators in terms of value.

Generalized indicators characterizing the degree of use of fixed assets of the railway are capital productivity indicators, expressed as the number of tonne kilometers, revenues or profits per 1 sum of production assets.

However, both generalized indicators by types of transportation and operations of the transportation process are not without flaws, therefore their role in assessing the efficiency of using fixed assets cannot be exaggerated. This is due to the fact that fixed assets themselves do not create new value, but only transfer their accumulated value to the products created and are a condition for increasing the efficiency of social labor.

Labor productivity is the most important indicator characterizing the quality and degree of use of fixed assets, bearing in mind the productivity of social labor. In rail transport, labor productivity characterizes the intensity and efficiency of human labor for a number of reasons. The productivity of all social labor in railway transport can be represented as the sum of tonne-kilometers given per unit of living and materialized labor expended on the execution of a unit of transportation.

Thus, in the aggregate, the indicators of productivity of living labor, capital productivity and material intensity characterize the productivity of all social labor spent on transportation. They determine the degree of efficiency of the workers of the railway, the completeness and intensity of the use of fixed assets, the economical and economical use of material resources. The main production assets, without creating a new value themselves, have a great influence on the productivity of living labor, capital productivity and material consumption of products. Therefore, the effectiveness of their use can only be assessed, comprehensively, by measuring all these indicators.

In our opinion, when assessing the effectiveness of fixed assets, the indicator of the capital-labor ratio of an employee engaged in transportation is also important. Consider how this indicator affects the capital productivity and labor productivity? We introduce the following notation:

$\Pi T$  – productivity of living labor;

$\Phi_B$  – capital-labor ratio;

$\Phi_0$  – capital productivity in the above TCM;

$O\Phi$  – value of fixed assets;

$\sum p l_{np}$  - reduced tkm;

$\Psi_0$  – number of staff;

$A$  – depreciation, billion soums.

Using these notation, we define:

$$\Pi T = \frac{\sum p l_{np}}{q_3}, \quad (1.3.1)$$

$$\Phi_B = \frac{O\Phi}{q_3}, \quad (1.3.2)$$

$$\Phi_o = \frac{\sum p l_{np}}{O\Phi}, \quad (1.3.3)$$

From the expression (2) we find the number of staff:

$$\Pi T = \frac{\sum p l_{np}}{q_3}, \quad (1.3.1)$$

$$\Phi_B = \frac{O\Phi}{q_3}, \quad (1.3.2)$$

$$\Phi_o = \frac{\sum p l_{np}}{O\Phi}, \quad (1.3.3)$$

From the expression (3) - the volume of production:

$$\sum p l_{np} = \Phi_o * O\Phi, \quad (1.3.5)$$

The obtained values, substituting (1.3.1), we define the productivity of living labor:

$$\Pi T = \Phi_o * \Phi_B \quad (1.3.6)$$

Thus, the productivity of living labor is equal to the production of capital productivity by the capital-labor ratio. This relationship is correct only if the capital productivity of the newly introduced fixed assets above its average value for existing funds. If introduced new fixed assets have lower capital productivity than the average for existing funds, then productivity will decline, although the capital-labor ratio will increase.

Similarly, the dependence of the productivity of living labor on material intensity is revealed.

Define the consumption of materials  $Me$  as the quotient of dividing the cost of consumable material resources  $Mo$  on the value of production:

$$M_e = \frac{M_o}{\sum pl_{np}}, \quad (1.3.7)$$

$$\text{From here } \sum pl_{np} = M_o * M_e, \quad (1.3.9)$$

Substituting the values from formula (1.3.4) and (1.3.9) into formula (1.3.1), we obtain:

$$\Pi T = \frac{M_o * \Phi_B}{M_e * O\Phi}, \quad (1.3.8)$$

Thus, the productivity of living labor will increase only under the condition that the input of new fixed assets will not cause the growth of material resources, and consequently, the consumption of materials compared to the values of these indicators for existing fixed assets.

Of paramount importance is the rate of depreciation capacity, which reflects how many monetary units of revenue from services rendered per one monetary unit of consumption of fixed assets of a railway company, and can be determined by the formula:

$$A_e = \frac{A}{\sum pl_{np}}.$$

Calculations of indicators of efficiency of use of fixed assets of the railway company are summarized in table. 2

Thus, based on the table. 2 calculations can be concluded that in the company in recent years, the capital-labor ratio has changed in different directions, the largest increase in the share capital growth was in 2010 and amounted to 208.9%. In general, in 2017. in relation to 2000 this indicator has increased more than 30 times.



Table 2

Indicators of efficiency of use of fixed assets of the company [16]

Indicator	Years					
	2000	2005	2010	2015	2016	2017
The capital-labor ratio, million soums / person	4 365,9	14,808	64,339	123,666	124,296	135,174
% By the year 2000	100,0	339,2	1473,7	2832,5	2846,9	3096,1
In% to the previous year	-	113,6	208,9	103,2	100,5	108,8
Capital productivity in physical terms, etc. tkm / sum.	0,097	0,032	0,007	0,003	0,003	0,002
% By the year 2000	100,0	33,2	7,3	2,8	2,7	2,4
In% to the previous year	-	86,4	41,1	93,0	95,6	88,9
Capital productivity in terms of value, UZS / UZS.	0,25	0,15	0,09	0,05	0,07	0,06
% By the year 2000	100,0	61,0	34,6	19,1	27,0	25,2
In% to the previous year	-	105,4	63,1	77,7	141,6	93,4

Amortization capacity, sum / reduced tkm	0,833	1,784	5,247	14,874	20,420	30,915
% By the year 2000	100,0	214,0	629.5	1784.7	2450.1	3709.4
In% to the previous year	-	122,1%	143.5%	113.5%	137.3%	151.4%

The series of capital-labor ratio is due to the fact that fixed assets were updated at a high rate in the company, for the analyzed period the average increase in fixed assets was 66.6%. Of course, this does not mean that the current fixed assets as a whole have been updated, for a number of fixed assets depreciation exceeds all norms. For example, for vehicles, and in particular, for locomotives and freight cars, depreciation is more than 50%. In part, the high rates of capital-labor ratio are due to the high cost of new fixed assets introduced. And since the value of fixed assets was not fully reduced to market value, i.e. a sufficient reassessment of fixed assets was not carried out, the purchase at the current value of the funds predetermined a high growth rate of the capital-labor ratio.

The indicator of capital productivity, calculated in natural and monetary terms, shows a completely inverse dynamics compared with the above indicators. From 2000 to 2017, there was a decrease in the return of surplus fixed assets of the railway company. Return on assets in natural terms in 2017 decreased in relation to 2000. by 97.6% in physical terms and by 74.8% in terms of value. Considering the fact that the consumption of materials for manufactured products is increasing annually, a joint-stock company can be concluded that a joint-stock company annually uses more material resources to produce a unit of production. Differences in the rate of change in capital productivity, calculated by the volume of traffic and the amount of income from traffic, due to the fact that the composition of the factors determining their value varies.

The amortization capacity of the company increased from 0.83 soums in 2000 to 30.9 soums per reduced tkm in 2017. This means that the consumption of fixed assets

of the company increased per unit of output by more than 36 times. This figure confirms the increase in fixed assets per unit of production and a decrease in removal from them.

Along with traditional approaches to the analysis of the efficiency of using fixed capital based on the capital productivity index, the author suggests using a systematic approach to assessing the efficiency of using fixed capital embodied in the means of labor. This approach is based on the position and that fixed assets are designed to save labor and efficiently use production resources.

The effectiveness of the use of fixed assets in terms of factors depending on their use, characterizes resource saving. Thus, the improvement of the efficiency indicators of the use of material resources is characterized by material saving, energy saving, etc., the improvement of the efficiency indicators of the use of fixed assets is characterized by fund saving.

The effect of saving labor is determined on the basis of reducing the labor intensity of work and the average monthly wage, as well as changes in the unit cost of fixed assets per employee associated with the reproduction of labor. A similar approach was used in [11] to assess the effectiveness of the use of fixed assets. However, in our opinion, such an assessment does not reflect the full completeness of relations of fixed assets with other production resources.

The effect of saving material resources (basic material resources; energy resources; fuel resources; other material resources) is determined depending on the amount of their spending per unit of work and the price of the resource.

The effect of saving resources aimed at the overhaul of fixed assets is widely discussed in the economic literature: [12], [13], and others. Saving of resources occurs in two directions: first, the reduction in the number of repairs during the life cycle of an asset and, secondly, the use of less demanding repairs.

To characterize the turnover of fixed assets by stages and assess the effect of their change, you can use the methodology proposed in [13], [14], [15].

The effect of saving capital investments by increasing the efficiency of using fixed assets is calculated according to generally accepted methods [12], [13], and others. Table. 3 shows the indicators of efficiency of use of production resources in value form, and in table. 4 - expressed in kind.

Table 3

Dynamics of efficiency of use of production resources on the railways for transportation on the basis of cost indicators, UZS / thousand pref. t-km [16]

Indicator	Years					
	2000	2005	2010	2015	2016	2017
abor intensity	508,89	767,41	4799,9 7	19517,7 4	20611,4 8	21838,5 6
% By the year 2000	-	150,8	943,2	3835,4	4050,3	4291,4
Consumption of materials	1966,2 7	5646,1 7	24158, 32	24607,0 2	23669,1 6	25362,8 5
% By the year 2000	-	287,2	1228,6	1251,5	1203,8	1289,9
Energy intensity	407,25	605,33	769,48	932,32	964,89	997,46
% By the year 2000	-	148,6	188,9	228,9	236,9	244,9
Capital intensity	10339, 67	31128, 23	85313, 26	280590, 98	383463, 40	431323, 26
% By the year 2000	-	301,1	825,1	2713,7	3708,7	4171,5

Analysis table. 3 and 4 shows that, for the years 2000-2017. the increase in labor expended increased on average 40 times. The consumption of materials per 1 thousand. T-km increased by almost 12 times.

Material intensity is one of the most important indicators of production efficiency and service provision. This indicator describes how much material resources were involved in the production of a product. The analysis of material consumption indicators showed that in the period of 2000 on 2017 this indicator increased and exceeded almost 13 times to the beginning of the analyzed period. This indicates that annually the company uses and employs more resources, more fixed assets to provide services. The greatest increase in material intensity was in 2006-2007.

Table 4

Dynamics of efficiency of use of production resources on the railways for transportation based on physical indicators [16]

Indicators	Years					
	2000	2005	2010	2015	2016	2017
Labor productivity, thousand pref. t-km / person	422,25	475,71	456,74	357,37	358,80	361,73
% By the year 2000	-	112,7	108,2	84,6	85,0	85,7
electricity consumption, kW-H / 10,000 tkm. br.	17,48	16,48	16,14	15,45	15,31	15,17
% By the year 2000	-	94,3	92,3	88,4	87,6	86,8
Freight car performance, thousand tonnes-km / wag	578,60	864,38	1129,91	1429,86	1491,05	1563,67
% By the year 2000	-	149,4	195,3	247,1	257,7	270,2
Productivity of the locomotive, thousand	1069,0	1093,2	1074,66	1079,41	1080,37	1081,32

tons-km / br. on 1 locomotive						
% By the year 2000	-	102,3	100,5	101,0	101,1	101,2

Macroeconomic indicators influence the high rates of material consumption of the company. The most significant indicator is inflation. According to the macroeconomic statistics of Uzbekistan, inflation in the country does not exceed 9-14% annually, which is a negative factor for the increase in prices for fuel and lubricants, electricity and other dependent and independent expenses.

In general, bringing the indicators of efficiency of use of production resources in a comparable form revealed general trends. All indicators for the period under review are growing in money terms, which is a negative factor. So, for example, if the labor intensity increased 40 times, then the material consumption during the same period increased 13 times, the capital intensity increased more than 41 times.

Based on the data table. 4 we can conclude about the improvement of the use of energy resources for train traction. This is especially important in the context of rising prices for energy resources (for fuel 4.4 times in the last 10 years) both in the global market and in the domestic market. During the study period, labor productivity decreased by 14.3% over 17 years, while capital productivity decreased by more than 4 times. The growth rate of workload is higher than the increase in the average number of staff. Qualitative indicators of the active part of the fixed assets of the railway company are also growing, although productivity over the period under review has grown by almost 2.7 times, mainly due to a decrease in the turnover rate of the car.

## Conclusion

The method proposed by the author for a multivariate analysis of the economic valuation of fixed capital covers all practical activities. Presented in the article is a new methodological approach to the economic evaluation of the efficiency of using fixed

capital, based on indicators of the efficiency of using production resources of the company and assessing the impact of quality indicators on the depreciation of its work.

Implementation of the methodological provisions, proposals and recommendations postulated in building the improvement of the reproduction process management system will allow the joint stock company Uzbekistan Temir Yollari to form an adequate accounting, tariff, innovation, investment and depreciation policy in the interests of their own development, to specialize the system of criteria for the intensification of reproduction of fixed capital, to determine reserves for increasing the efficiency of using fixed capital and other resources that will not only increase their target indicators, but also have a positive impact on the development of the country's economy as a whole.

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## DEVELOPMENT POSSIBILITIES OF INVESTMENT PROCESS IN UZBEKISTAN

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**Аннотация:** Мақолада Ўзбекистонда инвестициялаш жараёнларини ривожлантириш бўйича мавжуд ташкилий-ҳуқуқий механизмларнинг моҳияти очиқ берилган, уларнинг таъсири ўрганилган, ушбу жараёнларни амалга оширишнинг муҳим устувор бўлган омиллари ва асосий йўналишлари ёритилган ҳамда шуларга асосланган ҳолда инвестициялаш билан боғлиқ ҳолатлар таҳлил қилиниб, хулоса шакллантирилган.

**Калит сўзлар:** Инвестиция, инвестициялаш, инвестиция сиёсати, инвестицион муҳит, инвестиция форуми, хорижий инвестор, хорижий инвесторлар кенгаши, капитал, молиялаштириш, самара.

**Аннотация:** В статье раскрыта сущность организационно-правовых механизмов инвестиционного процесса Узбекистана, изучено их влияние, выяснены наиболее важные факторы и приоритеты реализации этих процессов и на их основе сделаны выводы.

**Ключевые слова:** инвестиции, инвестиции, инвестиционная политика, инвестиционная среда, инвестиционный форум, иностранный инвестор, совет иностранных инвесторов, капитал, результат.

**Abstract:** In the article, essence of organizational-legal mechanisms for investment process of Uzbekistan are demonstrated, are their influence is learned, most important factors and priorities of implementation of these processes are clarified and based on them, come to the conclusion.

**Key words:** Investment, invest, investment policy, investment environment, investment forum, foreign investor, foreign investors council, capital, result.

**Introduction:** In our country, weighty works is being carried out concerning regulation of investment and Foreign Trade activity for making invest climate better, increasing the export capability and development business environment rapidly. In this regard, implementation of investment process and securing a high return is necessary and special measures developed for these operations. However, at the moment, realization of product, that is produced during the investment process, is being preserved evenly. In this situation government arranges investment and trade matters separately, supplies by perfecting organizational-legal mechanisms.

Immediately, the recently accepted State Program “Active Entrepreneurship, Innovative Ideas and Technology Support” within the framework of the Development Strategy for 2017-2021 years of the Republic of Uzbekistan years, outlines priorities for economic growth and requires to revise present views in the field. Because integration of national economy into world economy demands to raise the market improvement to new stage in terms of the quality.

On 18th December of 2017, accepted Decree “About introducing new arrangements of forming Development State Program of the Republic of Uzbekistan and its financing” as a consequence of analysis above. In accordance with Decree, unprecedented system for setting up the field and territorial projects is being put into practice.

Likewise, on 28th January of 2019, accepted Decree “About perfection actions of management system in the field of Investment and Foreign Trade” of the Republic of

Uzbekistan, in this order it is indicated that implementing single State Investment Policy, first, adapting the attraction of foreign and direct investment, cooperating with International Finance Institutes and Foreign Finance Government Organizations.

Following opinions of the President of the Republic of Uzbekistan confirm significance of Investment Policy: "How much hard this is, every year we spend money within the Investment Program, of course, go on the works in this direction rapidly. In addition to this, one of the main tasks should be to direct half of the unplanned revenues of republican and local budgets to infrastructure development" [1].

**Literature review:** There are various thoughts about investment among economists. Including, if we interpret denotation of investment as a financial category, characterizes as follows: "Investment means receiving money from current and reliable resources, using them profitably securing the quantity of capital with considering degree of risks and gaining expected result" [7].

Likewise, Lorenz J. Gitman and Michael D. Jonks gave these investment definitions: Investment means buying share and obligations in order to receive financial results. Namely, these inform about real actives and express owning technologies for producing and selling products. Investments, in a broad sense, provide government with mechanisms, which is required for financing and growing the economy [8].

**Research methodology:** In this article induction, deduction, analogy, comparative, economic analysis, observation, comparison research methods are used.

**Analysis and results:** Investments, namely, productive material and intellectual wealth, appear in different types and realize investment process. Based on them, investing is the putting investment or implementing actions, that depends on it. It influences economic field as a process and its positive appearance symbolizes giving money for field progress.

For expanding investment process, we should make exact regional investment environmental condition. Among the businessmen, regular surveys and their monitoring is established. Productivity of registering enterprises, government's

intensifying business, corruption, infrastructure, technologies and resources, human resources, these matters play significant role on investment process. For development investment environment, current measures are utilized within that problems.

Now, growing the investment process up is main goal and investment forums attracts companions. For example, memoranda and investment treaty totaled 108,7 dollars are signed during “InnoWeek-2019” international innovative - investment forum, that is taken place in 2019 in our Republic. Participants in abovementioned forum included leaders of foreign diplomatic consulates, local and foreign entrepreneurs, workers of research centers spokesmen of Media. Likewise, in Uzbekistan improvement of expected investment process is being raised to the new stage. In this stage, the role of participants and companions strengthened. Namely, foreign investors council was organized. This council's tasks comprise following:

- based on the world experience, giving advices to Uzbekistan government about priorities of developing country in terms of Investment, industry-technology and innovation;
- aiding in creating convenient investment environment, expanding the quantity of direct foreign investments and improving mutual lucrative trade;
- taking part in shaping efficacious mechanisms of encouraging the investment directly in order to open new enterprises, that produce competitive goods and services;
- providing organizations, economic subjects, foreign companies, banks, international finance institutions with effective companionship;
- actuating analyzing the most important factors, that can be obstacle to activity of foreign investors, securing convenient entrepreneurship;
- assisting in perfecting export support mechanisms, developing trade infrastructure and electron commerce system, creating comfortable conditions for selling local goods and services in the foreign market, forming modern logic chain;
- forming and using contemporary systems of controlling the quality of products, step-by-step measures to ensure compliance of local goods and to international standards and technical regulations, increasing their competitiveness, putting foreign

experience into practice of implementing measures to use vanguard information-communication technologies;

- making invitations and recommendations for perfecting legal base for organizing investment process in the Republic of Uzbekistan;

- clarifying prior tendencies for improving international image and place of Uzbekistan in ratings and indexes;

This council functions as a counsel organization and its structure consists of foreign companies, banks, investment and other organs, international finance institutions, foreign finance organizations and managers of European Bank for Reconstruction and Development.

