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АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ, ОБРАЗОВАНИЯ И ВОСПИТАНИЯ

ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

CONTENTS

MODERN PROBLEMS OF PEDOGOGY AND PSHYCHOLOGY

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PROGRAM- METHODOLOGICAL COMPLEX IN SUPPORT OF THE SUBJECT "THEORY OF ALGORITHMS"

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Annotation: The article discusses issues related to the use of information technology in teaching the subject "Theory of algorithms", highlights some of the features of teaching this academic discipline. The factors that contribute to the effective assimilation of educational material on this subject have been formulated. The main aspects and goals of the methodology for using in the educational process the program-methodological complex developed in support of the subject "Theory of algorithms" are given. The article describes the results of a pedagogical experiment within the framework of a study on the teaching methodology of the subject "Theory of algorithms" using a program-methodological complex.

Key words: Educational process, "Theory of algorithms", program-methodological complex, electronic didactic content, electronic resources, pedagogical experiment.

Аннотация: В статье рассмотрены вопросы связанные с применением информационных технологий в преподавании предмета «Теория алгоритмов», освещены некоторые особенности преподавания этой учебной дисциплины. Сформулированы факторы, способствующие эффективному усвоению учебного материала по данному предмету. Приведены основные аспекты и цели методики использования в образовательном процессе программно-методического комплекса разработанного в поддержку предмета «Теория алгоритмов». Описаны результаты педагогического эксперимента в рамках исследования по методике преподавания предмета «Теория алгоритмов» с использованием программно-методического комплекса.

Ключевые слова: Образовательный процесс, «Теория алгоритмов», программно-методический комплекс, электронный дидактический контент , электронные ресурсы, педагогический эксперимент.

Annotatsiya: Maqolada "Algoritmlar nazariyasi" fanini o'qitishda axborot texnologiyalaridan foydalanish bilan bog'liq masalalar ko'rib chiqilib, ushbu fanni o'qitishning ba'zi xususiyatlari yoritilgan. Ushbu fay bo'yicha o'quv materiallarini samarali o'zlashtirishga yordam beradigan asosiy omillar aniqlashtirilgan. "Algoritmlar nazariyasi" fanini qo'llab-quvvatlovchi dasturiy - metodik majmuani

o'quv jarayonida qo'llash uslubiyatining asosiy jihatlari va maqsadlari belgilab berilgan. Maqolada dasturiy- metodik majmua yordamida "Algoritmlar nazariyasi" fanini o'qitish metodikasi bo'yicha olib borilgan tadqiqotlar doirasida olib borilayotgan pedagogik eksperiment natijalari bayon qilingan.

Kalit so'zlar: O'quv jarayoni, "Algoritmlar nazariyasi", dasturiy-metodik majmua, elektron didaktik kontent, elektron resurslar, pedagogik tajriba.

Introduction. One of the main directions of the process of informatization of modern society is the informatization of education, which ensures the widespread introduction into practice of psychological and pedagogical developments aimed at intensifying the learning process, implementing the ideas of developing education, improving the forms and methods of organizing the educational process, ensuring the transition from mechanical assimilation of knowledge to mastering the skill independently acquire new knowledge. Education is an integral part of the social sphere of society, and therefore the main problems, ways and stages of informatization for education basically coincide with the general provisions of informatization of society as a whole [1]. Improving the quality of training specialists in higher education is largely determined by the achievements of informatics, introduced into the educational process.

At the present stage of development, Uzbekistan faces strategic tasks, including the further development of the education system as the most important factor in the country's prosperity, sustainable economic growth, and employment. A new impetus for the radical improvement of the sphere, a radical revision of the content of personnel training at the level of international standards was the Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev "On measures for the further development of the higher education system" dated April 20, 2017 [2]. At the same time, by the Decree of the President of the Republic of Uzbekistan No. UP-5847 of October 8, 2019, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 was approved, including measures to strengthen and modernize the material and technical base of universities, equipping them with modern educational and scientific laboratories and modern means information and communication technologies [3]. Currently, education reform is focused on the implementation of government decisions to modernize the national higher education system in the field of improving the quality of higher education, introducing a national rating system of universities, improving teaching foreign languages, introducing a new system of postgraduate education, as well as developing a system of advanced training and retraining of academic and administrative personnel of universities One of the conditions for the introduction of information and communication technologies (ICT) into wider university practice is the preparedness of teachers and students to use them. Today, unfortunately, many more teachers consider the informatization of education only as a process of introducing computers into the higher education system. It also consists in a fundamentally new organization of the educational process at a higher quality level of interaction between teachers and students in the context of using ICT. When solving the above problems and eliminating contradictions, it is advisable to perform tasks such as the use of active teaching

methods, increasing the creative and intellectual components of educational activities; integration of various types of educational activities (educational, research, etc.); adaptation of information technologies of teaching to the individual characteristics of the student; the development of new information technologies of teaching, contributing to the activation of the cognitive activity of the student and increase the motivation to master the means and methods of informatics for effective use in professional activities; ensuring the continuity and consistency of learning; improving the software and methodological support of the educational process [4].

Literature review. The theory and practice of teaching the course "Theory of Algorithms", the subsequent development of methods for teaching the theory of algorithms was carried out by V.I. Igoshin [5], A.V. Golanova [6], ID Koldunova [7] and others. Their works are devoted to the construction of methodological systems for teaching the course "Theory of algorithms", which are based on the logical-semiotic approach (A.V. Golanova), the system-activity approach (E.N. Bobonova). The works of V.I. Igoshin are devoted to the construction of a model of fundamental mathematical training of future teachers of mathematics and computer science at a pedagogical university in the field of disciplines of discrete mathematics, which includes logical and logical-didactic components. Teaching in accordance with such a model will allow, in his opinion, future teachers to effectively master both the methods of logical reasoning and proofs and the applied tools of discrete mathematical sciences. In the work of I.D Koldunova, the methodology of teaching students the course "Theory of Algorithms" on the basis of analytical and synthetic activity is considered. A significant contribution to the teaching methods of the discipline "Theory of algorithms" was made by V.L. Sailors. In 1989, the course of the theory of algorithms was separated into an independent separate discipline, a discipline program was developed and the first textbook was written [8].

Research Methodology. New information technologies in combination with traditional teaching methods can help to achieve the goal of teaching quality. In connection with the above, it seems that an effective direction for improving the educational process is the development of program-methodological complexs (PMC) for individual disciplines. As an example, we can cite scientific work on the development of methods for teaching the discipline "Theory of Algorithms" by means of the PMC conducted at the Department of Applied Mathematics and Informatics of Termez State University. PMC is a system of normative and educational-methodical documentation, teaching and control tools necessary and sufficient for the high-quality organization of basic and additional educational programs, according to the curriculum for the study of a specific discipline [9]. The PMC of an academic discipline is one of the elements of the organization of educational activities in various forms of education. It can be defined as a set of various didactic teaching aids, technical teaching aids, training programs and telecommunications, designed to manage the student's educational activity in the course of studying the course. The main goal of creating a PMC is to provide the student with a complete set of teaching materials for studying the discipline.

If we talk about general approaches to the possible structural components of PMC teaching aids, the latter can be represented as follows:

• online electronic educational publications (electronic textbook);

• computer training systems in hypertext and multimedia versions;

• audio educational and informational materials;

• video educational and informational materials;

• laboratory practical work (including laboratory practical work of remote access);

• simulators, educational and training exercises (including those with remote access);

• information databases and knowledge databases with remote access;

• electronic libraries with remote (network) access;

Based on this, it can be stated that the PMC as a system of teaching aids has an ambiguous meaning - it is an invariant of a wide variety of modifications and options that must be taken into account when developing them. But with all the possible diversity, the functional PMC represents a model description of the following pedagogical system:

1.   Acts as a tool for systemic and methodological support of the educational process in the discipline taken, its preliminary design. This is its main function.

2.   Combines into a single whole various didactic teaching aids, subordinating them to the goals of teaching and upbringing.

3.   Not only fixes, but also reveals the requirements for the content of the studied discipline, for the skills and abilities of graduates contained in the educational standard, and thereby contributes to its implementation.

4.   Serves the accumulation of new knowledge, innovative ideas and developments, stimulates the development of the creative potential of teachers. It is also important to note that the modular approach to the development of the PMC will allow the departments and faculties of universities to create a corpus of their own educational and teaching-methodological tools, the deficit of which is currently observed.

The PMC consists, as a rule, of several, corresponding to the main sections of a specific subject course. The structure of the sections corresponds to the logic of teaching the course. This takes into account the student's time spent on working through and mastering the section.

The training module (TM) of the PMC can consist of an introduction, electronic theoretical materials and a presentation for lectures. The "Introduction" section should contain information designed to optimize the activities of students when working with educational information: from advice on "navigation" in the content of the module to clear recommendations on how to effectively learn with its help. The introduction may contain:

• clearly defined topics of the module, as well as textbooks in related disciplines;

• unambiguous, concise and accessible to students' understanding of the formulation of the educational objectives of the module, which make it possible to make the expected result of educational activities clear to the student;

• the subject of its individual pages with the recommended time spent on studying them;

• conventions about symbols, "decoding" of abbreviations;

• a graphical representation (block diagram, logical diagram, table, etc.) of the content of the module, reflecting the "architecture" of the structure, logical, hierarchical and other connections of its elements (for example, point with arrows at the paragraphs of the module that are logically related to each other);

• a table of contents that clearly and unambiguously reflects the content of the entire TM (its chapters, paragraphs, etc.).

The main component of the TM hypertext lectures is the academic text. In terms of content, it corresponds to a part (section, chapter, etc.) of the subject course and sets out the necessary information that students must master. The components of the educational module, in order to organize the cognitive activity of students, may contain the following structural units: introduction, informational text section, applications, etc. Each of these units, in addition to the educational information itself, is equipped with special didactic elements, for example: instructions on the sequence of the material, tips on learning technology, various tasks and tests. Hypertext lectures should contain materials on all topics studied. The simplest approach to creating hypertext lectures is to present them as HTML documents. In preparation for creating applications, the developer has a wide choice of software and technologies based on his level of preparedness.

The electronic workshop is an integral part of the PMC. A workshop in support of the "Theory of Algorithms" course may consist of several parts. For example, an electronic manual, a course of electronic practical classes, an electronic problem book, etc. All materials are placed in the form of hypertext on HTML pages of an electronic manual. The section "Practical lessons" should contain material for all topics of practical lessons. Each lesson contains, in addition to text, graphic material and assignments for self-fulfillment, an interactive test on this topic.

A section for independent work of students can be developed in the form of an HTML-node consisting of hyperlinks, an electronic library and an algorithm module. The main page of the section provides information on the structure of the self-help system and links to other sections. A separate page is allocated for detailed methodological instructions for performing independent work, topics and options for assignments to it. A home page of Internet links can consist of pages containing links to web pages on all the studied topics of the course separately. If there is a connection to the Internet, the user can access the web page he needs without leaving the application. An electronic library with a catalog of all electronic resources included in it will have to contain electronic versions of printed publications for the course "Theory of algorithms". It should also contain e-books, manuals, training programs and other electronic resources on this topic. The library of algorithms can contain materials on specific algorithms and their implementations in algorithmic languages. It is also a good idea to provide for working with them in a programming environment.

Analysis and results. It is known that teaching tools should take on not only informative, but also a controlling function. The means of PMC should control not

only the degree of students' assimilation of the content of the discipline, but at the same time provide them with the opportunity to realize their creative, research potential. Thus, the controlling block of the PMC should serve at least two purposes:

• determining the quality of the knowledge received by students;

• development of independent creative, research and project thinking.

Performing some tasks from the control block, the student must demonstrate the degree of mastering knowledge, while completing others, form his own position in relation to the debatable problems of the mastering area of knowledge. The task of the teacher in assessing the answers to such tasks is to pay attention to the integrity of the student's views on how the student's professional consciousness is formed. Control tasks should relate to all the key problems of the discipline being studied, orient students to independent study of the most important fragments of classical, program samples of scientific literature. Thus, the creation of modern full-fledged PMC for the organization of effective classroom and independent work of students requires the use of information computer technologies and is a rather difficult task, the solution of which involves joint efforts to provide teachers with scientific, informational and methodological assistance to a whole group of specialists.

The effectiveness of the developed teaching methodology based on the PMC was tested by the method of a pedagogical experiment according to the following criteria: the degree of formation of students' knowledge of the basic models of algorithms, methods for constructing algorithms, methods for calculating the complexity of algorithms, knowledge of the basic concepts of the theory of algorithms; the ability to develop algorithms for specific tasks; determine the complexity of the algorithms; apply the knowledge gained in solving the assigned tasks. The experiment included intermediate control works and final testing. The table below shows the results of the final testing of the experiment. The main results were obtained in the course of teaching the subject "Algorithms" and "Theory of Algorithms". The experiment was attended by students of 1-2 courses of training directions "Methods of teaching computer science" and "Applied mathematics and computer science". Methods of mathematical statistics were used to analyze the results of the pedagogical experiment [10]. The sample mean values $(\overline{x}, \overline{y})$, the confidence interval (confidence interval) and the coefficient of efficiency of the general results for the control and experimental groups were calculated. The statistics obtained are shown in Table 1.

Table 1

General results of final tests conducted as part of a pedagogical experiment

	Experimental groups n=116			Control groups m=124		
Ratings	5	4	3	5	4	3
The number of relevant ratings	29	42	45	7	45	72
Sample averages	$\overline{x}$=3,86			$\overline{y}$=3,47		
Efficiency coefficient	$\overline{x}/\overline{y}$=1,11					
Validity interval	$3,7164 \leq 3,86 \leq 4,0031$			$3,3640 \leq 3,47 \leq 3,5759$		

Conclusion. In the course of theoretical and experimental research of the scientific problem posed in accordance with the purpose and objectives of the study, the following conclusions and results were obtained:

1. As a result of the analysis and research of existing approaches and methods of using the PMC in education, the main goals of using the PMC in the process of teaching the discipline "Theory of algorithms" and related disciplines are determined. This made it possible to determine the main directions and requirements for the use of PMC in the educational process of the university, which opens up new possibilities for improving the process of teaching the subject and allows you to maximize interest in the study of the subject.

2. The structure of the educational material and the methodology for conducting classes on the subject "Theory of algorithms" using the PMC have been developed [11].

3. Methodical methods of using PMC have been developed. The sequence of tasks presented corresponds to the logic of the formation of the final knowledge, which, according to the methodological approach, is composed of a chain of certain skills. For each of the sections, the requirements for the initial training prior to studying this section, as well as the requirements for knowledge and skills at the end of the study, were identified.

4. Based on the developed methodology, a software and methodological complex was implemented.

5. The effectiveness of the developed method of using the PMC was proved in the course of experimental work carried out over several years.

6. The hypothesis of the research was confirmed that if the teaching of the basics of the theory of algorithms to students is carried out according to the proposed methodology, using the PMC, this will increase the efficiency of the educational process and the quality of mastering the educational material: students spend much less time on research; due to graphic capabilities, solving problems becomes more visual; regular use of a computer allows students to treat software tools as convenient working tools; the use of the PMC makes it possible to focus on the content of the material being studied, to study the qualitative features of its behavior, without being distracted by the technical implementation.

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THE FUTURE OF SCIENCE ON THE BASIS OF INTER-SCIENTIFIC COOPERATION CONTENT OF THE PEDAGOGICAL PROCESS DIRECTED TO THE PREPARATION OF EXACT SUBJECT TEACHERS FOR INTERNATIONAL COMMUNICATION

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Аннотация: Мақолада фанлараро ҳамкорлик асосида ижтимоий фанларнинг имкониятларидан самарали фойдаланган ҳолда бўлғуси аниқ фан ўқитувчиларини миллатлараро мулоқотга тайёрлашнинг педагогик-психологик мазмуни таҳлил қилинган.

Калит сўзлар: фанлараро ҳамкорлик, ижтимоий-гуманитар фанлар, миллатлараро мулоқот, ўқитувчи, аниқ фан ўқитувчиси.

Аннотация:В статье анализируется педагогическое и психологическое содержание подготовки будущих учителей точных наук к общению на основе научного сотрудничества, эффективно использующего возможности общественных наук.

Ключевые слова: научное сотрудничество, социально-гуманитарные науки, национально-коммуникативные отношения, учитель, учитель точных наук.

Annotation: The article analyzes the pedagogical and psychological content of preparation of future teachers of Exact Sciences for communication on the basis of scientific cooperation effectively using the opportunities of Social Sciences.

Keywords: science cooperation, socio-humanities, nationality communication, teacher, exact science teacher.

Introduction: Today's global processes demand on approach seriously to any issue. The inter-science cooperation becoming actual duty in identifying the object of modern science. The inter-science cooperation forms on a basis on scientific outlook and reveals the inter-science approach, could be base to solve the problem successfully. The inter-science cooperation means the common style based on connection among them, not cooperating in the researching. In the framework of inter-science cooperation, the scientific worldview expanded in the pursuit of an understanding of the laws of society and naturein the middle of the last century. In such a situation, the necessity becomes doing inter-science synthesis on scientific problem.

In our opinion, interdisciplinary cooperation is a complex of purposeful interconnections of several disciplines, the object of which is studied in different ways, in each method of science, in connection.

At the beginning of the third millenniumthe intensifying global socio-political changes require the training of personnel with deep thinking and a strong mindset, a worldview that can overcome superstitions [1].

The pedagogical process aimed at preparing future science teachers for international dialogue was carried out on the basis of inter-science cooperation. History, philosophy, psychology, cultural studies, theology, civil society and the national idea of inter-science cooperation: the subjects of the development strategy of Uzbekistan were choosen as experimental subjects. On the basis of the interaction of these subjects, the general methodological function, the content of types of formation of interethnic dialogue in teachers of specific sciences were analyzed.

Literature Review: The social and humanitarysciences not only educate students but also prepare them for social life, help them understand the social process and understand the laws of development. It is important for the future specialist to becoming expert in his field, as well as to feel the community, the social environment. President of the Republic of Uzbekistan Sh. Mirziyoyev emphasizes, "Today's rapidly changing world opens up new and great opportunities for humanity and young people. At the same time, it also exposes them to various evil dangers that have never been seen before. Malicious forces are turning simple, immature children against their parents, against their country, taking their lives. In such a tense and dangerous situation, we, parents, teachers, the public, the community must be more attentive and alertness in this matter. "[2]

According to the opinion of pedagogue-philosopher Mark Natturno, "we must be avoid blaming others who are around us because we are independent and has

conscious. In particular, it is related to tolerance, which can be described as our efforts to overcome religious, ethnic and racial prejudices that have long been an obstacle to freedom. "[3]

According tothe opinion researcher S.T.Shirmatov, "the educational process organized in higher education institutions plays a special role in the acquisition of a culture of communication by students, who make up a significant part of the youth of the republic" [4].

In the foreign literature, special attention is paid to the fact that "the tolerance of future staffs can be expressed as a mechanism for disregarding, disrespecting, disregarding different opinions, beliefs, cultures, moral values" [5].

The famous scientist I. Gerbart emphasizes that educationrelated to closelyupbringing, and writes that without education there is a means in education, but there is no purpose, and without education there is a goal, there is no means.Nowadays, it is becoming clear how true this idea is in the context of socio-political processes, interethnic relations, and religious conflicts.Because if a future specialist has moral, cultural and religious knowledge and does not have faith and trust in him, he will not benefit the society.Moral and religious knowledge should be taught to not only the mind and heart of the student. Tolerance manifests itself as one of the opportunities to change one's point of view with the role of the student's personality, and in it is a factor that allows for the decision of a socially and morally stable idea [6]. Therefore, tolerance in students develops the ability to freely receive and objectively absorb a variety of information.

Research Methodology: In the course of the research were used scientifically-philosophicalprinciples and methods such as systematics,theoretical-deductive conclusions, analysis and synthesis,history and logic, hermeneutic analysis, inheritance,universalism and nationality, comparative analysis.

Analysis and Results: Scientific research aimed at preparing future science teachers for interethnic dialogue in cooperation with the social sciences and humanities and their moral and cultural development is important. The study of the social and moral development of future science teachers in terms of international dialogue and tolerance serves as an important basis for establishing forgiveness and consensus among members of society.

By preparing future educators for interethnic dialogue, it will be possible to strengthen national unity in their minds, to givesociety a chance to find suitable place in the world community.

Before describing the content of the pedagogical process aimed at preparing future science teachers for international dialogue on the basis of inter-science cooperation, it is expedient to know what the purpose of the pedagogical process is.

The pedagogical process is also related to social processes, the state of relations. The system of training future science teachers for international communication also includes the laws of teaching, learning and education on the basis of interdisciplinary cooperation, technology of creative education and mechanisms of teaching. "The pedagogical process takes into account the laws of education, the creativity of the teacher and the process of growth of learners" [7].

The purposes of the pedagogical process directed to international communication of future science teachers are as follows:

- To determine the effectiveness of inter-science cooperation in the preparation of students of higher education institutions, especially graduates of specific subjects for international dialogue;

- History, philosophy, religion, culture, law, civil society and the national idea on the basis of interdisciplinary cooperation: describing the role and importance of the subjects of the development strategy of Uzbekistan;

- Analysis of the science of religion and the effectiveness of the pedagogical process based on it in the formation of religious tolerance in future teachers of specific sciences;

- training of future staff to understand the legal aspects of internation dialogue by improving the technology of teaching law;

- Analysis of ways for future professionals to understand intercultural relations through the study of cultural studies, to study the conflict of cultures in today's globalization and the formation of skills of intercultural harmony against it;

- to identify ways to form tolerant and resilient behavior and feelings through the formation of a spirit of moral and aesthetic tolerance in future teachers of specific sciences in the field of philosophy, as well as the development of philosophical outlook and perfect concious;

- The national idea in preparing future science teachers for internation dialogue: to show the role of the ideas of international tolerance, interethnic harmony, interethnic equality, solidarity, as well as the importance of national pride, national conscience, freedom of conscience, formed through the science of Uzbekistan development strategy;

- The current state of the social sciences and humanities in higher education, the mechanisms and organizational methods of inter-science cooperation in solving social problems;

In the implementation of these goals, the pedagogical process of future science teachers focused on international communication has identified the following tasks.

- to demonstrate the importance of dialogue, equality and solidarity-based attitudes and activities of nations and peoples living in the country in ensuring the rule of law, justice, freedom and prosperity in society through the education of civil society.

- Systematic analysis of the interconnection, relevance, complementarity, similarity of methods and balanced educational value of social sciences and humanities in the pedagogical practice of preparing students of specific sciences for internation communication;

- to study the state of teaching theology in non-specialist areas, in particular in specific subjects, the teacher's approach to teaching and the ability to teach on the basis of a neutral religious attitude and to propose new educational technologies;

- To study the relationship between jurisprudence and religion in preparing students for international dialogue, to analyze the relationship between the interpretation of legal equality and freedom in interethnic relations in religious sources and the justification of religious tolerance in the field of religion;

- Helps to understand the structure, origin, development and crisis of cultures, the content and significance of cultural relations, the clash of cultures and the decline of one culture on its basis, as well as the philosophical essence and further development of intercultural communication on the basis of topics and lessons in philosophy and cultural studies

- National Idea: Based on the development strategy of Uzbekistan and the general goal of civil society, by linking advanced foreign experience in building civil society to interethnic harmony and solidarity, encouraging students to understand their national identity and believe in the path of national development the tasks of analyzing the explanation that the main goal is to build a prosperous society on the basis of sincere interethnic communication in a multinational and freedom of conscience environment in cooperation between the two sciences.

When a problem is analyzed through the sciences of philosophy and theology, they respond to the problem through their own approach. But if the problem is addressed together, in cooperation, students will not have confusion, abstract questions, objections. This means that knowledge is formed in the student on the basis of an inter-science approach to this issue. "While the formulation and solution of problems is compared in philosophy and religion, religious issues take precedence over the spiritual-divine basis, while the philosopher focuses on the role of human thinking. The monk always forwards the issues of God first, then man and his personality, and the philosopher forwards the issues of man and his place in the universe first. "[8]

The role of jurisprudence in the preparation of students of specific subjects for international dialogue, in the spirit of religious tolerance is high. The law subject serves students to justify the national and universal principles of international dialogue, the legal basis, the attitude of foreign organizations. In the teaching of law, special attention is paid to the study of articles of the Constitution of the Republic of Uzbekistan, which display the relationship between the state and religion and leads to being perfect. The role of jurisprudence in the study of the Universal Declaration of Human Rights, the UN Declaration of Principles of Tolerance, and the legalization of interethnic relations is also high.

It is possible to explain to students of the exact sciences the impact of religious tolerance on world civilization through the study of religion. It is also possible to explain the development of freedom of conscience, the right of every person to believe in any religion in social development from the point of view of theology and theology. The role and importance of this science in educating students of specific sciences in the spirit of religious tolerance is incomparable. This is because the essence, origin, development and role of religious teachings in the life of society are revealed in the science of theology. [9]. The study of the connection of the customs, traditions and rituals of Islam and other religions with religious teachings leads to the improvement

of relations between people, the strengthening of their sense of humanity.

The cooperation of philosophy and other social sciences in the preparation of future teachers of specific sciences for international dialogue forms a scientific and philosophical horizon. Because philosophy produces as a link between other sciences. Conclusions comes from the point of intersection of other subjects and forms certain approaches in students "The integrative function of philosophy accomadates to unite the peoples of the world, to unite their heads for the development of society for security and development" [10]. The principle of complementarity of philosophy is used in preparing students for international communication. That is, philosophy unites the conclusions drawn by other social sciences and humanities on international dialogue, tolerance, and completes it using its worldview function and make conlusion. Therefore, it is necessary to establish inter-science cooperation on each issue and use the generalization of the conclusions of the partner disciplines.