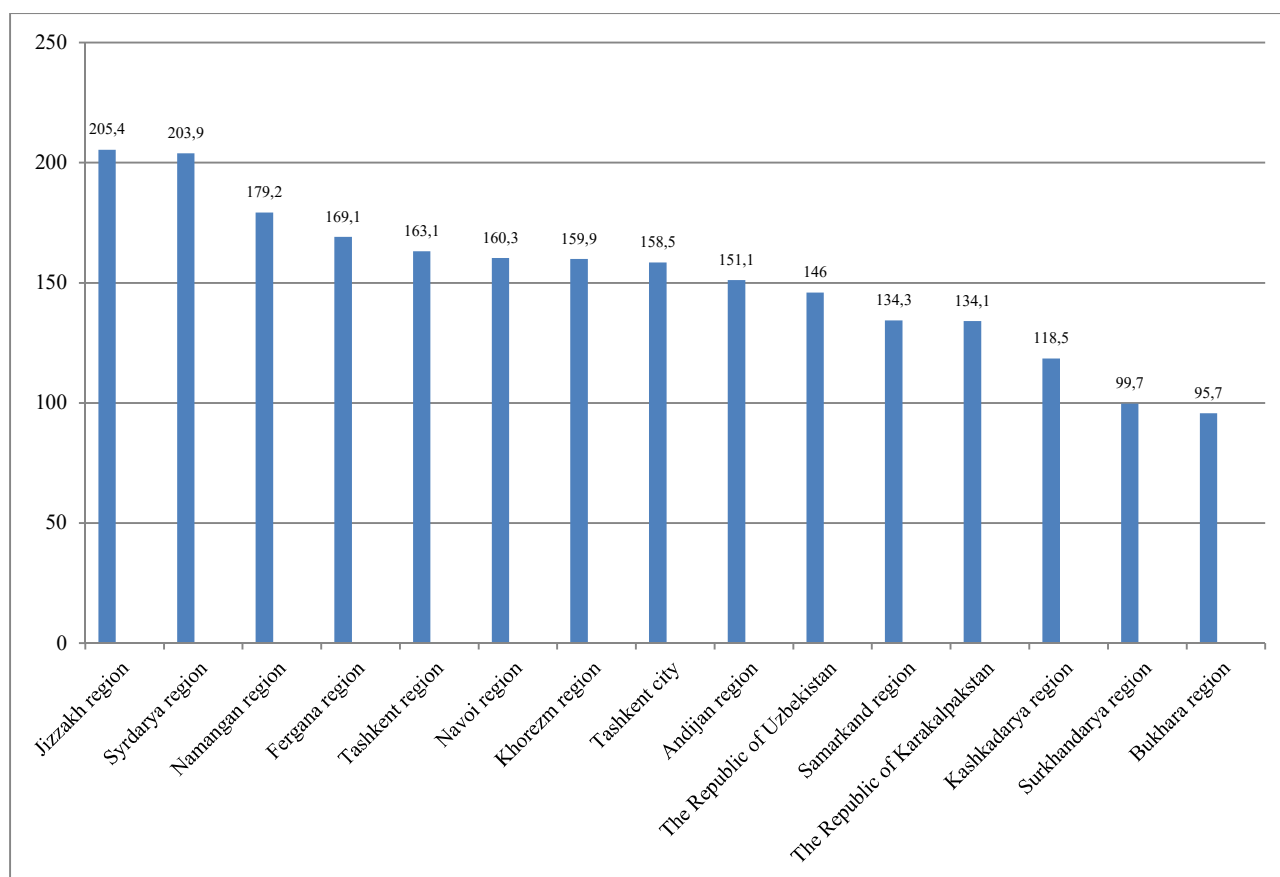
As a consequence of improvement, direct investments entering to the regions actively.

In general, convenient legal environment is formed for improving investment process. However, for making it more profitable and effective, economic environment must exist, owning and encouraging investment takes special place on tackling this issue. Particularly, in January-September of 2019 134 trillion sums were invested into fixed capital at the expense of total funding sources for the development of socio-economic spheres or 146% to the corresponding period of 2018.

Together with these, a high growth rate of fixed investment has maintained in the current reporting period of 2019 and increased by 46%. Direct foreign investments and credits cause to gain a high growing returns.

**1-picture. Growth rates of Investment added to the fixed capital in 2018 in Uzbekistan (compared with the corresponding period of previous year, in %)**

[11]



*Source: Annual statistical collection of the Republic of Uzbekistan. T.: 2015. // <https://www.stat.uz>*

According to the picture, 24.6 % of total investments or 3.2 times more than in the corresponding period of previous year, of which direct foreign investments were 16% or 3.1% and on the basis of the stage guarantee of the Republic of Uzbekistan, the highest growth rate was for foreign loans-14.6% or 166.2%, budget funds-8.5% or 190%. Consequently, in 2011-2017 years quantity of investment increased perceptibly. Especially, during the last years considerable changes in the quantity and structure of investments added to the main capital are occurred.

Analysis investments added to the main capital by finance recourses shows expenses (Republican budget, accumulation of water provision and sewerage system, funds of enterprise and people, trade bank credits and other loan funds, direct foreign investments, other foreign investments or credits, accumulation of improving physical training and sport) as a percentage.

**1-table. Structure of investments added to the main capital on finance recourses in 2018 in Uzbekistan [11]**



Names of territories	Total investments, in billion soums	By finance recourses: (compared with total, %)								
		Republican budget	Accumulation of water provision and sewerage	Funds of enterprise and	Trade bank credits and	Foreign direct investments	Foreign credits on the basis of the stage	Other foreign	Accumulation of	accumulation of
The Republic of Uzbekistan	134029,4	8,5	0,9	31,2	15,7	16,0	14,6	8,6	4,3	0,0
The Republic of Karakalpakstan	7023,8	13,6	0,8	34,7	7,6	10,0	16,3	12,7	0,0	0,0
Andijan region	6085,3	9,6	0,9	35,4	16,7	20,2	2,8	14,4	0,0	0,0
Bukhara region	7180,5	7,9	1,2	28,8	13,7	22,2	11,4	148	0,0	0,0
Jizzakh region	5784,9	13,0	1,8	20,2	11,4	18,8	4,9	299	0,0	0,0
Kashkadarya region	14804,8	4,6	0,8	26,0	4,1	8,6	51,5	4,4	0,0	0,0
Navoi region	13155,2	2,3	0,4	15,3	22,4	3,8	34,1	0,0	21,7	0,0
Namangan region	9334,8	5,5	0,6	34,3	11,6	9,1	18,0	10,0	10,9	0,0
Samarkand region	7173,6	11,8	1,9	40,4	23,4	15,4	6,4	0,7	0,0	0,0
Surkhandarya region	5519,1	9,5	2,1	32,3	20,6	26,0	7,5	2,0	0,0	0,0
Syrdarya region	4060,5	11,4	1,5	22,7	18,9	29,1	15,5	0,3	0,6	0,0
Tashkent region	11697,8	14,1	1,9	34,2	14,8	23,2	2,4	2,9	6,5	0,0
Fergana region	7040,1	7,3	0,8	38,8	13,2	31,4	1,9	6,6	0,0	0,0
Khorezm region	3819,4	11,3	1,3	38,1	18,3	23,1	2,1	0,3	5,1	0,4
Tashkent city	30834,9	6,9	0,2	36,4	20,2	15,2	4,6	14,2	2,3	0,0

Source: Annual statistical collection of the Republic of Uzbekistan. T.: 2015. //

<https://www.stat.uz>

According to the table, in current period, on non-governmental sector of economy, 105928,8 billion soums investment are acquired, its share was 79,0 percent of fixed investment. For instance, it was 94,0% in Kashkadarya region, 89,9% in Fergana region, 88,4% in Namangan region, 86,0% in Andijan, 83,8% in Surkhandarya region, 82,2% in Khorezm region and 80,8% in Tashkent city.

It was noted that the Strategy of the medium-term investment and industrial policy of the Republic of Uzbekistan will improve the investment climate and conditions for the development of private business. This, in turn, will lead to an increase in the inflow of direct and other foreign investments, and the expansion of the population's involvement in these processes through the development of the securities market.

**Conclusion:** According to the analysis, there is a significant slowdown in the global economy. Under these conditions, Uzbekistan strives to carry out deep structural reforms that will facilitate substantial investment in the national economy. After all, the processes of economic modernization and growth are determined by the volume and structure of investments, their quality and timing. The investment and industrial policy of the Republic of Uzbekistan for the period up to 2025 is aimed at strengthening investment activity and improving the appropriate environment. It analyzes international experience, tendencies and problems of development of investment processes, analysis of economy of the republic and its branches and regions.

In our Republic developing investment process is indicated to increase investment capacity, engage investments to prior branches of economy, strengthen dependence of investing process on producing competitive goods and implement State Program “Active Investments and Social Improvement” within the framework of the Development Strategy of the Republic of Uzbekistan. Management system progress is obtained through them.

Based on the above, for development investment process in our country, these measures should be done:

- organizing joint companies, augmenting the number of them and creating investors' companies;
- providing investors with the right to attend privatization property and organizing banks with foreign companions, which include investors;
- improving indexes of buying shares and obligations and possessing the right to use natural resources;
- providing free economic territories for investors and researching for new financial resources of investment



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## ANALYSIS OF FOREIGN EXPERIENCE IN HOTEL CAREER ENHANCEMENT PROGRAMS

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**Abstract.** The article explores professional development programs of Marriott hotel staff and analyzes programs such as “In the Beginning”, “Core Management”, “Passport to success”. Based on the strengths of each training program, there are suggestions for improving the skills of hospitality industry professionals.

**Аннотация.** В статье рассматриваются программы развития персонала в случае отелей Marriott, а также анализируются такие программы, как “In the Beginning”, “Core Management”, “Passport to success”. Основываясь на сильных сторонах каждой учебной программы, даны предложения по повышению квалификации работников гостиничного предприятия.

**Annotatsiya.** Ushbu maqolada Marriott mehmonxonalari misolida kadrlar malakasini oshirish dasturlari o'rganilgan bo'lib, “In the Beginning”, “Core Management”, “Passport to success” kabi programmalarning tahlili olib borilgan. Har bir trening dasturining kuchli tomonlari o'rganish natijasida mehmonxona industriyasi sohasida faoliyat yuritayotgan xodimlarning malakasini oshirish bo'yicha takliflar keltirilgan.

**Key words:** hospitality, professional development, foreign experience, training institutions.

**Ключевые слова:** гостеприимство, повышение квалификации, зарубежный опыт, учебные заведения.

**Kalit so'zlar:** mehmondo'stlik, malaka oshirish, chet el tajribasi, o'quv muassasalari.

**Introduction:** In accordance with “The concept of tourism development in the Republic of Uzbekistan for 2019-2025” under the PD-5781 of the president of republic of Uzbekistan”About measures for further development of tourism in the Republic of Uzbekistan” in August 13, 2019 several tasks are set, like “Development and introduction of new curricula and forms of education aimed at improving the system of training specialists for tourism industry” and “Scientific and methodological coordination of training institutions for tourism industry, support of consulting and training centers”. [10]

Foreign countries have a lot of experiences connected with Hospitality Training and Development programs. Over the years, because of many criteria and reasons these programs have developed and enhanced. One of these reasons is strong competition. As the quality of life of people increased, their demands and needs also developed and changed in a good way. [9]

They started to travel for a different reason and in a different way trying to choose the best conditions for their stay. As hoteliers didn't want to lose their property and flourishing business, they started to search and learn a lot of ways to boost their revenue engage more and more tourists and retain their flow. In this period, they started to recognize that the development of the hotel is not connected only with the number of employees, size or beauty of organization, but well-trained hoteliers and staff play a big role in this process. While, some hotels established huge corporations, they opened their own schools to train their employees. However, as this business boosted in Europe, there were opened training organizations and schools to teach hotel staff. Nowadays, the work of these schools developed, the quantity of their services increased and the number of hotels that use their service is boosted, as well.

**Literature review:** Koval Svitlana tries to determine whether Marriott Hotel Prague provides training and development programs (TDP) to their employees and analyze how the TDP contributes to their personal development. After the research author will provide suggestion for the improvement of TDP at the Marriott Hotel Prague. [2]

Sandeep Malik states the importance of training and development in tourism sector and gives recommendations about develop training programs with its business

objectives or goals, keep in mind that it is the era of globalization where competitiveness is urgently required and it is very essential for the success of tourism business. [6]

According to Wajdi Milhem. Khalil Abushamsieh. Maria Nieves Pérez Aróstegui, the attention of training field must give more focus not only because the training activities are so expensive but also because the effects of training are very important to organization and to the employee in the same time. [7]

**Research methodology:** This study analyzed the programs and methods used to improve the quality and effectiveness of service sector and the provision of services in the hotels of the Marriott International hotel group and idioiT Consulting training and development company. As an example, training programs such as “In the beginning, Core Management, Passport to success” were given. All programs were studied thoroughly and step by step, all sides of the training were analyzed in order to subtract the best sides for adaptation in local institutions and get the best results. [8]

**Analysis and results:** Among a big number of foreign training and professional development organizations “*idioiT Consulting*” is **very influential training and professional development organizing for Hotel and Restaurant staff**. The Hospitality professionals and experts have experience of more than 15 years in this sphere and industry which is highly essential for the employees and tourism service industries that want change their work for better. Professionals of the organization love to train the staffs through OTJ (on the job training) technique with emphasis on Team Building & Morale Boost Up.

Services of the organization:

- Consulting
- Training
- Recruitment

Training departments:

- F&B Service
- F&B Production
- Front Desk
- Housekeeping
- Maintenance
- Accounts, Purchase & Store

Training sessions can benefit both for employers and employees. For instance, employers can get reduced guest complaints, reduced advertisement costs, reduced attrition rate, increased guest loyalty, resulting in more guest footfalls, better team coordination, word of mouth publicity, economies of scale. In this way, high morale, improved personality, in sync with organizational goal, enhanced guest handling efforts, reduced communication gap are influential factors that can embrace personnel.

Training modules of the organization are divided into followings:

- Soft skills & grooming – best suited for entry level staff
- Motivational sessions – modules for HOD's and entry level staff
- Team building games – best suited for HOD's and their staff
- Time management techniques – for all level of staff
- Service standards – for front office, housekeeping, f & b service, f & b production, engineering, head of the departments.

Training program consists of eight steps:

Step1: Understanding of Client's Requirements

Step2: Ghost Audit & Submission of Assessment Report

Step3: Sending of Proposal & Go ahead

Step4: Customization of Training modules as per Requirement

Step5: Finalization of Training Calendar

Step6: Imparting of Training Sessions

Step7: Evaluation & Measurement of Impact

Step8: Take Corrective actions in case of deviation

The organization always uses new approaches in accordance with training methodology. For instance, on the job sessions, video sharing, role plays, power point presentation, team building games, easy to go hand-outs the fundamentals that can be seen in every training lesson.

There are a plenty of hotels worldwide that organize and manage their own special professional development program. In order to excel among competitors, make their service better and high quality, engage and hold a lot of loyal customers training programs are created and differ from one another. However, among these hotels,



Marriott International hotels group plays very important role, as they have wide range of training and development programs that vary from one another in different way.

Marriott Int., Values:

- ✓ Put People First
- ✓ Pursue Excellence
- ✓ Embrace Change
- ✓ Act With Integrity
- ✓ Serve Our World

Every value has its own deep meaning. For example, 'Put people first' means to care about them, for this reason, Marriott provides training and development for their employees, which will give the "associate the opportunity in the planning their future career".

One of the main and highly essential training programs is "*In the Beginning*" program. This is the training programs for all new employees, both management and non-management ones. The program consists of three parts:

1. Orientation
2. Chapter2
3. Plot thickens

-*Orientation*. This is process by which new hired employees are introduced to the organization's philosophy, values, norms and culture. Orientation program it is also the first training that each employees can experience. This training should attend all employees in the "first week on the job". The program content includes an introduction to the company (history, value, culture etc.), brand information, safety and security, service offering etc. Furthermore, every employee in a day of signing working agreement gets the "Associate Handbook".

- *Chapter 2*. Associates can't start with Chapter 2 if they did not fulfill 'Orientation'.

This training can be completed in 60 days after hiring. Moreover, this training form upon guest service skills – "maintaining rapport, dealing with challenging guest, service excellence etc."

- *Plot Thickens*. After the completing first two parts employee can continue with the third part of this training program. This module can be completed in 90 days and

consist of several training such as goal setting, action panning, teamwork etc.

Once “In the Beginning” program will be, completed non-managerial staff can continue with the technical training such as “Passport to Success” program, which focused on the “Operational and F&B departments”. Whilst, “Getaway” program concentrated on other departments such as “HR, Sales & Marketing, Finance departments”, etc.

However, managers can continue their TDP with the “Core Management” training program. Furthermore, according to Training Manager those supervisors or managers who don’t have managerial experience have to complete the ‘Essential skills’ training program and just after completing this program they allowed to start the ‘Core Management’ training.

Another very important training program is ‘*Core Management*’.

Core Management program is aimed to develop Marriott associates. According to J. Willard Marriott’s philosophy “People are number one – their development, loyalty, interest and team spirit”. The Core Management program consist of 3 levels, each level includes several training, which conducted in groups of 20-25 participants and include “extensive group interaction”.



**Figure1:** levels of “Core Management” program

**Source:** done by authors

This is an internal program, however, according to Training Manager, in the case of “7 Habits” of Level 1, this is based on a license of Steven Covey, the author of this module, which has been licensed and published in a book as well.

Enrolling into a module requires a discussion with the supervisor who will recommend which course best fits the needs of the employee.

Moreover, in the interview Training Manager emphasized that *“each manager should have one core management training per year”*.

Furthermore, the Director of the Sale & Marketing states that *“core management training really in necessity to have covered in order to becoming in certain role”* and that this kind of program which is *“part of the personal development plan of the associates”*.

As result, Core Management training supports for the development of the Marriott leaders, who will continue to carry on the philosophy and believes of the Marriott International. [2]

*‘Passport to success’* is one of the main training programs that has been established for hotel employees in order to develop their skills and job techniques by Marriot International hotel group. Another reason of the development of the program is to help for developing professionally, be ready to job challenges, and support staff for their future growth. “Passport to success” program’s content is the result of broad and comprehensive research and was established by knowledgeable managers of the sphere.

A core of the training program is the Associate Development Plan which will be created in conjunction with each department manager and the Human Resources Department. This document’s purpose is to outline the training path which will ensure excellence in their current position, and could lead to future positions based on the associate’s personal and professional goals. To assist with guidance during this program the associate’s manager will provide the associate with their own Passport booklet.

The program is consisted of stages. First stage or Level1 includes the fundamentals of Hospitality and Service, emphasizing the importance of the standards and principles that comprise the heart of the Marriot culture. After graduating Level 1, students will be able to start more broad and complex lessons “Level 2 and up” which will help them to master their chosen profession.

Department heads will be provided with special training materials which they will use during the lessons; furthermore, they will get additional references to study more besides the lessons to have comprehensive knowledge and skills connected with their job. After graduation of each Level, department heads will receive Passport booklet with the stamp of gold seal. It will be presented with a Certificate of Accomplishment.

When it comes to our country, there is no any special program for all hotel employees and no any time for providing it. However, there are some special governmental training programs that are conducted by Republican Center for Training and Professional Development in the sphere of tourism under the State Committee for Tourism Development, but, as far as I’m concerned, in order to get excellent service quality in hospitality business we must try hard to establish suitable training and development programs by observing foreign experience.

**Conclusion:** As our tourism industry is developing day by day, it’s highly essential for hoteliers to improve their service quality that is being delivered by their hardworking staff. By learning most effective foreign experiences, we should organize special systems and methods of career enhancement that can be big path for the national modern hospitality industry of our country. According to this situation the following conclusions were made and recommendations developed:

1. Hoteliers ought to determine :

- What to teach?
- Whom to teach?
- When to teach?
- How to teach?
- Training budget?



2. The best career enhancement methods that can be suitable for our region (on-the-job training, off-the-job training, internship training e.t.);
3. Establish sample plan of training program using one of the training methods ( for instance: evaluation& introduction process which covers 5 days, occupation process which covers 20 days and examination& evaluation process covering 5 days).

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## MODERN PROBLEMS OF TECHNICAL SCIENCES

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**UDC: 621.395.74**

### **DESIGN AND CONSTRUCTION OF A REMOTELY CONTROLLED VEHICLE ANTI-THEFT SYSTEM VIA GSM NETWORK. DESCRIPTION OF TECHNICAL PART AND FLOWCHART**

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**Annotation:** This article aims to propose the technical part and overview of workflow of our project: Remote control and security system of cars based on microcontrollers. Our proposed system mainly tends to control and defend cars in a long distance thanks to GSM network. First of all, literature review is discussed. Following this, research methodology is taken place in this article. Then, the explanation of whole system and circuit diagrams are depicted in the part of analysis and results. Eventually, finishing parts (Conclusion and References) are written.

**Keywords:** Authorized person, Arduino Uno R3, Automated call, Automated SMS, SIM900 GPRS/GSM Shield, PIR Motion Sensor, SW-18010P, "Anti-theft" status.

**Annotatsiya:** Ishning asosiy maqsadi qurilayotgan tizimning texnik qismi va ishlash jarayonini yoritib berishdan iborat: mikrokontroller asosida uzoq masofadan boshqarish va avtomobil xavfsizligini ta'minlash tizimi. Biz ishlab chiqqan tizim GSM tarmog'i yordamida, avtomobillarni uzoq masofadan boshqarishga va himoya qilishga yo'naltirilgan. Bu maqolada avvalo, oldin qilingan ishlar muhokama qilinadi. Bundan

so`ng, tahlil va natijalar qismida, tizimning ishlash jarayoni to`liq tushuntiriladi va tizimning texnik qismining elektron sxemalari keltiriladi. Va nihoyat, yakunlovchi qismlar (Xulosa va Foydalanilgan adabiyotlar ro`yhati) keltiriladi.

**Kalit so`zlar:** Vakolatli shaxs, Arduino Uno R3, Avtomatlashtirilgan qo`ng`iroq, Avtomatlashtirilgan SMS, SIM900 GPRS/GSM shield, PIR harakat sensori, SW-18010P, “Anti-theft” statusi.

**Аннотация:** Целью данной статьи является предложение технической части и обзора рабочего процесса нашего проекта: Система дистанционного управления и безопасности автомобилей на основе микроконтроллеров. Предлагаемая нами система в основном предназначена для контроля и защиты автомобилей на большом расстоянии благодаря сети GSM. Прежде всего, обсуждается обзор литературы. После этого методология исследования проводится в этой статье. Затем объяснение всей системы и принципиальные схемы изображены в части анализа и результатов. В конце, написаны отделочные части (Заключение и Список литературы).

**Ключевые слова:** Авторизованный персона, Arduino Uno R3, Автоматизированный вызов, Автоматизированный СМС, SIM900 GPRS/GSM модуль, PIR датчик движение Sensor, SW-18010P, “Anti-theft” статус.

**Introduction:** Through the previous article we have formulated main tasks [1], following this, our project has taken initial steps towards the beneficial results. We have gathered all components that are must. Circuit diagram has been drawn, as well. Arduino Uno R3, SIM900 GPRS/GSM Shield, PIR Motion Sensor and SW-18010P vibration sensors are used in our project. Respectively, our group decided to connect and take advantage of these devices as they are cheapest ones, and of course, their productivity is higher. Through our attempts, we reached to utilize as fewer devices as possible and gained as much efficiency as we can. This actually allows users to spend little of money at the same time, enjoying the best product. Following parts of article include used components` descriptions, and then circuit diagram is actually explained.



**Literature review:** For this article, we have reviewed the eleven most recent articles (projects) similar to ours. Our approach is determined and devices for using in this our project are clarified. However, in this part, only the important one is mentioned.

The main one is “Implementation of smart anti-theft car security system based on GSM” whose authors are Shakir M. Ahmed, Hamzah M. Marhoon, Osman Nuri, published at International Journal of Engineering & Technology, March 2019. This project used Bluetooth technology to provide more reliable and secure system: user of the system must give a command through his/her smartphone and at the same time, 4\*4 keypad is utilized for the purpose of entering the password in case he/she tries to switch the engine on.

**Research methodology:** Our project has become as simple as possible to understand. Our system's working process begins when authorized person turns “Anti-theft” status on: from then on, engine motor is disabled and all sensors become active. If this is a smoke (from wires or something else) detected by MQ-2 sensor (in this case, system is limited by just alerting the user about smoke detection) or sensors detects unauthorized actions in or around vehicle, Mini siren starts alerting with loud noise, GSM shield generates an automatic SMS and sends it to the authorized person's mobile phone to ask password so that system switches “Anti-theft” status off. If authorized person does not send right password or does not answer to automatic SMS in 10 seconds at all, GSM shield calls authorized person to alert. User must not answer the call and send right password in order to stop automation call (Automation call returns in every 10 seconds). After that “Anti-theft” status becomes inactive.

Here is descriptive flowchart (Fig. 1.):

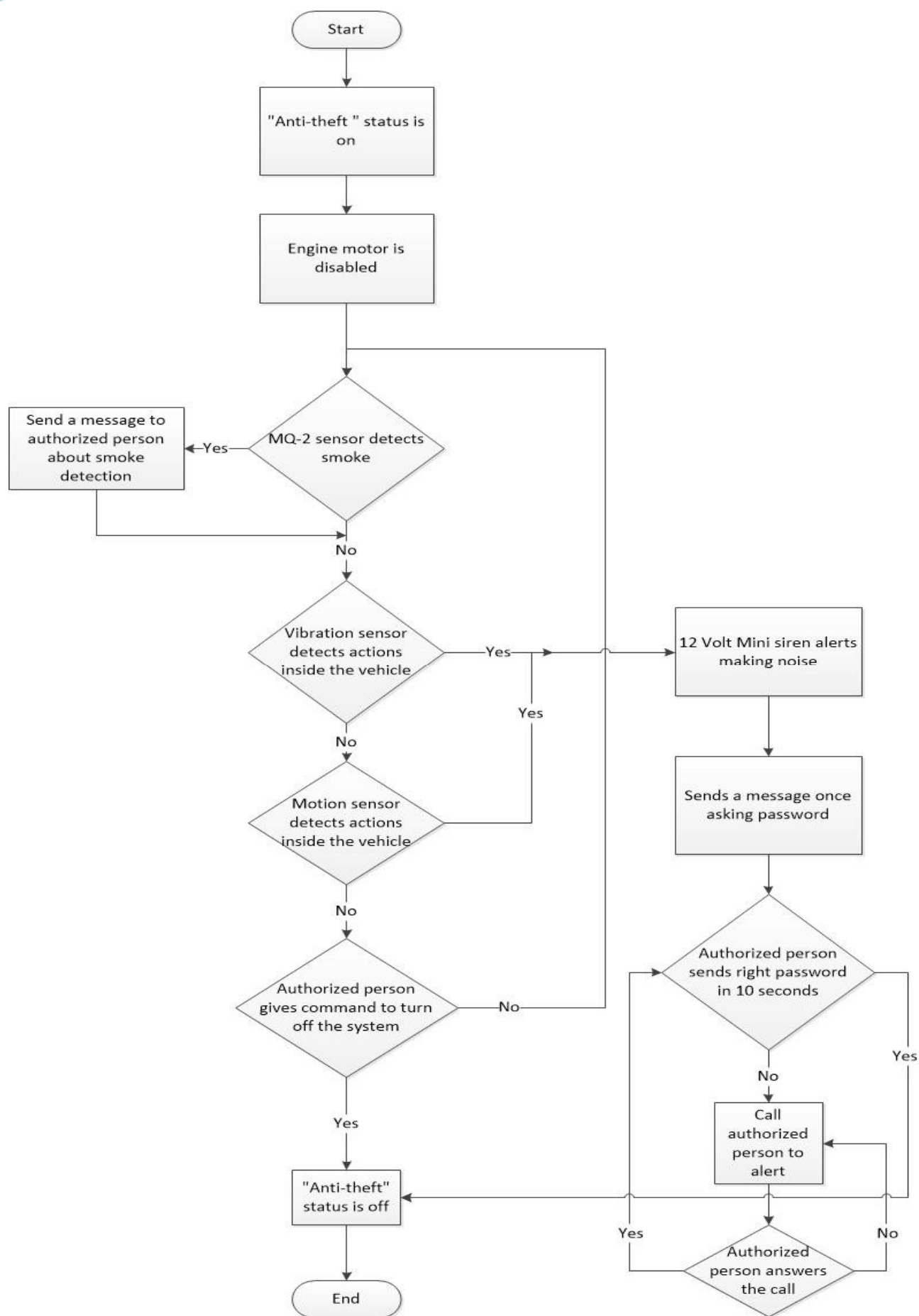


Fig. 1. Flowchart



## **Used software components:**

### **Arduino IDE.**

IDE stands for “Integrated Development Environment”. It is considered as an official software created by Arduino.cc. This IDE is an open source software which is mainly used to write and compile the code into the Arduino Module. Arduino IDE is a simplified platform which is programmed using the C and C++ [5].

### **C++ programming language.**

C++ actually provides a model of computation as well as memory which are possibly similar to those of computers [6].

## **Used components:**

### **Arduino Uno R3**

Our system's heart is microcontroller Arduino Uno R3.. It has 14 digital input and output pins in which 6 can be used as PWM outputs, a 16 MHz ceramic resonator, an ICSP header, a USB connection, 6 analog inputs, a power connector and a reset button [6]. Furthermore, Arduino is able to enlarge its functionality with the help of shields which save much time in building [7].

### **SIM900 GSM/GPRS shield**

The second main shield that we have decided to utilize is SIM900 GSM/GPRS shield. In general, GSM module is a kind of module that connects the pump and mobile phone [8].

### **SW-18010P vibration sensor**

SW-18010P vibration sensor is the type of spring, trigger switch which is able to trigger in any angle [9].

### **PIR Sensor**

A passive infrared sensor (PIR sensor) is an electronic sensor that measures infrared (IR) light radiating from objects in its field of view [10].

**Analysis and results:** Through the deep analysis of similar existing systems, we have decided to create a low-cost and high-efficient car security system compared to analyzed ones.

Proposed system is connected to the car, at the same time, exchanging data with mobile phone antennas. Mobile phone antenna, in turn, exchanges data with a mobile phone with the help of SMS.

**Circuit diagram.** Then, we aimed at building a more detailed diagram of the system. Circuit diagram provides a deep explanation of how devices are plugged with each other.

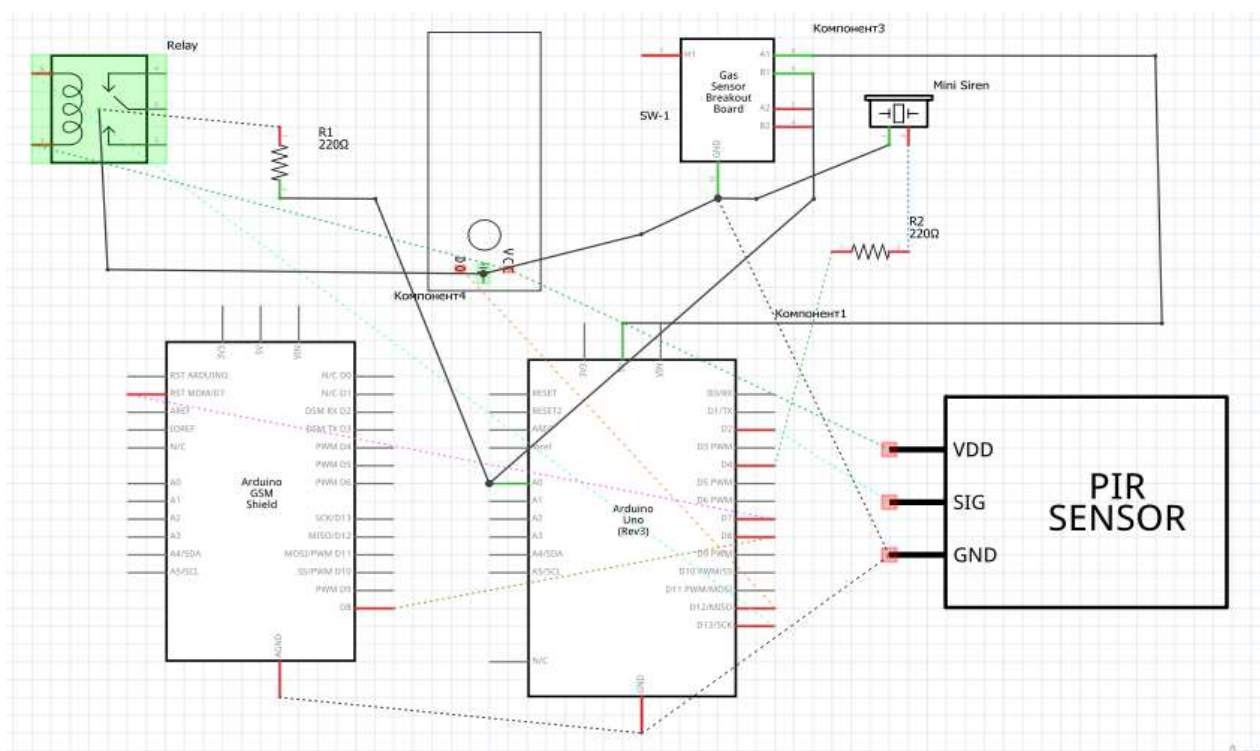


Fig. 2. Circuit diagram

### Conclusion and recommendations:

Advanced car security proposed by us actually meets all requirements in the era of cyber security. Security system built in the project is of high level due to used sensors



and modules. Devices utilized in the project, in turn, makes the security system affordable for the bulk of individuals in our society. It surely leads to economic efficiency in the long run in our country. Most of car security systems is working in short distances. Furthermore, they are not affordable for many layers of community. At the same time, our system can easily solve more problems related to affordability and working distance, as well.

From the analyses written above, first of all, we can point out that building a server checking the system is working or not, can be of a great importance, as burglars could use special devices which are able to block the signals sending and receiving GSM network. Secondly, adding a function as a switching on/off engine would lead us to the great optimization of the system since users would save a lot of time when they make their cars start remotely. Thirdly, collecting data from cars about their moves using servers would make a great change in the technologies of car security systems. Because, from data collected, servers would analyze which zones of regions are much safe which ones are not. In the sense that in case of breaking the system, microcontroller would information about this to user as well as to server so that it is saved in data base. Then this information would be sent to all users who have our project in their cars to warn that this region is dangerous. This would be exactly handy for all users of our project.

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**UDC: 372.3.005.74153****THE IMPORTANCE OF MECHANIZED CUTTING OF SHEEP WOOL AND PERSPECTIVES**

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**Annotatsiya:** Xalq xo'jaligining barcha tarmoqlari kabi chorvachilikda islohatlar bosqichma-bosqich va izchillik bilan amalga oshirilmoqda. Bugungi kunga kelib Respublikamizda yetishtirilayotgan go'sht, tuxum, jun va boshqa chorvachilik mahsulotlarini yetishtirishda chorva fermer xo'jaligi va aholi ulushi sal kam 95% ni tashkil etmoqda. Bunday yutuqlarga erishishda chorvachilikni mexanizatsiyalashtirishsiz tasavvur etish qiyin.

**Kalit so'zlar:** Elektr energiyasi, tez usul, kigiz, fetr, tola, qirqim davomiyligi, agregat, mashinka, smena, quvvat olish vali, jun qirqish stoli, yuqori chastotali, press, tivit, dag'al, mayin.

**Аннотация:** Как и во всех отраслях народного хозяйства, животноводство осуществляется постепенно и последовательно. На сегодняшний день доля скота и населения в производстве мяса, яиц, шерсти и других продуктов животноводства в стране составляет не менее 95%. Такие достижения трудно представить без механизации животноводства.

**Ключевые слова:** электричество, быстро, войлок, войлок, волокно, волокно, длина резки, агрегат, машина, сдвиг, источник питания, шерстяной стол, высокочастотный, пресс, пух, свет, мягкий.

**Annotation:** As with all branches of the national economy, animal husbandry is being implemented gradually and consistently. To date, the share of livestock and population



in the production of meat, eggs, wool and other livestock products in the country is at least 95%. Such achievements are hard to imagine without mechanization of livestock.

**Keywords:** Electricity, fast, felt, felt, fiber, fiber, cutting length, aggregate, machine, shift, power supply, wool-cutting table, high-frequency, press, fluf, light, soft.

**Introduction:** Livestock is an important branch of agriculture, providing the population of the country with milk, meat, eggs, wool, wool and other vital products.

In recent years, the government has identified important measures for the development of animal husbandry. The Laws of the Republic of Uzbekistan “On Veterinary”, “On Farming”, “On Breeding Development” and a number of other important laws were important. As a result of the adopted laws, the number of sheep and goats is increasing year by year along with the number of cattle. The number of sheep in farms and farms is growing. (Over 20 million)[1]

Compared to other types of farms, sheep and wool production has increased significantly in the past three years in farms and farms. At the same time, the cattle farms of Mongolia have been given a loan to the private farms, and our business cattle breeders are working in various fields. All conditions for farmers, farmer and private farms are created.[2]

In the foreseeable future, livestock production will require the use of the most advanced agrotechnics, existing and newly created machines and equipment.

**Literature review:** Importance of machine and sheep wool cutting.

The Sayhan cattle breeding farm was set up in Kumanghon district. The ESA-6/200 unit is intended for cutting camels, sheep and goats' wool. It consists of six MSU-200V machines and a power converter IE-9403.[3]

The building of the workshop is universal and portable of UUP-50 type, is assembled from profiles and covered with tar. The size of the mobile building is 20x10m. Electricity comes from the STN-12 power plant, which attaches to the wheeled tractor.[4]

One of the most productive activities of sheep is sheep wool cutting. Pets, goats, camels, and others' hair are also cut.

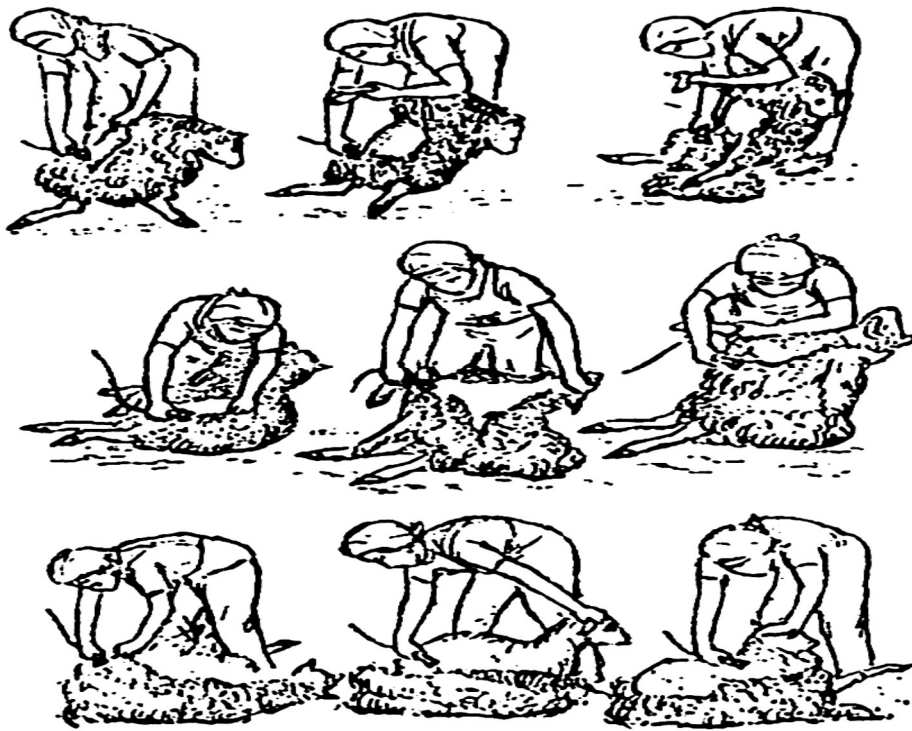
Large sheep of fine and semi-fine wool are slaughtered once a year - in spring, coarse wool twice - in spring and autumn and Romanov breeds three times - in spring, summer and autumn. [5] Wool productivity of sheep is determined by the amount of clean fibers derived from wool. On average, this figure is between 35 and 45% of the raw, untreated natural wool.