The historical roots of international dialogue, cultural exchange, positive and negative features of international dialogue in history, the emergence of religion, its role in society, the impact of religion on historical events, the evolution of religion, world civilization give information about the role of national cultures, peoples, countries, states in development. History, unlike many subjects, considers the development of society as a whole, analyzes the events of social life, their kinds of aspects. The analysis of historical events is based on the view of the "human factor". That is why "in order to approach history correctly, to understand it correctly, to study it correctly, we need to attach ourselves to the historical destiny, to live in it. Only then will we understand its vitality, its integrity, its full scope, its essence. "[10, - P.19]. It is clear from the above that the possibilities of philosophical-historical approach in the preparation of future science teachers for interethnic dialogue in cooperation with history and philosophy. use allows you to fully achieve the expected results.

It is suitable to mention the criteria that New Zealand educators rely on to perform their duties:

- The teacher must admit that they accept him as a role model;

- have the ability to resolve conflicts peacefully and engage in dialogue and implement it;

- encourage a creative approach to problem solving;

- lack of support for aggressive behavior and fierce competition;

- organization of cooperation between parents and students in the development of joint action programs;

- use all opportunities in the implementation of curricula, be vigilant against public opinion and needs;

- teaching to feel and appreciate the situation of others, while clearly defining their attitude to controversial issues;

- Assess the diversity of cultures and their readiness to meet during life activities. Therefore, in preparing students of physics and mathematics for interethnic

communication, the humanities teacher should create a friendly environment in communication, set an example by being tolerant with students.

Conclusion/Recommendations:

The content of the pedagogical process aimed at preparing future science teachers for international dialogue on the basis of inter-science cooperation is an activity aimed at educating professionals who meet today's requirements, based on a new approach and using it on education. Numerous studies have been conducted on preparing students for international communication, but research on such a coherent, common-purpose process of social sciences in the humanities on the basis of inter-science collaboration is insufficient. Therefore, the role of such subjects as philosophy, history, cultural studies, religion, civil society and the national idea: the strategy of development of Uzbekistan in preparing young people for international dialogue remains relevant.

In the pedagogical process of preparing future science teachers for international dialogue on the basis of inter-science cooperation, it is important to address the following:

a) pedagogical conditions for the preparation of future teachers of specific sciences for interethnic dialogue;

b) the positive aspects of the theory and practice of modern pedagogy in the methodological training of future teachers of specific sciences in interdisciplinary cooperation;

c) the role and ways of using innovative pedagogical and information and communication technologies in the methodological system of preparation for interethnic dialogue;

g) methodical system of teaching on the basis of inter-science cooperation: purpose, content, form, means and methods and technologies.

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ORGANIZATION OF E-LEARNING PROCESSES USING INFORMATION AND COMMUNICATION TECHNOLOGIES

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Annotation: The article focuses on the ongoing work on modernization and improvement of the education system, the search for the most effective and efficient guidelines for education, as well as the regular training of teachers on "ICT". the need for riding was considered.

There are also practical recommendations for the organization of independent training of teachers in "ICT" and the results of this work should be put into practice as soon as possible to improve the quality of students' knowledge.

Key word: E-learning, information and communication technologies, innovation, information resources, software.

Аннотация: Статья посвящена текущей работе по модернизации и совершенствованию системы образования, поиску наиболее эффективных и действенных методических рекомендаций для образования, а также регулярной подготовке учителей по «ИКТ». необходимость езда была рассмотрена.

Есть также практические рекомендации по организации самостоятельной подготовки учителей по «ИКТ», и результаты этой работы должны быть реализованы как можно скорее для повышения качества знаний учащихся.

Ключевые слова: Электронное обучение, информационные и коммуникационные технологии, инновации, информационные ресурсы, программное обеспечение.

Annotatsiya: Maqolada ta'lim tizimini yangilash va takomillashtirish bo'yicha keng qamrovli ishlar amalga oshirilayotgan, ta'limning eng samarali va natijali yo'l-yo'riqlarini izlash davom etayotgan hozirgi kunda pedagog kadrlarning muntazam "AKT" bo'yicha o'qishlarini ta'minlash zaruriyati ko'rib chiqilgan.

Shuningdek pedagog-kadrlarning "AKT" bo'yicha mustaqil o'qishi shunday tashkil qilinishi va bu ishning natijalari imkoni boricha tezlikda o'quvchi-talabalarning bilim sifatini oshirishda amaliyotga tatbiq etib borilishiga oid amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: Elektron ta'lim, axborot-kommunikatsiya texnologiyalari, innovatsiya, axborot resurslari, dasturiy ta'minot.

Introduction. At present, all educational institutions are equipped with modern computer and telecommunications technologies. The content and quality of education is a priority in society. Ways are being sought to develop education, increase its efficiency, as well as to improve the skills of teachers at the level of modern requirements, the introduction of new information technologies in education is gaining popularity. Because one of the areas that primarily reflects the achievements of scientific and technological progress is the field of education.

As evidence of these views, the Cabinet of Ministers of May 23, 2001 "On measures to organize the development of computer and information technology for 2001-2005, the organization of the development of a program to ensure widespread access to the Internet in international information systems" 230 Decree of the President of the Republic of Uzbekistan dated May 30, 2002 "On further development of computerization and introduction of information and communication technologies" [2] and its implementation by the Cabinet of Ministers of June 6, 2002 Resolution No. 200 approved the "Program for the development of computerization and information and communication technologies for 2002-2010" [3], as well as the main improvement of the system of retraining and advanced training of teachers of the Cabinet of Ministers of the Republic of Uzbekistan. Adoption of Resolution No. 25 of February 16, 2006 [4], The Board of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan on April 17, 2010 "Modernization of the educational process and teaching methods in the higher education system and the introduction of innovative educational technologies [5] Resolution of the President of the Republic of Uzbekistan dated February 23, 2011 "On measures for further quality development of information-library and information-resource services on the basis of information and communication technologies for 2011-2015" Further improvement and equipping of the regulatory framework of 11,026 information and resource centers connected to the Internet ("ZiyoNET") operating in the country for the period up to 2015, based on the Resolution No. PQ-1487 [6] , international networking, staffing programs have been approved.

Analysis of Subject Matters. Based on the research of E.I.Kuznetsova, N.V.Makarova, 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 [9; 10].

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 essence of the tasks set out in these resolutions is to create the material and technical base of the system of continuing education, on the basis of which "accelerated introduction of information technology in education, including the use of new teaching methods in the teaching process." It requires constant improvement of professional skills. In this sense, each professor must be able to distinguish new pedagogical and information technologies in their field of study and apply them to the educational process, to learn from advanced teaching aids, be able to use interactive whiteboards, presentations, interactive learning materials, etc., and be able to actively use them in the educational process. This plays an important role in the improvement and development of the modern education system.

We all know that the basis of a modern education system is a quality and high-tech environment. Its creation and development is technically complex, but such an environment serves to improve the education system, the introduction of innovative technologies in the educational process.

Teaching using innovative technologies and interactive methods in the educational process not only increases the effectiveness of education, but also helps to increase the interest of students in science and increase their learning motivation.

Innovation (from the English word "innovation" - means "innovation") - is the use of a form of work aimed at increasing the effectiveness of the educational process on the basis of news [7]. So, the main purpose of the introduction of "innovation" in the educational process is that it is aimed at improving the teaching process in line with modern requirements. The organization of the educational process at the level of modern requirements largely depends on the modern professor.

By modern, modern professors and teachers, we mean the creator of the future, the author, producer, researcher, user and promoter of new pedagogical technologies, theories and concepts. So, such a modern professor-teacher in the organization of the educational process, closely linking the traditional method with the non-traditional method, the basic information in accordance with the content of the topics of lectures, practical, experimental, seminar and provide teaching materials in a way that facilitates the student's visual perception.

As mentioned above, in the organization of the educational process, the professor has a sufficient level of knowledge and skills in the use of information and communication technologies. Therefore, the information on the use of information and communication technologies "equipping" not only specialist teachers, but also every professor, that is, acquaintance, training and retraining is widely used in the development of the education system in the Republic. noda opens up great possibilities.

The process of professional development of teachers in the course of information technology should be carried out as quickly and consistently as possible. Because information technology does not stand still, it is constantly updated - new techniques, terms and a number of innovations.

It is inappropriate for the current age of information technology to gather professors and teachers in a certain place for continuous professional development in the course of information technology, leaving them out of classes and work.

In this regard, it should be noted that they must independently study a wide range of knowledge in the field of information and communication technologies (ICT), sufficient skills in modern computer technology, information and communication systems and their use. It is advisable to use the websites created for the course "Information Technology" to organize. Independent study is the first step in ensuring continuity of professional development.

In addition, the training of professors and teachers using the websites created for the course "Information Technology" opens up great opportunities for the development of the education system of the Republic, to increase the quality and efficiency.

In addition, a large-scale work is being carried out to modernize and improve the education system, the search for the most effective and efficient directions of education is continuing, and teachers are regularly trained in "Information and Communication Technologies". It is necessary to provide for the winter. Independent training of teachers in "Information and Communication Technologies" should be organized in such a way that the results of this work should be put into practice as soon as possible to improve the quality of knowledge of students.

Today, the teachers responsible for ensuring the quality of education for the next generation are able to raise the level of knowledge, skills and abilities to a higher level, to make effective use of modern pedagogical and information and communication technologies. Teaching is important. It is no secret that the use of innovative pedagogical technologies and modern electronic means of teaching in educational institutions has a significant impact on the quality of staff.

It is known that four main methods of teaching are used in the practice of educational processes. These are: *explanation-illustration; reproductive; problematic; research methods* [8].

Especially when these methods are used in the research method, education is the result of active research, discovery and play, which usually results in more success than using the methods mentioned above, because it uses information and communication technologies. great achievements can be made. In order to use this method, teachers must have sufficient knowledge and skills in the field of information and communication technologies.

The use of information and communication technologies, computers in the educational process not only significantly increases the efficiency of the educational process, but also allows students to take into account and evaluate their knowledge, solve difficult tasks, provide individual assistance to each student. creating great opportunities for professors and teachers in making it easier to create and set up courses.

Information and communication technology is a powerful tool for processing information in words, numbers, images, sounds and other forms. Their main feature

as a tool is the ability to configure (program) to perform various operations related to the acquisition and processing of information.

The use of information and communication technologies in the educational process offers fundamentally new opportunities for activating education. Information and communication technologies make classroom and independent learning more interesting, dynamic and reliable, and easy to absorb the large flow of information being studied.

The use of ICT tools also allows to intensify the educational process, giving it a research and exploratory character. Unlike textbooks, television, and movies, information and communication technologies provide immediate responses to learner behavior, repetition of material for different categories of learners, explanation, and more for learners with better preparation. provides the ability to transition to complex and ultra-complex material. At the same time, individual training is easy and natural.

In order to organize lessons in the educational process using information and communication technologies, first of all, teachers must have the necessary conditions, hardware and software. Necessary hardware, software means information resources and special software.

Information resources include: personal computer, video projector, multimedia, scanner, digital camera, camcorder, printer, copier, and more.

Special software: Macromedia Flash MX for creating animated videos, Power Point for creating multimedia presentations, Dreamweaver for creating e-learning publications, Adobe Photoshop for image editing, creating various graphic objects These include Corel Draw and Sound Forge, Adobe Premier.

It is important to note that the presentation of images depicting specific processes on a large electronic screen will enrich the knowledge and skills of the student, as well as increase their interest in the lesson.

When a professor-teacher organizes training sessions (lectures, seminars, practical and experimental) using information and communication means, he achieves the following:

• develops students' skills of independent work, self-education, self-education, self-activation, independent decision-making;

• Influences students' theoretical-creative and modular-reflex thinking, because the visualization of educational information on the computer affects the formation of imagination, plays a central role in figurative thinking, figurative imagination or other manifestations. and the student's process of memorization facilitates and develops learning material.

The main purpose of the introduction of "innovation" in the educational process today is to improve the learning process in line with modern requirements.

Conclusions and Suggestions. In short, the organization of the educational process with the help of innovative technologies, ie at the level of modern requirements (with the rapid introduction of information technology), largely depends on the professors and teachers working in educational institutions. In this sense, each professor must be able to identify new pedagogical and information technologies in their field of study and apply them in the educational process, advanced teaching.

means to be able to use tools, interactive whiteboards, presentations, interactive learning complexes, etc., to be able to actively use them in the educational process.

1. To do this, each professor will have to constantly improve their professional skills, including in the field of information and communication technologies.

2. It should be borne in mind that independent study is the first step in ensuring continuity of professional development.

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SOCIAL AND PEDAGOGICAL NEED TO PROTECT STUDENTS FROM HARMFUL INFORMATION AND DESTRUCTIVE IDEAS

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Аннотация: Мақолада глобал ахборот маконида шиддатли тус олган ахборотлар оқими, унда содир бўлаётган деструктив жиҳатлар, ахборот тармоқлари орқали ўқувчи-ўқувчи-ёшлар онгига салбий таъсир этувчи зарарли ахборотлар ҳамда бузғунчи ғоялардан ҳимояланишнинг ижтимоий-педагогик зарурияти, педагогик-психологик хусусиятлари, омиллари, ўқувчиларнинг ахборот саводхонлигини шакллантиришда ўқитувчи ва ота-оналарнинг ўзаро ҳамкорликда тарбиявий ишни ташкил этиш механизмлари таҳлил қилинган.

Таянч сўзлар: глобаллашув, ахборот, ахборот оқими**,** таълим, тарбия, ўқувчи, зарарли ахборот, бузғунчи ғоя, информацион хавфсизлик.

Аннотация: В статье анализируются потоки информации, поступающие в глобальное информационное пространство, деструктивные аспекты, происходящие в нем, вредная информация, негативно влияющая на сознание читателей и молодежи через информационные сети, а также социально-педагогическая необходимость защиты от деструктивных идей, педагогические и психологические особенности, факторы, организация воспитательной работы педагогов и родителей.

Ключевые слова: глобализм, информация, информационный поток, образование, воспитание, ученик, вредоносная информация, деструктивная идея, информационная безопасность.

Annotation: The article analyzes the flows of information entering the global information space, destructive aspects occurring in it, harmful information that negatively affects the consciousness of readers and young people through information networks, as well as the socio-pedagogical need for protection from destructive ideas, pedagogical and psychological characteristics, factors, organization of educational work of teachers and parents.

Keywords: globalism, information, information flow, education, upbringing, student, malicious information, destructive idea, information security.

INTRODUCTION: Currently, not only in the socio-economic sphere, but also in the process of informatization, global development is taking place, which has a serious impact on socio-ethical relations. Recently, on television, on film screens and in the press, there has been an increase in the promotion of nonsense and vulgarity, and sometimes moral depravity, through the promotion of transparency in art. We must counter the informational attack that is engulfing such human emotions today. Ideas that contradict our peoples' imagination, historical and cultural traditions,

oriental etiquette, moral norms, pornographic "works", works of fine art and our fight against its immoral aspects is becoming a need. These immoral works, called "popular culture", are posing a great threat to national cultures and the process of national development.

As the President of the Republic of Uzbekistan Sh.Mirziyoyev noted, "the state youth policy pursued in Uzbekistan today and its practical results are of great interest to the world community. The initiatives put forward by our country in this regard, including the development of the UN International Convention on the rights of students, the appeal of the leaders of the Shanghai Cooperation Organization to youth, the adoption and implementation of the Action plan for its implementation, are receiving international support.

We all see and observe that the modern rapidly changing world not only opens up new horizons and opportunities for humanity and students, but also exposes them to various unprecedented dangers.

Threats such as religious extremism, terrorism, drugs, human trafficking, illegal migration, "mass culture" inflict great suffering on many families and countries, and hostile forces turn immature children against their parents and homeland. That is why we, parents, educators, the public, society, have to be more alert and aware of this problem, and considering the statement by our great enlightened ancestor Abdurauf Fitrat, this world is indeed a battlefield, and a healthy body, a sharp mind and good morals are its weapon, one needs to work on the basis of enlightenment against ignorance"[1].

It is a pity that in today's informational age and the virtual world, students are turning into "cybermen" indifferent to their surroundings, representatives of human society, homeland, history, national and spiritual and moral values, legal consciousness, as well as the future, limiting their freedom. The virtual world leads to the manipulation of the individual, that is, to its submission through intellectual dependence. Through the internet, which has become one of the leading media, you can instantly access different corners of the world. Especially, youth who spends a day surfing through pornographic, chat, gaming websites and takes up using mobile phones for internet as a hobby are becoming, as it seems, self-absorbed, selfish, ignorant, arrogant.

Some students accept the information they come across as accurate without sorting the data. The evil forces want to use this to gain power. Information means power. Access to information is a condition of freedom. But information cannot be controlled, it is open to everyone as a democratic source, and it cannot be managed alone. In fact, a person needs to develop the ability to receive and hear good information, to receive harmless information. Before receiving this or that information, a person should ask himself the question: "Who disseminates this information?", "Why does it transmit?", "What is its purpose?" Therefore, time is demanding that we pay special attention to the daily life and education of our students. The slogan "Take care of your own child!", which is becoming more widespread in our country today should not only be a dry slogan, it should penetrate deeply into the hearts and minds of every parent and every citizen and become a practical action "[2].

Literature Review: Philosophical and pedagogical aspects of such issues as the protection of students from malicious information flows, information security skills, ideological immunity have been researched by Sh. Pakhrutdinov, M. Kuronov, Z. Davronov, B.Aliev, S. Otamurotov, A. Ochildiev, I. Khojamurodov , Sh.Kakhorova, U. Saidova. In particular, Z. Davronov [3] noted that as a result of the creation of computers, informational technologies penetrating deeply into the development of science, the content and essence of the cognitive process, B. Aliyev, A. Melikulov [4] researched that the purpose of the movement serving for the interest of driving forces of the information process is to defeat the traditional way of thinking based on national interests and values, and create a unified civilization that dominates economically, socially, politically and culturally, based on western standards throughout the world.

Socio-pedagogical, didactic and methodological aspects of the problem, including the formation of students' spiritual outlook, beliefs, culture of a healthy lifestyle, ideological immunity, conceptual foundations for the development of informational culture among students have been researched by S. Nishonova, U. Aleulov, U. Makhkamov, O. Musurmonova, B. Adizov, D. Sharipova, Sh. Sharipov, M. Kuronov, M. Bekmurodov, K. Kuronboyev, O. Jamoliddinova, B. Khodjaev, T. Utebayev, Z. Kurboniyozova, Z. Kosimova, N.M.Dalimova [5].

Scientists from the CIS countries S.R.Udaloe, S. A. Zaitseva, G. A. Kruchinina, I. A. Bolshakova, O. V. Chernetsova, M. Lapchik, A. A. Mukasheva, R. Yu. Khurum, T.A Lavina [6] and others conducted research on the pedagogical and psychological aspects of the formation of teachers' skills in this area in the formation of informational competence among students, foreign experience on the problem. Researchers D. B. Yakubjanova, A. A. Temerbekova [7] and others conducted research on the methodological aspects of the formation of informational competence in future employees.

In the researches of foreign scientists L. Rogers, J.A Twidle, L. Fernández-Sanz, J. Gómez-Pérez, A. Castillo-Martínez, P.B.A. Ojeda, M.F.G. Aguilar, E.S Zeran [8] formation of informational and communicative competence among future teachers and the importance of its use in their career has been studied.

Analysis of scientific psycho-pedagogical research in recent years shows that, despite the importance of the direction of the topic under study, there is currently a lack of resources for scientific and practical work on this topic. In the research by N. Sattarova [9], the emphasis was placed on the safety of a child using the internet. The author gave a number of recommendations to teachers, students and parents. However, the research focuses only on informational security of students in the educational institution and in computer science lessons.

Research Methodology: In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

Analysis and Results: As a result of the rapid development of the internet in a new stage of development, there is a process of grouping the content of informational

sites in different directions. Information about youth activities on the internet, i.e. a description of modern social life, including education in secondary schools, professional colleges, universities, recreation centers, interest in sports, is formed as the sites visited by young people. The emergence of the term "youth sites" is directly related to the globalization of the leading countries of the world, the deepening of interstate relations in socio-economic development, the formation of various international associations, unions and organizations.

In particular, researcher I.V. Zhilavskaya notes that "youth sites" are sites that provide information about young people, and that youth sites are now part of the media [10]. The concept of "youth sites" also includes sites of education, entertainment, trade, high technology (technical), sports and culture in the national segment.

The Law of the Republic of Uzbekistan "On Protection of Children from Information Harmful to Their Health" was adopted by the Legislative Chamber on August 15, 2017 and approved by the Senate on August 24, 2017. By law, children are considered to be persons under the age of eighteen (minors). Also, the main directions of the classification of information harmful to children's health in Article 16 of the Law are:

Information harmful to children's health includes informational products that are prohibited from distribution to children, as well as informational products that are restricted to distribution to children of certain age groups.

Prohibited informational products for children include:

that encourages children to commit actions that threaten their life and (or) health, including causing harm to their own health, suicide, as well as promoting such actions;

that creates the desire of children to use alcohol and tobacco products, drugs, psychotropic substances or other substances that affect mental activity, to participate in gambling, riots, prostitution, vagrancy, begging or other forms of antisocial behavior;

that justifies the possibility of violence and cruel treatment towards people or animals, or incitement to commit acts of violence;

that denies family values, propaganda of immorality, as well as the formation of a disrespectful attitude towards parents and other family members;

that justifies unlawful behavior and lead to the commission of a crime;

that calls for the promotion of destructive ideas in society;

that contains obscene words;

that contains information of a pornographic nature;

informational products which are information about children who have been the victims of illegal activities, including the child's last name, first name, patronymic, photos and video of his parents and other legal representatives, date of birth of the child, audiotape of his voice, information about the place of residence or temporary residence and so on.

Informational products that are restricted to distribution to children of certain age groups include:

that presented in the form of a description of cruelty, physical and (or) psychological violence, crime or other actions against society;

that presented in a way that causes fear, panic or confusion in children, including non-violent death, illness, suicide, accident, accident or catastrophe and/or their degrading consequences;

that presented in the form of a description of sexual relations between a man and a woman;

an information product containing insulting words that are not considered as foul language [11].

The positive changes taking place in our country and the laws adopted are aimed at realizing the intellectual potential, abilities and talents of our children and grandchildren, their transformation into truly harmoniously developed people and meeting the needs and interests of our students.

Well, then how can we explain the inhuman actions of some students who were educated in the family, and then at the university, who ate the bread and salt of this country, betrayed the Motherland and its people, trampled on our ancient values, our sacred religion? How can you explain that he harasses his compatriots? Where is the root of the problem? We want to talk about just one aspect of these broad and complex issues: the negative impact of globalization on the education of students and youth.

When we talk about this process, we often focus on the economic, scientific, technical and even political integration of different countries, the pros and cons of this process. But for some reason, insufficient attention is paid to its influence on the development of the cultural and spiritual sphere, the relationship between universal and national customs and traditions, especially family values.

However, some developed countries seek to promote their way of life, worldview and values by political, economic and ideological means, which undermines the national customs and traditions of other peoples.

Today, destructive ideas that negatively affect student learning include:

DESTRUCTIVE IDEAS							
By object	By subject	By aim	By direction	By cause	Result	By time and space	By function
Individual	Individual	Traditional	Political	Ignorance	War	Antique	Destructive
Minority groups	Minority groups	Administration	Ideological	Nationalism	International feud	Classical	Scientific
Society	Company	Knowing	National	Desire for Leadership	Economic crisis	Modern	Dogmatic
State	Society	National feud	Religious	Poverty	Being an obstacle for development	Local	Rational
Humanity	State	Wealth	Cultural	Social uniustice	National restriction	Regional	Irrational
Globe	Humanity	Religious	Scientific	Spiritiual crisis	Immorality	Global	Pragmatic

Socio-political information is the means of exchange between members of society, social groups, political organizations and a collection of knowledge that they use in their activities and information and messages about social and political life. Socio-political information is becoming more and more important and priority in human relations, political processes, community management, organization of scientific, educational and pedagogical work and in the implementation of propaganda [12].

Mass media plays an important role in the development and circulation of socio-political information whose completeness, reliability are of great importance. It should be noted that in 2017 there were 1294 media outlets in the country, of which about 160 were newspapers and magazines [13]. More than 30% of the 200 websites are designed for children and young people. The number of internet users is almost 10 million, and most of them are young people [14]. In fact, even though the proliferation of media and the popularity of the internet are positive developments, it should not be overlooked that they contain informational and invisible threats. We need to teach young people to defend themselves against informational attacks in the education system, teaching them to avoid the consequences of informational wars in the educational process.

In the first ten months of 2018, 36.9% of internet users in Uzbekistan were subjected to cyber attacks. According to this indicator, the country ranks at 27th. 69.8% of users were attacked by viruses on hard drives and USB sticks. It is 13th in the world.

According to the researcher M.V. Beshtokov, protecting young people from aggressive ideas and information that negatively affects their psyche and creating its innovative mechanisms is of great practical importance as well as improving the national segment of the internet in the country, enriching it with innovative content, the content of democratic reforms[16]. Therefore, given that some young people are exposed to destructive ideas through online gambling, it is recommended to organize a monitoring of online gambling on the internet [17].