In Uzbekistan, besides goats (black wool) goats are grazing goats, goats, orenburg goats and others. In Central Asia, in the 1930s-60s of the 20th century, a goat's breed was produced, combining local coarse-looking goats with angor goats.[6] For the manufacture of high quality thin fabrics semi-soft and soft wool are used. These wool fibers range from 23 to 25 microns in diameter and 25.1–50 microns in semi-fine fibers with a length of 65 to 80 mm.[7] Wool 20-30 mm long is used for making felt products and porcelain. One of the main characteristics of wool is the strength of fiber, which depends on the nutrition of sheep.

**Research methodology:** In most farms, flocks are formed according to sex and age. In these farms sheep wool is produced in the following order: first winter sheep, then last year's young sheep, horned sheep, spring calves, and finally breeding rams. In existing herds infected sheep (brucellosis, scabies) wool is finally cut in a separate building

### **The technology of sheep wool cutting**

Wool cutting is one of the most responsible and labor-intensive processes. The use of wool in the machine increases the labor productivity of woolen weavers by 3 ... 5 times compared to manual cutting.[8] For example, an experienced craftsman can cut about 15 to 20 sheep's wool a day with hand scissors, while a car can cut up to 60 sheep's wool. The wool is lower and smoother in the machine, which increases the amount of wool by 5 ... 7%, and improves the quality by increasing the length and flat cutting.



### 1.1 Rapid cutting of wool

**Analysis and results:** According to the physiological properties of lambs, the duration of wool cutting is 10 to 15 days in farms. At this time, the number of units needed for the farm to finish the cut is determined as follows: (1)

where - the number of sheep with wool, the head;

- shift coefficient ( $k = 0.7 \dots 0.75$ );

- shift duration, hours;

S1 - number of shifts;

S2 - hourly performance of a machine, sheep / hour;

S3 - half length, hours.

Wool cutting can be done on a table, in a special table-top, and on the floor. Currently, the Orenburg woolen method is progressive. In this case, the wool is trimmed in the "sitting" position. Wool should be penetrated without cutting or scratches. Cutting and re-cutting of fibers should not be allowed. The wool obtained is divided into varieties and pressed.[9]

The aforementioned works are performed in either mobile or mobile wool-cutting units. These items are equipped with wool-cutting machines, wool-cutting tables,

sewing machines, sorting tables, presses, transporters, tools, scales and other equipment.

12 ... Mobile wool-cutting machine for 24 machines.

The technological scheme of wool-cutting can be described as: wool cutting - wool cutting - preventive washing of wool sheep - sorting of wool -> press -> wool.

The technological scheme shows that the main process is wool cutting. This work can be done in two ways, successively or separately. When a person has a sheep's wool cut, this method is considered to be a successive one.

## 2. Wool cutting units

Currently, wool-cutting units ESA-1-D, ESA-12g, ESA-12/200, ESA-6/200 are widely used in the farms.

ESA-1D is designed for farms with a sheep population of 1,000 sheep. It consists of MSO-77B machine, VG-10 flexible shaft (10 mm in diameter and 1.6 m in length), 0.12 kW suspension electric motor, connector and suspension of electric motor, average ESA-1D productivity is 8 sheep per hour.

**Conclusion:** During the years of independence, significant changes have been made in agriculture, which is one of the most important sectors of the national economy.

Since independence, livestock farms and livestock complexes in the country have been transformed into the private sector. Thus, private livestock farms were established. It is known that livestock farms specializing in sheep breeding focus on meat production. Sheep and goats are an important livestock sector.[10] Mechanization of camel, sheep and goat wool production is not in demand in the country. The main reason for this is that the wool cutting units are outdated, technical malfunctions and lack of qualified personnel. About 80-90% of sheep and goats in Uzbekistan are herded. Shearing of sheep and goats is one of the most productive activities. Pets, goats, camels, and others' hair are also cut. In mountainous areas of the country sheep and goats are widely developed. However, it is necessary to consider projects and proposals for mechanization of sheep and goats' hair cutting. To do this, the livestock entrepreneur needs to use sheep and goat wool units. With the help of aggregates it is necessary to cut the wool of sheep and goats from livestock farms and the population.

The use of mobile wooling units to do this would be beneficial to both the livestock and the population. Wool-cutting units are established in the mountainous regions of the country. Wool is used for making felt products and porcelain. In addition, it is possible to produce other products. We believe that we need to start entrepreneurship in the production of sheep and goats.

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**UDC: 662.997**

**DEVELOPMENT OF A TECHNOLOGICAL CARD FOR THE  
PRODUCTION OF SOLAR HUBS AND APPLICATION OF THEM IN THE  
SUMMER PERIOD IN THE CONDITIONS OF THE BUKHARA REGION**

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**Annotatsiya:** Insoniyatni o'sib borayotgan ehtiyojlarni qondirish uchun butun jahon olimlari alternativ noan'anaviy energiya manbalaridan foydalanishni tavsiya qilishadi. Jumladan, Quyosh energiyasi bitmas tuganmas energiya manbai bo'lib, undan Yerga yetib keladigan energiya miqdori  $1,8 \times 10^{11}$  MVtni tashkil qiladi. Ushbu maqolada biz tomondan yaratilgan parabolik va parabolotsilindrik quyosh konsentratorlarini tayyorlash texnologiyasi hamda ulardan olingan natijalar keltirigan.

**Kalit so'zlar:** energiya, quyosh energiyasi, parabolik konsentrator, parabolotsilindrik konsentrator, fokus, quyosh radiatsiyasi, energiya miqdori, texnologik xarita.

**Аннотация:** Для удовлетворения быстро растущих потребностей человечества ученые всего мира предлагают использование альтернативных источников энергии. Солнечная энергия - неисчерпаемый источник энергии - получаемая Землей, составляет приблизительно  $1,8 \times 10^{11}$  МВт, что во много раз превышает нынешний уровень потребления. Таким образом, он может регулярно удовлетворять все будущие потребности мира в энергии. В данной статье приводятся технологические карты поэтапного изготовления параболического и параболоцилиндрического солнечных концентраторов, а также результаты проведенных экспериментов на них.

**Ключевые слова:** энергия, солнечная энергия, параболический концентратор, параболоцилиндрический концентратор, фокус, солнечная радиация, количество энергии, технологическая карта

**Abstract:** To meet the rapidly growing needs of humanity, scientists around the world are proposing the use of alternative energy sources. Solar energy - an inexhaustible source of energy - received by the Earth, is approximately  $1.8 \times 10^{11}$  MW, which is many times higher than the current level of consumption. Thus, he can regularly satisfy all future energy needs of the world. This article presents the technological maps of the phased production of parabolic and parabolic cylindrical solar concentrators, as well as the results of experiments conducted on them.

**Keywords:** energy, solar energy, parabolic concentrator, parabolic cylinder concentrator, focus, solar radiation, amount of energy, routing

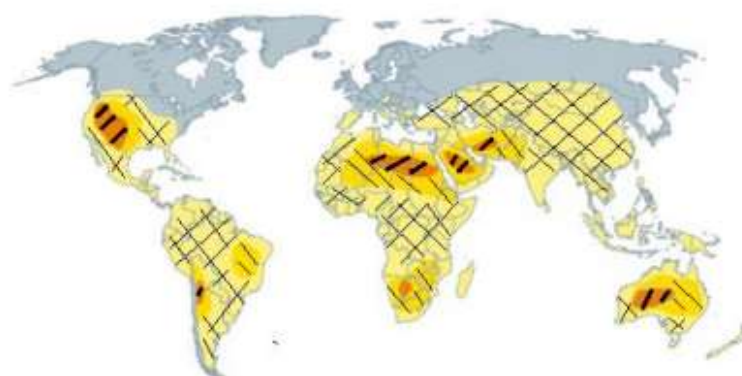
**Introduction:** To meet the rapidly growing needs of humanity, scientists around the world are proposing the use of alternative energy sources. Energy and water are the two main problems in this century. The main sources of alternative energy that have potential in the future are classified as follows:

1. Solar energy
2. Nuclear energy
3. Biomass energy
4. Other sources, such as geothermal energy, tidal energy, etc. [1]



But the use and creation of technologies based on alternative sources is a very expensive process. In this regard, we offer do-it-yourself, not expensive in price technology of the solar device. Next, we provide technological maps for the phased production of parabolic and parabolic cylindrical solar concentrators.

**Literature review.** Solar energy - an inexhaustible source of energy - received by the Earth, is approximately  $1.8 \times 10^{11}$  MW, which is many times higher than the current level of consumption [2]. Thus, he can regularly satisfy all future energy needs of the world. In addition, there are two main advantages of solar energy: unlike nuclear and fossil fuels, it is an environmentally friendly source of energy, and the other is its availability in sufficient quantities throughout the world. Solar high-temperature structures require concentration systems such as parabolic reflectors. Concentrated technology solar thermal power plants are important to provide most of the solar electricity needed over the next several decades. A review of the existing literature revealed that it is advisable to use solar concentrators in the territories indicated in Fig. 1.[3]



*Fig. 1. The feasibility of using solar energy in the processes of generating electric energy through the use of solar concentrators: ■ - optimal; ■ - very good; ■ - good ones ; ■ - unfavorable.*

Today there are 4 main types of concentrators: parabolic, parabolic, solar tower, Fresnel lenses. For our research activities, we have chosen parabolic cylindrical and parabolic concentrators.

Parabolic troughs are currently the most cost-effective solar technology for the development of large general-purpose solar energy systems [4]. These systems are also one of the most mature solar technologies with commercial installations on an

industrial scale that have been in operation for over 20 years. A parabolic trough is a type of solar thermal collector that is straight in one dimension and curved like a parabola in the other two. It has a polished metal mirror lining. The energy of sunlight, which enters the mirror parallel to its plane of symmetry, is focused along the focal line where the objects intended for heating are located. For another application, there is often a tube that extends along the length of the groove along its focal line. The mirror is focused so that the sunlight reflected by it is concentrated on a tube that contains a liquid that is heated to high temperature by the energy of sunlight. Then it is sent to the heat exchanger to generate superheated high pressure steam [5]. Steam is used to power a conventional Rankine steam turbine / generator that produces electricity. The trough is typically north-south aligned and rotated to track the sun, which moves across the sky every day. Such hubs have the following limitations:

- Such concentrators suffer from large cosine losses.
- These concentrators require a recirculation pump for heat transfer fluid or pressurized water, which also consumes auxiliary energy.
- Conventional systems also require multiple swivel connections and a sophisticated sensor-based tracking system.
- A secondary heat exchanger or evaporation tank is required to produce steam. Direct steam generation is not possible[6].




To achieve a higher concentration and temperature coefficient, it becomes necessary to have a point focus than a linear focus. In this case, parabolic concentrators are useful, which have a concentration coefficient from 80 to several thousand and give temperatures up to 2000 °C [7].

**Research methodology.** Summarizing the information [8], [9], [10] we found, we decided to make experimental installations of parabolic cylindrical and parabolic concentrators in order to create mini TPPs for use in the national economy, as well as to study operating modes by the method of comparative analysis of both devices to identify the best option. To achieve this goal, considerable efforts were required to be able to prepare two solar concentrators simultaneously in the shortest possible time and simultaneously receive data for processing from each.

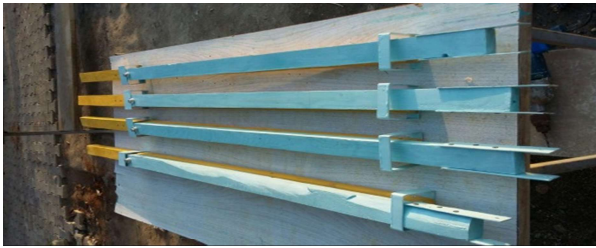




## Flow chart of manufacturing parabolic cylindrical hub





*Fig. 2 Appearance of parabolic cylindrical hub.*

№	Sequence of operations	Working sketch	Used tools and equipment
1.	On graph paper, plotting a function graph $Y^2 = 4500 * X$ , transferred a copy to a wooden board 240 cm long and cut the board according to the drawn pattern		Pencil, ruler, graph paper, wooden board, Jigsaw Belarusmash BLE-1450
2.	The resulting part was multiplied by 4 copies, painted blue and dried		Wooden board, blue paint, brush
3.	We prepare a rail of 1.1 m length for the base of the structure. We open 20 holes on it, the distances between which are 5 cm.		Pencil, wooden rail, ruler, drill, grinder



4.	A metal channel was screwed onto a 1m-long rail using a self-cutting screw and brought into a manufactured rail with holes		Pencil, wooden rail, ruler, drill, grinder
5.	To maintain the structure in balance, we will prepare 2 supports from wooden boards 1 m long		Wooden board, bolt, nut, drill, self-tapping screw, aluminum sheet, iron sheet
6.	From the foam sheet we cut out 2 pieces 2x0.4m in size and on their back we attach 2.5m long rails, the distance between which is 22.8x22.3x22.8cm		Styrofoam, rail, ruler, pencil, stationery knife, foam
7.	The mirror sheet was cut into strips of size 8x50cm and glued to the foam		Styrofoam, mirror, ruler, glass cutter, foam
8.	The upper part of the focus design is made of slats, united at an angle of $90^{\circ}$		Saw, paint, brush, slats, self-cutting screw.

9.	In the interval between the upper rails, we attach a curved aluminum sheet, the arc of which is held by a strong metal plate, threaded into reinforcement 33.5 cm long and 2-meter rails from the inside		Drill, grinder, paint, brush, slats, self-cutting screw
10.	From the outside of the focus we mount an aluminum sheet		Aluminum sheet, metal scissors, meter, self-tapping screw, screwdriver

### Technological map of manufacturing a parabolic concentrator



*Fig. 3 Appearance of the fabricated parabolic concentrator*

№	Sequence of operations	Working sketch	Used tools and equipment
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1.	We will clean the usual offset parabolic antenna from dirt and rid the surface of excess roughness		Offset parabolic antenna, sandpaper, rag
2.	Glue the cloth on the inner surface of the antenna and let it dry. Cut the mirror into equal pieces 3x4cm in size		Cloth, glue Mirror, glass cutter, ruler, pencil
3.	On the prepared surface of the antenna, glue the mirror pieces in turn		Glue, rag

**Analysis and results.** *Table 1 . The dynamics of the thermal parameters of a parabolic concentrator in the hourly interval of the day in the summer*

№	Hourly interval	Outside air temperature, °C	Temperature in focus of a parabolic concentrator, °C	Solar radiation, W / m <sup>2</sup>	The amount of energy, MJ * h
					parabolic concentrator
1	8.00-9.00	32	192	418	3.83
2	9.00-10.00	36	291	528	4.82
3	10.00-11.00	42	332	671	6.14
4	11.00-12.00	44	394	770	7.05
5	12.00-13.00	44.5	412	814	7.45
6	13.00-14.00	45	425	825	7.55



7	14.00-15.00	46	440	803	7.35
8	15.00-16.00	48	511	770	7.05
9	16.00-17.00	46	473	605	5.54
10	17.00-18.00	42	412	462	4.23
11	18.00-19.00	40	394	330	3.02
12	19.00-20.00	38	248	154	1.41

*Table 2 . The dynamics of the thermal parameters of the parabolic cylindrical concentrator in the hourly interval of the day in the summer period of time.*

№	Hourly interval	Outside air temperature, °C	The temperature at the focus of the parabolic cylinder concentrator, °C	Solar radiation, Вт/м²	The amount of energy, MJ * h
					Parabolic cylindrical hub
1	8.00-9.00	32	117	418	4.81
2	9.00-10.00	36	137	528	6.08
3	10.00-11.00	42	151	671	7.73
4	11.00-12.00	44	171	770	8.87
5	12.00-13.00	44.5	187	814	9.38
6	13.00-14.00	45	195	825	9.5
7	14.00-15.00	46	199	803	9.25
8	15.00-16.00	48	214	770	8.87
9	16.00-17.00	46	189	605	6.97
10	17.00-18.00	42	174	462	5.32
11	18.00-19.00	40	156	330	3.8
12	19.00-20.00	38	137	154	1.77



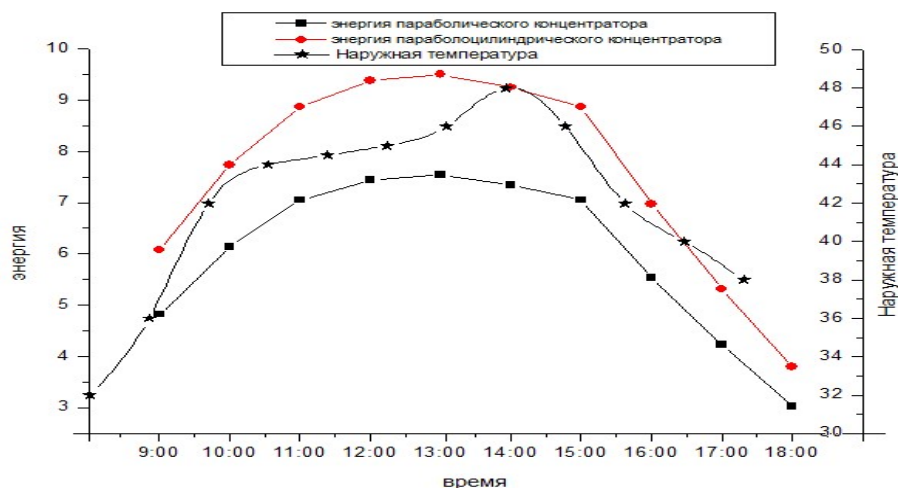


Fig. 4 Graph of the dependence of the energy generated in the experimental plants on the outside temperature in the hourly interval of the day: 1 - energy of a parabolic concentrator; 2-energy parabolic cylinder concentrator; 3- outside temperature

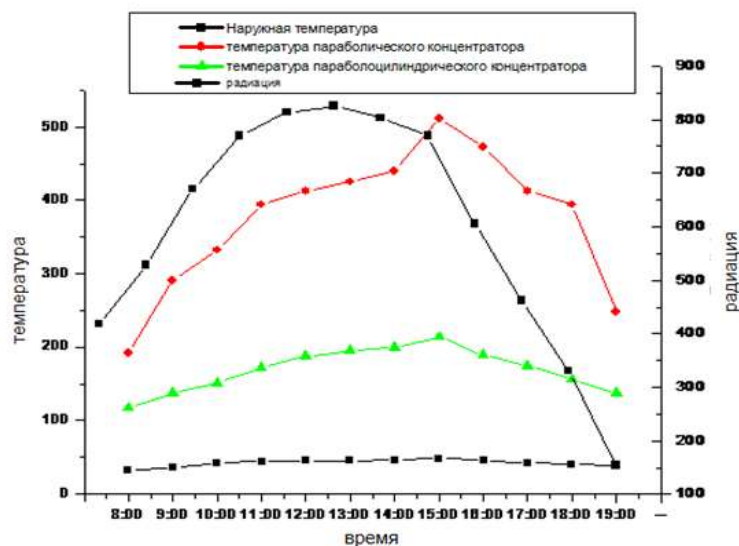


Fig. 5 Graph of the temperature in the foci of experimental plants on solar radiation in the hourly interval of the day: 1-ambient temperature; 2- temperature in focus of a parabolic concentrator; 3 temperature in focus of the parabolic cylinder concentrator; 4- solar radiation

**Conclusion.** Analyzing the results obtained, namely the temperatures in both installations, we came to the conclusion that independently made solar concentrators of both types are suitable for heating water in practice and can be used in domestic conditions heating the premises, supplying hot water to residential buildings and suburban areas. In addition, they can be used for larger purposes, for example, to create mini thermal power plants, to melt metals such as lead and tin, with their subsequent transportation in pre-prepared forms. To maximize their effective use in the future, it



is planned to supplement our plants with steam engines in order to generate free electricity, as well as to continue experiments at both concentrators and at other times of the year to determine their efficiency and economic efficiency.