One of the important tasks is the formation of the practice of correct and rational use of information in the education system. The reason is that when correctly used information becomes knowledge, misinterpreted information leads to social instability. Therefore, a new approach to the pedagogical process of forming a culture of information consumption among students and future teachers, the formation of the skills of logical analysis of information among young people is one of the urgent tasks. Most young people spend their free time, and even their time in educational institutions, in internet clubs. As a result, the internet is becoming just a gaming world for them. In addition, it is there are over 9,000 sites on the internet that advertise simple ways to commit suicide. Almost half of computer games promote violence and evil, and 42% of children and adolescents are completely dependent on the effects of pornography distributed through the internet system. International experts have found that 38% of children around the world regularly visit websites promoting nationalism. When 70% of today's young people talk about their interests and hobbies, they start with sports, communication with friends, spiritual and cultural recreation, as well as

computer technology, their interest in the internet [18]. Therefore, it is necessary to create a national system for the formation of an etiquette of rational use of the internet among students and a pedagogical system of protection against informational attacks.

Conclusion/Recommendations:

It is also necessary to further develop activities in the following areas:

- The role and importance of information and data diversity in the social network and mass media in the life of students at the present time, a deeper understanding of the processes taking place in the informational society, taking into account the pros and cons of the information provided and received, developing a necessary skills in that respect;

- In contrast to the innate immunity of a person, it is necessary to form in students the appropriate immunity of our national and spiritual and moral values.

- To protect our children from the evils of the informational age, especially from the disease called "internet addiction" and mental addiction to social networks, each parent must take care of their children and save them from them;

- Each parent should constantly explain to their children the importance of the correct and effective use of the possibilities of the mass media and informational technology. This is, first of all, an important task and duty to parents;

- We should guide our youth to enjoy the invaluable heritage of our world famous thinkers and teach them how to fight ignorance with education, guide students to read books in order to become enlightened and spiritual. Reading a book develops the human mentally and it eventually becomes a spiritual necessity.

- We, teachers and educators, spiritual workers, strive to protect the hearts and minds of our dear children from alien and harmful influences, to find factors to strengthen national moral values in the context of an accelerated flow of information and to develop ideological immunity to increase its effectiveness and efficiency.

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PSYCHOLOGICAL PRINCIPLES AND LANGUAGE SKILLS FOR FOREIGN LANGUAGE TEACHING

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Аннотация: Ушбу мақолада инглиз тилини ўқитишда тил кўникмаларини қўллашдаги асосий принциплар ҳақида фикр юритилган. Шуниси аниқки, мулоқот жараёнини яхшилаш учун тил ўрганиш кўникмалари ҳам боғлиқ тарзда ўргатилиши зарур. Шубҳасиз, у одатда тил қисмларини ажратишни талаб қилади ва бу алоҳида ўқиш, ёзиш, адабиёт ва коммуникация курсларига бўлинади. Ушбу тўрт малака,тинглаш, гапириш, ўқиш фаолиятини қандай олиб бориш кераклиги уларнинг самарадорлигини белгилайди.
Калит сўзлар: тилни билиш, чет тили, мақсадли тил, мулоқот, тил одатлари.

Аннотация: В этой статье обсуждаются основные принципы использования интегрированных языковых навыков при обучении английскому языку. Понятно, что навыки изучения языка также необходимо обучать соответствующим образом, чтобы улучшить процесс общения. Очевидно, это обычно требует разделения языковых частей, и это делится на отдельные курсы чтения, письма, литературы и общения. Эти четыре навыка - умение слушать, говорить и читать - определяют их эффективность.
Ключевые слова: языковые навыки, иностранный язык, целевой язык, общение, языковые привычки.

Annotation: This article discusses the basic principles of using integrated language skills in teaching English. It is clear that language learning skills also need to be taught in a related way to develop the communication process. Obviously, it usually requires the separation of language parts, and this is divided into separate reading, writing, literature, and communication courses. These four skills, how to conduct listening, speaking, reading activities, determine their effectiveness.
Key words: language skill, foreign language, target language, communication, language habits.

Introduction: One should say that English is not an easy language to learn. There is a big problem of spelling, of the large number of exceptions to any rule.This language is very idiomatic and the prepositions are terrible. English is one of those languages which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. If you cross this bridge, it will give you great satisfaction. You will be able to speak to people from other countries, to read foreign authors in the original, which makes your outlook wider.

In order to get success in academic life students should develop the skills and knowledge that will enhance them to acquire required skills to survive in academic setting, to continue their education throughout their lives and to prepare themselves for the professional life. The ability to study efficiently is one of the necessary skills that should be nurtured during their academic life in case they develop good learning habit that they can employ even after graduation schools, academic lyceums or collages.[1,3]

Only language practice hold-up by theory can improve language habits and skills in a desirable direction and lead to the mastering of a foreign language. Since learning a new language is connected with acquisition of new concepts by the learner, theory can help in forming these new concepts. One of the ways is an extensive use of translation-interpretation. However, a majority of teachers in practice approves teaching technique during their pedagogical jobs. Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. [1,5] The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Literature review: Uzbek-speaking pupils and Russian-speaking pupils have different troubles in learning English.

There is given Language skills in learning process:

• To achieve absolute effectiveness, one must have excellence in all language skills: reading, writing, listening, oral communication as well as thinking.

• The role of additional language skills is also important in shaping language skills.

• additional language skills are…? Why are they important and when are they used?

• When using language, people also resort to a number of additional language skills.

• Additional skills are selected based on assignments.

The above definition examines exactly what is meant by the theoretical and research foundations through the combined approach of listening, speaking, reading and writing activities in the classroom. Now, on the topic of "What is integration?" The question is "Why unite yourself?" will change to. In Psycholinguistics: The Cognitive View of Language, Helen and Charles Cairns explain the stages of linguistic development by muttering nonsense words, one-word sentences, two-word sentences, now evolving grammar, almost from adult grammar to full proficiency.

They again generalize language development to the general field of psycho-ethical knowledge development. However, it does not base its emphasis on the theory of oral language learning.[7]

Research methodology: In connection with the analysis of the principle of conscious teaching, it is necessary to dwell upon the forming of habits and skills in a foreign language. All language habits and skills are extremely complex in their nature and are closely connected with conscious activity of students when they use them in a real life.

"A skill might be defined as an economical organization of behavior achieving an intended effect." J.Jalolov also distinguishes two kinds of skills. He calls them primary skills. According to his methods, who is known to be a defender of the conscious approach to teaching and learning a foreign language, the process of assimilation.

For this purpose, it is necessary to acquire the ability to establish direct associations between concepts and their means of expression in the second language. Indeed, when a pupil begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first. [6]

The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually through the medium of the native language, or the arrangement of the material in sentence patterns graded in difficulties with the emphasis on some elements which are singled out as "teaching points" in a linguistic phenomenon . In all cases, pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises, which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with "mechanical" learning through the repetitive drill. A great deal of the research work has been carried out in psychology and methodic, and it has been proved that conscious approach to learning a foreign language promotes the acquisition of the subject. V.A. Artemov, a prominent psychologist, puts forward a theory of the unity of the language rule and the speech activity (language behaviour) in foreign language teaching[3,4]. J. Jalolov, whose contribution to foreign language teaching is considerable, insists on a similar conscious approach to foreign language teaching as do B. Artemov.

In connection with the analysis of the principle of conscious teaching, it is necessary to dwell upon the forming of habits and skills in a foreign language.

Analysis and results: Russian scientist Galperin P. claims, as to the approach to the problem and distinguishes the following stages in teaching a foreign language the pupils should pass through the followings:

1) the singling out of the structural signals or the "exact points" of a foreign language phenomenon being naturalized, followed by their cognition in comparing both languages;

2) the mastering of these "exact points" by performing operations with the material under studying new materials;

3) the performing of operations with the material under studying without any "props" and mistakes;

4) the using of the given phenomenon in communication in connection with a set task in any situation.

The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually through the medium of the native language, or the arrangement of the material in sentence patterns graded in difficulties with the emphasis on some elements, which are singled out as "teaching points". In all cases, pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises, which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with "mechanical" learning through the repetitive drill. A great deal of the work has been carried out in psychology and methodic, and it has been established that conscious approach to learning a foreign language promotes the acquisition of the subject. V.A. Artemov, a prominent psychologist, puts forward a theory of the unity of the language rule and the speech activity (language behavior) in foreign language teaching. J. Jalolov, whose contribution to foreign language teaching is considerable, insists on a similar conscious approach to foreign language teaching as do B. Artemov, which is given below [5].

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too meaning through to be derived from the written word through an interaction between the reader and writer. The writer isn't present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

In order to consolidate learners' reading skill and vocabulary teacher plans variety activities such as finding word families (or lexical sets) of words. It would be better if teacher use words or phrases, which are familiar for learners. In this activity teacher collects a number of words, which belong to one word or family. For example: names of birds, clothes, toys, kinds of colours, etc. [7]

In contemporary psychology, activity is now generally considered to be a basic characteristic of cognitive principle in learning process. Activity arises under certain conditions. However not all children can realize the necessity for learning of foreign

language. The teacher's task is to show them how important a foreign language is to every educated person, how people can get new information from various fields of human activity through foreign languages. Besides, the teacher should promote his pupils' interest in studying the language and stimulate their desire to learn. The main sources of activity are motivation, desire and interest. As well as in order to master a foreign language pupil must have a lot of practice in listening, speaking, reading, and writing in the language they study.[3]

In practice, how many of those teachers will remember the activities well enough to feel confident in using them with their students? How many will say, "Well, that worked in a group of teacher, but what about my 10 year-old?" Maybe some of teachers will try them out in their class once, using the material just as it had been given to them. Many teachers may just put them away in a neat file marked "New Materials." Putting the goal and pointing out them constantly is very important in teaching foreign languages. [6]

Introducing teachers to one or two new communicative activities will probably not have a significant impact on their teaching. More important, reinforcing teachers' expectations that their professional development depends on receiving new ideas and materials from outside sources does not encourage teachers to feel in control of their own professional development.[5]

Conclusion: We may conclude, the principle of activity in teaching foreign language is of most importance since learning a foreign language should result in mastering the target language, which is process, and learner is involved in language activities through the total course of instruction. English is one of those languages, which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. If you cross this bridge, it will give you great satisfaction.

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DESIGN AND PLANNING OF EDUCATIONAL ACTIVITIES RELATED TO THE DEVELOPMENT OF MORAL COMPETENCE OF STUDENTS

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Annotation: The article justified the design and planning of educational activities for the development of moral competence in students and their implementation.
Key words: clarification, design, implementation, control, analysis, motivation, goal, content, form category, method of teaching, evaluation, reflection.
Аннотация. Мақолада талабаларнинг маънавий компетентлигини ривожлантиришга доир тарбиявий тадбирларни лойиҳалаш ва режалаштириш, уни амалиётга татбиқ этишни асослаб берган
Калит сўзлар: ойдинлаштириш, лойиҳалаштириш, амалга ошириш, назорат, таҳлил қилиш, мотив, мақсад, мазмун, шакл категория, тарбия методи, баҳолаш, рефлексия.
Резюме: В статье обосновано проектирование и планирование образовательной деятельности по развитию нравсвенной компетентности у студентов и их реализации.
Ключевые слова: уточнение, проектирование, внедрение, контроль, анализ, мотивация, цель, содержание, категория формы, метод обучения, оценка, рефлексия.

Introduction: In modern conditions, the actual task facing the pedagogical institutions of higher education remains to develop the personality of the future teacher, who is not only highly qualified, but also morally comprehensively. In order to successfully solve this task, it is necessary to ensure the integration of educational activities – educational activities that meet different material and spiritual needs, are subordinated to a single set of educational goals, interact with each other, provide for the entire education.

Real educational practice pedagogy requires improvement of theoretical and pedagogical bases of development of spiritual competence of students in higher educational institutions and its application to practice.

Proceeding from this urgency, it was determined that the basis of educational work of higher educational institutions in the development of moral competence of students will be the organization of educational activities. For the consistent and systematic implementation of these educational activities, technological justification is required for the systematic process, which consists of a sequence of work actions, such as clarifying, designing, implementing, controlling and analyzing the goal. Motivation is the process of moving motivations, the sum of motivations that motivate a person to basic activities. And, the motive, in translation from frantic, means motivating force, cause [7].

Literature review: The concept of motivation as cited in the literature is interpreted differently by researchers. For Example, A.Maslou connects motivation with need [4]. L.Rubinstein believes that motivation is the perception and satisfaction of this need [5]. Leontev believes that motivation is an objectivity that directs human activity to the satisfaction of needs and provokes it. [3]. According to Bojovich, motivation can be not only in the form of external factors, but also in the form of imagination, ideas, emotions, in a word, internal sub-factors[1]. A.Rean's definition says that motivation is said to motivate a person internally to that or that type of activity [6]. G.Vilyunas believes that motivation is a system of processes responsible for motivation and activity [2].

According to Shodmonova, the classification that scientists give to motivations is different, while some call the circumstances that arise in a person, that is, the circumstances that lead to the behavior of a person as motivation, while others call the purpose, interest, desire, intention, aspiration, interest, needs and beliefs of people as motivation, while others have interpreted motivation as a process [8].

In each period, the motivations of people, that is, the need and the need, continue to form and develop, as the content of their activities increases. In the development of spiritual competence in students, the need for the formation and development of these needs arises in the first place. To do this, the teacher requires the trainers to design, plan and carry out educational activities related to the development of moral and moral competence of the students.

Research methodology: Development of moral and moral competence in the life of students is the effectiveness of educational activities aimed at the expression of the relationship between the attainable results and the result achieved, in order to ensure the effectiveness of the educational process, the following conditions are necessary for the fulfillment of the following requirements: awareness of the importance and necessity of the spiritual need; taking into account; the creation of a creative environment that creates the necessary and favorable conditions for the development of moral competence of students; the basis for cooperation in the educational process; the consideration of factors that positively influence the development of moral competence of students.

In order for the purpose of the educational event – diagnostic, educational work to be reproducible – to be reproducible, each goal must be achieved, that is, the purpose of the educational event must be expressed in such a way that it is possible to judge exactly the same as it was achieved. The tasks that give the opportunity to determine the result of the educational event are called enlightened educational goals. The clarified objectives implies the observation, measurable actions of the student.

At the stage of achieving the goal, the task of the educator is an expression from assessing the social situation, subordinating his educational activities to the main goal, diagnosing the level of readiness of educators to accept certain educational influences in the future.

The strength of all teachers-mentors is not enough to create absolutely new techniques of upbringing. The problem of improving the techniques is always present, each teacher-coach decides it according to his capacity, enriches the general

methodology based on the expression of his private views in accordance with the specific conditions of the educational process. Such a private improvement of the methods of upbringing is called methods of upbringing. Methods of training – part of the general method, separate action, further clarification. Figuratively speaking, methods are an unexplored pathway through which the educator opens the way with his educators in order to achieve the set goal faster. If you start to use it in other educators, then gradually the methods can become widely prevailing methods. Knowing the methods and methods of training, mastering how to properly apply them – this is one of the important characteristics that determines the level of pedagogical skill. That's how the methods and methods of Education relate.

Another important component of the stage of the design of educational activities is Evaluation and reflection. Currently, two types of pedagogical evaluation are used: open pedagogical evaluation and closed pedagogical evaluation. Since the individual has intensively developed the independence of the subject, pedagogical evaluation in a closed style, which is considered increasingly effective, is of particular importance.

Analysis and results: In modern educational practice, a closed – style pedagogical assessment, which can be expressed as follows, is becoming increasingly important: "I-the message", to inform aloud about their situation and experiences associated with a life event (for example: "when an adult or an official is rude next to me to the little ones, I always feel uncomfortable"; " You – the message", in the situation when a student has committed something, it is necessary to say Out Loud his estimated state of mind (for example:" you have done so because you are very upset and you cannot control yourself, now you are sorry "or " you have not done it, you have to do it! quot;); transfer the assessment authority to the student (for example: quot; What do you say? How do you assess your own behavior?"); delayed evaluation ("we'll discuss it all later") and so on.[9]

Reflection – the evaluation of the results of activities by the individual himself: "did I perform the task given to me well?", "What did I feel in the process of participating in the event?", "How did I manifest myself?", "Am I satisfied with the event?".

The stage of planning educational work begins after the stage of achieving the goal and differs from it only in theory, but in practical terms it is an indispensable process. At this stage, before the teacher-mentors: along with the educators, there are also such important tasks as determining all parts of the direction of activity, obligations among the participants showing them how to perform them.[10]

In the organization and planning of educational activities in higher education, the following methodological recommendations should be followed:

1. Clarification of the functions of the educational event is a necessary condition for increasing its effectiveness. These tasks must be skillfully interpreted and communicated to the educators. The organizers of the educational event should not forcibly transfer their views on the students: it is necessary to convince the educators to make the necessary decisions, to convince the students that the Oyo is done accepted as their own decisions.

2. Any educational event is designed on the basis of an active and complex direction. The first direction requires a lively, creative, inquisitive activity of students and, if necessary, a direction to choose situations that require diligence, active action. The second requires the teacher-mentors to perform each task effectively in every possible way.

3. All tasks that must be solved in the process of educational activities must be consistent with the expected results. The functions of the educational event are determined on the basis of the enlightened educational purpose

4. Its functions and implementation of the content of educational work

in connection with the conditions it is incredibly important to determine.

When choosing a material, it is necessary to pay attention to the sides of the positive impact on the upbringing of the educator. In order not to make various mistakes in the educational work, the teacher-mentors should develop them, taking into account the views and interests of the students, as well as relying on them and work.

5. Form, methods and means of education in accordance with the purpose it is designed separately for each stage of work. Such it should be stipulated that technological components serve to ensure as much as possible the principles of activity, initiative, independence.

6. Educational activities should be designed on the basis of emotionality, high enthusiasm. It is known that a person who is excited will be incredibly impressionable. In each educational event, it is necessary to find aspects that are close, in harmony with the life of the students and to develop positive qualities in it, to find a stable life-long decision, to convey in such a way that it helps to understand the landscape and reality of the scientist.

Conclusion: It can be said that by designing and planning educational activities related to the development of moral competence of students, we can educate them as mature individuals who have their place and their opinion in our society, who are in harmony with the interests of society.

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CREATIVITY AND THE FORMULA OF PSYCHOLOGICAL FOUNDATION

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Annotation. The article describes the concept of creativity, the process of intellectual thinking and its philosophical and psychological foundations, the formula for the effectiveness of the management of the creative process.

Аннотация: В статье раскрывается понятие творчества, процесс интеллектуального мышления и его философско-психологические основы, формула эффективности управления творческим процессом.

Аннотация: Мақолада креативлилик тушунчаси, у билан боғлиқ фикрий тафаккур жараёни ва фалсафий-психологик асослари, креативлилик жараёнини бошқариш самарадорлиги формуласи ҳақидаги фикр-мулоҳазалар баён қилинади.

Key words: creativity, ability, philosophical and psychological foundation, intellectual activity.

Ключевые слова: творчество, способности, философско-психологическое обоснование, интеллектуальная деятельность.

Калит сўзлар: ижодкорлик, қобилият, фалсафий ва психологик асос, интеллектуал фаолият.

Introduction: The term "creative" is derived from English, and the lexical meaning is to create. In some sources, it is also interpreted as "Creativity-English create- creative-creativity." Below, there are the definitions of this term in Russian.

Creativity (from English "create" – invent, make) - the creative abilities of an individual, characterized by a willingness to accept and create fundamentally new ideas that deviate from traditional or accepted thinking patterns and are included in

the structure of giftedness as an independent factor, as well as the ability to solve problems that arise within static systems.

The Latin version "creo" of creativity is interpreted as to create and invent" and its Russian definition is as follows.

(in Russian) "CREATIVITY (лат. "creo" — invent, make) the ability to create, the creative acts that lead to a new unusual vision of a problem or situation. Creative abilities can be manifested in the thinking of individuals, in their work activities, in the works of art created by them and other products of material and spiritual culture."

At this point, in some sources, the term "creative" (creation) is challenged in the text as "creative ability." We try to explain this by the fact that "creative" is a part of the above-mentioned talent.

Literature review: The meaning of the word "iqtidor" (talent, skill). "Iqtidor (араб.) - power, ability" which is similar to "creative - to create". If we use the term "gifted" in relation to the activities of a student, we say "a gifted student". Also, if we use the term directly to refer to the problem of developing their abilities, it makes sense to say "developing their giftedness" rather than "developing their talents".

It turns out that the term is generally called "talent" in the general lexical sense, "gifted" in relation to a person, and "giftedness" in relation to an individual's ability. The same can be said for "creative" and "creativity". In this case we apply it to the ability of students, not to "develop the ability of students to be creative", but to their characteristic side which is called creativity. Instead of it, we can say "constructive creativity" or "creative constructivity" in Uzbek, because it is natural that a simple artist and a creative person are different.

Based on the above analysis of the lexical term "creative", the definition of creativity in the Uzbek language differs from the traditional or generally accepted schemes of thinking of the individual as an integral part of talent, also, it can be said that the creative ability that characterizes the willingness of the seeker to create fundamentally new ideas.

It is clear from the definitions given in the above that a person has the ability to be creative, which is mainly explained as his/her readiness for fundamentally new creative ideas that differ from traditional or generally accepted thought process schemes. We focus on the place of the "thinking process" in the definition in creativity.

The English writer Graham Greeene says the following good things about the process of thinking in creativity: anything (event, event) or action (manner, trajectory) that is out of our consciousness and somewhere in the spotlight is like a joke - they all boil in a cauldron of thought and in most cases it turns out to be a new dish that even the chef himself could not imagine. [1]. In English, this process is called "Serendipity", which means that "if talent cannot pass through an emergency so indifferently, it should not be seen as mere intervention, but as a key that reveals the mysteries of nature and solves complex creative problems".

Considering this key problem in the successful solution of creative problems in creativity requires mastering the methods of thinking and remembering information

about the extraordinary phenomena, laws and properties of the material world. This can be considered as the basis of a unique "creativity formula".

But it should be borne in mind that the motive of intellectual activity is important in solving any problem in creativity.

Research methodology: Sources say that motive is the behavior of students in psychology. The formation of motives is influenced by demands and instincts, inclinations and emotions, behaviors, ideas and interests.

As in any human activity, students' national craft activities are based on motives that motivate them to specific actions, and it plays an important role in the formation of intellectual thinking (need) for a particular goal.

The following are the reasons for motivating students to be creative(figure1):

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                ┌──────────────────────────────────────┐
                │ Provoking motives to encourage        │
                │ students to be creative               │
                └──────────────────────────────────────┘
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The motive of knowing (is satisfied and enjoys learning the news; is interested in the problem being solved; likes to engage in creative work)

Professional motive (likes the chosen profession; wants be a good specialist, etc.)

The motive for success (likes to achieve a goal; desire to continue studying)

Motive of self-confidence (knowledge and skills create self-confidence, strength; increase self-esteem)

The motive to be a useful person to society (to be useful to people; to gain respect in the community)

Motivation to be a useful person in society in social life (to be useful to people; to gain respect in the community)

Motive for self-transformation (development of thinking and creativity)

Motive of spiritual interest (achievement of high positions, receiving awards, etc.)

"In the science of modern psychology, thinking is recognized as an important form of creative activity of the individual and has three distinctive features:
1. Thinking performance is an activity aimed at solving various problems and issues;

2. Thinking performance is an activity carried out in connection with the human instinct;

3. Thinking performance is an activity that arises on the basis of ideas and concepts about the environment around a person, and is based on the process of thinking.

The process of thinking takes place from the moment when a problematic situation is created. Regardless of the nature of the problem, it is primarily a conflict between the needs and capabilities of the subject. As a result, the creative person forms a working hypothesis to find a solution to the problem. In other words, the issue of creativity here is a specific image (model) of thinking in a problematic situation.

About thinking,Victor Alimasov said, [2] "Black, cinnamon and brown colors make you think sad instead of making happy. But the imagination and thinking is mixed up and created an image that is difficult to express, so everyone thinks (finds) about it according to their abilities and imagination". Also, about the ignorant who are not developed in thinking [3] "The butterfly hits the window in search of light, unaware that it is a glass mask. The aspirations of narrow-minded people are similar to those of a butterfly. It is well known that every thought is born and perfected because of the material and spiritual needs of human beings. Because, "Necessity is a natural feature that arises on the basis of human requirements, a condition that indicates that a living being depends on the obvious conditions of life". [4]. It is under these conditions that thought (thinking) also changes, which we can see vividly in the social development of our primitive ancestors.

According to subsequent views on the concept of thinking, psychologists interpret it as divergent and convergent.

The concept of "divergent thinking" was introduced by J. Guilford (1950). He recommends divergent and convergent thinking instead of inductive ("induction") and deductive ("deduction" - inquiry, inference) thinking, which are the classic concepts of thinking.[5]

Analysis and results

The theory divergent thinking (Latin "divergere" - different directions and options) - involves the use of different options ("Brain storming", "Focal objects" and others) in finding a solution to a problem.

Convergent thinking (Latin "Convergere" - the same direction and perspective) - involves the strategy of using approximate mastered algorithms based on the content and sequence of problem solving in accordance with inductive and deductive reasoning.

Philosophical and psychological foundations of creativity

There are two ways to solve the problem posed in any scientific research: the movement of intellectual thought (imagination) is the same as the transport from the point of departure - from separation, specialness and generality, and vice versa.

Making comparison among the paths of this creative activity, one can imagine the following scheme:

$$\text{Separation} \rightleftharpoons \text{Specialness} \rightleftharpoons \text{Commonness}$$

It is the scheme that forms the subject of logic in philosophy. It does not pay attention to the object of logic, the errors in the way of knowing the truth, the crooked

paths or the right way to go to it, as well as the "intellectual barriers" in it and the "bridges" that help to cross it, or in other words the various contradictions do not interest him. Logic recognizes that the end result is truth in its purest form, that is, an intellectual thought-oriented movement toward knowledge.[6]

On the psychological basis, it is the opposite, in which the object of logic is the curvature of the path of intellectual movement that leads to the knowledge of truth, and its cause, the study of how obstacles appear and overcome them, the achievement of scientific truth in short and easy ways. In this sense, the second way in the scheme of general philosophical bases of intellectual thinking of the person in question (commonness specialness separateness) can be said to be related to the development of students' creative abilities in national crafts.[7]

According to the above analysis of the relationship between the philosophical and psychological foundations, the subject of psychology corresponds to the development of creativity in national crafts, the psychological basis of which can be explained as follows, "Knowing the truth which is known to the public at first (Commonness-C), then to know the truth concerning some and him/herself (Specialness-S), and finally to reveal a truth that is not yet known to anyone (Separateness-S)". In this case, according to this psychological basis, creativity can be expressed by the following symbolic formula $R = M_b \pm M_o \pm PP$, in this case R is "result". It includes a new product, item, development, recommendation, and so on. [8]

M_b-management block, it includes the teacher's ability to lead, for example the ability to formulate pedagogical and scientific (effective) elements of the themes, content, form (out of school or extracurricular, etc.) and duration of creative work.[9]

M_o-managed object, this includes cases of student activities, availability of raw materials, necessary conditions in the school.

PP-performance process, this includes the ability of students to correctly define the purpose, mission, plans of a given topic.

The negative (-) sign in the formula indicates that the process of creation also has its own significant problematic aspects, for example, it indicates the state of special conditions (related to Mb, Mo, PP) for the participants in this activity. This includes whether there is a special training course, the level of additional training opportunities in addition to the training process, and related fatigue, and so on.[10]

In conclusion, it should be noted that the system of organizers in the formula differs from the professional system of skilled craftsmen in production by the specificity of its internal aspects. This can be explained by the fact that the main problem in the system of creativity of students in the national craft is not the purpose and task of producing any entrepreneurial product, but the integration of pedagogical goals and objectives related to the development of students' creativity. However, any creative work (whether theoretical or practical), even if it does not combine the results of one hundred percent victory, leaves a unique positive mark on the creative development of students at a high level.

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THE MAIN EFFECTIVE STRATEGIES OF READING IN TEACHING ENGLISH

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Annotation: This article is about how Reading is one of the most significant processes of our life. Reading and its strategies are used in the class in order to make lesson easier and enhance reading comprehension and vocabulary knowledge. You have to take into consideration your students' ability and their age in choosing reading strategies and activities.

Key words and expressions: young learners, adult learners, significant process, to contain, to assign, target language, to verify vocabulary, to comprehend, to be more crucial in reading comprehension, adequate.

Аннотация: Ушбу мақолада ўқиш кўникмасини ривожлантиришда қулай стратегиялар ҳақида фикр юритилади. Ўқиш кўникмасини ривожлантиришда ўқувчиларнинг ёш хусусиятларини ҳисобга олиш зарурлиги муҳим далилар асосида изоҳланади.

Таянч сўзлар ва иборалар: ёш ўрганувчилар, катта ёшли ўрганувчилар, муҳим жараён, ўз ичига олмоқ, белгиламоқ, ўрганилаётган тил, луғат текширмоқ, тушунмоқ, ўқиб тушунишда танқидий ёндашиш, талабга жавоб берадиган.

Аннотация: В этой статье выражаеться мнение о развитие навыков чтения, сведения о стратегии и путях его употребления. На основе фактов доказано не обходимость принятия во внимание индивидуальных способности учеников для развития навыков чтения.

Ключевые слова и выражения: молодие учащиеся, взрослые учащиеся, важный процесс, содержать, отмечать, изучаемый язык, проверка словарного запаса, размышлять, понимание сути текста, адекватность.

Introduction: Reading is one of the most significant processes of our life. While reading we know and learn a number of words. The more you read the better you can get a lot of information. Reading is considered an interactive process. Reading gives a lot of opportunities to learners such as knowing and understanding vocabulary, pronunciation, grammar, listening, etc. There are a number of useful strategies and activities to introduce and teach reading skill in a foreign language. Let's discuss young learners. Young learners, five to ten-year old, can write and read only in their first language. Reading words, sentences, topics in the target language is a bit difficult for them. Before giving reading, tasks teacher should introduce pupils with letters and sounds of the target language. He/she teaches the alphabet and phonics. Teacher should demand to learn phonics and alphabets from learners on time. After acquiring phonics pupils are able to combine words and read. But it requires more practice and work. On the other hand, children regularly don't want to study, especially reading. In order to involve them teacher should use illustrations, stories, picture dictionaries, activities and games, pictures, worksheets, handouts, big books for shared reading in class, audio recordings, etc.

Literature review: Most of young learners are unable to read and write in the target language for the first time. These mentioned things help them learn easily [4]. Here are some strategies:

Matching sentences to picture

Three or more pictures and sentences are given to pupils. Learners should be able to understand the meaning of sentences in order to match them with pictures. So, teacher gives suitable sentences which are known for pupils. After reading and comprehending sentences learners are asked to match them. After finishing matching, they read their examples turn by turn.

Shared group reading

Shared group reading is very enjoyable and interesting activity for young learners. While shared reading teacher uses Big Books because these books are especially written for group reading. First of all if there are any opportunities in the class teacher should rearrange the seat of pupils before starting the reading. Instead of chairs, sitting on the floor while shared reading is more comfortable and relaxed. On the other hand learners can move, act and imitate while reading. A number of researchers found that shared group reading is the best way to introduce reading as a fun and group activity. Not only reading, but listening skill will be improved by it too.

Reading a story

 Young learners love stories fairytales, coloured books. Especially they want to listen to interesting stories from teacher. Children gain more benefit from listening to story than other strategies. Reading a story is one of the most effective ways of creating friendly and real English atmosphere with pupils. While listening to story learners draw the pictures of the events in their mind, fantasy and they look forward to the ending of story. But in a reading story teacher cannot change the events of story. He/she reads turn by turn which is written on the book.

Reading aloud

 The simplest advice for teachers is slow down before starting reading. Teacher should give enough time to learners in order

    *to choose a book
    *to look through the book
    *to observe the images, pictures of the book
    *to guess the context

 Reading aloud is a good way of checking pronunciation and stress of pupils. It also verifies vocabulary and introduces new words, phrases. Hubbard suggested that reading aloud is useful as a test of pronunciation and general fluency. Reading aloud motivates learners to learn and acquire language with interest. On the other hand, most of young learners like reading aloud and it improve their pronunciation too [1].

Choral reading

One of the useful reading aloud activity is choral reading. Teacher gives a reading passage to pupils and shows the intonation, major stress, pauses. First of all, learners are asked to look through the passage with attention and teacher begins to read. The class repeats the passage in chorus after teacher. In order to verify learners' pronunciation and intonation one member of class is ordered to read the passage on the blackboard without teacher.[6]

Dramatic reading

The next reading aloud activity is dramatic reading. Learners are given a text. If the text was written as a dialogue teacher allows learners to participate together. Teacher points the dialogue to each pupil and they are asked to read all characters of the dialogue. Dramatic reading helps learners how to communicate with one another and how to create real conversation. During the task learners' intonation, pronunciation and stress are controlled by teacher.

Reading text based on child's language

Research methodology: In this reading strategy teacher allows pupils to use their native language freely [5]. And it is based on various pictures which are shown by teacher. After showing picture to learners they are asked to describe it. If learners have some difficulties on describing the picture in second language, they may use their first language (young learners are unable lack of vocabulary). Then teacher translates pupils' sentences into target language and writes them in the child's book. After finishing teacher says the word in second language and pupils repeat the sentence after him/her.[7] Moreover learners are asked to read sentences loudly with attention. In order to be easy and understandable for young learner's teacher uses simple sentences, such as *"She is my mother. She is young. She is my grandmother. She is old."*

As you see, Reading is not easy process for young learners. It requires knowledge and ability, different activities and games from teacher. Moreover, teacher should be perfect person. In order to teach and interest young and naughty learners, teacher should be a brilliant music teacher, kind and sometimes strict teacher, patient and happy teacher as ten-year-old pupils said. Before giving task and introduce materials teacher should get on well with pupils and especially teacher should respect his/her pupils.[10]

Analysis and results: Let's see the process in teaching Reading with adult learners [1, 3]. Lack of vocabulary readers cannot read and understand the text in target language. Nation pointed that about 4000-word families are needed for reading

instructionally with approximately 95 percent of words known in a given text. That means that in order to understand and analyses the text which is written in target language learners is able to know at least 4000-word families. Knowing the strong relationship between vocabulary and reading comprehension helps teachers conduct and find the useful and easy strategies of vocabulary learning and comprehending the text for adult learners. Other researcher Hirsch explained that knowing at least 90 percent of the words of a text gives a chance the reader to get the main idea.[9] Roehrig, Guo and Sedita also explain the relationship between vocabulary and reading comprehension. As they mentioned vocabulary is more crucial in reading comprehension and helps learners to identify the general idea of the text. In order to check students' ability in reading comprehension and vocabulary observers organized an achievement test. The text contains 50 questions, and twenty-five questions are the questions to measure students' reading comprehension and the other twenty-five questions are to measure to students' vocabulary. After calculating the data from achievement test some students included into excellent category, some of them included into good and average category in comprehending a text and vocabulary. But some learners included into poor category. After the result of achievement test it is found that the background knowledge and the ability of students' vocabulary help students comprehend the text and do tasks without difficulties.[8] Having more and adequate vocabulary makes the student understand the text easily. Moreover, reading strategies help learners to comprehend the text too. According to the text we knew that there is a relationship between vocabulary and reading comprehension. They fill in one another and learners who have high scores in read also have high scores in vocabulary too. As it was mentioned more experience and background knowledge help learners understand and identify reading materials and vocabulary tasks. By using those learners find unknown words and they can guess the meaning of unknown word. So, if teacher gives more vocabulary to students and demands them to learn new words regularly, it works well. And the teacher achieves what he/she want- the good result. On the other hand, vocabulary improves students' knowledge and participant on the lesson [4].

Conclusion: As it was mentioned in above most of language learners find and learn new words incidentally. Incidental vocabulary learning is a process of acquiring new words through reading topics, texts or passages. And it isn't planned process. But some learners are unable to understand new words incidentally. Because acquiring new words incidentally through reading in context is not easy process and it requires more vocabulary and practice. If learners encounter unknown words more than five or six times in context they can learn and remember them quickly and easily. The main aim of reading comprehension is to enhance learners' vocabulary and knowledge. Incidental vocabulary learning is a good way of acquiring new words.

Moreover, during the incidental learning students are able to do all tasks such as identifying the specific information and comprehending the whole meaning of the text, learning unknown words incidentally is not learning a word but it also improves students' fluency and reading comprehension too.

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DISTANCE MODEL OF TEACHING PUPILS OF SCHOOLS ON THE BASIS OF ELECTRONIC EDUCATIONAL ENVIRONMENT

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Annotation: Nowadays, globalization processes have a huge impact on many areas of human activity, which leads to a change in the functioning of entire social institutions. In this article, the authors describe a model of educational interaction of distance learning subjects in an electronic educational environment that is closely integrated into the global computer network Internet. To build the model, the authors analyzed the previously current distance learning models in order to identify their

strengths and weaknesses. Research in this area by other sociologists, analysis of statistical information, study of the experience of foreign schools, as well as their own logical conclusions had a significant impact on the formation of the model.

Key words: globalization of education, distance learning, models of distance education, electronic educational environment.

Аннотация: В настоящее время процессы глобализации оказывают значительное влияние на многие сферы человеческой деятельности, что приводит к изменению функционирования целых социальных институтов. В данной статье авторы описывают модель учебного взаимодействия субъектов дистанционного обучения в электронной образовательной среде, тесно интегрированной в глобальную компьютерную сеть Интернет. Чтобы построить модель, авторы проанализировали ранее существовавшие модели дистанционного обучения, чтобы определить их сильные и слабые стороны. Исследования в этой области другими социологами, анализ статистической информации, изучение опыта зарубежных школ, а также собственные логические выводы оказали существенное влияние на формирование модели.

Ключевые слова: глобализация образования, дистанционное обучение, модели дистанционного обучения, электронная образовательная среда.

Annotation: Hozirgi vaqtda globallashuv jarayonlari inson faoliyatining ko'plab sohalariga sezilarli ta'sir ko'rsatmoqda, bu esa butun ijtimoiy institutlar faoliyatining o'zgarishiga olib keladi. Ushbu maqolada mualliflar Internetning global kompyuter tarmog'iga birlashtirilgan elektron ta'lim muhitida masofadan o'qitish sub'ektlarining ta'lim bo'yicha o'zaro ta'sir modelini tavsiflashadi. Modelni yaratish uchun mualliflar ilgari mavjud bo'lgan masofaviy o'qitish modellarini kuchli va zaif tomonlarini aniqlash maqsadida tahlil qildilar. Ushbu sohadagi boshqa sotsiologlar tomonidan olib borilgan tadqiqotlar, statistik ma'lumotlarni tahlil qilish, chet el maktablari tajribasini o'rganish, shuningdek ularning mantiqiy xulosalari modelning shakllanishiga sezilarli ta'sir ko'rsatdi.

Kalit so'zlar: ta'limning globallashuvi, masofaviy ta'lim, masofaviy ta'lim modellari, elektron ta'lim muhiti.

Introduction: Nowadays, science is increasingly using the word "globalization", which in a big sense means the process of creating a single, international world for all mankind. The main characteristic of globalization is the ever-increasing interdependence of individual countries of the world from each other, which emphasizes the growing influence of a single country on the entire world as a whole. It is no coincidence that the term "globalization" comes from the Latin word "globus", which means a ball.

Literature review: Today, in higher education, not only the methodological base of teaching has changed (due to the active use of information technologies, the emergence of electronic educational environments, distance educational innovations and online learning), but also the very principle of conducting economic activities by modern schools, which combine the functions a temple of knowledge and a

commercial enterprise; schools exist in a market economy, competing not only with each other within one country, but also with others from different countries [2].

Based on the foregoing, we can conclude that the new information era, the process of globalization in all spheres of human activity force education to transform, lead to the emergence of new forms and technologies of education, for example, to technologies of online (electronic) learning.

Research methodology: Online learning is becoming more and more significant for modern schools every year, the globalization trends in higher education are becoming more obvious, which reduce barriers to the spread of their teaching technologies and educational products by Western schools, entail the problem of the competitiveness of domestic schools in the educational market services. Given the low paying capacity of most of the country's population, as well as the high cost of moving to large cities for education, the population will give preference to online learning, which is characterized by a lower cost compared to old full-time and even part-time education. Competitive advantage and income will be received only by those schools that have contemporary distance learning systems that provide pupils with knowledge at a reasonable price [4, 5].

Analysis and results: A retrospective analysis of the development of online learning shows that it went through some stages in its development, based on different principles of delivery of teaching material from teacher to pupil [3]. Due to the authors of the paper, each model of distance learning was predetermined by the development of the productive forces of human society. So, for example, the appearance of the correspondence model is impossible without the invention of accessible methods of printing, the development of the translational model is conditioned by the emergence of mass media, the formation of the computer multimedia model is closely related to the emergence of computers and their integration into people's lives, and the computer model based on the virtual educational environment owes its appearance global computer network Internet.[1]

The translational model of distance learning allows teaching pupils the skills necessary in their professional activities; the advantages of the translational model of distance learning include the ability to convey information to a wide audience.[6]

This educational model, according to the authors of the article, is not devoid of certain, and often significant, shortcomings. Viewing teaching materials on a TV or monitor screen presupposes a certain passivity of the pupil in the learning process. Of course, he sees what is happening on the screen, seeks to memorize the transmitted information, however, during the viewing process, practical working skills are not developed, therefore, memorization is not as effective as it could be.[7]

The rapid development of computer technology, as well as the widespread use of personal computers at the end of the 20th century among the population, led to the emergence of a computer multimedia model of distance learning. This model was named multimedia because training courses appeared (most often distributed on optical discs) containing a combination of text, graphics, animation, sound and video materials.[8]

This model, according to the authors, is no longer applicable in its origin to ensure high-quality online learning for pupils. First, there are certain requirements for a pupil's computer literacy, since working with a multimedia training course is impossible without main skills in working with a personal computer. Secondly, the multimedia computer-based learning model assumes the presence of computers by pupils or in the institution where they receive education, and it is also characterized by a low level of feedback.[9]

In the 21st century, the computer model of distance learning based on Internet technologies (web technologies) has replaced the computer multimedia teaching model. The global computer network Internet has changed the functioning of entire social institutions, including the institution of education. The computer model of education based on Internet technologies joined the advantages of previous models of distance learning, and its peak was the emergence of online educational environments based on the Internet, which unite teachers, pupils, and the necessary educational resources in a single cycle. This model is also not without drawbacks, first of all, its implementation depends on the availability of a good Internet channel both for the pupil and for the educational institution within which the pupil is studying. All this allows us to conclude that there is a main, decisive drawback in this educational model - the high cost of its development, implementation, and support.[10]

Conclusion: The results of the proposed model of distance learning for pupils can be divided into some directions. The main direction, of course, is the results that pupils receive after completing their studies (receiving education) in the educational environment, to which the authors include an increase in the level of education, satisfaction with the learning process, the possibility of employment in a prestigious job. The introduction of this model involves obtaining certain positive results not only by the pupil, but also by the school itself: an increase in financial indicators due to the education of a larger number of pupils and the export of education to other regions and countries, obtaining new work experience, which leads to the improvement of the distance learning system. The third effective direction will be the growth of the general cultural level of the population due to the emergence of the possibility of affordable education, as well as the reduction of the level of social tension.

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SOCIO-PEDAGOGICAL CHARACTERISTICS OF DEVELOPING THE VIRTUES OF SOCIAL RELATIONSHIP IN STUDENTS.

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Аннотация. Мақолада ёшлар фаолияти ва жамият тараққиёти ўзаро боғлиқлиги, талаба-ёшлар ислоҳотларнинг фаол иштирокчиси, демократик жараёнларни ривожлантирувчи муҳим омиллардан бири эканлиги таҳлил этилган. Мақолада шунингдек, олий таълим тизимидаги таълим-тарбия жараёнида талабаларнинг ижтимоий дахлдорлик фазилатларини шакллантиришнинг ижтимоий-педагогик хусусиятлари тадқиқ этилган.

Калит сўзлар: ёшлар, талабалар, таълим, ёшлар сиёсати, ижтимоий фаоллик, демократик жараёнлар, ватанпарварлик тарбияси, эътиқод, идеаллар, фуқаролик жамияти, ижтимоий дахлдорлик.

Аннотация: В статье анализируется взаимозависимость молодежной активности и развития общества, активного участника студенческо-молодежных реформ, одного из важных факторов развития демократических процессов. В статье также рассматриваются социально-педагогические особенности формирования качеств социальной включенности студентов в образовательный процесс в системе высшего образования.

Ключевые слова: ммолодёжь, студенты, образование, молодежная политика, социальная активность, демократические процессы, патриотизм, идеалы, гражданское общество, социальная неприкосновенность.

Annotation. The article analyzes the interdependence of youth activities and the development of society, the fact that students are an active participant in reforms, one of the important factors in the development of democratic processes. The article also examines the socio-pedagogical features of the formation of social participation qualities of students in the educational process in the higher education system.

Keywords: youth, students, education, youth policy, social activism, democratic processes, patriotic education, beliefs, ideals, civil society, social involvement.

Introduction: Nowadays , In our country young people make up the bulk of the population. The Action Strategy for the Further Development of the Republic of Uzbekistan sets priorities such as "education of physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, deep-rooted views, deepening democratic reforms and increasing their social activity in the development of civil society" given. The state youth policy is aimed at supporting this multi-million population in the process of renewal, ensuring that their interests are fully reflected.

One of the important aspects of youth issues is that the level of education, intelligence, intelligence, potential, morality, intelligence, mobility and courage, readiness for change and their acceptance of youth determine the overall level of development of society. On the other hand, society, especially its economic development, the criteria of social justice, the level of scientific and technological progress, informatization, factors of stability, the existence of civil agreement among members of society are important foundations for youth development. So that it depends on young people what society will look like in the future is a social reality. How young people shape society depends on how much society pays attention to them. It is also a socio-political category in which the development of youth and society is interconnected and interdependent, and the moods and dreams that prevail in the minds of young people directly determine the factors of future development of society. Therefore, "Loyalty to the motherland, duty and responsibility, initiative and other qualities remain in the minds of young people as theoretical concepts and do not become practical habits in their nature. As a result, there is a discrepancy between what they say and do about these qualities, which creates a number of problems for young men and women who enter independent life each year to find their place in life.

". This requires the formation of a high level of social immixture in students in the process of higher education.

Literature Review: The concept of "immixture" in the general lexical sense in the edition of "O'zbegimDasturlari" means "regardless of identity", "to keep one's word", "to belong", "to pay attention to", "to remember, not to pass", " in the forms of "affirm one's self", "self-respect", "respect", "respect in all respects", "respect" and in English this concept is simplicity, participate means "to do together", "participation", "participate", "participant".

Philosophical, socio-anthropological issues of developing the qualities of social immixture in students have been studied in the research of A. Begmatov, A. Mavrulov, G. Tulenova, J. Tulenov, M. Kahharova, E. Yusupov and others. B.Adizov, B.Rakhimov, G.J.Tulenova, D.Ruzieva, D.Sharipova, Z.Ismailova, Q.Q.Kuranbaev, M.Kuronov, M.Mahmudova, on pedagogical issues of development of social involvement qualities in students, N.A.Muslimov, N.Ortiqov, N.Egamberdieva, O.Jamoldinova, O.Musurmonova, R.Djuraev, O'Q.Tolipov, U.Mxalqov, X.I.Ibragimov, Sh.Mardonov, Sh.Sharipov, Sh.Shodmonova conducted scientific research. Foreign scientists A.Amutio, A.Smith, A.Yolanda, K.Franco, L.Breeman, R.Sears, R.O.Renye have conducted research on this problem.,

Research Methodology: In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

Analysis and Results: Social involvement is a complex and integral quality that embodies a whole set of life activity qualities. The process of developing social participation as a complex social phenomenon is inextricably linked with national, religious, historical, moral and legal factors. In this sense, national and religious values are not only the philosophical, historical and spiritual heritage of the people, but also an important factor in the upbringing and development of a harmoniously developed person. Social immixture includes the ability of the subject to communicate with communities, groups and associations, to cooperate with others, to creatively fulfill certain obligations to peers and adults, to show entrepreneurship, to democratize social life and to actively participate in other processes. A high level of social involvement is a conscious and systematic activity aimed at personal development, that is, individual development, perfection - the pursuit of self-education. Social involvement does not form suddenly in a person, but develops throughout his life. The activity of the individual encompasses the formation and manifestation of both consciousness and self-awareness, as well as the activity of contemplation, defined by the field of spiritual development. Based on the above considerations, the concept of social activism can be defined as follows:

Social immixture is an integral system of an individual's relationship to the environment, to the processes taking place in society, and is characterized by its individual-typological and socially conditioned features that are formed throughout life.

A main pedagogical task is to study the quality of social immixture, behavior, ability to analyze life strategies, participation in certain social tendencies, which are accustomed to serious relationships and form a certain life space in order to express life prospects in public life. These include the following key indicators:
• level of patriotism and devotion to the Fatherland;
• issues of concern to young people;
• social feeling;
• priority life values and plans;
• level of social maturity

The educational process should be based on the following components in the development of social skills of students:
• high level of self-awareness;
• citizenship, self-esteem, self-esteem, discipline, integrity; attention to spiritual values;
• sense of independence and responsibility in decision-making;
• free choice of the content of vital activities;
• kindness, goodness;
• altruism, patience, endurance, humility;
• striving for peace, good neighborliness, understanding of national and universal values;
• the need for knowledge and a deep understanding of self-awareness, beauty, reflection, communication and the meaning of life;
• autonomy of the inner world, integrity; advanced skills;
• the need for life-changing scientific knowledge, skills, abilities, intellect, institutional, creative life;
• knowledge of the basics of economics;
• diligence, thrift;
• learning foreign languages;
• knowledge of national and religious traditions;
• healthy lifestyle;
• physical recovery;
• aesthetic taste, good deeds;
• cleanliness, improvement of the environment and ensuring the well-being of the family;
• erudition, competence;
• Entrepreneurship, competitiveness, management skills;
• initiative;
• Ability to think creatively, know the history, culture of different peoples, etc.

Therefore, its individuality is reflected in the development of students' social immixture qualities. Social involvement in students of higher education institutions is developed through their socio-political, labor, cognitive processes, daily lifestyle, a certain amount of knowledge and the acquisition of moral norms in society .
Using different methods in the development of students' social immixture qualities is very effective way. Methods and techniques in pedagogical work on pedagogical

disciplines include verbal (affecting the mind) - storytelling, book work, explanation, persuasion, comparison, answering questions, conversations about ethics, discussion of the future, approval or denial. strongly affects.

National traditions, competitions (individual and group competitions), supervision, team spirit, team thinking, team spirit, reports, meetings, discussion and evaluation of achievements, helping friends in difficult situations, helping, etc. also activate the student's personality.