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**UDC 78 (=512.133)(091)**

**GENRE “SUVOVA” IN THE COMPOSITION OF UZBEK CLASSICAL  
MUSIC AND ITS SIMILAR FEATURES TO MAKOM**

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**Аннотация.** Ушбу мақола ўзбек халқининг қадимдан маълум бўлган анъанавий касбий муסיқаси бўлмиш сувова ижрочилиги ҳақида ёзилган. Сувова туркумининг пайдо бўлиш тарихи, ривожланиши ва унинг ўзбек мумтоз муסיқасининг бошқа жанрларидан фарқи ҳамда ўхшаш томонлари тўғрисида маълумотлар келтирилган.

**Калит сўзлар:** сувова, суворий, савт, мумтоз мусиқа, мақом, талқинчи, гўянда.

**Аннотация.** Эта статья написана о широко известной узбекской традиционной профессиональной музыке сувары. Данные касаются эволюции жанра сувары, развития, а также их отличий от других жанров узбекской классической музыки.

**Ключевые слова:** сувава, суварий, савт, классическая музыка, мақом, талқинчи, гуянда.

**Annotation.** This article is written about “suvora” performance which is widely known as Uzbek traditional professional music. The data concern on the evolution of suvora genre, the development as well as their differences from other genres of Uzbek classical music.

**Keywords:** suvora, suvoriy, savt, classical music, makom, talqinchi, guyanda.

**Introduction:** A number of resolutions and decrees have been implemented on investigating and keeping historical and theoretical bases of music art values in recent

years [1]. Developing musical art namely ‘bahshichilik’ as well as opening makom schools were the actions of care dedicated to studying the heritage of music. Suvora groups in Uzbek classical music are regarded as a musical masterpiece delivered from generation to generation, from masters to the followers in a traditional way.

**Literature review:** It is significant to consider investigations and research works carried by professional musicians (singers from Khorezm) Ozod Ibrahimov, scientists of music art Otanazar Matyokubov and Rustam Abdullaev. “Sahih suvoriylar” by O. Ibrohimov an academic manual published in 2004, was one of the main sources for research. The relevance of Suvora genre to ancient Uzbek folk music were proved in ‘Makomot’ (‘The World of Maqom’) book (2004) by music expert O. Matyokubov’s and R. Abdullaev’s “Uzbek mumtoz musiqasi” (Uzbek Classic Music’) published in 2006, a number of facts about Suvora genre and its ancient nature in Uzbek Music Art included there.

**Research methodology:** Theoretical hypotheses by master musicians on suvora genre of music are analyzed in this article. To provide relevant details, we studied a number of sources. The important notes to depict the phenomenon were taken into consideration. We used common way of research – oral conversation method while getting ideas from master professional singers of makom, People’s Honored Singers of Uzbekistan Farhod Davletov and Rakhmatjon Kurbonov.

**Analysis and Results:** The studies on research by music experts O. Matyokubov and R. Abdullaev reveal that classical music is divided into two main groups. First, ways of singing related to singers’ voice and word, second, the ways of playing musical instruments the group of playing musical instruments.

Classical music types of ‘yalla’ and ‘ashula’ consist of developed tune form, particular meaning and performance techniques, and each of them differ according to the style and structure. “Suvoras”, songs peculiar to each region and patterns are included here [5].

The term ‘Suvora’ is used in Khorezmmakom art. But the suvoras in makoms are called ‘suvoriy’. They are differentiated from each other according to techniques, lad and structure [6].

Suvora is the unique national treasure inherited from ancient ancestors. They are considered to be masterpieces spread in the harmony of word, melody and voice. Logical meaning of “Suvora” comes from Persian-Tadjic language which means “to ride “, “to ride a horse or other animal” [7]. It is questionable to find the relevance of the rider to the singing.

According to historical sources, after emergence of Islamic religion, it was necessary to spread it quickly. Bagdad’s king sent the army to Khorezm two times led by Kutayba. When he came for the last time, he ordered to build magnificent, strong, splendid mosques. He paid attention to the fields of science and culture. In order to explain the purity of Islamic religion to the local people he used mullahs, dervishes, readers, story tellers and roviys. The king of Caliphate sent particular people who could read Karan with charming voice, intonation and fluency, handsome, powerful mullahs with noble features riding horses to different villages and territories [8]. Among public those who used to read legends written by great poets in powerful and attractive voice. The public listening to them were impressed by their beautiful voice. Then talented youngsters began singing along. During the roundtable talks the fans requested from them to tell the songs which were previously performed by the riders. Thus, large songs began being named as “Suvora” with the survived meaning rider of horse.

“Suvoras” were played initially without any style as the songs of dervishes and the singers of ‘katta ashula’ (big song). Afterwards, talented intelligent people put the suvoras in regular settings, form and styles. “Suvora” is the common name given by common people. It mainly consists of hamd, durud, na’t, and munojot [9]. “Suvoras” were recited with full of words which had the content of the Hadith. Firstly, the singers and presenters explained the imaginary meaning of those words to the listeners. They discussed about the meanings of the verses in poems.

All of suvora groups were derived from “Ona Suvora” and composed as a completed musical work. For instance, ‘Yakparda suvora’ is a part of ‘Ona Suvora’, as it begins with a small pause, it is called as Yakparda, yak from Persian means single or one. “Kahjang Suvora” is derived from the “Dastirgi fano” part of ‘Ona Suvora’ (Mother or General Suvora). As for the etymology of the word, since it is hard to sing

and to sing it in its apogee in a powerful tempo of voice changing quickly it was called as ‘kadj’ irregular or the apogee difficult to sing. ‘Hushparda Suvora’ [10] was derived from “Ona Suvora”’s third, half apogee part and was performed easily, well and up to its end. Other suvoras are also regarded as the parts or branches of “Ona Suvora”.

The genre of ‘Savt’ is the continuation of ‘suvora’s. “Savt” means “whiplash” in Persian language. So, they should be sung in fast rhythm and with powerful voice. They are performed in certain regular ways as suvora. However, their melody and content of the words are different. Savts are played in faster rhythms.

In order to become a singer in Khorezm one should be able to sing suvora. Since Suvora was the assessing criteria that can evaluate singers’ voice, skills of playing a musical instrument, content of singing and talent. Only the singers, who could take those exams, were considered to be experts. By the 20<sup>th</sup> of the last century singing Suvora in contest had been highly developed in music practice. The people having heard about these singing contests organized public ceremonies to make special holidays. Those contests were held with a single lute in singers hand. Polli duzchi with Hojihon, Hojihon with Kalandar ota, Sheroziy (Madrahim Yokubov) with Muhammad Bogibekov and Hojihon, all used to participate in those singing contests and gave pleasure to the public following. Those contests were organized in a friendly and sincere atmosphere. They occurred not for competing, but for getting encouragement from each other, share and for introducing their ability, talent and art to people [11].

**Conclusion:** It is obvious from the research that suvora is closer to the ways of singing of makoms which are defined as perfect art. It requires huge patience to perform and understand them. Today there are plenty of youth who are trying to perform suvora. For instance, on the 5<sup>th</sup> of December in 2019 in Turtkul and Ellikkala districts in the Republic of Karakalpakistan, there was a contest in republic sphere in which about forty young singers participated, who were to sing “Ona Suvora”, “Hushparda Suvora” and “Chapandozi Suvora” from Khorezm suvora in the festive devoted to Otajon Hudashukurov’s 75<sup>th</sup> anniversary (the outstanding singer of Khorezm suvoras, Honoured Singer of Uzbekistan, Karakalpakistan, and Turkmenistan). Even though we live in such globalized century, the singers’



performance of Khorezm suvora genres is one of the proofs that they are still being kept and nurtured by public.

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## THE IMPORTANCE AND CIRCULATION OF SOCIAL SCIENCES IN THE STUDY OF THE HISTORY OF KHOREZM CULTURE

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**Annotatsiya:** Ushbu maqolada eng qadimgi davrlarda sivilizatsiya shakllanib rivojlangan Xorazm madaniyati tarixini o'rganishda ijtimoiy fanlarning roli va ahamiyati, ulardan foydalangan holda tadqiqot olib borishning dolzarbligi haqida so'z boradi. Shuningdek, bu yerda yaratilgan moddiy va ma'naviy madaniyatni davrlashtirish haqida ham fikr-mulohazalar yuritilgan.

**Kalit so'zlar:** Kaltaminor, Tozabog'yop, Amirobod, madaniyat, davrlashtirish, manzilgohlar, dehqonchilik va chorvachilik, ibtidoiy kishilar.

**Annotation:** This article discusses the role and importance of the social sciences in the study of the history of Khorezmian culture, which was formed and developed in ancient times, and the relevance of research using them. There are also comments on the chronology of material and spiritual culture created here.

**Keywords:** Kelteminar, Tazabagyab, Amirabad, culture, chronology, settlements, farming and animal husbandry, primitive people.

**Аннотация:** В данной статье идет речь, об актуальности ведения исследования с использованием гуманитарных наук и их роли при изучение истории развития Хорезмской культуры в древний период формирования цивилизации. А также, отражены мнения и выводы о переодизации созданного тут материальной и духовной культуры.

**Ключевые слова:** Кельтеминор, Тозабагъяб, Амирабад, культура, хронология, поселения, сельское хозяйство и животноводство, первобытные люди.

**Introduction:** During the years of independence, special attention was paid to the comprehensive study of the history of our country, the study of the rich spiritual

heritage of our country from ancient times to the present day, and the issue of objective expression. The basis of religious and secular sciences was created and polished on this ground. The intricate waterworks built before and after our era, as well as our monuments, which have not lost their charm and majesty to this day, testify to the high level of agriculture, handicraft culture and architecture in our country from ancient times.[1] Over the past years, significant work has been done to deepen the history of Khorezm, a comprehensive scientific analysis of the place and role of this oasis in the history of Uzbek statehood. The Khorezm oasis is one of the centers of Central Asian civilization, and in ancient times, people lived in this country and created a special culture. The fact that the book of Avesta, one of the oldest written sources in the history of mankind, appeared on this land testifies to the depth of the history of Khorezm.[2] The work on the deeper organization of the monument in the oasis has been widespread since the 30s of the XX century, and it should be noted that the services of the famous Russian archeologist and ethnologist S.P.Tolstov are invaluable.

**Literature Review:** Analysis of scientific literature the ancient and medieval culture formed in the Khorezm region, the participation of ancient peoples and peoples living in the oasis in the development of science, the role and significance of the material and spiritual culture created by these peoples in the primitive period, that is, it is not organized by putting peoples and ethnic groups that have created a high culture at the center of research. In our opinion, it is expedient to combine the peculiarities of these long historical processes with the harmonization of archeological and ethnological data and the extensive use of the achievements of other social sciences.

The works of ancient Greco-Roman historians are also a valuable source in the study of the history of ancient Khorezmian culture. The works of the Greek historian Heradot, who lived in the 5<sup>th</sup> century BC, and another Greek historian and geographer Strabon, Ctesias, give a brief account of ancient Khorezm, mainly in the areas where they lived. They wrote about the area based on what they heard from traders. Naturally, this also created some uncertainty. Therefore, the information contained in these works is not entirely accurate.

In the last century, Russian scholars have achieved good results in revealing the history of ancient Khorezm. Speaking of this, it is worth mentioning the services of SP Tolstov. His works «Ancient Khorezm» and «In the footsteps of the ancient Khorezm civilization» can be considered as the main literature on the subject.[3] S.P Tolstov states that Khorezmians belong to the Indo-European language family.

**Research Methodology:** Today, there are a number of disciplines such as social philosophy, sociology, ethnology, ethnography, cultural and social anthropology, cultural studies, sociology of culture and philosophy of culture, which organize culture, the stages of cultural development, its place in society. All of these social sciences organize the relative cultures of different societies and periods through the collection and analysis of empirical data.[4] Today, the world pays great attention to the deeper organization of ancient peoples and their rich material and spiritual heritage. It is these studies that are carried out within the framework of the science of social or cultural anthropology in combination with the existing human descriptive sciences and are engaged in the analysis of the material and spiritual culture created by mankind. Cultural anthropology places man at the center of scientific analysis and organizes him in every way as a member of a society that changes over time. In contrast to other areas of historiography, which mainly organizes the history of the emergence and development of state and political entities, the evolution of economic and social structures, religious and philosophical and other ideas, it also organizes everyday life, worldview and emotions.[5] Culture is treated as a holistic phenomenon, the world and a way of perception.[6] For this reason, it is expedient to organize the history of Khorezm culture on the basis of the laws of these social sciences.

**Analysis And Result:** Khorezm or Khorezm-Sunny Land, rich in the remains of a unique ancient city, is one of the most ancient historical and cultural regions of Central Asia. Archaeological-numismatic and epigraphic monuments of the VI-V centuries BC and I-IV centuries AD found here also testify to it.[7] S.P.Tolstov, who gave detailed information about ancient Khorezm in his few works, presented the findings of many years of research of the Khorezm archeological expedition, a comprehensive study of monuments dating back to BC and early AD, which is still unknown to science. In the

works of the scientist on the history of Khorezm (Ancient Khorezm) the monuments studied on the basis of scientifically analyzed valuable information about the primitive culture, economic life and way of life of the population formed in this region are divided into separate cultural periods.[8] In our opinion, in the study of the history of Khorezmian culture, it is expedient to accept this periodization and organize the living conditions, labor activity and human psychology of each period.

## **I. The primitive period**

**1. The period of Kelteminar culture:** Archaeological excavations carried out by an expedition led by SP Tolstov in the 1940s found the remains of a Neolithic settlement near Janbaskala, inhabited mainly by primitive people engaged in fishing. This period covers less than IV-III millennia BC. The settlements of the Kelteminariens are particularly noteworthy. The well-preserved remains of these settlements among the sand under the stratum allow for the complete restoration of the Kelteminaric space.[9]

**2. Tazabagyab culture:** This culture dates back to the second millennium BC and is a place where primitive people lived in the Bronze Age. This culture is considered to be a continuation of the Kelteminar culture. No traces of irrigation were found in the vicinity of the settlements belonging to the Tazabagyab culture. Because of the surface water from the Cairo lands near the river at that time, the presence of moist soil provided enough ground for the growth of agricultural crops.

**3. Amirabad culture:** This culture, which dates back to the first half of the first millennium BC and dates back to the Bronze and Early Iron Ages, developed agriculture and animal husbandry. It was during this period that the first irrigation system came into being. Long houses were built from clay for the seed community, and the seed was led by women. Cultural sources of this period are found in the 1,2,7 Janbaskala monuments.[10]

## **II. Ancient Khorezm**

**1. The culture of the people living within the walls:** This period covers the 6<sup>th</sup>-4<sup>th</sup> millennia BC and is explained by the period of Khorezm's dependence on the Achaemenid state. Agriculture and animal husbandry also played an important role in

the lives of the people of this period, who achieved positive results in the irrigation system. The Greek historian Herodotus, in his short work, recognized the land of Khorezm as a Persian territory and left information about the flow of the great river Akes around the region. The people dug canals out of this river and farmed.[11] Well-known scholar Barthold suggested that the Akes River was the Amu Darya.[12] It is at this time that the foundations of statehood begin to be decided. The houses inhabited by the Khorezmians were architecturally surrounded by walls, which is why this period is mentioned in the Avesta as a city surrounded by walls.

**2. Kangyuy culture. Hellenistic period:** This period dates back to the 4th century BC and the 1st century AD, when Khorezm gained independence from the Achaemenid state. At this time, after the military campaigns of Alexander the Great, the influx of Greek culture into Central Asia intensified. Undoubtedly, this factor had a small impact on Khorezm. The results of archeological research show that handicrafts flourished in Khorezm during this period.

**3. Kushan culture:** This period is marked by the II-III centuries AD. As a result of internal and internal wars, the land of Khorezm was weakened and occupied by the Kushan kingdom. By this time, stratification had taken place in the ancient Khorezmians. Finds from this period indicate the rise of the art of living in household appliances and various decorations.

**4. Kushan-Afrigans culture:** Even in this period, which dates back to the III-V centuries AD, the ancient Khorezmians achieved significant success in their daily lives, effectively using their mental and physical potential. But during this period the Hellenic culture gradually began to disappear. By this time, wealthy people began to build fortresses for themselves surrounded by cotton walls.

### **III. Medieval culture**

Several cultures were formed in Khorezm in the early and advanced periods of the Middle Ages, and we will discuss them in detail in our subsequent research. It should be noted that in the formation and development of any culture from the earliest times developed the cultures formed in different periods as a result of the abilities, mental and physical growth of the people living in the Khorezm oasis. As a result, it

can be said that the rich material and spiritual experience gained over the centuries played an important role in the comprehensive development of the Khorezm region in the early Middle Ages.

**Conclusion:** In conclusion, the archeological and ethnographic organization of the Khorezm region, which began in the 30s of the XX century, and the data collected by Russian scholars in earlier periods, was an important step in determining the place and role of Khorezm in the development of human history. Subsequent research by Uzbek scholars has once again provided more detailed information about the history of the oasis.

There is not currently specific research on the history of Khorezm culture. The results of our research show that in the ancient and early Middle Ages, the culture of Khorezm, its sociopolitical and cultural development was given little attention by scientists. There are a number of topical issues in this regard, and it is necessary to study the culture of each period separately on the basis of the above periodicity.

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## COMPARATIVE ANALYSIS OF THE ISSUES OF PUBLIC ADMINISTRATION OF KHOREZM IN THE EARLY MIDDLE AGES AND MIDDLE AGES PERIOD

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**Annotatsiya:** Mazkur maqolada Xorazm davlatining ilk o'rta asrlar va o'rta asrlar davlatchilik tarixiga oid ayrim ma'lumotlar berilgan. Shu bilan birga bu maqolada Xorazmning ilk o'rta asrlar davlat boshqaruvida mavjud bo'lgan lavozimlari bilan o'rta asrlarda mavjud bo'lgan lavozimlari solishtirilgan. Shuningdek, Xorazmning ilk o'rta asrlar davlatchilik tarixini yangi o'rganish metodlari va tadqiqod usullari berilgan.

**Kalit so'zlar:** Afrig'iylar, Zemarx, Tabariy, Turksaba, Devonbegi, Shaoshifen, Abu Rayxon Beruniy, Tuproqqala, farmondor.

**Annotation:** This article provides some information on the history of the first medieval and medieval statehood of the Khorezm state. At the same time, in this article it is compared the positions of administration of Khorezm state, which existed in the Middle Ages. Also the methods of further study and research methods of the history of the first medieval statehood of Khorezm are covered.

**Key words:** Afrighids, Zemarkh, Tabari, Turksaba, Devonbegi, Shaoshifen, Abu Rayhan Beruni, Toprakqala, farmondor.

**Аннотация:** В данной статье даны некоторые информации относящиеся ранней средневековой и средневековой истории государственности Хорезма. Кроме того, в статье сопоставлены должности Хорезма существовавшие в раннем средневековье и средневековом периоде. Освещены новые методы изучения и методы исследования государственности Хорезма.

**Ключевые слова:** Афригиты, Земарх, Табарий, Тюрксаба, Девонбеги, Шаошифен, Абу Райхон Беруни, тупраккала, фармондор.

**Introduction:** We historians know that many scientific works on the history of the first medieval period of the Khorezm state were not carried out. But many studies have been carried out on the medieval Khorezm statehood. In the study of Early Medieval Khorezm statehood, reasoning in comparison with medieval statehood is considered one of the current issues. Through these considerations, we can create new perspectives in today's science.