Especially, the formation of spiritual and moral qualities, the implementation of educational tasks (socially useful activities, assistance to the sick, the elderly and the disabled, nature protection, work with juvenile offenders, participation in Saturdays, artistic creativity, etc.) Behavior, social assignment, activity modeling, overcoming internal (psychological) difficulties and frustrations, joint search for solutions to problems, experience-based, demand, training, helping others, gaining experience and conducting psycho-pedagogical tests are important.

It also helps to develop the student's personality, such as shaping students' social immixture qualities and increasing their sense of responsibility.

At the same time, students gradually strengthen the social and mental conditions, behavior, psychological support, counseling in their activities by demonstrating important goals.

Conclusion / Recommendations

Spiritual and educational activities in higher education institutions and the formation of socially relevant qualities of students in the educational process should be achieved:

- to inculcate in students a conscious discipline, as well as to ensure that they treat members of society with respect;

- To arouse students' desire to find their place in society, to be with its joys and worries;

- Fostering students' faith and confidence in the changes in society, a strong will;

- call to be an example to all by their actions, behavior, manners;

- to expand the intellectual potential for the development of society, to keep pace with the times, to be active; - Contribute to the strengthening of peace and tranquility in society; - Formation in students of a conscious and healthy attitude to life events; - Explain to students that the rich spiritual heritage of our ancestors gives people confidence, aspiration, strength; - Explain to students that a person's place in society depends on his mental capacity, honest work, entrepreneurship; - to form in students the desire to acquire such qualities as humanity, justice, sincerity, honesty, integrity, etc.

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STUDY THE TEXT BASED ON MODERN INFORMATION TECHNOLOGY

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Аннотация. Мақола замонавий таълимнинг долзарб муаммоси – матнни замонавий ахборот технологиялари асосида ўрганишга бағишланган. Ушбу усулнинг самарадорлиги замонавий гаджетлардан фойдаланиш билан белгилангани кўрсатилиб, бундай ишлар рус тилини самарали ўрганишга хизмат қилади, шунингдек диалог тузиш ва ўз фикрларини мустақил билдириш қобилиятига ҳисса қўшади. Бундан шундай хулоса келиб чиқадики, бу усул

таълимнинг мустақил шакли сифатида қаралиши мумкин, чунки у анъанавий шаклда амалга ошириб бўлмайдиган муҳим фарқларга эга.

Калит сўзлар: усул, инновация, методология, ўқитувчи, талаба, жараён, рус тили

Аннотация. Статья посвящена актуальной проблеме современного образования – изучение текста на базе современных информационных технологии. Показано, что эффективность данного обучения определяется использованием современных гаджетов, такая работа служит эффективному усвоению русского языка и способствует умению составлять диалог и изъяснять свою мысль. Сделан вывод о том, что данный вид обучение может рассматриваться как самостоятельная форма обучения, потому что обладает существенными отличиями, которые не могут быть реализованы в традиционной форме.

Ключевые слова: метод, инновация, методология, преподаватель, студент, процесс, русский язык.

Abstract. The article is devoted to the actual problem of modern education – the study of text on the basis of modern information technology. It is shown that the effectiveness of this training is determined by the use of modern gadgets, such work serves to effectively learn the Russian language and contributes to the ability to compose a dialogue and Express your thoughts. It is concluded that this type of training can be considered as an independent form of training, because it has significant differences that cannot be implemented in the traditional form.

Keywords: method, innovation, methodology, teacher, student, process, Russian language, training.

Introduction: Russian language teaching problems for students who do not speak Russian as their native language in higher education institutions have recently attracted more and more attention. Teachers from different universities share their experience, think about ways to work with students, and ways to improve their ideological, aesthetic, and cultural level. The article discusses the system of teaching Russian not for native speakers of this language based on modern teaching methods, the ratio of different types of classes-lectures, special courses, special seminars, practical classes, and the question of their future profession. Not only the forms of work with students are changing and being considered, but also the approach to studying many issues of the theory and practice of teaching a language, in our case Russian [3].

In modern conditions, the widespread use of the achievements of world science and innovation is becoming an important factor in the dynamic and sustainable development of all spheres of life of society and the state, building a decent future for the country. Today, the society is interested in graduates with developed cognitive needs, who are focused on self-development and self-realization, who are able to operate with the acquired knowledge, navigate the modern information space, work productively, cooperate effectively, and adequately evaluate themselves and their achievements. To train such personnel, teachers need to use modern information technologies in their training . One of the pedagogical tasks today is to introduce into

the educational process such methods and techniques that will help students not only master certain knowledge, skills and abilities in a particular field of activity, but also develop their creative abilities, where an important role is assigned to learning Russian on the basis of text using a computer, tablet, phone or iPod.

Analysis and Results: Thus, test education based on modern information technology (computer, tablet, phone, iPod) has its own specific features that distinguish it from other forms of systematic education, if only in that it is not based on the experience of previous stages of training, but is a fundamentally new type of educational and cognitive activity when learning Russian in classes with the Uzbek language of instruction [2].

In text education, priority areas are the development of free, non-traditional thinking, the development of activity and independence of cognitive activity, the formation of self-awareness and self-esteem of adolescents, as well as monologue speech. Pedagogical practice shows that teaching Russian using texts is effective only when it is built with the abilities and interests of students in mind [1].Interest in texts as objects of co-education arises already at the initial acquaintance with the Russian language, it is formed at school and is associated with educational activities. When it is formed, shallow motives of curiosity and entertainment prevail, but especially when studying a text based on modern information technology-a computer. in the modern world, with modern youth, it solves a very important didactic task: it introduces the student to the world of computers and gives the opportunity to simultaneously learn Russian using text. When you first get acquainted with the computer, students are attracted to the most "amazing living machine", games, and entertaining computer effects. Playing with the computer, they learn the basics of managing systems, get used to seeing a partner in the computer. Russian Russian language teaching games or educational games based on the construction of texts do not lose their significance at other stages of training-teachers widely use their didactic capabilities and emotional appeal to interest the student in learning Russian, and a new formula is obtained: teaching Russian on the basis of text and computer in the modern world. But if this type of interest is dominant at later stages of training, if it takes on hypertrophied forms, then negative consequences are inevitable. Excessive interest in computers and the Internet alienates students and leads them to the virtual world, the use of commercial games based on the ideology of violence, the desire to achieve goals at any cost are very dangerous. As a rule, the ability to manage computer programs is transferred from the game to educational activities in a natural way, but there may be complications. There are cases when a child is so "attached" to games that even in the context of educational activities, he strives for entertainment, for external effects. It does not tie up the computer knowledge, distracted from the content of the lesson, in learning situations does not accept submitted information, then the teacher should motivate the learner with interesting and entertaining text, not a parallel distancing of the student from the computer, only gradually switching its attention to and considering the interests of today's youth. Thus, the teacher must be prepared to provide timely assistance to students for whom the process of interacting with the computer and the learning process are not combined. We analyzed the cases when the

student sees learning bad information from display screen image in his mind is displayed as the picture, as vivid graphic image, the accompanying text there is no interest – student does not read it at all, or reading, not comprehending the contents. Such students also need the help to a teacher; they need a special training system that allows them to gradually rebuild the perception system, form an interest in the content of the text, or pick up the specifics taking into account the student's interest, and teach them to comprehend the received information displayed on the display. Interest in the computer management process determines the nature of the student's relationship with the computer environment for self-development or educational purposes. We believe that it is very important for students to understand their role in computer education: they build a system of knowledge, they get information about the world around them, and the computer is just their assistant, a tool for their activities. The main goal of the teacher is to pair the student and the computer with the orientation of interests, in our case, learning Russian using text, suits both, all tasks are performed quickly and efficiently. Using the principle of division of labor, one gets the result, the other interprets it. However, the habit of working in such a bundle can lead to a loss of autonomy and a number of negative consequences. If a student who is result-oriented and does not show interest in managing computer devices has to work independently, or in a pair with someone like himself, then he tries to put a minimum of effort: he works according to the model, does not seek to expand his knowledge of control systems and methods. If a process-oriented student has to work independently, they try to remember the facts without analyzing them, without deep insight into the content, without analyzing the result [2]. The interest in studying the Russian language using text based on information technology. This type of interest has several gradations – interest in facts, cause-and-effect relationships, and interest in the theory and methodology of studying a text or monologue. This interest does not focus on the study of Russian or English, but also extends to the study of groups of natural Sciences or Humanities. It can be broad – to the subject as a whole, or local – to individual lesson topics. Information technologies together with the educational system, as a rule, are not only a subject of interest in themselves, but also stimulate interest in other subject knowledge, opening access to information sources, providing means for its transformation. Motives and goals of education based on text and computer form the subjects of the didactic system, computer or Internet, or modern gadgets allow you to implement them, get a reliable result, which is a necessary condition for maintaining a stable interest in the study of the subject. When students master computer tools, they use the computer as a modeling system, as a means of calculating and laboratory experiments, as well as a source of education or learning new information in the way of self-realization and self-education.

Our observations show that the expansion of cognitive capabilities through the use of information technologies in learning the Russian language on the basis of text, contributes to the development of a stable, conscious interest in learning new and vast. Stimulation is implemented in several ways: by irradiation-spreading interest in learning the Russian language based on text, without looking up from the computer, by demand for Internet lessons or when working independently with a computer

material from other disciplines, by involving students in educational and research work. Special attention should be paid to the transfer of acquired knowledge, skills and abilities to non-educational activities, which is a sign of their interested development and demand. An equally important problem is the lack of motivation in learning Russian, and the teacher must constantly pay attention to the level of motivation of students taking into account their current interests and improve it by setting clear goals, making a variety of classes using different tasks, and using visual or game techniques, or the same modern gadgets.

Conclusions: But the success of any modern information technology depends on the personality of the teacher. he must take into account the students ' abilities, use an individual approach and focus on the mass, while not forgetting that Russian is not the native language for students and it is difficult for them to overcome the language barrier. Working in this mode changes the teacher's worldview. It becomes interesting for an innovative teacher to master modern information technologies and use them in the educational process. Thus, the teacher increases his social status, and also increases his authority. The result is an increase in the professional skills of the teacher and recognition of his merits at different levels.

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CONDITIONS FOR THE DEVELOPMENT OF ARTISTIC CREATIVES OF STUDENTS IN TECHNOLOGY

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Аннотация. Ушбу мақолада умумий ўрта таълим мактаблари ўқувчиларининг технология дарсларини ташкил қилиш жараёнида ўқувчилар ижодкорлик фаолиятини ривожлантириш шарт-шароитлари очиб берилган.

Калит сўзлар: метод, индивидуал, декларатив, ижод, ижодкор, ижодий.

Annotation. This article describes the conditions for the development of creative activity of students in the process of organizing technology lessons for students of general secondary schools.

Keywords: method, individual, declarative, creative, creative, creative.

Аннотация. В статье описаны условия развития творческой активности учащихся в процессе организации технологических уроков для учащихся общеобразовательных школ.

Ключевые слова: метод, индивидуальный, декларативный, креативный, креативный, креативный.

Introduction. One of the important tasks of general secondary education institutions is to cultivate the qualities of independent and creative thinking of a mature person, which will be formed as a result of reforms in the field of education. In this regard, it is important to effectively organize the work of students' circles. The main purpose of the Law "On Education", which is being implemented in our country, is to reform the education system at the level of world standards, and one of the main directions to be implemented is to improve the training of students.[1]

The requirements arising from the ongoing reforms in the education system of the country have led to the intensification of research aimed at finding solutions to the problems of preparing students for work.[4] The main directions of research in this area, aimed at finding a practical solution to prepare the younger generation for a career, can be noted as follows:

- to create a system of information that will help students to find a career path and provide the necessary level of skills for a realistic assessment of their individual capabilities;

- Development of diagnostic methods of personal study in order to assist students in labor education;

- Theoretical and methodological bases of the organization of professional consultations for young people;

- substantiation of socially significant motives of preparation for work;

- Methodological bases of preparation of students for work in the conditions of implementation of the national model of training of the Republic of Uzbekistan;

- Peculiarities of managing the work of sending young people to choose a profession in separate regional centers.

Literature review. Although some results have been achieved as a result of the work done, the main goal of today's training is to develop the skills of consciously choosing a field that meets the personal qualities of each student, the requirements of society and the requirements of the profession. [3]One of the main obstacles to finding a complete solution to the problem is explained by the fact that the research is usually directed to the average student, who is determined in some way. As a result: individual, stratified approaches are not introduced to the student; in most cases it is limited to declarative methods of dry speech; there is not ample opportunity for the student to get acquainted directly with the characteristics of the profession that interests or chooses. Current and forward-looking guidelines have not been developed for the needs of specialists in cities, districts and other regional associations, which are necessary to guide students to choose a profession based on local conditions.[5]

Students' extracurricular activities play an important role in their lives. That is why it is necessary to help them to organize this time properly, to use it wisely, to have a rest from it. [10]The deep inner essence of all forms of extracurricular and extracurricular activities is the active involvement of students in socially useful activities, encouraging their initiative and independence, the development of individual interests, inclinations and abilities. The nature of pedagogical leadership in the extracurricular activities of students is not only in the classroom, but also through social organizations, in the classroom and through various extracurricular activities, as well as the practical experience of educating students in technical creativity and agriculture.

Research Methodology. Based on the above considerations, the most widely used methods in practice can be divided into the following three groups.[7]

The method of oral presentation of educational material is one of the most widely used methods in the school curriculum, and this method can be applied in all classes in all subjects.

This method is recommended for the perception of the information presented through the live speech of the teacher, and differs from other methods of teaching in this respect.

Narration is the concise, concise, and coherent presentation of facts, events, and happenings on a new topic by the teacher, in whole or in part, through figurative descriptions. Instead of being passive listeners during the storytelling process, they should increase their activity, focus on the topic, think about events and happenings, ask questions for the purpose of exchange of ideas, and use visual aids.[11]

The teacher proves the validity of the law, the rules of a certain profession in one way or another, by giving evidence and examples.

The interview method is often referred to as the question-and-answer method. Because if the lesson is taught in this way, it is conducted mainly in the form of questions and answers.

Analysis and results. Introductory, main and concluding conversations on the topic are used in the learning process, as well as interviews to check how well students understand the new topic. When working with the interview method, the teacher should organize and conduct the lesson as follows:

1. The questions the teacher prepares for the interview should apply to all students in the class.

2. One of the students is called to answer.

3. It is necessary to listen carefully to the student answering the question, to ensure that he fills in, corrects, clarifies the answer.

The practical activity of students in solving technical problems and expressing these solutions as technical projects, mock-ups of mobile models or experimental models is called technical creativity of students.[2]

The technology teacher, in collaboration with parents and active students, organizes art circles at school. With the help of class teachers, she identifies students who are most interested in science, technology, and manufacturing, and helps them find their own circle outside of school in the district or city. The teacher of technological education engages students in the preparation and holding of school science, technology and production week, school evenings dedicated to significant days in the history of science and technology of our country.[6]

The independent activity of students in the school can be organized only in the conditions of deep mutual respect, kindness and trust between teachers and students, if the whole pedagogical community is spiritually ready for this work. There should be no forgery or artificiality.

In organizing and implementing educational activities in the field of technology, it is necessary to pay attention to the following main tasks:

- Development of a set of measures and targeted programs on specific areas of organization of the educational process;

- training and retraining of pedagogical staff who organize educational work on the basis of modern requirements.[12]

Analysis and results. In general secondary schools, the topics of folk crafts are taught in the following directions:

5th grade
SERVICE DIRECTION

t/r	Topics	Clock
	Fabric processing technology	**48 hours**
49-50	**Practical lesson:** Patterns used in embroidery, pattern elements. Drawing patterns.	2
51-52	Embroidery colors and color selection. Sewing patterns of charcoal used in embroidery.	2

53-54	Cutting and copying of national costumes. Sewing flowers (patterns). Ironing.	2
55-56	Types of national toys (puppets), tools, equipment, fabrics and their types.	2

6th grade
SERVICE DIRECTION

	Fabric processing technology	
47-48	The history of gold embroidery and its development. Materials used in embroidery (types of fabrics, cardboard, gold thread). Tools used in goldsmithing. Wrap the yarn. NI-6	2
49-50	Types of patterns used in gold embroidery. Drawing and cutting flowers on cardboard. Job creation.	2
51-52	Tightening the ice. Learning to sew by the method of embroidery and embroidery.	2
53-54	Sew a flower from the lid of the teapot.	2
55-56	Learning the technology of unloading and sewing (lining). Finishing the product.	2
57-58	Information about the bead and its use. Necessary raw materials and tools for weaving. Weaving flowers, geometric and other shapes from the pattern.	2
59-60	Technology of sewing doppies from national headwear. Cut the dope. Sew the selected pattern elements to the pieces with the help of beads and pistons. Join the pieces together, finish the job. NI-7	2
61-62	Introduction to sewing bag technology for girls. Making patterns, choosing the necessary fabric, yarn, sewing a bag.	2
63-64	Sew the selected pattern elements on the parts of the bag with the help of a piston.	2
65-66	The girls sew the selected pattern elements on the pieces of the bag with a bead and a piston. Join the pieces together, finish the job. NI-8	2
	Product repair technology	
67-68	Methods of storage of clothes. Rules of dress. Patching technology. **Practical lesson**: patching.	2

7th grade
SERVICE DIRECTION

	Fabric processing technology	
47-48	General information about folk crafts "Drought". Its history, methods, necessary tools. Sketching and making templates for "Kurok". NI-6	2

8th grade
SERVICE DIRECTION

	Technology of folk crafts	
1-4	Activities, organizations and prospects of artisans based on market relations.	4
5-8	Rules for organizing exhibitions and competitions in folk crafts and selection of participants.	4
9-14	**Practical independent work:** Acquisition of working methods in the manufacture of products adapted to the requirements of modern design in the chosen direction of folk crafts.	6

9TH GRADE
SERVICE DIRECTION

	Technology of folk crafts	
1-2	Products made by folk artisans for export and domestic market.	2
3-4	Rare materials, tools used in folk crafts.	2
5-6	Evaluation of handicrafts on the basis of external membership and integrity. NI-1	2
7-8	Composite integrity. Describe the chosen type of craft on folk crafts.	2
9-10	**Practical independent work**: Acquisition of methods of work on the production of products adapted to the requirements of modern design in the chosen direction of folk crafts. Ensuring the integrity and integrity of the external form of the product at the design stage.	2

Conclusion/Recommendations. State policy in the field of education, which is aimed at a specific goal, has been recognized as one of the priorities in ensuring the development of social society.

Folk art is the art of life of the people. Its most important feature is the close connection between artistic creation and material demand.[8]

It is our national tradition to organize the folk arts and crafts in the formation of important professional qualities of teachers of technology and to develop methods of developing students' artistic abilities, to ensure the effective organization of the educational process.

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IMPROVING THE ACCURACY OF TECHNICAL METHODS IN QUALIFIED PLAYERS

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Аннотация. Мақолада футболчиларнинг техник усулларни мақсадли аниқлигини такомиллаштиришга йўналтирилган махсус машқлардан фойдаланиш самарадорлиги ўрганилди. Машғулот жараёнида техник усулларни бажаришдаги шиддат мусобақа талабларига мос эмаслиги аниқланди. Машғулот жараёнида техник усулларни мақсадли аниқлигини такомиллаштиришда ўйин талабларига мос келадиган динамик, кинематик, физиологик характердаги машқларни бажариш зарур.

Аннотация. В статье изучалась эффективность использования специализированных упражнений, направленных на совершенствование целевой точности технических приемов футболистов. Установлено, что интенсивность выполнения технических приемов тренировочных занятий не соответствует требованиям игры. Необходимо в тренировочных занятиях при совершенствовании целевой точности технических приемов выполнять упражнения динамические, кинематические, физиологические характеристики которых будут соответствовать требованиям официальных матчей.

Annotation. The article examines the effectiveness of using certain exercises, as well as improving the requirements of technical techniques of football players. It was found that the intensity of the implementation of technical methods of training sessions does not meet the requirements of the games. In training sessions, upon

improvement, the requirements for dynamic, kinematic, physiological characteristics that will meet the requirements of official assessments must be met.

Калит сўзлар. Техник усулларни аниқлиги, юқори малакали футболчилар, машғулот жараёни, техник тайёргарликни назорати.

Ключевые слова. Точность технических приемов, футболисты высокой квалификации, тренировочный процесс, контроль технической подготовленности.

Keywords. The accuracy of techniques, highly qualified football players, the training process, the control of technical readiness.

Introduction. In recent years, a number of measures have been taken to take care of the health of our people, to form a spiritually and physically harmonious generation, to attract the population, especially young people, to the sport of football, which is a game of millions and has a special place in our country.

At the same time, the selection of highly talented young players in the country, further development of the selection system and football infrastructure, raising the activities of sports schools to a new level, improving the system of training and financial incentives, raising the level of competitions such issues remain one of the urgent tasks.

The problem of technical training of players in the stages of advanced specialization and sports improvement will always remain relevant. A number of scientific prohibitions have been imposed on the study of this problem [6,11].

Many authors emphasize in their research work that the formation of highly qualified players is closely related to the level of development of adolescent football. They teach football techniques - kicking the ball, stopping the ball, carrying the ball, cheating [7,12,13,14].

Questions aimed at improving the accuracy of movement activities in sports have also been sufficiently explored in various areas [2,5,8].

Questions aimed at increasing the accuracy of technical methods in football are also well studied [1,3,4,910].

The challenge is to develop and implement a methodology to improve the target accuracy of the technical methods of highly qualified players. This will improve the technical and tactical skills of the players.

The purpose of the study. To develop a methodology to improve the accuracy of technical methods in qualified players.

Research objectives:

Determining the effectiveness of target accuracy in the technical methods of skilled players in games of different levels;

Develop and substantiate research on methods to improve player accuracy.

Research methodology. The following research methods were used to solve the tasks: analysis of scientific and methodological literature, pedagogical control, pedagogical experience, methods of mathematical statistics.

The results of the analysis. The results obtained in Table 1 show that the accuracy of the NG (Control Group) and TG (Experimental Group) players 'performance in the official matches of the country's youth championship was

analyzed. Here, too, the average results of pedagogical observation work over 20 games are presented. The table does not include technical and tactical actions such as "cheating", "passing the ball back and forth".

The players of the two groups did not differ significantly from each other in the accuracy of their playing methods. For example, in the national championship games, the total number of TTHs performed by NG players was 754.2, and in TG - 760.4, with a percentage of actual movements of 56.4% and 52.8%, respectively. It turns out that the differences are not so great.

In the analysis of ball passes, only the passes that allowed the players to make the most ambiguous moves were recorded. "Back", "side" and "forward" passes are not taken into account when the ball is in place or moving at a low speed, or at a low speed. In football, it is important to control the ball at high speed, to pass it accurately to the teammate, to pass accurately to a partner moving at the same speed.

NG players averaged 409.8 assists per game. Of these, high-speed passing - 59.1, accuracy - 37.3%; to a high-speed partner - 57.1, accuracy 27.8%; 28.2 passes were made to a partner moving at the same speed as the high-speed, with an accuracy of 9.9%.

Table 1.
Experience and accuracy level indicators of control group players ($\overline{X}$=20)

№	Game modes	NG				TG			
		Before		Then		Before		Then	
		TTXΣ	Exactly %	TTX Σ	Exactly %	TTX Σ	Exactly %	TTX Σ	Exactly %
1	**Pass the ball**	144,4		136,4		142,5		157,4	
	A) With high speed movement	59,1	37,3	58,7	35,4	55,2	20,8	60,2	42,9
	B) To a partner moving at high speed	57,1	27,8	53,6	29,3	56,9	25,6	61,4	39,7
	C) Passing the ball to a partner moving at the same speed as moving at high speed	28,2	9,9	24,1	10,2	30,4	10,1	35,8	20,5
2	Take the ball	115,7	34,9	113,2	37,7	121,1	38,9	102,6	51,8
3	Possession of the ball	50,8	35,3	56,8	36,2	52,2	32,4	66,2	60,2
4	Fights in the air	36,9	33,7	40,3	39,6	38,8	39,7	45,2	66,4
5	**Shots towards the goal**	20,9				24,2			
	A) From inside the penalty area	9	22	7,1	38,9	7,1	25	10,5	62,5
	B) Beyond the boundaries of the penalty area	11,9	36,7	9	35,6	17,1	33,4	16	53,8

The total number of TTHs	754,2	56,4	796,6	40,4	760,4	52,8	958,4	61,8

Note: TTH Σ is the total number of technical and tactical actions.

Thus, prior to the start of the pedagogical study, the control and experimental group players had insignificant differences in the accuracy of performing movement tasks in special tests and performing technical-tactical actions during official games.

In order to increase the level of technical training of players, a methodology has been developed to use all available tools to improve their technical skills. The development and substantiation of such a methodology is a necessary guide to improving the training program in football.

The methodological basis of the technique of improving the target accuracy of technical methods in football is as follows:

- the introduction of video recording in the process of competition and training activities, to demonstrate the diversity and reliability of the player's technique on the field, to form an idea of how well a player performs individual techniques when attacking and defending, depending on the game situation and opponent's actions promotes effective action management based on proper execution;

- The introduction of methods of assessing the functional status of the body of players in the training process. Based on the results of such an assessment, the intensity limit of the exercises performed in the training was determined, and the effectiveness of the improvement of the technical methods depended on;

- Introduction of a methodology that assesses the intensity limit in the performance of technical methods and takes into account the specialization of the exercise;

- Implementation of the method of rapid demonstration, aimed at enriching and expanding the technical and tactical reserves of players in the game situation.

The method of improving the target accuracy of technical methods in football provides the following procedure for working with players:

1. Using the computer program "Cardi" using the method of intervalocardiography assessed the condition of various systems of the body of players (cardiovascular, autonomic). Depending on the level of the functional state, the intensity limit at which the player is recommended to perform exercises aimed at improving the target accuracy of technical methods is set.

2. A computer program using Polar heart rate monitors was used to control the intensity of physical activity. This program includes the recommended intensity limit of the exercise to be performed.

3. Video was used to monitor the technique of performing the techniques. This camera recorded all the technical and tactical actions performed by the players during the training session.

At the end of the training, the following data were analyzed:

- Techniques of passing the game (passing the ball and hitting the goal);

- Intensity of exercise when performing the technical method (according to the heart rate monitor);

- Recommendations for each player to improve the technique of game movement.

The main requirements for the selection of means to improve the target accuracy of technical methods are the conditions of training in training exercises (conditions of movement with the ball in competitive games (speed of movement, magnitude of forces on technical techniques, speed of operations with the ball, resistance of opposing players). in terms of rational movement). In the transition from the conditions of training to the conditions of competitive games, the laws of transfer of speed and accuracy of movements with the ball are taken into account.

The work on improving the technical and tactical skills of players includes three main areas: the development of team, group and individual technical and tactical actions.

Accordingly, three types of specialized exercise programs were used in the organization of the technical training process of players at the stage of improving the target accuracy of technical methods.

The first application is 120-140 beats / min. including improving the accuracy of technical techniques (carrying the ball, passing, hitting the goal) in individual and group tasks performed at the intensity limit.

The second application is 141-160 beats / min. including improving the accuracy of technical methods in group and collective interactions within intensity limits.

The third program included improving the accuracy of technical methods in individual movements, group and team interactions at speeds above 161 pulses / min.

As a result of the use of the method of improving the accuracy of the target, at the end of the study, a positive dynamics in the implementation of technical methods in TG players was noted (Table 1). Here, too, are the average results of pedagogical observation work over 50 games. The table does not include technical and tactical actions such as "cheating", "passing the ball back and forth".

It can be seen that the size and target accuracy of TTHs in both groups have changed. For example, in NG, the volume of TTHs increased - 796.6, but the percentage of net actions remained low - 40.4%.

In TG, the volume of TTHs varied and was 958.4, the accuracy was 61.8%, the difference was 198 TTH, and the accuracy was improved by 9%.

Significant differences were noted in the players of the experimental group in passing the ball "at high speed." Prior to the experiment, TG players made 55.2 such assists, with an accuracy of 20.8%. By the end of the study, the figure was 60.2, with an accuracy of 42.9%. Although the size of the transmissions did not change significantly, their quality increased. This is evidenced by an increase in accuracy of 22.1%).

When passing the ball to a partner moving at high speed, the number of passes before the study was 56.9, the accuracy was 25.6%, while by the end of the study the number of passes increased to 61.4, and the accuracy was 39.7%. The difference in accuracy in passing the ball to a partner moving at high speed was 14.6%.

The number of passes before the study was 30.4 with an accuracy of 10.1% when passing the ball to a partner moving at the same speed as the high-speed movement. At the end of the study, the number of transmissions was 35.8, the accuracy - 20.5%, the difference - 10.4%.

In the "take" of the ball, TG players made 121.1 moves before the study, with an accuracy of 38.9%. By the end of the study, the figure was 102.6, with an accuracy of 51.8%. It can be seen that by the end of the study, the number of TG players who took the ball decreased, but their quality improved, with a difference of 12.9% before and after the study.

In shots on goal, TG players hit 7.1 shots from inside the penalty area prior to the study, of which 25% were accurate; from outside the penalty area - 17.1 shots, of which 33.4% were accurate. By the end of the study, the number of shots delivered from within the penalty area was 8, the accuracy was 62.5%, and the difference was 37.5% (r <0.05). The number of shots from outside the penalty area was 17.1 times, the accuracy was 33.4%, the difference was 3.3% (r> 0.05). After the study, the players performed 16 shots, of which 53.8% were accurate, with a difference of 20.4% (r <0.05).

Conclusion: The data obtained show that the NG players, who improved their technical methods according to the adopted program, also improved their performance, but this increase was not significant. In summary, studies have proven that the methodology developed to improve the target accuracy of technical methods in qualified players is effective.

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INDIVIDUAL APPROACH IN THE TRAINING PROCESS OF SPRINTERS AT THE STAGE OF IN-DEPTH SPECIALIZATION

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Аннотация: Ушбу мақолада чуқур ихтисослашув босқичида қисқа масофага югурувчилар машғулот жарёнида табақалаштириш методикасини қўллаш тўғрисида фикр юритилади.

Калит сўзлар: табақалаштириш методи, қисқа масофага югурувчи, чуқур ихтисослашув, машғулот жараёни.

Аннотация: В статье приведены экспериментальные данные, подтверждающие эффективность разработанной дифференцированной методики тренировки спринтеров в зависимости от их индивидуальных особенностей.

Ключевые слова: дифференцированная методика, бег на короткие дистанции, углубленная специализация, тренировочный процесс.

Annotatsion: The article presents experimental data confirming the effectiveness of the developed differentiated method of training sprinters, depending on their individual characteristics.

Key words: differentiated techniques, sprint, in-depth specialization, training process.

Introduction: The continuous growth of sports achievements and the ever-increasing competition in the world arena make it necessary to further improve the system of training athletes.

One of the conditions for effective training of athletics sports reserves is a systematic long-term training, which presupposes a strict sequence of setting in solving problems, choosing means and methods, permissible training loads in accordance with the age characteristics and level of preparedness of the trainees.

Further increase in the effectiveness of the training process and the improvement of the system of sports training in athletics necessitate a systematic analysis of the control of technical and physical readiness and, on this basis, individualize the training process at different stages of the annual training cycle. Therefore, in order to further improve the methodology of training short distance runners, it is necessary to identify the main factors contributing to the growth of sports results at the stage of in-depth specialization.

Materials and methods: The scientific methodological literature most often covers the development of physical qualities and age features involved (A.A. Belberov, 1974; M.Ya. Nabatnikova, 1982; V.P. Filin 1983, N.A. Knyazeva 1983). Very little attention is paid to the structure of training and competitive loads, the combination of means of versatile and special physical training.

At the same time, it is noted that there is an insufficient amount of research on the substantiation of a differentiated approach in the training of sprinters, taking into account the individual characteristics of athletes. N.A. Sultanov, (1979) differentiated the methodology of training sprinters on the basis of the revealed differences in physical development, physical and technical readiness of athletes 17-19 years old, specializing in running 100 and 200 meters. However, such research has not been done with students specializing in short distances for over 20 years.

The practice of work at the university shows that students with a low level of physical fitness who have not previously been involved in sports often come to the athletics section. At the same time, the absence of scientifically based programs leads to the fact that in the majority of non-specialized universities, already at the first stages of training, the means and methods typical for highly qualified sprinters are used, in rather high volumes. This leads to the fact that when athletes achieve a result at the level of 1 and 2 categories, their indicators do not improve in the future.

In this regard, this problem remains open and does not lose its relevance in many important theoretical, pedagogical and health-improving areas.

The aim of the work is to improve the differentiated methodology of the training process on the basis of the revealed differences in physical development, physical and technical readiness of short distance runners at the stage of in-depth specialization.

Research results and their discussion. The purpose of the pedagogical experiment organized and carried out by us was to improve the differentiated methodology of training sprinter students at the stage of advanced specialization on the basis of objective scientific information about the individual characteristics of athletes and thereby contribute to the optimization of the training process in general and, consequently, the growth of sports achievements. The choice of the goal also predetermined the organizational side of the pedagogical experiment, in which the students of the short distance runners 18-22 years old from Urgench State University took part.

When compiling individual training programs, we proceeded from the available recommendations of the authors (Yu.V. Verkhoshansky, V.V.Kuznetsov, V.V. Petrovsky, S.Kh. Manzhuev 1983).

Considering the factor that the age range of 17-18 years is associated with the stage of preparation aimed at in-depth training in the chosen form, we chose the content and direction of our experiment. It is at this age, after several years of specialized training, that it is possible to judge with a high degree of certainty the ability to sprint in general and, on the basis of individual characteristics, predict the success of specialization at one or both distances of sprint running.

All students' sprinters were divided into 2 groups, control and experimental. The groups were leveled according to their athletic performance in running 60, 100, 200 and 400 meters. Before the pedagogical experiment, all athletes by the method of versatile testing revealed the peculiarities of physical development, physical fitness, psycho-physiological characteristics.

On the basis of comprehensive versatile testing, the levels of physical and technical readiness, physical development features and psycho-physiological characteristics of sprinter students were revealed, which made it possible to make a preliminary forecast of the success of their narrow specialization (Table 2).

Thus, the obtained results of the conducted experimental studies allowed us to conclude that:

In principle, it is possible to predict the predominant narrow running specialization of sprinters on the basis of their individual characteristics of physical development of physical and technical readiness, psycho physiological indicators.

The predominant predisposition to running specialization is realized in sprinters only in the case of a differentiated approach to the choice of the main training means and methods, an approach based on the identified individual characteristics of athletes in connection with the supposed narrow specialization. It is interesting to note that even selective testing of sprinters in an additional control group showed that a predisposition to running specialization is realized only in the case of using training

means and methods, corresponding to the identified individual characteristics of athletes.

The data of our pedagogical research allowed us to experimentally, that is, to substantiate some of the provisions previously hypothesized.

In particular, we experimentally confirmed the statements of V.V. Petrovsky (1973) D.P. Ionov and G.I. Chernyaev (1974), V.P. Filin and B.I. Tabachnik (1975), R.D. Lyulko (1976), N.A. Sultanova (1979) that there is an urgent need for a differentiated approach in the selection process and training methods for runners at 100, 200 and 400 meters.

To determine the effectiveness of running short and long stretches, as well as running at variable speed for the special endurance of 200-meter runners. The training load in the three groups was the same and aimed at the complex training of runners, differing only in the exercises for the development of special endurance. The nature and volume of exercises for the development of special endurance in group "A" in training sessions were used to run on segments of 20-100 m with an intensity of 90-100% of the maximum; athletes of group "B" - repeated running at intervals of 100-300 m with an intensity of 75-85% of the maximum, athletes of group "C" - running at variable speed at intervals from 100 to 300 m.

The determining criterion for assessing the level of special endurance was the result in running at the main competitive distance - 200 m. In addition, the dynamics of sports results at a distance of 30-300 m, as well as the level of development of basic physical qualities, were analyzed. See table 1

Table 1

Dynamics of Physical Fitness of Runners During the Pedagogical Experiment

Control exercises	Groups	The original Data	End Data
30 m on the move (sec)	A	3,15	2,85
	B	3,10	3,00
	C	3,18	2,90
30 m from a low start	A	4,15	3,90
	B	4,05	4,00
	C	4,20	3,95
100 m	A	11,35	10,80
	B	11,20	11,10
	C	11,40	10,85
150 m	A	17,30	16,60
	B	17,20	16,60
	C	17,40	16,10
200 m	A	23,20	22,40
	B	23,10	22,50
	C	23,30	21,90
300 m	A	38,50	37Ю00
	B	38,30	36,50
	C	38,40	35,50
	A	8,20	8,90

Triple jump from the spot	B	8,35	8,80
	C	8,00	8,90
Fivefold jump	A	12,50	14,60
	B	12,65	14,40
	C	12,30	14,70
Tenfold jump	A	26,40	29,00
	B	26,50	29,20
	C	26,60	29,50

Of particular interest is the dynamics of the development of physical qualities of a runner trained in different modes. So in group A, athletes who used running at near-limit speed on short intervals, as a result of a two-year experiment, were observed, as a result of a two-year experiment, significant improvements in the results in running at 30 m s / h, 30 m s / s, by 150 m. speed-power qualities.

Thus, it can be stated that the specified training regime in group A has a favorable effect on the development of speed qualities, somewhat increasing the maximum running speed and significantly stabilizing it over a longer segment of distances. The use of training modes, in which running at near-limit speed on short intervals is widely used, contributes to the development of speed capabilities. The increase in speed over the entire distance by using the maximum intensity of running on short intervals in training sessions was noted earlier by many authors.

It was found that the use of running with near-limit intensity on short intervals contributes to a significant increase in sports results in running at 100 m, but does not significantly affect the development of special endurance in running at 150, 200 and 300 m.

In group B, at the end of the experiment, the athletes who used long-distance running in the classroom revealed significant differences in the results in running by 100, 150, 200, and 300, as well as a significant increase in the results in the five-jump. Changed speeds in running at 30 m from the run and zo m from a low start was not observed. In all likelihood, the shifts in the 100m run are due to improvements in neuromuscular coordination or some components of the sprint technique. The improvement in performance in the 200m sprint occurred, apparently due to the increased endurance of the runners.

Thus, we can assume that the use of running on long sections at a speed of 75-85% of the maximum increases the general fitness of the sprinter, develops special endurance well, but insignificantly affects the development of speed qualities.

Sportsmen of group C, who used variable speed running in training sessions, statistically significantly improved the results in all indicators of the pedagogical testing program. It can be assumed that the use of running with a variable speed in the process of overcoming the training segment allows one to raise the level of both absolute speed and special endurance.

Table 2

Change in Indicators of Special Running Readiness and Competitive Activity among Sprinters of the Experimental and Control Groups

Parameters	Groups	Experimental group			Control group			Growth difference 1-2	P
		Initial data x ± σ	Final data x ± σ	Increment 1 x ± σ	Initial data x ± σ	Final data x ± σ	Increment 2 x ± σ		
Maxim. m / s	Man	9,84+0,19	10,74+0,16	0,90+0,18	9,89+0,18	10,39+0,12	0,50 0,10	0,40	<0,01
	Woman	9,02+0,27	9,65+0,23	0,63+0,14	9,07+0,25	9,46+0,17	0,39+0,11	0,24	<0,01
60 m s / h(sec)	Man	6,34+0,10	5,68+0,09	0,66+0,12	6,34+0,11	5,94+ 0,09	0,40+ 0,11	0,26	<0,05
	Woman	7,40+0,23	6,53+0,16	0,87+0,13	7,42+0,19	6,83+0,15	0,59+0,12	0,28	<0,05
150 m (sec)	Man	17,72+0,47	15,66+0,44	2,06+0,42	17,60+0,37	16,17+0,36	1,43+0,30	0,63	<0,05
	Woman	19,15+50,43	16,92+0,47	2,23+0,48	19,25+0,42	17,82+0,44	1,43+0,31	0,80	<0,01
Step length (m)	Man	2,27+0,03	2,31+0,03	0,04+0,02	2,28+0,02	2,30+0,03	0,02+0,02	0,02	>0,05
	Woman	2,06+0,03	2,09+0,03	0,03+0,02	2,03+0,03	2,06+0,04	0,03+0,02	-	<0,05
Cadence (w / s)	Man	4,33+0,17	4,64+0,16	0,31+0,11	4,34+0,15	4,52+0,16	0,18+0,08	0,13	<0,05
	Woman	4,38+0,14	4,62+0,12	0,24+0,10	4,4+0,15	4,59+0,14	0,12+0,08	0,13	<0,05
Running for 100 m (s)	Man	10,84+0,11	10,59+0,09	0,28+0,12	10,88+0,09	10,78+0,09	0,10+0,09	0,18	<0,05
	Woman	11,72+0,19	11,40+0,14	0,32+0,17	11,75+0,18	11,63+0,16	0,12+0,16	0,20	<0,05
Running 200 m (s)	Man	22,08+0,21	21,60+0,19	0,48+0,20	22,14+0,19	21,92+0,20	0,22+0,19	0,25	<0,05
	Woman	24,18+0,39	23,54+0,28	0,64+0,34	24,47+0,35	24,13+0,33	0,34+0,33	0,30	<0,05

Improvement of the sports result by 150, 200 and 300 m in group B indicates the greatest increase in the level of special endurance and the effectiveness of running with variable speed for its growth.

Special endurance training should be given special attention in the training of highly qualified sprinters. Moreover, the greatest effect for 200 m runners will bring the rational use of running with variable speed on elongated sections.

The most informative test for determining the level of special endurance development for a 200 m runner is the time shown by him on the 150 and 300 m segments.

Repeated running of 200 to 300 m lengths with an intensity of 75-85% of the athlete's planned result in the competitive season has a significant impact on the level of special endurance development.

The study of the means of running training, carried out on the basis of the study of individual entries in the diaries of athletes running 400 meters with different qualifications, showed that the increase in sportsmanship is provided primarily by an increase in the partial contribution of running in the zone of maximum and sub maximal power (Table 3).

Table 3

Distribution of Running Training Means among Athletes in 400 m Running of Different Qualifications

Exercise aids	Running volume Nov-May (28 weeks)					
	Master of Sports		CMS-1 category		2 category	
	km	% of the total	km	% of the total	km	% of the total
Running on segments up to 100 m with an intensity of 90-100%	22,2	4,5	14,7	2,9	12,5	2,5
Running over 100 meters with 90-100% intensity	22,8	4,6	12,4	2,4	16,1	3,2
Intensity 80-90%	73,5	14,8	33,6	6,6	36,6	7,4
Intensity 70-80%	56,4	11,4	141,8	27,7	168,3	33,9
Recovery run	321,1	64,7	308,5	60,4	263,0	53,0
Total running sum	495,6	100,0	511,1	100,0	496,1	100,0
Running in hard and light conditions	10,7	2,2	8,0	1,6	3,8	0,8
Number of training sessions	177		159		154	

So, the volume of running with an intensity of 80-90% of the maximum speed for a group of sportsmen of candidates for master of sports - 1 category is 6.6% of the total volume, and for masters of sports - 14.8%. The volume of running with an intensity of 90-100% in these groups, respectively, is 5.3 and 9.1%.

The share of training work performed in difficult and light conditions of training qualified and highly qualified athletes takes a very small share in the total volume of training means, which is 0.8-2.2% of the means of running training.

Thus, the reserves of improving sports skills on the basis of methodological approaches to the use of variable impact are practically not used.

Conclusion. The analysis of the performances of the leading athletes of sprinters participating in athletics competitions according to programs of various sizes, indicates a tendency towards a narrow competitive specialization of athletes at one of three sprint distances (100, 200 and 400 meters). The data of the pedagogical experiment allow us to speak about the fundamental possibility of predicting the predominant running specialization of sprinters on the basis of their individual characteristics of physical development, physical and technical readiness, psycho-physiological indicators.

The predominant predisposition to running specialization is realized in sprinters only in the case of a differentiated approach to the choice of basic means and training methods, chosen taking into account the identified individual characteristics of athletes in connection with the intended specialization.

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FACTORS OF EFFECTIVE USE OF MEDIA TECHNOLOGIES IN IMPROVING THE CONTENT OF PRIMARY EDUCATION.

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Аннотация. Бўлажак бошланғич синф ўқитувчисининг педагогик қобилиятларини ўрганиш бугунги кунда фан олдида турган энг муҳим вазифалардан биридир. 21-асрда бўлажак бошланғич синф ўқитувчиси ролини янада ошириш орқали бошланғич таълимдаги глобал ўзгаришлар, фан ва технологияларнинг кундалик ривожланиши, шунингдек, ахборот-коммуникация технологиялари бўлажак бошланғич синф ўқитувчисининг педагогик ва психологик хусусиятлар ва юқори малакаларни эгаллашига имкон беради.

Калит сўзлар: ихтисослик, тадқиқот, касб-ҳунар таълими, бошланғич мактаб, медиа-технологиялар, баҳолаш, ўқитувчилик маҳорати, хорижий педагогика, назария, ёндашув, принцип, инновацион ижодкорлик, консепция, сифатли таълим.

Аннотация. Изучение педагогических навыков будущего учителя начальных классов одна из важнейших задач, стоящих сегодня перед наукой. Путём дальнейшего повышения роли будущего учителя начальной школы, в 21 веке глобальные изменения в 21 веке, повседневное развитие науки и техники, а также информационных и коммуникационных технологий позволят будущему учителю начальной школы приобрести педагогические и психологические характеристики и высокие навыки.

Ключевые слова: специализация, исследования, профессиональное образование, начальная школа, медиа-технологии, оценка, педагогические навыки, зарубежная педагогика, теория, подход, принцип, инновационное творчество, концепция, качественное образование.

Annotation. The study of the pedagogical abilities of the future primary school teacher is one of the most important tasks facing science today. By further increasing the role of the future primary school teacher in the 21st century, global changes in primary education, the daily development of science and technology, as well as information and communication technologies will allow the primary school teacher to acquire. And it is about identifying the pedagogical and psychological characteristics of the future primary school teacher.

Key words: specialization, research, vocational education, primary school, media technologies, assessment, teaching skills, foreign pedagogy, theory, approach, principle, innovative creativity, concept, quality education.

Introduction. Decree of the President of the Republic of Uzbekistan Mirziyoyev Sh.M. of September 5, 2018 "On additional measures to improve the public

education management system" No. PF-5538, as well as "Public education". Resolution No. PP-3931 "On measures to introduce new management principles in the system" and the State implementation program for 2020 within the framework of the "Year of Science, Education and Digital Economy" 2020. 02.03. Decree No. PF-5953 specifically provides for the development of a national curriculum for general secondary education. The national curriculum is mainly aimed at improving school curricula based on advanced foreign experience, improving the quality of textbooks and literature, and optimizing the teaching load of teachers (paragraph 159). It is important to focus on primary school reform. It is in primary education that the literacy of PIRLS primary school students is checked by an international organization, the international program for assessing mathematical literacy EGRA, reading exam, EGMA is introduced. Improving the content of primary education based on a competency-based approach in determining the reading level and mathematical literacy of primary school students: educational resources such as SES, curriculum and textbooks and competence-based approaches and methodological, professional components serve this purpose. The main goal of primary education is the upbringing and realization of the personal potential of students in grades 2-4 on the basis of the formation of educational activities aimed at upbringing, learning the language, mastering the students of elementary grades. It is an educational process with the following goals: in grades 2-4, information and communication technologies expand the teacher's ability to attract primary school students to an interesting world where students can independently search for information, receive, analyze and communicate with others.

Literature review. Accordingly, in today's rapidly developing education system, it is the opportunities that are created to solve the problems of primary education.

1. Revealing and development of latent possibilities in the minds and thinking of primary school students.

2. Creation of new opportunities for primary school students from the earliest stages of education.

One of the priorities for improving the content of primary education is personal development based on education in the spirit of universal and national values, that is, an educational process aimed at educating a comprehensively developed personality. Today one of the urgent tasks is the methodological organization of the primary education process, which combines elements of education. Considering that primary school students are the foundation of knowledge, it is important to organize this process in accordance with modern requirements, based on innovative technologies. The organization of lessons on new forms and technologies requires an innovative approach to their teaching activities. The effective use of media technologies in teaching primary school subjects in the education system of our country is an urgent problem. It is media technologies that are a universal means of teaching, not only allow primary school students to form knowledge, skills and abilities, but also develop personal qualities and increase their interest in learning.

Pedagogical and psychological research emphasizes that the effective use of media technologies has a great impact on the development of theoretical, creative and reflective thinking in primary school students. The figurative image of the event in the

student's memory enriches the educational material and helps to assimilate it in practice. The main goal of introducing media technologies into the educational process is the emergence of new types of educational activities that are characteristic of the modern pedagogical and information environment. It is well known that the theory of primary education is the basis of the system, and the quality of student learning depends on it, and this places a great responsibility on the primary school teacher. In the education system, for a long time, primary school has been a "school of skills," which means that a student must acquire basic skills such as reading, writing and arithmetic in order to pursue further education. Primary school today is the foundation of school education. In the current primary education system, the student's first experience should be a test of learning. At this stage, it is important to develop activity, independence, maintain cognitive activity, as well as create conditions for the student to enter the educational space, strengthen his health and emotional characteristics. It is important that these qualities in primary schoolchildren develop through the introduction of media technologies into the educational process. The use of media technologies in technical literacy has shown that there are unlimited opportunities for individualization and differentiation of the learning process in the case of the didactic use of media technologies in an unconventional lesson. Media technologies help primary school students to work with limited access to information resources, increase the efficiency of independent work, provide completely new opportunities for acquiring and strengthening creative abilities, skills and abilities, and introduce new forms and methods of teaching. Provides the personal development of each student. In the learning process, great changes occur, aimed at the development of thinking and imagination as the main processes necessary for successful learning; effective organization of students' cognitive activity.

Research methodology. With the use of media technologies, it has become easier to implement a student-centered approach in primary education, and it has become possible to effectively organize the entire learning process. During the lesson, ready-made multimedia products and computer training programs, multimedia educational programs and presentations, projects using the Internet in educational and extracurricular activities, created media technologies can be used in all classrooms. Working with text, elementary school assists students in learning subjects such as mother tongue, reading, and math in literacy classes, where students perform various hands-on activities on a computer. A variety of teaching materials for elementary school students can be used to create mixed software programs, including demonstration exercises, control exercises and test modules. A positive effect is provided by the use of speech and linguistic competencies (rich and varied material on grammatical and spelling topics) in three versions for current study and a generalized repetition of the rules of science.

Electronic textbooks can be designed and used for reading in 2nd grade. It provides many interesting visual and audio materials, including phonetic analysis of letters, letter structure, word formation by adding letters, and exploring some spellings divided into syllables. Bright pictures, interesting tasks help to increase the interest of young schoolchildren in the language, provide access to educational material in a playful way, give ample opportunities for self-control and learning reflection.

Differentiation of the educational process by these methods is achieved by choosing tasks of varying complexity. Electronic topics and planning sections can be incorporated into the development of alternative literacy programs. Curriculum working-out requires the use of computers for both traditional, nontraditional, and individual work, such as developing and using Game Problems in math lessons. There are many types of teaching materials available in primary school. Tasks of varying difficulty help develop the cognitive and creative abilities of each student.