The history of the first Middle Ages of Khorezm is considered one of the least studied topics in archaeology, although there are few written sources. Especially its political history or the history of the afrighid dynasty still precludes a deeper study of the least studied problematic issue of the history of Khorezm not only by written sources but also by archaeological and numismatic sources.

**Literature review:** This problem can be solved by comparing the written sources of the first medieval period of Khorezm, in particular the data from the work of our great ancestor Beruni with the not only archaeological, but also numismatic sources from a deep scientific point of view. It can also be noted that a little work has been done in this regard. But even though, without finding a complete solution to this problem, only new views have been formed so far.

The history of the Khorezm political situation in the V-VIII centuries BC the political process till the III-IX centuries BC was defined by various political associations mentioned in arab written sources[1].

In general, we think that it is worthwhile to consider the sources that illuminate the history of the period from the arab invasion of the first medieval period of Khorezm to several species and periods:

1. V-VII centuries Byzantine and Chinese sources;

2. It can be divided into Arabic-Persian sources of the beginning of VIII-XIII centuries.

Data from the sources of the first group are very short and unclear, in which it is mentioned about Khorezm, mainly in connection with some political events.

The trip of the Byzantian ambassador Zemarkh, who was in 569 year at the residence of the western Turkish Khan, passed through Khorezm (Menandr calls Khorezm the land of the “kholiats” or “khoalites”). It is noted that one of the Chinese sources “Tan-shu” came from khorezmshah Shaoshifen(Savshafan)to China in 751 and ambassadors from khorezmshah Türksaba in 762 to help fight the Arabs[2].

The sources of the second group are mainly arab-persian sources, which provide information on the eve of the arab invasion, the period of the arab invasion and the political history of the period after the arab invasion. Among these, the information in Tabari's “history Ar-rusul va-l-muluk” ( “the history of prophets and kings”)[3] and Abu Bakr al-Balazuri's “Kitab al futuh al-buldon” (“the book on the conquest of countries”)[4] is very valuable.

**Research methodology:** Especially, it is important the work of our great compatriot Abu Rayhon Beruni "Osor ul-Baqiya al-qurun al-Haliya" ("Monuments left from ancient peoples")[5]. In this work Beruni tells the history of Khoresm in the first Middle Ages, in which, in other sources do not have in general. For instance in his work, the arrival of the Afrighids to the top of the governor, the names of their 22 rulers were mentioned, and this informations are now a comparative source for numismatic and archaeological data.

Speaking about the Khorezm political management system, it is necessary to give special confidence in the existence of the titles “khisraw “and” bagpur”. The title of "khisraw" was first mentioned by the arabic author as the title of region ruler, which called Khamjerd, or Khamjed ruler's title, in his undeniable work. Famous orientalist scientist S.P. Tolstov considered, on the eve of the arabic invasion in Khorezm, the above two titles were used for one purpose. That is, khisraw-khorezmshah is a ruler

performing religious duties, and Bagpur is a secular ruler who manages in partnership with him[6]. But this idea was later rejected by another famous scientist B.I. Weinberg, these asserts that both titles were used at one time in relation to one ruler[7]. Therefore, this shows the productivity of management itself in the state of Khorezm in the early Middle Ages. This mode of administration is further improved by the Middle Ages, and by the time of the reign of the Khorezm anushteginids, the state was divided into civil servants, military and religious authorities, despite the fact that the ruler had absolute control over the state. Religious government was held by Bosh Qozi. He controlled affairs in the country, conducted judicial proceedings over those who did not follow religious rules. But even though Anushteginians unofficially would go through a trial on the irregularities they wanted. But this is not officially stated in any documents[8].

**Analysis and results:** In the Khorezm inscription and a number of documents found in the Toprakala, it is possible to obtain certain information about the administrative management in practice in Khorezm. Among the palace officials, the title of "prmt'r"- "chief economist", more precisely the title of "farmondor" - is noted in the G-XVIII/ 1-4-th document. It is observed that this rank and position is inherited from the period of the ancient Achaemenids and the subsequent administration, and in addition to the Sogd and Khorezm, there is also the land of the Sassanids[9]. According to the task of the owner of this title, in our opinion, he was in the status of Prime Minister and resolved the economic affairs of the whole country. In this position, during the anushteginids, the Prime Minister-Devonbegi worked. The position of devonbeg was considered the second man after Khorezmshah in the country. The minister was the first adviser to the head of state, and he was subordinate only to the king himself. The minister participated in official ceremonies on behalf of the king, state relations, negotiations with the colonies on behalf of the king, was an intermediary between the head of state and citizens, was subordinated to all state officials, including princes and military chiefs[10].

**Conclusion:** Information on archaeological artifacts and written sources should be taken into account that the level of development of socio-economic and ethnographic relations of the early medieval society consists of two historical periods.

Well, we can give the same information about the history of the first medieval and medieval Khorezm statehood. After all, during the period of the Arab invasion, almost most written sources about the history of the first Middle Ages in Khorezm were destroyed.

In general, the history of these periods of Khorezm still requires a lot of research.

As can be seen from the pictures, it is necessary to perform the following tasks:

Firstly - it is necessary to make a comparative analysis of the data of written sources with the data of numismatic sources.

Secondly- data from other auxiliary historical sciences, including archeology, ethnography, anthropology, toponymics and onomastics, should also be focused on the scientific justification of these problems.

Thirdly- it is necessary to carry out a comparative analysis with local sources, translating foreign sources from the Middle Ages and the first Middle Ages into Uzbek.

If we did similar tasks, we would have created only the intended result, that is, our true and objective history. We will continue to educate young people who will fit into the requirements of today's day by teaching this holistic history to the growing younger generation.

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## MODERN PROBLEMS OF GEOGRAPHY

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### GEOGRAPHICAL ASPECTS OF THE DEVELOPMENT AND FORMATION OF THE FOOD INDUSTRY IN THE KHOREZM REGION

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**Аннотация:** мақолада Хоразм вилоятида озиқ-овқат саноатининг  
ривожланиши ва шаклланишининг географик жиҳатлари таҳлил қилинган.

**Калит сўзлар:** хомашё, озиқ-овқат маҳсулотлари, озиқ-овқат саноати,  
саноат корхоналари, маҳсулот асортименти, ёғ-мой саноати.

**Аннотация:** в статье анализировано географические аспекты  
формирования и развития пищевой промышленности в Хорезмской области.

**Ключевые слова:** сырье, продукты питания, пищевая промышленность,  
промышленные предприятия, ассортимент продукции, масложировая  
промышленность.

**Annotation:** Geographical aspects of the development and formation of the food  
industry in the Khorezm region were analyzed in this article.

**Keywords:** Raw materials, food, food industry, industrial enterprises, product  
range, oil and fat industry.

**Introduction.** Since independence, Uzbekistan has undertaken comprehensive  
measures to develop the food industry, strengthened its raw materials base, modernized



the food processing sector, diversified food production, and increased the country's export potential activities which have been implemented. As a result, domestic demand for domestic raw materials has been met and significant economic effect has been achieved by exporting some of the surplus products to the world market.

The Decree of the President of the Republic of Uzbekistan “On measures to further develop the raw material base of fruits and vegetables, dairy and meat products for 2016-2020, plays an important role in the further development of the sector”.

**Literature review:** Theoretical and practical issues related to food industry production, including the development and formation of the food industry investigated by A.T. Khrushev, Yu.G. Saushkin, K.N. Abirkulov, A.S. Soliev, A.A. Kayumov, A.N. Ruziev, B.Z. Nosirov have been studied in scientific literature of H.A. Abdunazarov and other scientists. However, the development and regional organization of the food industry has been largely studied in the works of the above-mentioned scientists and researchers. In addition, the development and formation of the food industry in the Khorezm region as a separate research object has not been studied in detail.

**Research methodology:** The following methods were used in this article: geographical comparison, regional analysis, balance, statistical, extrapolation and systematic approach.

**Analysis and results.** In 2015, the food industry accounted for 20.2% of the country's industrial output (Table 1). The share of light industry (16.2%), machinery and metal processing (13.5) and fuel industry (12.5) are in the second place. In the food industry, 0.1% of total labor resources are employed. 3.9% of the total industrial production fund is concentrated in this sector.

The food industry is one of the largest in the country, with a wide assortment of products in the last few years. Condensed jars, canned fruits and vegetables, 450-500 thousand tons of sugar, 220-230 thousand tons of vegetable oil, 95-100 thousand tons of pasta, 1900-2000 thousand tons of flour, 14-15 million liters of vodka and vodka products, 3330-3600 thousand liters of wine and others [10].

Table – 1

### Industry sectors of Uzbekistan (broken down to percentages)

Industry sectors	1995	2000	2005	2010	2015
Total	100,0	100,0	100,0	100,0	100,0
<i>including:</i>					
Electrical energy	14,8	8,5	11,3	8,1	7,4
Fuel	13,7	15,3	16,3	19,8	12,5
Ferrous metallurgy	1,3	1,3	2,3	2,1	2,9
Non-ferrous metallurgy	10,1	10,2	17,1	11,2	8,0
Chemistry and Petro chemistry	5,3	6,0	5,2	5,1	4,8
Mechanical Engineering and Metalworking	8,9	9,9	13,0	16,1	13,5
Building Materials	6,6	5,4	3,6	4,9	5,1
Wood, woodworking and cellulose-paper	1,1	1,4	0,9	1,1	2,2
Lightweight	19,9	19,1	16,6	13,3	16,2
Food	9,3	13,3	8,2	12,8	20,2
Other industries	9,0	9,6	5,5	5,5	7,2

The table: Data of the state committee on Statistics of Uzbekistan.

The food industry is well-developed and provides more than 1/5 of the gross industrial output in all regions except for the ones that has developed mining, metallurgy, chemical and automotive industries (Navoi, Andijan, Kashkadarya, Fergana) (Table 2).

The Republic of Karakalpakstan, Jizzakh, Syrdarya and Khorezm regions have relatively low level of industrial production depending on their share in the national industry. It was noted that in the densely populated regions of the republic, the development of the food industry, along with the areas of labor demand, is of particular importance. One such area is the Khorezm region [2; P. 40].

The Khorezm region is small in size, but has great economic potential (Figure 1). In the territorial division of labor in the republic it is distinguished by its intensive agriculture, light and food industry [5; 289 - pp.].

Table - 2

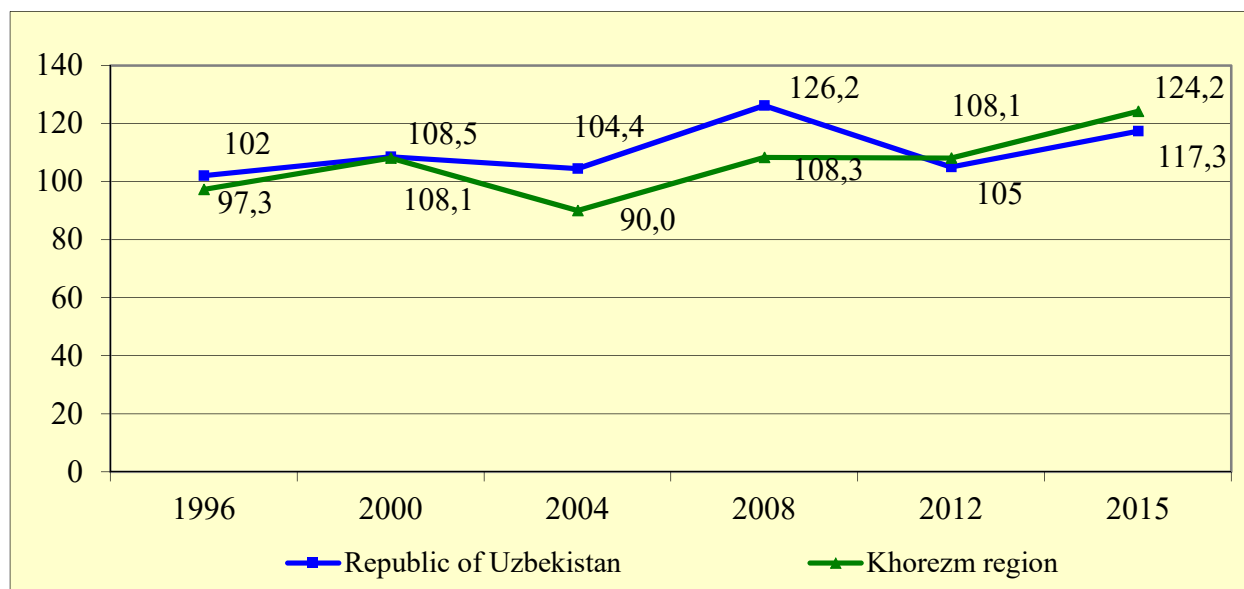
## Share of regions in industrial production (percent in 2015)

	In Economics	Gross Regional Product	Total industrial output	From		Production of consumer goods		
				Food industry	Flour, mixed feed	Food products	Non-food products	Wine and vodka products
Karakalpakistan	4,8	2,6	2,4	30,9	4,1	61,2	33,0	5,8
<b>regions:</b>								
Andijan	9,7	6,2	10,0	11,6	1,8	16,4	82,9	0,7
Bukhara	6,3	5,5	5,3	19,9	2,1	44,8	54,2	1,0
Jizzakh	3,4	2,3	1,5	27,3	5,6	51,4	48,6	-
Navoi	3,2	5,2	9,5	8,5	0,9	44,1	55,7	0,2
Namangan	7,4	4,2	2,9	29,7	6,0	51,7	46,9	1,4
Samarkand	11,1	6,6	6,2	41,2	3,9	40,8	57,6	1,6
Syrdarya	2,7	1,8	2,9	21,5	5,4	51,9	46,5	1,6
Surkhandarya	7,1	4,2	2,0	21,0	8,7	59,2	38,3	2,5
Tashkent	9,8	9,7	14,8	24,4	1,5	55,1	34,6	10,3
Fergana	11,4	6,6	7,3	18,2	2,8	49,2	50,0	0,8
Khorezm	5,3	3,3	2,7	20,6	8,1	35,8	62,7	1,5
Kashkadarya	8,8	7,5	8,9	13,5	3,2	57,0	42,0	1,0
Tashkent city	8,9	15,6	19,5	23,3	2,0	43,7	52,2	4,1
<b>Republic of Uzbekistan</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>20,2</b>	<b>2,6</b>	<b>43,1</b>	<b>54,0</b>	<b>2,9</b>

The table: Data of the state committee on Statistics of Uzbekistan.

Industrial formation and development in the Khorezm region has a long history. The first industrial enterprises in the region were established in the last quarter of the 19th century. At the beginning of the 20th century, there were about 80 small businesses in the region, most of them in the cotton industry. In Urgench there were two oil and fat factories, which were the first food companies in the region. In large villages there were mills, sesame, melon and pumpkin seeds [7; Pp. 72].

During the period of the Soviet Union oil and fat factory was reconstructed in Urgench city of the region. In 1944 oil and fat factory was launched in Khiva. Industrial development is slow due to the fact that the region is not connected with other regions of the country with modern types of transport and is poor in mineral resources. Between 1913 and 1940, the industry only grew by 6.4 percent [4; 27-36 pp.].



**Figure 1. Dynamics of the food industry of the Republic of Uzbekistan and Khorezm region (in% to the previous year).**

Source: Data of the state statistics committee of the Republic of Uzbekistan.

After the World War II, industrial development was accelerated by the supply of railways to the region, the construction of the Tuyamuyun hydroelectric power station, the launch of the Takhiatash-Urgench power line (1960-70), and the massive electrification and gasification of the region. During these years, the centralization of production increased, for example, the oil and fat factories in Urgench and Khiva were shut down and a large Urgench oil fat factory was launched. In 1985-86 the first large flour mills were put into operation at the railroad stations of Honka and Shavat, which were formerly the largest grain and flour reception centers in the region [1, p. 129].

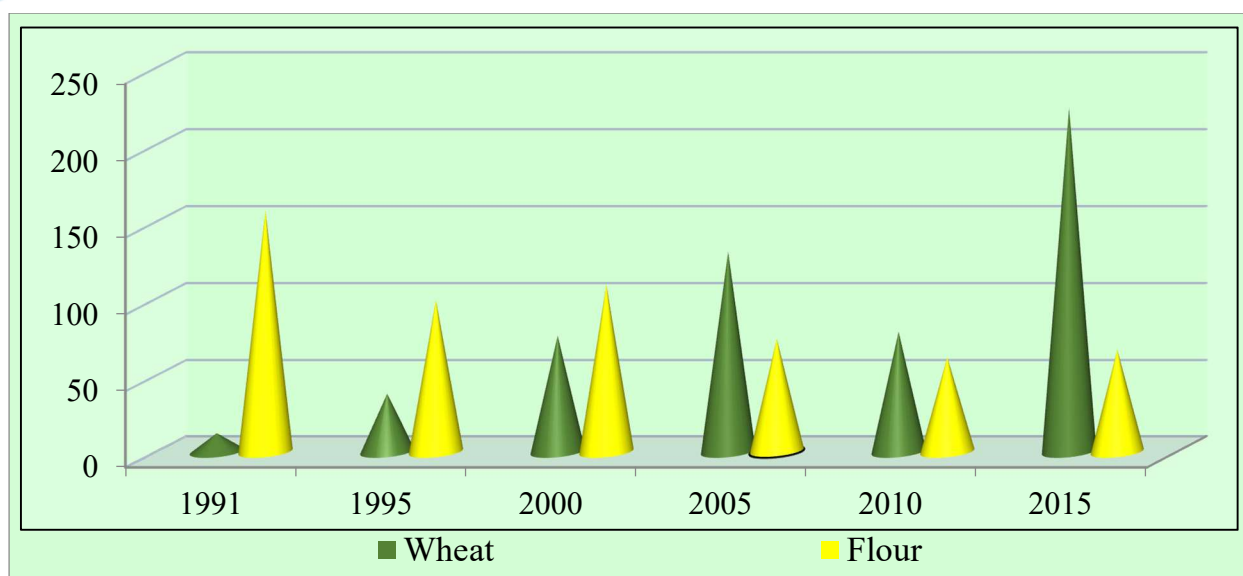
In the conditions of transition to market relations, there was a shortage of foodstuffs in the region as well as in the country. Despite the fact that in the former Soviet Union the country produced raw tropical products (cotton, rice, figs, and pomegranates), most food products were imported. The Republic ranked thirteenth in the former Union of Consumer Goods Manufacturers [6; 90 - 99 pp.].

The above situation was followed by strong food policy in the early years of transition to market relations, particularly with the expansion of wheat fields, the creation of small-scale food enterprises, and the provision of private plots to the population. The launch of the Bagat flour plant in the region is the result of these operations. Large production has retained its position only in the flour, oil and wine industries. “Urgenchgosht”, “Urgenchsut” and a number of large canning companies have ceased to exist due to the loss of centralized raw material supply and gradual sales of products in the public catering system.

The strategic direction of the regional food industry is the production and processing of grain made up a large part of the Agro-Industrial Complex (AIM). Until the last decade of the 20th century, wheat, partly flour, was imported. The main distribution points were Urgench, Shovot, Honka, Bagat. The first large enterprise in the industry was the Urgench Non, in 1985 Khonka, in 1986 Shovot, Bogot (1994) and Urgench flour mills were found as well. Currently, bakery products are produced at the main points of the system of public catering in the district centers.

During the years of independence the area of grain expanded. Year after year, wheat production has increased, with more wheat being produced. Eventually, the volume of flour production at large enterprises of the region decreased slightly. In order to protect the population, subsidies were made under the strict norms of flour and oil products. In general, flour production at large enterprises in the region declined 2-3 times between 1991 and 2015 (Figure 2).

The process of improving the quality and assortment of products in the industry is accelerating, new capacities are being introduced. Today, more than 300 micro-firms operate in the sphere of small business. In addition, the production of protein flour from microbiological action is carried out. This product is used in the production of bread and flour confectionery products [3; 3 - 4 pp.]