The use of computer animated slides in 2nd grade for problem solving increases the enjoyment of the lesson. Their strengths are that they can go back to the beginning at any time, focus on certain parts, talk to students and get their opinions. In elementary school, you can use animated slides to move. To create such slides, you can use animated pictures from the Internet.

Tests should be used throughout the course. The tests were originally printed, but now they can be typed on a computer and used by every student. Using multimedia technology over the years, grades 1 through 3, it is possible to prepare a range of different tests in math, art, native language, reading, technology in almost any subject and other academic subjects. Now in the classroom it is necessary to use not only printed, but also computer tests. Once they are completed, they will allow you to immediately receive an incentive rating, the price is determined by the computer itself, which allows them to identify flaws on a particular topic.

Computer tests can be developed for all subjects in the natural sciences. For example: "Water basins of our country", "Mother Earth", "Forests and fields - natural resources", "Agriculture", "Our country", "Underground resources", "O ' Territorial structure of the country ","" Livestock and plants of the region "and others. Many videos and photographs can be used as supplementary and developmental materials in all subjects.

It is difficult for students to interpret the lexical content of a word in their native language and divide units into types. These are antonyms, synonyms, homonyms. The tests develop students' lexical skills, teach them to find the correct and figurative meaning of a word, choose the correct synonyms and distinguish between synonyms, antonyms and homonyms. Using the Reverse Play test for dealing with antonyms is effective in explaining the lesson to students. The eyes, brain and hands of the student are involved in the performance of tasks, and the elements of the game play an important role in developing interest in what they are doing and, therefore, in ensuring the necessary level of intensity of the educational process. In addition to tests, crosswords, diagrams, tables are used, and students work directly on the computer for independent study of the course materials.

Analysis and results. Microsoft Power Point presentations are a very effective way to use media technology in education. The main thing in the presentation is informative, visual and interesting. With this program you can use photos, pictures, animations, additional information to create presentations on various topics and topics.

The Internet, which is available in grades 1-4 of schools, is very helpful in our work. Everyone knows that the Internet is a global information system. Students will have the opportunity to complete various tasks: research, choose a major, prepare a presentation, and fill out a worksheet.

Primary school students should be taught optional literacy classes for grade 4 so that they can independently use the Internet, select the information they need, store it and create presentations, or use it in their future work in the design and implementation of various projects. From the 3rd grade, students can complete assignments not only in a notebook, but also directly on the computer. Students acquire basic computer skills, constantly deepen theoretical knowledge and improve practical skills.

The role of the technical literacy course in the formation of critical, creative, logical thinking in primary school is very important. It is very important to understand the computer as a means of reading, a tool for creativity, self-expression and development. Older students may develop a mindset that is difficult for them to accept. It must teach the student to work with information. By teaching elementary school students how to use a computer in school, students can use it as a tool for their own activities in other classrooms, and computer-assisted learning is not a problem for them.

The use of computers in computer science lessons in high school is a prerequisite for the implementation of this program. The computer is usually used as an electronic board for discussing new material. It is used in the organization of educational games, as well as in the organization of individual lessons and computer practices. As a result of training, students use a computer to solve educational and simple practical tasks: perform simple operations with files (create, save, search, launch a program); Grades 3-4 are able to perform practical tasks and creative work in information programs: Microsoft Power Point, Microsoft Word, run widely used programs: text and graphic drawings, pictures, tests on a computer screen; work with texts and images (information), objects; search, make simple changes, save, use and transmit information and data, create content, manuals, catalogs, dictionaries, small projects and presentations using the Internet.

Conclusion. Thereby, primary school teachers will be able to modernize the educational process, increase its effectiveness in teaching primary school students and also differentiate it in accordance with the individual abilities of each student. The theory and practice of primary education allows the teacher to use different methods to freely manage education and provide instructional information.

This means that with the effective and proper use of media technologies, the focus will be on PIRLS, namely reading, tests, texts, logical, creative, creative thinking EGRA, as well as in the framework of the International Program for the Assessment of Mathematical Literacy EGMA. Teaching students to read and work with information is an important task of modern primary school teachers. The effective use of media technologies in the educational process of primary school is not only in the classroom, but also in the organization of extracurricular activities of teachers.

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USE OF INFORMATION COMMUNICATION TECHNOLOGIES AT DIZING AND DRAWING LESSONS

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Аннотация. Ushbu maqolada umumiy o`rta ta`lim maktablari tasviriy san`at mashg`ulotlarida o`quvchilarning fazoviy tasavvurlarini yanada rivojlantirish hamda ularni turli mavzularda rasm chizishga o`rgatishda zamonaviy kompyuter texnologiyalaridan foydalanish ko`nikmalarini shakllantirishga qaratilgan nazariy ma`lumotlar yoritib berilgan.

**Kalit so`zlar:** Rasm, kompyuter, texnologiya, rang, ijod, xotira, diqqat, o`rgatmoq, o`ylamoq, tahlil qilmoq, taqqoslamoq, tacaввур, tasviriy san`at, reproduktsiya, asar, rassom.

Аннотация. В статье рассмотрены пути содержание и даны теоретические материалы по подготовке учеников средних образовательные школ на занятиях изобразительного исскусство Разработаны теоритические материалы по различным темом развивающих простанственное воображения учащихся которые служатьсворформироваии умения уних применения современных комьпютерных технологии.

Ключевые слова: Картина, компьютер, технология, свет, творчества, память, внимание, учит, думать, анализировать, соизмерять, сравнивать,

сочинять, воображать, изобразительного искусства, репродукция, картина, художник.

Annotation. The article discusses the ways of maintenance and gives theoretical materials on the preparation of students of secondary educational schools in the classroom of fine art. Theoretical materials have been developed on various topics that develop students' images that serve to shape the skills of their use of modern computer technologies.

Key words: Picture, computer, technology, color, creativity, memory, attention, teaches, think, analyze, compare, compose, imagine, fine art, reproduction, painting, artist.

Introduction. From the early childhood children appear demonstrate their to draw. Young children start to draw on whatever they find pen or pencil but they do not care whether that thing they are drawing on is their mother's necessary papers or fathers official documents [1]. If they can not find such things to draw on they start drawing on the walls or other things like that.

Most children try drawing out considerably earlier than reading and writing. However coming to the end of elementary school, after having gained some knowledge regarding writing, reading and simple arithmetic, children lose their interest in drawing gradually[2]. Especially boys lose their interest in drawing as they get older, therefore their marks also become worse than they were, even they start to make different excuses like having no ability in drawing or having no interest in a new topic, even they excuse their laziness. Why is it so? Lets try to understand it.

Literature review. Firstly, they have opinion which makes them think that drawing is just children's activity [3]. But actually it is not so. Most people start working on their drawing after getting retired or on their holidays after working for a while. Because self-development is very useful and it is never late to develop yourself. Drawing not only provides the activeness of hand fingers and its knuckles, but also introduces us with the surrounding world, enhances attention and memory, teaches thinking and analyzing, measuring and comparing as well as creating and imagining.

Secondly, teachers in elementary classes who conduct drawing lessons in their classrooms mostly approach the process very formally, in other words, teachers just announce a new topic, but they do not explain how to work on it. Also most teachers think this subject not as the main but the secondary one. Therefore drawing lessons are easily altered with others like Mathematics or Russian language[4].

It shows that initially they have problems regarding how to draw surrounding world around them because not all teachers can tell and show how to draw objects or things with their own examples. Besides this we should not forget that drawing lessons demand serious and huge preparation based on a certain plan. For children it is better to see what should be drawn only once rather than hearing about it hundred times. But the most important reason is that teachers can not demonstrate the real importance of this subject. When drawing children develop themselves not only physically but also mentally because activeness of hand fingers' knuckles make difference on the development of left brain hemisphere

Analysis and results. Children that can draw well can analyse better, can understand and notice things more easily, also can listen to more easily, also can listen to more attentively comparing with their peers who do not know how to draw or who do not try to learn drawing [5]. If abilities of such a child is put into an organized way to be enhanced, results can be amazingly astonishing.

Skilled teachers not only teach children how to describe surrounding world properly but also broaden their outlook and make difference on children's ethic as well as moral behavior. Also drawing lessons ease to understand and realize other more difficult school subjects for example it can enhance abstract notion about surrounding world.

Most importantly, it is concluded that responsibility of teachers is to formulate children's drawing and art-related skills and experience with the help of effective methods, information-communication technologies and well- organized tasks. It depends on us, on adults, whether children gain those skills and experiences beautifully or they completely stay away from the world of art[7].

How can art lessons be organized and teachers' work can make easier with the help of information-communication technologies.

Certainly computers come to help for the teachers in the century of developed science and high-technologies. For a while let`s remember the past times when you started using your own computer but you did not know how to work on it. Which program did you learn firstly at that time? Of course it was paint that is one of the simple programs on the windows of our computer, standard program of any computer or laptop [9]. Like that little child who tried to draw something on the wall you tried to paint something, change the background color, use brush, pencil and sprayer, give colors and alter them. Even with the help of this simple program, sequential paintings can be created and demonstrated, for example, fir tree brushes, decorated new year toys. Even it is very possible to go more deeply.

Painting with the help of computer mouse is not very comfortable as whenever we are involved in this process, it is easy to ruin the perfectness of the thing that is being drawn. It is more habitual for us to use pencil and brush. And here digitizer-graphic I-Pad is an item through which pictures can be put into the computer by our hands, comes to help for the teachers. Digitizer consists of a feather and a flat-surfaced I-Pad that works with the touch of the feather. Graphic I-Pad can be differentiated from working with computer mouse by its exactness and it also allows to use traditional drawing techniques [10].

Contemporary children will not sit in the traditional classrooms with their mouse open. Only the information that is unusual and close to them that can call comfortable and pleasant feelings, do not make them utilize too much effort can interest and attract those children. Here let`s say teachers performance how to draw not with chalk and desk but with the help of digitizer, graphic I-Pad. In this case, they can be motivated to learn new materials and to develop creativity on their own.

Very often even well-skilled teachers are also afraid of painting on the blackboard. Pedagogues are frightened that if pictures are drawn on the board they may not be Hu same as they should be, for example , pictures of animal so birds

(before preparing to demonstrate). Here also computer may come to help for teachers. Currently in bookshops there are a lot of books that can show sequential pictures of cars, people described in different positions, animals and others.

Teachers can use such books while they are getting prepared for the lessons. Sequential pictures in these books can be put into screen in the form of multimedia presentation with the help of Microsoft Power Point Presentations help to merge great quality of demonstrative materials: reproduction of painters' works, sequence of pictures, typical mistakes and images related to the learning process. In this case teachers can save the time that is usually spent on gathering reproductions and paper presentations.

The most difficult type of work in drawing lessons is painting topical pictures regarding sequence like demonstration of the pictures of some kind of literary works. With the existence of computer and scanner teachers can create a complete picture of a certain topic by scanning it gradually basing on a specific sequence.

Conclusion. Use of information-communication technologies during lessons is considered as the necessary part for the modern painting process. This is one of the new teaching techniques as the main aim is not the explanation of the fundamental knowledge but is to develop artistic abilities and to create possibility for the realization of individuals` potentials. Computer is one of the most convenient pedagogic instruments` which considerably eases drawing process and helps to achieve the main aim of the lessons.

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THE FEATURES OF CONCRETIZATION AS A TYPE OF LEXICAL SUBSTITUTIONS

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Abstract: Translation is the process consisting in "reproducing in the receptor language the closest natural equivalent of the source-language message, first in meaning and secondly in style". It is a complicated process beset by many problems and difficulties. These problems may have been the main reason that made many people through ages reluctant to carry out translation. Since "no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences", translation, which aims at conveying a message from the SL into the TL, is often accompanied by many linguistic problems: lexical, syntactic, semantic and stylistic. The article demonstrates various opinions and sample examples of the concretization, which means replacing a word with a broad sense by one of a narrower meaning, as a type of lexical substitution that denotes the words and stable word combinations are replaced by others which are not their equivalents.

Key words: lexical transformations, concretization, lexical substitution, Source Language (SL), Target Language (TL).

Аннотация:
Таржима –бу "аслият тилидаги манбанинг таржима тилидаги, биринчидан, маьно, иккинчидан, услуб жиҳатидан муқобил тенгини топиб ўгиришдир. Бу кўплаб муаммо ва қийинчиликлар билан боғлиқ бўлган мураккаб жараён ҳисобланади. "Иккала тил бир-бирига ўхшаш белгиларга берилган маьноларда ҳамда бундай белгиларни ибора ва жумлаларда жойлаштириш услубида ҳам бир хил эмаслиги" сабабли, аслият тилидаги хабарни таржима тилига етказишга қаратилган таржима жараёнида кўпинча кўплаб лингвистик, яьни лексик, синтактик, семантик ва услубий муаммолар кузатилади. Ушбу мақола конкретлаштириш, яьни асл матн тилидаги маьноси кенг сўз ва сўз бирикмаларининг таржима тилидаги маьноси тор бўлган сўз ва сўз бирикмалари билан алмаштирилишига доир турли хил фикрлар ва мисоллар изоҳига бағишланган.

Калитсўзлар: лексик трансформация, конкретлаштириш, лексикалмаштирув,аслият тили, таржима тили.

Аннотация: Перевод - это процесс, состоящий в «воспроизведении на языке-рецепторе ближайшего естественного эквивалента сообщения на

исходном языке, во-первых, по значению, а во-вторых, по стилю». Это сложный процесс, сопровождаемый множеством проблем и трудностей.Эти проблемы могли быть основной причиной, по которой многие люди на протяжении многих лет отказывались выполнять перевод. Поскольку «нет двух языков, идентичных ни по значениям, данным соответствующим символам, ни по способам их расположения во фразах и предложениях», перевод, который направлен на передачу сообщения из SL в TL, часто сопровождается многими языковыми проблемами: лексическими, синтаксическими, семантическими и стилистическими. Данная статья посвящена конкретизации, то есть интерпретации различных идей и примеров замены слов и словосочетаний с широким значением в языке исходного текста словами и словосочетаниями с узким смыслом на языке перевода.

Ключевые слова: лексическая трансформация, конкретизация, лексический обмен, исходный язык, переводящий язык.

Introduction

Due to the semantic features of language the meanings of words, their usage, ability to combine with other words, associations awakened by them, the "place" they hold in the lexical system of a language do not concur for the most part. All the same "ideas" expressed by words coincide in most cases, though the means of expression differ. [1] As it is impossible to embrace all the cases of semantic differences between two languages, we shall restrict it to the most typical features. The principal types of lexical correspondences between two languages are as follows: I. Complete correspondences. II. Partial correspondences. III. The absence of correspondences.

In this article we discuss about the second type, partial correspondences. As E.S. Aznaurova stated that while translating the lexical units partial correspondences mostly occur. That happens when a word in the language of the original conforms to several equivalents in the language it is translated into. Thereasonsofthesefactsarethefollowing:

• Most words in a language are polysemantic, and the system of word-meaning in one language does not concur with the same system in another language completely. That's why the selection of a word in the process of translating is determined by the context.

• The specification of synonymous order which pertain the selection of words. However, it is necessary to allow for the nature of the semantic signs which an order of synonyms is based on. Consequently, it is advisable to account for the concurring meanings of members of synonymic orders, the difference in lexical and stylistic meanings, and the ability of individual components of orders of synonyms to combine.

• Each word effects the meaning of an object it designates. Not unfrequently languages "select" different properties and signs to describe the same denotations. The way, each language creates its own "picture of the world", is known as "various principles of dividing reality into parts". Despite the difference of signs, both languages reflect one and the same phenomenon adequately and to the same extent, which must be taken into account when translating words of this kind, as equivalence is not identical to having the same meaning.

• The differences of semantic content of the equivalent words in two languages.

• Each language has its own typical rules of combinability. The latter is limited by the system of the language. A language has generally established traditional combinations which do not concur with corresponding ones in another language.

In order to attain equivalence, despite the difference in formal and semantic systems of two languages, the translator is obliged to do various linguistic transformations. Their aims are: to ensure that the text imparts all the knowledge inferred in the original text, without violating the rules of the language it is translated into.

Literature review

It was mentioned by E.S. Aznaurova that the following three elementary types are deemed most suitable for describing all kinds of lexical transformations: 1. lexical substitutions; 2. supplementations; 3. omissions (dropping). Lexical substitutions. In this kind of lexical alteration lexical units wordsand stable word combinations are replaced by others which are not their equivalents. More often three cases are met with:

a) concretization/a concrete definition - replacing a word with a broad sense by one of a narrower meaning.

b) generalization - replacing a word with a narrow meaning by one with a broader sense: a navajo blanket - junadyol, индейскоеодеяло;

c) an integral transformation: How do you do! - Salom! - Здравствуйте!

The need for concretization in translation is caused not by the absence of semantic content of the equivalent words in Russian, but by the differences of semantic content of the equivalent words in two languages. Thesewordscanbedividedintothreesub-groups:

• Words with a differentiated (undifferentiated) meaning: e.g. In English: to swim (of a human being), to sail (of a ship), to float (of an inanimate object); in Uzbek: сузмоқ (одамларҳақида), сузмоқ (кемаҳақида), сувюзидақалқибюрмоқ (предметтўғрисида); in Russian: плавать, плыть.

• Words with a "broad" sense: verbs of state (to be), perception and brainwork (to see, to understand), verbs of action and speech (to go, to say), partially desemantisized words (thing, case).

Research methodology

The following research of identifying concretization in the text is based on the sample examples from the books of E.S Aznaurova, L.S. Barxudarov, V.N. Komissarov, Y.I. Retsker. For instance, a word with a broad sense "to be" is used to "*identify people, talk about age, talk about origin, talk about general facts, in questions, use adjectives/nouns after "to be", talk about weather, talk about animals, talk about professions, talk about o'clock, talk about inanimate things*" in English. [2] The list of samples:

*'He **is** at school.' - Он**учится**вшколе;*

*'He **is** in the Army.' - Он**служит**вармии;*

*'The book **is** on the table.' - Книга**лежит**настоле.*

*'The picture **is** on the wall.' - Картина**висит**настене.*

*'He **was** at the ceremony.' - Он**присутствовал**нацеремонии.*

*'The concert **was** on Sunday.'* - Концерт**состоялся**ввоскресенье.

'He's in Holliwood.' - Он**живет**вГолливуде.

*'Name something you'd like **to be**.'* -Назови, кембытебехотелось**стать.**

*'She**was**inbed.'* - Она **лежит** в постели.

*'Then her blouse and stuff **were** on the seat. Her shoes and socks **were** on the floor, right underneath the chair, right next to each other.'* - Блузкаивсепрочее**лежало**насиденье, атуфли, сосвернутыминоскамивнутри, **стояли**рядышкомподстулом.

*'Like most young Frenchmen of his generation he **was** athletic.'* – Подобнобольшинствуфранцузовсвоегопоколения, он**увлекался**спортом.

In the above given examples you can see different meanings of *"to be"* and their translation into Russian. While translating the word with a broad sense *"to be",* the utterances came across to the lexical substitutions and translator obliged to do concretization by using appropriate words in the translation keeping the meaning of the utterance in source language.

Analysis and Results:

According to L.S Barxudarov, there are two types of concretization:Language concretization and contextual concretization. In language concretization, the reason of replacing a word with a broad sense by one of a narrower meaning depends on the differences of semantic content of the equivalent words in two languages. [3] The first factor is that target language may not have a lexical unit that corresponds in a broad sense of the original text. The second factor is the stylistic features of lexical units in two languages may not match. Third factor is the reason for such a substitution may be due to grammatical features. The words *thing, come, go, say, tell* may cause the differences of semantic content of the equivalent words in two languages. Here is a list of the above mentioned words with their meanings and examples of concretizations.

Let's look at the following examples of the word **say**which means *"express something using words, have opinion, mean something, give information/orders, show what someone/something is like, imagine something happening, use something as example, tell someone to do something, repeat words"*:

*'So**what?'** I **said.*** - **Н**утак что же? **спрашиваю я.**

*'She**had**said**thatshewasinbedandill.'* - Бекки **писала,** что она больна и лежит в постели.

*'Hello', I **said**whensomebodyansweredthegoddamphone.* - Алло! **- крикнул я,** когда кто-то подошел к этому треклятому телефону.

One normally assumes that **tell**means *"give information, order/advise to do something, recognize something, have clear effect, fail to keep secret, inform about something bad".* Examples of concretization with the word *"tell"*:

'He told us we should always pray to God...' - Инамтоже**советовал**всегдамолитьсябогу...

'He told me to come right over, if I felt like it.' - **Вел**елхотьсейчасприходить, еслинадо.

*'Thanks for **telling** me,' I said.* - Спасибо, что**предупредила! -**говорю.

According to V.N. Komissarov a word *"thing"* is an entity of any kind and always translates into any language as *"object/item, action/activity, situation/event,*

fact/condition , aspect of life, idea/information, something not specific, someone/something young you like".[4] And it was mentioned by V.N. Komissarov, Y.I. Retsker and V.I. Tarxov that an English word ***meal*** means *an occasion when you eat, especially breakfast, lunch, or dinner.* [5] But while translating this word into target language there will be occur a problem of lexical substitution. For example:

*If one had to miss **a meal**, what comfort in the knowledge that many others had to miss it too? - Еслинечегоесть, развеутешаетсознание, чтоидругиеосталисьбезобеда?*

Haveyouhadyourmeal? - Вы уже позавтракали?(пообедали, поужинали). [6]

It is essential that you should be able to guess that there is not given an exact time of the meal in the example. And this kind of sentence appears lexical problems to the translators. But sometimes the context of source language may have indicating elements of a given word. For instance:

At seven o'clock a dull meal was served in the oakpanelled dining-room.

Here indicator of the time allows you to establish that we are talking about lunch, and translator can easily select the required translation option.

Y.I Retsker stated the following sample of the concretization. The word *"mount"* has a very differentiated meaning in English. It means any *"animal under a saddle", as well as "a means of transport that is ridden (bicycle, motorcycle, scooter)".* [7] Y.I.Retsker gave an example of concretization to analyse which was written under the picture of Napoleon: *"Napoleon on his mount visiting the plague-stricken in the streets of Jaffa".* And there is not given any indicating element of the animal on which Napoleon was sat. And a careless translator who is not familiar with this picture can write the first idea that comes to the mind "ride a horse". But Napoleon rode a camel in the picture.

As for contextual concretization, it is sometimes caused not by systemic-structural discrepancies between the language of original and target language, but by factors of a given specific context, most often, stylistic considerations, such as the need for completeness of a phrase, the desire to avoid repetitions, to achieve greater imagery, clarity, etc. Examples of contextual concretization:

'We had strolled over.' — Мыподошликеезабору.

*'You could hear him putting away his **toilet articles**.' - Слышнобыло, каконубираетсвои**мыльницыищетки.***

*'I don't know of any landowner around here who begrudges those children any **game** their father can hit.' - Я не знаю у нас в округе такого землевладельца, который пожалел бы для этих детей **зайца**...*

*'Mr. Raymond sat up against **the tree-trunk'** — МистерРеймондселиприслонилсяк**дубу**.*

Conclusion

Since it is a process of constant search for the transfer of a messagefrom the Source Language (SL) into the Target Language (TL), translationis often accompanied by many problems and difficulties that may be aresult of the differences in both languages or differences in the culturesrepresented by them.[8] And to sum up, it can be considered that concretization differs from other types of lexical substitutions with its complexity, that words and phrases with broad sense of the source language are

replaced by words and phrases with narrower meanings in the target language. And the reason for this kind of change is that while translating the lexical units partial correspondences mostly occur which happens when a word in the language of the original conforms to several equivalents in the language it is translated into.

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DERIVATIONAL FEATURES OF TERMS CONCERNING MATHEMATICS

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Abstract: The article discusses the derivation of mathematical terms in English by affixation, that is using suffixes and prefixes. It is also pointed out to the relationship between mathematics and linguistics.

Key words: derivation, term, terminology, mathematical term, word formation, affix.

Аннотация: Мақолада инглиз тилидаги математик терминларининг аффиксация усулида яъни суффикслар ва префикслар ёрдамида ясалиши, деривацияси муҳокама қилинади. Шунингдек математика ва тилшуносликнинг ўзаро алоқаси ҳақида сўз юритилади.

Калит сўзлар: деривация, термин, терминология, математик термин, сўз ясалиши, аффикс.

Аннотация: В статье рассматривается возникновение математических терминов в английском языке с путём аффиксации, то есть с использованием суффиксов и префиксов. Также обсуждается взаимосвязь между математикой и лингвистикой.

Ключевые слова: деривация, термин, терминология, математический термин, словообразование, аффикс.

Introduction. Various disciplines are contributing their research to the study, research, and development of mathematics. This means that the field of mathematics has become the object of research in a number of other fields as well. Any science can achieve its goals only when it is closely connected with mathematics. Linguistics is no exception[1]. Linguistics is also of particular importance in the development of the field of mathematics by its linguistic study.

Each field of science has its own terminology, including mathematics. A term (derived from Latin word "terminus" = limit) is a word or phrase that expresses a concept related to a specific area of knowledge or activity. Terminology is the study of terms in linguistics [2]. The development and enrichment of terminology varies.

Literature review. Terminology issues were also studied in the works of Polivanov E.D [3], Gorelov V.I., Dragunov A.A. [4] in which there were revealed the features of scientific and technical terminology.