**Figure 2. Production of Wheat and Flour Products in Khorezm Region 1991-2015. (in thousand tons.).**

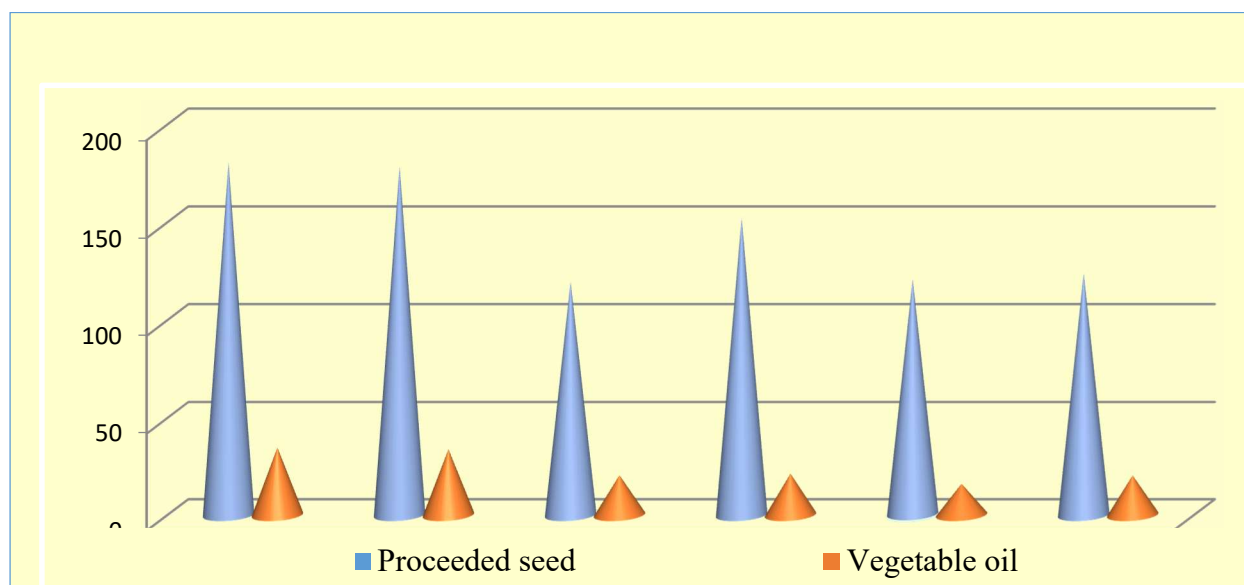
Source: Data of the Khorezm Regional Department of Statistics.

Whitening rice. The region is the main region in the country where rice is grown. The Khorezm region produces about 200-220 thousand tons of rice per year. Given that 40% of rice is produced from bran and other animal feed and hydrolyzed raw materials, the region produces about 85-90,000 tons, or about 40-45% of rice produced in the country. Rice production is concentrated mainly in rice growing areas. In addition, the largest enterprise at the railway station (JSC “Bogot grain production”) also has network production. Rice is not only used for cooking, but also for the production of croup and confectionery.

The oil and fat industry is the leader in the volume of regional food production. The first oil and fat industry is Urgench MEZ, which was established in 1889. After re-equipment of JSC “Urgench yog` - moy” in 1977, it has become one of the two oil and fat extraction enterprises in the country. The volume of production at the enterprise has been increasing year by year. In 1970, 10.3 thousand tons of vegetable oil was produced in the region, and in 1986 - 39,600 tons, that is almost 3 times more during this period [83]. During the period of market relations oil and fat production significantly decreased in the region. During the period from 1991 to 2015, the volume of production in the area decreased by more than 1.7 times.

The above is due to the reduction of raw materials as a result of the reduction of cotton fields. Therefore, in some years plant, sunflower and soybeans were used in the production. At the same time, the consumption of imported vegetable oils (sunflower, soybean, olive oil) also increased in the consumption of the population.

The production of vegetable oil depends on the quality of the raw material and its fat content. Cotton seeds have on average 17-18% of fat, and in recent years the fiber features such as “Mehnat”, “Khorezm-127” and “Khorezm-150”, “Porlok-2”, which have been widely used in the region, have been strengthened, but their fat content has decreased, and this also has an impact on the oil production and production costs.



**Figure 3. Production of cotton seeds and vegetable oil produced in Khorezm region 1991-2015. (in thousand tons.)**

Source: Source: Data of the Khorezm Regional Department of Statistics.

A number of measures have been taken to improve the situation in the network. In particular, since 2003, the plant has also been importing soybeans, oil from sunflower oil planted in the region and neighboring Karakalpakstan. Products manufactured at the enterprise meet the requirements of international standards. In particular, at the 2003 World Quality Fair in Paris, the products of the enterprise were awarded with the International Gold Star for Quality. JSC “Urgench yog`-moy” is the largest enterprise in the oil industry, not only in the region, but also contributes 7.6% of the country`s gross domestic product (Figure 3).



Long-processed meat products (smoked and frozen meats, sausages, lard, etc.) were imported to the region. Industrial processing of meat is connected with establishment of Urgench meat-processing plant. In the conditions of the transition to a market economy, the region has undergone significant changes in the volume and form of ownership and territorial structure of meat and meat products.

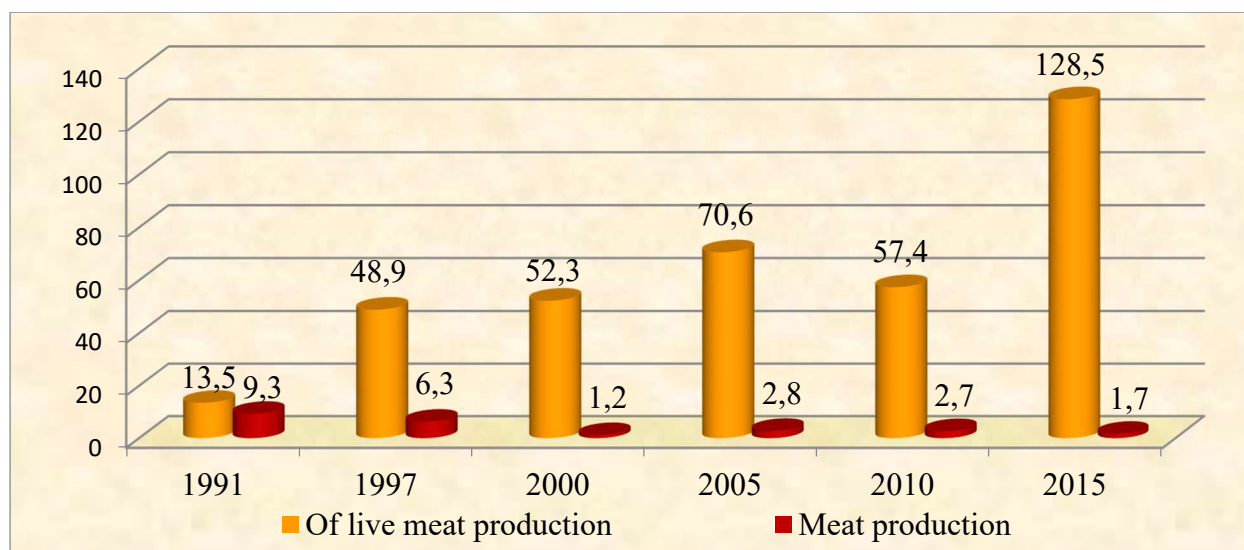
In the period of the former Soviet Union, cattle breeding in the region was developed in the complex with cotton growing. Livestock breeding complexes in large collective farms are developed in relation to centralized and strictly interchangeable forage crops. At that time in large areas (Hazorasp, Bagat, Khonka, Urgench, Shovot) were established large-scale breeding complexes, which provided raw materials for internal and external centralized processing facilities [8].

The grain independence policy, one of the prerequisites for the transition to market relations, undermined the aforementioned syndrome that provides the meat industry with raw materials. Gradually, large livestock farms were eliminated, and despite the establishment of livestock farms, dehqan farms continued to dominate the supply of meat, milk, and eggs. This, together with the collapse of large-scale enterprises, has shifted industrial production capacity to the small business sector [6; 91 pp. 9 pp. 4]

The largest companies in Khorezm are “Parnas Impeks” LLC, “Ishonch Hamkor Impeks” LLC, “Urgench meat” LLC and “Elite cattle breeder” LLC. The volume of industrial processing of meat in the region declined until the early 2000s. At the beginning of the new century, following the policy of the development of key sectors of the economy, including the livestock sector, meat production again was increased (Figure 4). As can be seen from the available data, the volume of meat production in the region was increased by 2.3 times between 2000 and 2010, at 23% per annum. Between 2010 and 2015, production declined by 37.0 percent.

In Khorezm region in 2015, 128,500 tons of meat was produced, which accounted for 6.3% of the country's share in this product. Taking into account the fact that the region's population makes up 5.5%, the specialization of the sector is higher

than the national average. This is indicative of the high prospects for the development of the meat industry in the region.



**Figure 4. Dynamics of live meat production and meat production in Khorezm region (in thousand tons.)**

Source: Data of the Khorezm Regional Department of Statistics.

Milk production is also growing in the region. The region is the second largest milk producer in the country. In 2015, the region produced 867.4 thousand tons of milk, or 9.6% of the country-wide production. In the steppe, where meat and dairy cattle breed in the region, the productivity of cattle is slightly lower than in the wetlands of the steppe and temperate regions. Milk production is a specialized sector of regional livestock farming, which produces almost three times the domestic consumption. However, milk processing is low in the province, only 1-2%. The industrial sector emerged in the 1970s with the establishment of a dairy factory in Urgench [8].

In market conditions, milk processing in the region declined 6 times between 1991 and 2015. This, as we have already seen, is the result of the destruction of centralized livestock farms and farms. In recent years, large-scale development of small business and entrepreneurship in the country has made certain progress in this area. In particular, in 2015 production increased by 2-3 times compared to the beginning of 2000, but only 1-2% of milk producing in the region is processed. The sector's share in the industry is only 7.4%.

The canning industry produces mainly canned food on the basis of various fruits and vegetables. The sector's share in the food industry, though small, was relatively

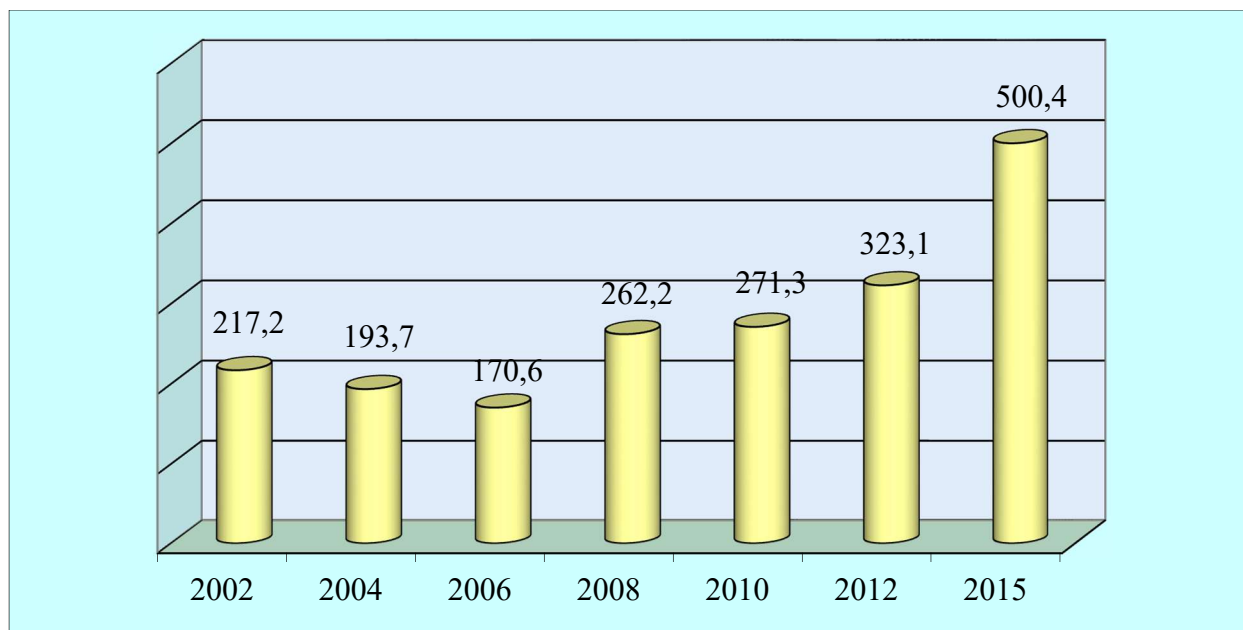
regional improvement. The capacities of the network are located directly in the raw areas and specialize in the production of canned fruits and vegetables, tomato paste, jam, jam, etc. [7; 72 - 75 pp.].

In the region from 1991 to 2015 production of canned food products declined. In 2015, production decreased by 15.8 times compared to 1991. In recent years, this type of product has been produced mainly in households. In 2015, the industry produced 17 tons of fruit juice, 21 tons of vegetable products, 17 tons of canned fruit and gourmet products.

The decline in production in the sector is due to technological backwardness, poor quality and cost-competitiveness of the product, and loss of the consumer market. Previously, the network products were exported to various parts of the former Soviet Union. In the conditions of the economic crisis, the breakdown of horizontal links and the failure of the planned supply of raw materials have contributed to the reduction of production capacity.

In the context of market relations, certain changes are taking place in the development of the sector. In particular, new technologies have been introduced into the industry. Currently, 3.7% of the food industry is produced in this sector, mainly due to the increased capacity of small and medium businesses. In recent years, there has been a significant decline in the industry. During the period 2000-2015, the sector's output decreased by 17.2 times.

The sugar industry was founded in 1998 in Khazarasp with the launch of the only JV "Khorezm Shakar" JV in the republic. The enterprise was originally based on sugar beet, grown in the Republic of Karakalpakstan, Bukhara and Khorezm regions. Subsequently, due to hydromeliorative soils, the sugar beet yield in the region decreased. At the same time, due to downtime of the initial processing capacity of the sugar beet, the enterprise required the production of new raw materials. Currently, the company produces sugar based on semi-finished products imported from abroad, particularly from Brazil. In 2015, 500.4 thousand tons of sugar was produced, or 2.3 times more than in 2002 (Figure 5).



**Figure 5. Development of sugar production (in thousand tons.)**

Source: Based on data from the state statistics committee of the Republic of Uzbekistan

The presence of sugar industry in the region allows to increase the capacity of the confectionery industry. Therefore, in the near future development of new assortment of confectionery products is an important task.

Another sphere industry in the food industry is the production of alcoholic beverages and soft drinks, which have been growing rapidly in recent years. The first enterprise of the network is Urgench vodka-winery which was founded in 1936. In 1994 the enterprise was transformed into JSC "Sharob" in Urgench. The company produces alcoholic drinks - vodka, wine and brandy. During the first years of transition, the enterprise significantly reduced the production speed and volume. In particular, the volume of production in the industry during 1991-2000 decreased by 1.8 times. This is due to technological problems and raw materials problems as well as external competition.

Urgench Sharob produces wine, cognac and liqueur products in addition to vodka. In recent years, although the range of these products has expanded and improved, their output has significantly decreased. In particular, during the period from 1991 to 2006 the production of the above-mentioned products decreased by 4 times. These problems call for modernization of the enterprise in accordance with modern requirements and increasing production capacity.

Since the years of independence new capacities in the production of soft drinks have been created. Such enterprises as «Coca-Cola ichimligi Uzbekistan Ltd» and «Afri» JSC branch have been launched in Urgench. As a result, the volume of production in the sector increased almost three times. Due to the fact that the region is located in an ecologically difficult region and the high level of mineralization of potable water, hundreds of small factories producing purified water have been established.

**Conclusion:** The above analysis show that the regional food industry has experienced positive changes in recent years. Especially, its raw material base is growing rapidly. Improvement of the raw material base, development of agrology, organization of different processing of raw materials are one of the important problems facing the food industry of the region. At present, only about 6-7% of the fruits, vegetables and melons grown in the region are processed. In the long term, it is planned to implement projects to increase agricultural production in the region, in particular the organization of production, storage and processing of fruits and vegetables. These practices are related to the improvement of regional specialization and integration of the regional food industry, the formation of agrology, and regional sector clusters.

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UDK 551.4 (338.48)

## ASSESSMENT OF THE AGROTOURISTIC CAPABILITIES OF NATURAL COMPLEXES OF THE REPUBLIC OF UZBEKISTAN

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**Abstract:** This article presents the results of studies on the assessment of natural complexes in order to create and develop agrotourism in the Republic of Uzbekistan. Complete sets of nature were evaluated on the basis of very favorable, simple, disadvantageous criteria in terms of agrotourism.

**Key words.** Geocomplexes, landscape, agrolandscape, resource, agrotourism, ecotourism, recreation, assessment, anthropogenic plane, erosion.

**Аннотация.** В данной статье представлены результаты исследований по оценке природных комплексов с целью создания и развития агротуризма в Республике Узбекистан. Природные комплексы оценивались по критериям благоприятных, менее благоприятных, не благоприятных условий с точки зрения агротуризма.

**Ключевые слова.** Геокомплексы, ландшафт, агроландшафт, ресурс, агротуризм, экотуризм, рекреация, оценка, антропогенная плоскость, эрозия.

**Аннотация.** Ушбу мақолада Ўзбекистон Республикаси ҳудудида агротуризмни ташкил этиш ва ривожлантириш мақсадида табиат комплексларини баҳолаш бўйича олиб борилган тадқиқот натижалари



берилган. Табиат комплекслари агротуризм нуктаи назаридан қулай, кам қулай, қулай эмас мезонлари асосида баҳоланган.

**Калит сўзлар.** Геокомплекслар, ландшафт, агроландшафт, ресурс, агротуризм, экотуризм, рекреация, баҳолаш, антропоген текислик, эрозия.

**Introduction.** The basis of our study is to determine the relationship between natural geographical complexes and agrotourism in determining the agrotourism potential of geocomplexes. Therefore, first of all, we need to study the demand of agrotourism in nature and determine the impact of agrotourism on the natural environment. The development and formation of agrotourism depends on the socio-economic potential of the region, the availability of agrotourism sites, natural conditions and resources, as well as geographical location. From this point of view, it is important to study the agro-tourism potential of geocomplexes taking into account the needs and requirements of agrotourism, as well as to determine the degree of suitability, convenience or lack of geocomplexes for agrotourism.

**Literature review.** Assessment of natural complexes for recreational and recreational purposes: V.K. Reobrazhensky, Yu. Vedenin [3], E.A. Kotlyarov [2], P.G. Tsarfis [7], N.A. Danilova [1] analysis. However, these studies did not assess the potential of natural complexes and their components for specific types of tourism. Usmanova M.R substantiated the effectiveness of integrated, landscape and environmental scientific principles in the recreational assessment of the natural components of the Kashkadarya region [5]. Issues related to the assessment of ecotourism in the natural complexes of Uzbekistan have been successfully implemented in N.T. Khamuratova. Natural factors of the area - topography, climate, water, soil and vegetation, fauna and landscapes were evaluated for ecotourism [6].

**Research methodology.** To assess the agrotourism of natural complexes, regional analysis, cartographic, geographical comparisons, field studies, expeditionary, statistical and typological methods were used.

**Analysis and results.** In Uzbekistan, natural complexes are distinguished, such as mountains, foothills and desert plains, irrigated anthropogenic plains. The assessment of natural complexes stems from the agrotourism properties of natural

components. Assessment of their agrotourism opportunities by type of topography, surface features, climatic conditions (air temperature, relative humidity, amount of precipitation, wind speed), surface water (source of rivers and streams), groundwater (mineralization, surface positioning, mineralization), soil characteristics (type, level of salinity and erosion), vegetation cover and density, level of culture and agricultural use, infrastructure (condition of roads and railways, tourist visitor) availability and comfort of rooms, housing and camps). Increased regionalization of natural components contributes to the formation of various natural conditions, ranging from mountain slopes to mountain peaks. Since mountains and temperatures vary from height to height, nature changes in the same direction, that is, an increase in the zone occurs. Since the foothills of the Uzbek mountains are deserted, high-altitude zones begin from the desert and alternate between a low mountain (plain), medium mountains and high mountains. Climatic changes are observed in the mountains of Uzbekistan. It also changes precipitation, air pressure and relative humidity. As a result, altitudinal and climatic zones are formed. These changes play a key role in the formation of high-altitude natural territories. The mountains are characterized by long cloudy days, long snowfalls, heavy rainfall, low air temperatures, blizzards and sloping winds. In general, the mountainous terrain, that is, the height of the mountain ranges, their position relative to the sun, the effect of the relief on air currents, the presence of valleys, sunken and plateaus in the mountain range, strongly affects the appearance of various landscapes. At 100 m along the slope, the temperature decreases on average by  $0.6^{\circ}\text{C}$ . Despite the southern latitudes of the mountains of Uzbekistan, the average annual air temperature above 3200 m is negative. Changes in air temperature in the mountains depend on a number of regional aspects, such as the direction of the mountain ranges and the position of the slopes with respect to the sun. In the mountains of Uzbekistan it is rainier than on the plain. Precipitation falls on the mountain ranges of the republic, especially on their western slopes (at altitudes of 1500-3000 m), and in some places more than 900 mm.

About 10% of the country's population lives in mountainous areas. The population has its own national traditions, cultures and methods of agriculture and

animal husbandry, adapted to mountain conditions. In the mountains of Uzbekistan, there is a rapid change in nature, population, economy, including agriculture, in areas of near expansion. Agriculture is particularly distinguished by its “mountain” forms (mountain and irrigated agriculture, rainfed farming, mountain horticulture, terracotta farming, mountain forestry and grazing). The Alpine region is a very interesting object for agriculture. There are many opportunities for the development of special mountain agrotourism. This feature is not currently in use. The Alpine region is a very interesting object for agriculture. There are many opportunities for the development of special mountain agrotourism. This feature is not currently in use. Irrigated lands in the steppe and semi-desert regions of Uzbekistan are based on the type of topography, soil characteristics, soil and their salinity, soil erosion, the depth and salinity of groundwater, and the level of land reclamation. They are divided into medium, complex and very complex. For mountain tourism, a four-point scale was used, which is not convenient, less convenient, more convenient and more convenient for assessing natural complexes [4]. Type of landscape, surface features, lithological composition of the soil, soil depth and mineralization, soil type, salinity, water and wind erosion, vegetation, species, culture and use in agriculture, natural processes for agrotourism, assessment of natural complexes and factors such as incidents, infrastructure levels and agro-tourism utilization [8]. According to their indicators, natural complexes are divided into agrotourism, which is very convenient, comfortable, weak and inaccessible (see table 1 and table 2).

On the plains it is very convenient for use in agrotourism - high terraces of mountain proluvial and river valleys for natural complexes (Zarafshan, Kashkadarya, Amudarya, Syrdarya and other valleys); sections, lower terraces, not suitable - delta slopes, lower or peripheral parts of the proluvial plains, hills, plateaus and heights [9]. In the mountains, mountain geocomplexes are most suitable for agrotourism, lowlands, hills, hills (from 500 to 600-700 m), low mountains for convenient geomaterials, hills (from 500 to 1200 m), moderately high mountains (forests). - alpine steppe zone, between 1200 m and 2000 m), low mountains (subalpine and alpine meadows, from 2000 and above to the snow line) [10].



**Table 1**

**Criteria for the assessment of flat nature complexes for agrotourism purposes**

№	Convenience degree	Relief		Litologic act of losses	GRUNT WATER	
		type	Feature of plane surface		Depth, m	Mineralization g / l
1	2	3	4	5	6	7
1.	Very comfortable	Front proluvial plane, alluvial terraces	ramp	The bottom of losses and boulders has coarse-grains	20-100	$\leq 3$
2.	comfortable	The main part of the cone roll-outs and river deltas	wave	Surface litter is found in a mixture of sand and gravel, with rough stones beneath them.	10-15 and less	$\geq 3-10$
3.	Less comfortable	Cone spreads and middle deltas, lower terraces	cursive	Sand, sand deposits are found mixed with sand	5-10	5-10 and 10-30
4.	Not comfortable	The cone extends and the slopes of river deltas, hills, plateaus	Flat, sloping, wavy shell	Beds with heavy mechanical content (clay, heavy sandy loam) mixed with gravel	3-5 and less	$\geq 10-30$



Soil		Density of plant cover in%	Culturalization of agricultural landscapes	Natural processes and phenomena	Infrastructure	In agrotourism usage level
Type	Salinity and erosion					
8	9	10	11	12	13	14
Typical and light gray	Partly saline and poorly washed	Cultural Plants 90-100	High, irrigated agriculture, horticulture, livestock	Erosion trauma, suffocation and salinity	Comfortable cars, and railways, hotels and resorts	Short and long-term tourism all year round
Typical and light gray, sandy steppe, pristine	Different saline, washed and deflated	Cultural Plants 60-80	On average, irrigated agriculture, gardening, livestock	Erosion injuries, deflation, suction and salinity	Highways and Holiday Homes	Short, long-term tourism in spring, summer and fall
Light gray, sandy desert effect	Different saline and deflated	Plum, coloring, kaurek, soup, 30-50	Low, partly irrigated agriculture and seasonal pastures	Deflation and salinity	Highways	Short tour in spring and summer
Light gray, meadow and spicy, salty	Strongly saline, deflated	Ephemeral, Jungle, Wormwood 10-20	Low, spring pastures	Deflation, large sand migrations	Highways not well covered	Short tour in the spring



**Table 2**

**Criteria for assessment of natural complexes for agrotourist purposes (for mountainous and mountainous areas)**

T/P	Convenience degree	Relief			Water of surface ground	
		type	Comparability	Lithological composition of the bedrock	The source of rivers	Availability of water sources
1	2	3	4	6	7	8
1	Very comfortable	Mountains, hills and hills (from 500 to 600-700 m)	Medium	Loose and loamy sand and rocky sawdust, alluvial, deluvial, and porous layers	Rain, spring, ground	available
2	comfortable	Low hills and hills (from 500 to 1200 BC)	Above average	Sedimentary loamy beds of loamy sands and alluvial-deluvial stone mixed	Snow, rain, spring	available
3	Less comfortable	Mountains of medium height (from 1200 to 2000 m)	Very sloping, steep in places	Crystalline rocks are localized	Snow, rain, spring	available
4	Not comfortable	Highlands (2000 m and above)	Very steep, sometimes steep	Crystalline rocks are often uncovered	Snow, ice springs	Not available



Soil		Vegetation density, in%	The degree of culture of agricultural landscapes	Natural processes and phenomena	Infrastructure	The degree of use in agrotourism
Type	Saline, erosion, deflation					
9	10	11	12	13	14	15
Light gray	Localized saline and erosion	Bush and hemispherical group, grass, 30-90	High, partially irrigated, mainly irrigated agriculture and livestock	Slipping, erosion, absorption and salinization	Convenient highways and railways, hotels and resorts	Short and long-term tourism throughout the year
Typical and dark brown	Different washes, local saline and deflated	Bush and hemispherical groups, ephemeral, 40-50	On average, grazing, rainfed and partially irrigated agriculture	Flooding, slipping, erosion and trauma	Highways, rest houses and camps	Short, long-term tourism in spring, summer and fall
The mountain is dark brown	Washes, washes medium and strong	Juniper, mountain xerophytes, 0-40, sometimes 50	Middle, spring, summer, autumn as a pasture and mountain gardener	Collapse of mountains, avalanches, hills, floods and erosion	Highways, rest houses	Short tour in spring and summer
Light brown and light	Wash, erosion	Rare shrub, bushes, 0-30	How low, summer pasture	Mountain collapse, avalanches, erosion, erosion	Cuttings	Short tour in the summer



**Conclusion.** On the developed scientific conclusions and proposals about physics-geographical peculiarities of agrotourism:

the results on the different levels of the estimation of agrotouristic possibilities of the republic geocomplexes as very convenient, convenient, small convenient, not convenient were applied in the practice by State committee on the development of tourism of the Republic of Uzbekistan. As a result agrotouristic objects of our republic territories and their usage possibilities were described;

the results of agrotouristic dividing into districts of the territory of the republic and map that made on the base of “Agrotouristic districts of the Republic of Uzbekistan” was applied in the practice by State committee on the development of tourism of the Republic of Uzbekistan. As a result, agrotourism was organized in different directions and seasonal;

From defining of the tours and developing routes, which rules of perfection were used in practice of State committee on the development of tourism. As a result, new touristic directions and routes were developed; touristic potential of the Republic was improved on quality usage.

### **Recommendations:**

1. In conclusion, the assessment of natural complexes for agrotourism is a key factor in the development of agricultural tourism in the country and its prospects.
2. As a result of the assessment, the agrotourism potential of the regions was determined.
3. This suggests the need for a specific approach to the organization and development of agrotourism in the field.

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## ACTUAL PROBLEMS OF NATURAL SCIENCES

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### CHANGING SOIL AGROCHEMICAL PROPERTIES IN CONTAMINATED SOIL BY LEAD AND ZINC

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**Annotatsiya:** Tuproqning Zn und Pb bilan ifloslanishi jamoatchilikning tuproqni metall bilan ifloslanishi haqida tashvishlanishiga olib keldi. Angren va Navoiy elektr stantsiyalari atrofida uch xil tuproqlarning agrokimyoviy xususiyatlari 10 yil davomida aniqlangan. Tuproqning agrokimyoviy xossalari mavjud og'ir metallarning umumiy miqdorini harakatchan shaklga keltirishi mumkinligi aniqlandi. Tuproq muhiti (pH), TSK, tuproq organik moddasi tuproqdagi harakatsiz og'ir metallarni harakatchan shaklga o'zgartirishning asosiy omillari hisoblanadi.

**Kalit so'zlar:** Angren Issiqlik Energiya Stansiya, Navoiy Gidro Elektr Stansiya, organik modda, tuproq singdirish sig'imi, tuproq muhiti (pH), il zarrachasi, og'ir metallar

**Аннотация:** Загрязнение почвы Zn и Pb привело к общественному беспокойству по поводу загрязнения почвы металлами. Агрохимические свойства трех типов почв вокруг Ангренской и Навоийской электростанций определены за 10 лет. Было обнаружено, что агрохимические свойства почвы могут проявляться в общем количестве тяжелых металлов в доступной форме. РН почвы, катионообменная емкость, органические вещества являются основными факторами, способствующими превращению тяжелых металлов в подвижную форму.

**Ключевые слова:** Ангренская ТЭС, Навоийская гидроэлектростанция, органическое вещество, катионообменная емкость, рН, текстура ила, тяжелые металлы.

**Abstract.** Soil contamination with Zn and Pb has led to public concern over soil contamination with metals. Agrochemical properties of three types of soils around Angren and Navoi electro stations, are determined over 10 years. It was found that soil agrochemical properties can occur in total heavy metals to available form. Soil pH, CEC, OM are the main factors to change HM to mobile form.

**Keywords.** Angren Thermal Power Plant, Navoi Hydro electro station, organic matter, cation exchange capacity, pH, silt texture, heavy metals.

**Introduction:** Metal contamination of soils has become a world-wide concern. The contamination soils by heavy metals in Angren Thermal Power Plant (ATPP) and Navoi Hydro electro station (NHRES) concerns principally the southwestern of the region depending on the wind rose and transportation.

Soil pH and SOM, silt texture, CEC, are the main factors affecting the bioaccessibility of heavy metals in soil [5; 16; 12; 11; 6; 9; 14; 15; 3; 13, 17].

In natural conditions only small fractions of heavy metals are available to plant [10], however, in some natural soils from rich-organic matter content and high percent of contamination with heavy metals, heavy metals can easily occur to mobile form [11]. Cezary Kabala and Bal Ram Singh [4] studied mobility of heavy metals decreased by increasing content of clay in the soil.

**Material and Methods:** The experiments were conducted on irrigated and non-irrigated soils of the contaminated soils of Angren Thermal Power Plant (ATPP) and Navoi Hydro electro station (NHRES) (lat. 41.004897; lon. 70.122799) of the eastern of Tashkent region. Soil samples were taken different depth of soil by ISO 10381-8 [7] and air-dried by ISO 16720 [8,9].

Lead accumulates mainly in the eastern and north-eastern part of the city of Navoi. Total area of the district of Navoi region is 11060,9 thousand ha. The lead content in the grey-brown soils within the zone of influence of the industrial enterprise depends mainly on the distance Navoi GRES source of contamination of the terrain. The pollution surveyed grey-brown soils lead suggests that the degree of pollution in addition to the above parameters, to a large extent determined by the speed and frequency of the prevailing air currents (wind roses) and geomorphologic features. The

researches show that, the presence of lead in soil and water study area is not uniform [1].

In general, according to the researches below, on the territory of lead in the soil for up to 34,3 DIO in 20 hectares out of 640.4 hectares which it should be 10 DIO in normal conditions [2]. The distribution of the heavy metals on the surface of the soil is determined by many conditions. It depends on the characteristics of the sources of pollution and meteorological characteristics of the region, geochemical factors and landscape conditions in general. To soil conditions, significantly affecting the availability of heavy metals include: mechanical structure, the response of the soil, hydrology, organic matter content, anion-exchange capacity and drainage.

**Results and discussion:** Amount of Zn and Lead in new irrigated and old irrigated grey-brown soil and dark sierozem soils are different around power plant stations (table 1). Since the virgin grey-brown soils are formed under severe moisture conditions, they contain a minimum amount of organic matter among desert soils in NHRES: soil the humus content in the upper 0-5 cm layer of no more than 0.44% of its stock in half-meter layer was 13.6 t / ha of nitrogen - 0.040% and 1.72 t / ha (table 2). In dark sierozem soils around ATPP soils contain maximum amount of organic matter than other soils in Uzbekistan (table 3).

The change of total nitrogen content of the soil in the profile h repeats the same laws that govern the dynamics of humus on the ratio of C:N in the soil profile is narrow (5,8-7,7), which is typical for the soils of the desert zone.

The virgin grey-brown soils (Table 4), a maximum of carbonates are observed in the brown layer (8,6-9,5%), in the middle part of the soil profile its content decreases to 3.0 % in the lower layer somewhat larger -5.5 %.

**Table 1 Descriptive statistics of heavy metal concentrations (mg/kg)**

Metals	No. of sample	Mean	Median	Minimum	Maximum
Dark sierozem soils in ATPP					
Pb	8	20	65.4	3.31	138.1

Zn	8	20	156.4	35.2	376
New irrigated grey-brown soil in NHRES					
Pb	8	20	85.0	61.3	86
Zn	8	20	22.0	7.5	14
Old Irrigated grey-brown soil in NHRES					
Pb	8	20	87.8	59.3	88
Zn	8	20	15.9	9.5	17

**Table 2. Agrochemical properties of grey-brown soils around NHRES**

Depth Sm	Humus %	Gross content, %		Ratio C: N	Mobile forms mg / kg		CO <sub>2</sub> carbo nates %	SO <sub>4</sub> gypsu m, %
		N	P <sub>2</sub> O <sub>5</sub>		P <sub>2</sub> O <sub>5</sub>	K <sub>2</sub> O		
Cut N 63. Grey-brown soil								
0 - 5	0,44	0,040	0,143	6,3	16,0	243,0	6,4	0,12
5-24	0,22	0,020	0,125	5,8	13,0	238,0	8,6	0,08
24-58	0,18	0,016	0,104	6,5	4,5	202,0	9,5	0,10
58-72	0,12	0,009	0,099	7,7	-	30,6	3,0	28,56
72-90	0,10	-	0,040	-	-	22,0	3,2	31,74
90-149	0,09	-	0,022	-	-	61,0	5,4	9,40
149-160	0,08	-	-	-	-	93,0	5,3	10,60
160-200	0,07	-	0,027	-	-	100,0	5,5	12,30

**Table 3. Agrochemical properties of dark sierozem soils around ATPP**

Soil samples	Depth sm	Humus %	Gross content, %		Ratio C: N	Mobile forms mg / kg	
			N	P <sub>2</sub> O <sub>5</sub>		P <sub>2</sub> O <sub>5</sub>	K <sub>2</sub> O
1	0-30	1,66	0,045	0,50	21,3	56,0	156,5
2	0-30	1,28	0,076	0,52	9,75	12,0	366
3	0-30	2,18	0,187	0,53	6,75	13,5	308,2
4	0-30	5,45	0,407	0,50	7,75	17,0	264,9
5	0-30	2,57	0,113	0,45	13,16	41,5	452,7
6	0-30	3,61	0,218	0,40	9,58	76,0	533,8
7	0-30	2,49	0,131	0,45	11,0	33,0	510,5
8	0-30	2,4	0,116	0,41	11,78	23,0	216,7

**Table 4. Agrochemical properties of grey-brown soils**

Depth, Sm	Humus %	Gross content, %		Ratio C: N	Mobile forms mg / kg		CO <sub>2</sub> carbonate s%	SO <sub>4</sub> gypsum, %
		N	P <sub>2</sub> O <sub>5</sub>		P <sub>2</sub> O <sub>5</sub>	K <sub>2</sub> O		
Cut N 41 New irrigated grey-brown soil								
0-20	0,52	0,05	0,148	6,0	38,6	444,6	7,52	0,64
20-41	0,38	0,031	0,134	6,1	24,4	332,4	7,40	0,85
41-58	0,32	0,029	0,122	6,4	6,8	220,3	7,00	0,96
58-75	0,24	0,022	0,114	6,3	2,2	162,7	6,27	1,42
75-95	0,14	0,018	0,084	4,5	-	-	5,74	7,16
95-138	-	0,009	-	-	-	-	6,04	12,36
138-160	-	-	-	-	-	-	7,50	14,24

Irrigation makes uniform carbonates in the soil profile and the increase in the total CO<sub>2</sub> content of carbonates (41 sections) by Prinos carbonates with irrigation and ground water. Gypsum content of the virgin grey-brown soils correlated with the content of water-soluble salts, the amount of up to 0.5 m depth slightly.

The irrigated grey- brown topsoil almost washed gypsum, its content does not exceed 0,48-0,79%. As follows from the data of agrochemical analysis (Table 2), the content of total phosphorus in virgin grey-brown soils cortical horizon ranges from 0.143% to 0.160%, and mobile forms 16.0 mg/kg. exchangeable potassium content was 243.0 mg/kg.

The irrigated grey-brown soils of the total phosphorus content is respectively 0.152% - 0.160%. Mobile forms of phosphorus in the top layer are characterized by the value of 41,2-32,5 mg/kg, respectively, and the exchange of potassium 326,3-450,3 mg/kg.

**Conclusion:** The aim of the present study was to determine the influence of contamination and soil properties on the distribution of Pb, and Zn. The soil great group appeared to have little influence on the distribution of the metals and there was no clear effect that could be related to organic matter content, silt + clay content or CEC. It is found:

- 1) The most significant effects related to extent of contamination as modified by



soil pH.

- 2) The highest levels of contamination are, however, found in soil samples of relatively high pH and in these circumstances the metals may precipitate as, or onto, carbonates. Relatively minor amounts of Pb are found in the exchangeable form irrespective of pH.
- 3) Amount of heavy metals in different type of grey-brown irrigated soils in NHRES and dark sierozem soils in ATPP depends on soil organic matter, soil texture, pH and absorption capacity.
- 4) The relative mobility of metals in the contaminated soils was increased by an increase in their OM, CEC, soil pH and decreased by increasing content of soil clay fraction.

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