A systematic approach to the study of theoretical problems of terminological derivation in modern linguistics allows to distinguish the priorities of term formation: derivational, lexical, semantic aspects, to show their integrity and complementarity [5].

Derivation is one of the most evolving directions of modern linguistics, it is the process of continuous development of language. Derivation has been the scientific and practical object of much research in the field of linguistics.

The word "derivation" is derived from the Latin word "derivetio", which means, "the formation of a new word using affixes" [6]. It is a process of formation and development of language units on the basis of another language base.

In the theory of Linguistics, language study one of the first research and terminological complex analysis based on Russian biological materials was performed by prof. L. Yu Buyanova.

As O.P. Frolova points out, the word-formation system is the basis for the creation of terms on its own [7].

S.R. Shukurova's scientific work "Структурно семантический анализ математических терминов русского и таджикского языка" provides a detailed analysis, similarities and differences of mathematical terms in these two languages [8].

R.F Garifullina, in her dissertation, covered the lexical-semantic and word-formation aspects of mathematical terms in Russian [9].

M.I Abramovich's dissertation on " Математика тарихи" describes in detail the development of mathematics in Central Asia and the introduction of the first terms in the field of mathematics in mathematical terminology [10].

In Uzbekistan a number of research works have also been carried out in this direction that is the formation of terms in various fields, the analysis of derivation. The field of ecology, the field of international relations, the field of medicine, the field of

automobiles and highways, etc. Examples of these researches are the following works: X.D. Paluanova " Derivative properties of ecological terms "; Master's dissertation by D.Sh. Boltaeva " Linguocultural features of terms denoting international relations "; A. Kasimov's " An explanatory dictionary of medical terms "; J.I Ermetova; O Xojaev "Uzbek-English, English-Uzbek explanatory dictionary of automotive terms"; X.A Sarimsokov "Comparative study of sports terms in English and Uzbek languages" and others.

Research methodology. The work is based on general linguistic method of component analysis. In the study of word meaning through the method of component analysis, the word is logically and necessarily divided into specific parts, components. In fact, the process of dividing a word into its semantic parts, the study of each of the separated parts, their "power" in the meaning of the word, what function it performs in speech, etc., all these are based on the method of component analysis.

The key techniques that are used the followings: techniques of collection, observation, processing and interpretation investigated material.

The lexicographic method as other methods of research is a certain approach to the phenomenon under study. In order to analyze the words we used several dictionaries of mathematics terms. It contributes to the purposeful study of the object from a certain point of view. Consequently, the lexicographic method appears as a way to study language units from the point of view of the science of lexicography. It includes techniques and procedures, aimed at the study of units of language by lexicography.

In modern science, the lexicographic method is actively developing, which indicates the relevance of such works, since they synthesize the theoretical and applied principles in the study of a language, allow vividly present the specifics of the subject of lexicography. The lexicographic direction is one of the leading and productive areas in learning terms.

Analysis and results. The phenomenon of derivation, which has been discussed so far, is classified in morphology as follows: derivation can be with affixation and non-affixation. And in its terms affixation has its three forms: suffixes, prefixes and infixes [11].

The study of terminological derivation processes shows that the terms are mainly formed by the affixation method.

Affixes are divided into prefixes and suffixes. They are used to make new words and they serve to create new lexical units derived from their name.

The affixation method is widely used in the construction of mathematical terms. This process is accomplished by adding word-forming affixes to existing lexemes in the language.

Below we see examples of formation of mathematical terms with suffixes:

Using the suffix -ion, verbs are used to form noun terms:

VERB + ion = NOUN

For example, accelerate + ion = acceleration;

distribute + ion = distribution

Suffix –ing is used to form terms from a noun phrase or sometimes from a verb phrase that belong to a new noun phrase:

NOUN + ing = NOUN or VERB + ing = NOUN

For example, round + ing = rounding;

count + ing = counting

Using the suffixes -or, -er, a term specific to the noun phrase is formed from the verb phrase:

VERB + or = NOUN

For example, estimate + or = estimator;

remind + er = reminder

In English, the formation of mathematical terms using prefixes is also observed. By adding the prefixes anti-, inter-, co- to the words in the noun phrase, the terms specific to the new noun phrase were created:

anti + NOUN = NOUN

inter + NOUN = NOUN

co + NOUN = NOUN

For example, anti + derivative = antiderivative

inter + section = intersection

co + variant = covariant

In English, there are mathematical terms that have two affixes, both prefixes and suffixes:

de + VERB + or = NOUN

For example, de + nominate + or = denominator

With the help of suffixes, it is formed not only nouns but also adjectives:

VERB + ive = ADJECTIVE

For example, add + ive = additive

The other adjective forming suffix is –al:

NOUN + al = ADJECTIVE

For example, condition + al = conditional

There are a number of adjective terms which formed both prefixes and suffixes:

bi + NOUN + al = ADJECTIVE

For example, bi+ condition + al = bi-conditional

Some adjective terms are formed with two suffixes:

VERB + ion + al = ADJECTIVE

For example, distribute + ion + al = distributional

Mathematical terms in languages belonging to different systems are mainly formed by the affixation method. So affixation is one of the main forms of mathematics term formation. –tion, -or, -er, -ing these suffixes and anti-, inter-, co- these prefixes are widely used in term formation.

Conclusion. In short, in the system of terms, the formation of terms by the morphological method is quite active, because in this process a variety of affixes are widely used. This means that today the introduction of new terms in study of mathematics leads to the enrichment of terms in the field of mathematics.

The examples given are both similar and different in terms of the construction of language terms in different systems. But in all languages terms are more productive in the means of suffixes.

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USING ROLE-PLAYS AND SIMULATIONS TO MOTIVATE ESL STUDENTS IN A GRAMMAR CLASS

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Annotatsiya: Maqolada talabalarga grammatika darslarida rol o'ynash o'yinlari orqali qanday ijobiy natijalarga erishish mumkinligi haqida ma'lumotlar berilgan. Talabalar uchun tilni o'rganishning o'rni ularning ijtimoiy o'ziga xosligini shakllantirishga yordam beradi, chunki u jamiyatdagi o'zaro munosabatlarni kalitidir, ularning qadriyatlarini aks ettiradi va ochib beradi, turli sharoitlarda qulaylik darajasini rivojlantiradi. Ko'pgina madaniy ozchilik guruhlari uchun til o'rganish muvaffaqiyatli ta'lim va kasbiy yutuqlar kalitidir.

Kalit so'zlar: rol o'ynash, pragmatik, grammatik, tilni bilish, kasbiy rivojlanish, talaba muvaffaqiyati, til mezonlari.

Аннотация: В статье учащимся представлена информация о том, как добиться положительных результатов с помощью ролевых игр на уроках грамматики. Роль изучения языка для учащихся помогает сформировать их социальную идентичность, поскольку она кодирует их отношения в обществе, отражает и раскрывает их ценности и развивает уровень комфорта в различных условиях. Для многих культурно разнородных групп меньшинств изучение языка является ключом к успешной образовательной.

Ключевые слова: ролевые, прагматические, грамматические, владение языком, профессиональное развитие, успехи учащихся, лингвистические аспекты.

Abstract: The article provides students with information on how to achieve positive results through role-playing games in grammar lessons. The role of learning a language for students helps construct their social identity because it encodes their relationships in the society, reflects and reveals their values, and develops a level of comfort in various settings. For many culturally diverse minority groups, learning a language is the key to successful educational and professional pursuits.

Key words: role-playing, pragmatic, grammatical, language proficiency, professional development, student success, linguistic dimensions.

Introduction. Extended language training among second language learners does not necessarily allow them to display pragmatic and grammatical awareness in the target language contexts when the learners need to use or contact with native speakers [7].

The main point of the article was exploring the possibility of using nontraditional, innovative methods of teaching grammar through role-plays and simulations to culturally diverse students. The issue addressed was using these techniques to build confidence and motivation when using grammar structures and rules in meaningful contexts and making the process of learning grammar a useful and memorable experience. When educators equip students with grammatical knowledge but limited communicative capabilities, learners are not able to fully develop their social skills or acquire pragmatic knowledge in grammar [3].

While studying ESL, many students experience high levels of anxiety to the extent that they burn out because school challenges them to perform to the best of their knowledge and skills [5]. The English language learning environment produces "burnout due to work overload, lack of control over the student's work, lack of reward for contributions, lack of community, and lack of fairness" [8]. Teachers have resisted the change in instructional models and ignored new technologies and tools designed to advance educational practices, which ultimately inhibits the professional and academic growth of the students [6].

Regardless of their level of preparedness, second language learners experience complexities with grammar, vocabulary, and writing compositions.

The specific problem is to find ways to help ESL learners develop the textual quality and grammatical competence in speaking and writing by choosing and arranging sentence elements with confidence and, thus, gaining new identity through language autonomy. It is claimed that "the case study method allows investigator to

retain the holistic and meaningful characteristics of real-life events such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries". The most common errors include using wrong tense forms, tense shifts, pronoun references, subject–verbs agreements, and sentence structure errors in writing. With extensive study of grammar, ESL students feel the need to improve clarity in communication due to the struggle with constructing their sentences and using them in unpredictable communication settings. The issue of grammar instruction will persist and continue to intensify if there are no alternative approaches to instruction delivery for developing language skills in ESL programs. Ellis [1] noted although some form of grammar instruction is important in ESL classrooms, the purpose of instruction is to provide implicit and explicit understanding and use of their knowledge in grammar. With much controversy regarding how to teach grammar and whether the focus should be more on form or as a process in a communicative language-teaching context, teachers need to understand the learning process their students are going through and gain research-based insights on how their learners could freely and naturally develop the capability to produce grammar rules in necessary contexts [4].

Literature Review. The article involved exploring the possibility of using nontraditional, alternative methods of teaching grammar through role-plays and simulations to culturally diverse students, helping them use grammar structures and rules spontaneously with confidence and motivation. The article explored the experiences ESL learners had to understand and determine the meaningfulness of grammar instruction in ESL classrooms through interactive techniques exploring culturally diverse students' perceptions and experiences of these techniques. Although teachers often consider role-playing and simulations effective as teaching tools, empirical evidence has been insufficient to prove students' academic performance and improvement, which makes the nature of these techniques subjective from the teachers' and students' perspectives.

Distinguished grammar and methodology experts have recommended role-plays for teaching grammar for over two decades, but no one has investigated role-playing and simulations through students' attitudes and perceptions and the effect of these techniques on increasing students' motivation and confidence in using grammar in unpredictable or unscripted settings.

Many students have indicated "simulation is a useful educational experience in relation to the learning objectives of the course". As noted that grammar instruction may focus on form if the focus of the tasks is on the rules and helping learners understand how grammatical structures function when they perform those tasks. Focusing on form while performing a task might result in achieving the process of understanding.

The article involved addressing the possible benefits of using interactive techniques such as role-plays and simulations in motivating students while learning grammar and reformulating the role and meaning of grammar instruction. The results of this research study might be useful to second and foreign language teachers as an alternative approach to teaching grammar. The teachers might assist students in learning to construct and improvise with grammar structures previously taught and

build confidence and motivation in implementing theoretical grammar knowledge in practical settings. The results of the study included insight on what it means to build a new level of understanding and use grammar structures and categories for learners while they were playing and acting upon them. The results include practical suggestions to the ESL community to make the process of teaching and learning grammar a more meaningful and enjoyable experience.

The present article followed the traditions of qualitative research because the data collected were to obtain an in-depth understanding of the participants' perspectives [2]. The researcher was the facilitator of the grammar class, and by observing students' reactions, behaviors, and level of motivation, she explored the common experiences students with various cultural and educational backgrounds, ages, and genders shared when describing the interplay of role-playing and simulation techniques. It is noted that students gain knowledge through focusing primarily on pragmatic meaning. Therefore, the first assumption was that participants would develop a reflective use about grammar through acting upon the rules they learned and would develop confidence and motivation in using their knowledge. The process began with individual students' attitudes toward role-playing techniques and their awareness of grammar concepts taught in class. The study involved analyzing the meaning of these techniques for learners and gaining insightful patterns of interpreting them for efficient and pragmatic grammar instruction.

By using a stimulated recall, the study involved exploring the learners' thought processes or strategies and asking the learners to recall and report thoughts that they had while performing a task or participating in role-plays. When shown a videotape of themselves engaged in role-playing tasks, the students were able to comment on their motivations and thought processes at the time of action. Aldridge and Goldman noted teachers' choices might limit or enhance certain opportunities for students, and teachers have to give careful consideration of what they teach, why they teach, and how the curriculum supports or marginalizes students. According to Aldridge and Goldman, strategies are effective if the teachers "consider their students' learning characteristics, such as delayed language development or lack of background knowledge, in the design and delivery of the curriculum content" and implement innovative instructional strategies and techniques. Teachers can accommodate their own teaching style and the preferences of learners, as long as they incorporate elements to promote learning in planning, teaching, and evaluating.

Research methodology. The degree of motivation of adult learners differs from child learners, which is rooted in different reasons. According to Knowles, Holton, and Swanson [5], adult learners bring a different set of experiences to the classroom. Consequently, instructing adults has a different approach and manner. Knowles et al. noted adults needed to be more independent in their learning and have a vast reservoir of experience. With rich resources for learning, adult learners learn best with experiential techniques. They choose to learn something to meet more immediate needs in their lives, whereas children learn because people tell them to learn things that will have some relevance in their future [5].

Similarly, it is noted the effectiveness of adult learning methods lies in learners' active involvement and practice in the process of acquiring the new knowledge.

Knowles et al. noticed that if learners have the opportunity to use the knowledge they gain in the classrooms, they reflect more on their experiences to practice and have optimal results. The research literature includes clear evidence about the impact of teachers' beliefs on their decisions during instruction. Johnson [4] noted judgments greatly influence teachers' styles while teaching.

Studies showed that during instruction, teachers consciously make decisions about class tasks based on their beliefs; many resist the change and strongly believe grammar is central to learning the language. Knowing the students and respecting their cognitive limits is an important consideration suggested by Willingham [16]. Willingham cautioned educators about different levels of preparation, support at home, learning styles, and abilities.

Effectiveness of the teachers is in their ability to connect personally with students and organize the material in a way that makes it interesting and easy to understand. Schultz [13] noticed teachers and students in different cultures vary in their attitudes about grammar instruction and error correction.

Analysis and result. Lam [8] proposed oral communication tasks help learners manipulate or transform the material to the specific use and learning objective, gradually developing autonomy in the learning process. In Lam's view, students felt motivated when participating in simulated situations because they had to prioritize the body parts and justify the ranking of each part in a group discussion. The activity involved metacognitive strategies that helped the students tackle the upcoming discussion.

According to Lam, this innovative approach to English language teaching has the power to strategize students' ideas and develop awareness of their knowledge and behavior, constituting an advantage over traditional methods of language acquisition. Because speech acts have been valuable in many studies, reflective-based techniques became useful in developing students' metacognitive strategies and teaching them to handle their speaking tasks.

Learners have the opportunity "to monitor their own language use, predict their linguistic needs, set goals for themselves, and evaluate their own overall success" [8]. For effective learning, students must be intrinsically motivated and selfregulated to engage in authentic activities of the target language culture. Therefore, techniques such as role-playing, simulations, and small-group discussions make that goal tangible and learning enjoyable.

In Krashen's [6] natural approach to language instruction, Krashen envisioned the goal of helping learners develop the capability to converse easily with native speakers without anxiety or fear, because an enhanced affective state will inhibit learning. Among several strategies, Krashen noted the importance of affective humanistic activities. Among efficient ones students noted group work, dialogues, paired interviews revealing information about themselves, and other activities activating imagination, because they encourage speech. Kumaravadivelu [7] also emphasized the role of interactive reflection, but stated that reflection should not be merely introspective, but interactive as well, involving students, colleagues, planners, and so forth. Like many dedicated practitioners, in Kumaravadivelu's view, teachers are planners and mediators of learning and teaching is a process of cultivating an

environment of learning and implementing their knowledge. Kumaravadivelu saw the meaningful interaction between the learner and the teacher when they have the freedom to initiate and navigate talk actively, not just react and respond to it.

In many instances, Kumaravadivelu focused on instructional and attitudinal mismatches between teachers' and learners' perceptions. "By concentrating excessively on method, we have ignored several other factors that govern classroom processes and practices—such as teacher cognition, learner perception, societal needs, cultural contexts, economic imperatives". Therefore, teachers must design classroom procedures to realize the objectives of lifelong learning, keeping in mind the learners' needs, wants, and lacks and their current level of language ability. Researchers have emphasized the need to address the challenges for ELLs and to attempt to unlock their learning potential through culturally and linguistically appropriate intervention methods and contexts.

It is proposed a theory of art education and distance learning as alternative methods of instruction for disadvantaged English learners to improve their achievement to meet the minimum educational standards. Learners feel empowered in their quest for new knowledge when the learning is developed in collaborative culture. Larsen-Freeman [9] claimed innovative methods and approaches help teachers reflect on their delivery and the thought process that underlies their behavior.

Conclusion. It is essential to unlock learning potential through culturally and linguistically appropriate intervention methods and contexts. Although role-plays and simulations are not a secret in education, the limitations of their use include systemic constraints such as teacher energy and experience, prescribed curricula, or empirical evidence in academic tradition. The writer felt motivated and inspired by the goal of gaining a richer understanding of the interactive techniques in the context of grammar.

The goal of the article was to add to the ongoing process of scientific discovery of grammar instruction by stimulating new ideas and instigating fresh questions in making the process of second language learning a more motivating experience. The article represents a different approach to grammar instruction in which process expertise is important to implement a structure that would facilitate successful learning outcome and participants' determination for success.

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ABOUT SANSKRIT WORDS IN THE OLD TURKIC DICTIONARY
(On Basis of Materials in the Dictionary '*Древнетюркский словарь*')

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Abstract. This article deals with Sanskrit words in the Old Turkic Dictionary (Rus. Древнетюркский словарь). The Sanskrit words in this dictionary are analyzed and divided into thematic groups.

Key words: Sanskrit words, borrowings, ancient written monuments, excerpts from Turkish (Uzbek) - Buddhist (Sanskrit) literature, thematic groups

Annotatsiya. Ushbu maqolada gap „Qadimgi turkiy til lug'ati" (Древнетюркский словарь)da qayd qilingan sanskritcha so'zlar haqida ketadi. Mazkur lug'atdagi sanskritcha so'zlar tahlil qilinib, tematik guruhlarga ajratiladi.

Kalit so'zlar. Sanskritcha so'zlar, o'zlashmalar, qadimgi yozma yodgorliklar, turk (o'zbek) – budda (sanskrit) adabiyoti namunalari, tematik guruhlar

Аннотация. В данной статье речь идёт о санскритских словах, упомянутых в "Древнетюркском словаре". Санскритские слова в данном словаре анализируются и делятся на тематические группы.

Ключевые слова. Санскритские слова, заимствования, древние письменные памятники, тюркские (узбекские)- буддийские (санскритские) литературные образцы , тематические группы

Introduction. It is obvious, today's linguists estimate that the number of languages and dialects in the world is about 7,000. [12; p. 7] They are in constant contact, cooperation, reciprocity, and the words are borrowed interchangebly. "There is no language in the world that does not contain more or less borrowed words or have become mixed in some degree". [9; p.14] In this sense, our national language has also borrowed a number of words from kin and even non-kin languages throughout its historical development. Linguist E.A.Begmatov classifies the foreign words in the national language in layers in his book "Lexical Layers of the Uzbek Literary Language" and distinguishes the Russian-international words, Mongolian, Arabic words, Persian-Tajik words, Turkish words in the table of historical-etymological layers of borrowings. [5; p.114] Another compatriot, the great poet of Uzbek people Erkin Vahidov wrote his book *So`z Latofati (The Subtlety of the Word)*, he states that " the great sea of the Uzbek language ... drank water from Turkish, Arabic, Persian, and enjoyed the ancient Latin, Chinese, Indian, Mongolian, Russian, and European languages." [7; 13-14-b]

In fact, in addition to the words belonging to the above-mentioned lexical layers in the vocabulary of the Uzbek language, there are also words borrowed from other languages. Certainly, borrowing is, one of the main sources for the formation and enrichment of the vocabulary of any language. The fact that foreign words enter national language and take a permanent place in its vocabulary does not happen all of a sudden, it takes several years and important reasons. In this sense, we take a closer look at the Sanskrit words which are important to us in this article, and the reasons for the abundance and variety of these words in the dictionary in the Old Turkic Dictionary(Rus. Древнетюркский словарь).

Materials and methods. It is known that our modern Uzbek literary language is historically derived from the ancient (old) Turkic language (6-8 to 11-14 centuries) [1; p. 60; 3; p. 7; 13; p. 96] or ancient (old) Uzbek language (14th-15th centuries to the end of 19th century) [1; p. 60] or Uzbek language (late 19th-early 20th century) [1; p. 60]. This article focuses on the words "Dictionary of the Old Turkic Language", which contains the lexicon of the mentioned language of the first period (ancient Turkic language). The period of ancient written monuments up to the 6th century has not yet reached us, to study the features of the Turkic language after the 6th century monuments in the Urhun-Yenisei (Qultegin stone inscriptions, To'nyuquq stone inscriptions, O'ngin stone inscriptions, Mo'yun stone inscriptions, Enisey stone

inscriptions, Bilga xoqon stone inscriptions monuments in the Urhun-Yenisei (Turkish runic) alphabet, Xuastuanift, a story of Princes Qalyanamqara va Papamqara, Oltun yoruq, a legend about Atavaka Giant, monuments of old Uyghur script Oghuzname, *Kutadghu Bilig* (Knowledge that Leads to happiness), *Devonu lughatiyt turk* (The dictionary of Turkic Languages0, Hibatul-hakqoyiq, Qissasul—anbiyo (The story of prophets) and other monuments in the Arabic and Uyghur languages) scripts can be enumerated on this topic.[3; p. 9] From the foreign words found in these memoirs, it is clear that the ancient Turkic language was in close linguistic contact with Chinese, Sanskrit and Soghdian languages. [6; p. 27-28]

The reason for the large number of Sanskrit words in the Old Turkic language is obviously related to the historical, literary relations of the Indian and Turkic peoples. Indeed, if we look at our nation's long history, there are many common sources of Turkish (Uzbek) - Buddhist (Sanskrit) literature. We may come across various literary genres, proverbs, divination books, songs, mourning songs, stories and narratives, sutras, poems, prayers of repentance, esoteric texts

Many of these texts were written under the influence of Buddhism, and included works translated from Sanskrit, Chinese, Tokhar, Sogdian, and other languages, as well as original literature. One of the most famous works of ancient Turkic Buddhism in the 11th century is Suvarnaprabkhasa, or *Oltin Yoruq* (Golden Light) [2; p. 130] One of the most popular works among the Turkic peoples has been Saddharmamapundarika (the white lotus flower of the Good Law). As a result of the efforts of researchers of ancient Turkic-Buddhist literature, fragments related to such collections as "Harichandra", "Maxendrasena", "Priyankara" were discovered. Scholars such as A.F. Lecock and V.K. Mueller have used these passages to recreate the text as a whole, for example, the story of the "Hungry Tiger" in *Oltin Yoruq(*The Golden Light) is noteworthy. According to N.I. Imamkulov, who was seriously engaged in these issues (the above information about the Turkish-Buddhist relations also belongs mainly to this scholar), , the works by S.E.Malov, V.V.Radlov, V.K.Myuller, V.Bang va A.Gaben, G.Elxers, R.Finch, P. Zieme, K.Roxborn, G.Shimin, R.R.Arat, S.Chighatoy, Ch.Qoya, Sh.Tekin, Q.Barat, N.A.Rahmonov, Q.Sodiqov on Turkic-Buddhist literature are noteworthy.

Due to such literary and religious relations, the Sanskrit words in the Turkic language at that time was widely and actively used and *The Dictionary of old Turkic* (Древнетюркский словарь) can serve as evidence, published by the Institute of Linguistics of the former USSR Academy of Sciences, edited by well-known Russian scholars V.M.Nadelyaev, D.M.Nasilov, E.R.Tenishev, A.M.Shcherbak. (Leningrad, Publish Office 'Nauka' 1969). What matters to us is the Sanskrit words that we have found in it. A.Berdialiev and M.T. Zokirov also touched upon the words in this dictionary, emphasizing that there are many words typical of Sanskrit, such as luchan (luminous), luchanta (shiny), maxaruk (a type of mythical being), namo (worship), prat (dev) and dozens of other religious concepts, such as ansmur (epilepsy), living (pepper), lodur (plant type), matulung (lemon) belong to a number of medical and plant worlds cited the words as examples. [6; p. 27]

We can see in the dictionary that the Sanskrit words are diverse, and that, of course, translations from Sanskrit into Turkish played an important role in this process.

It is fact that this dictionary is based on 5 written monuments of our ancestors in the VII-XIII centuries - Orkhon-Enasay, Arabic, Uyghur, Monism and Brahma. The dictionary includes: Yusuf Khos Khojib's "Qutadg'u bilig" (XI century), Mahmud Qashqari's "Devonu lughotit turk"(XI century), Namangan manuscripts (XIII century), Cairo (XIV century) and Herat. (15th century) written sources, Ahmad Yugnaki's poem "Atäbät-ul-haqajiq", Uyghur sutras "Suvarṇaprabhāsa" (Altun jaruq (Golden Light), "Khastvānift" (Repentance), "Türkische Turfan-Texte" (Turk- Turfan-Texts), "Türkische Manichaica aus Chotscho" (Hotan Turkic monism), "Uigurica" serial series monuments and "Sekiz jükmäk", "Tišastvustik", "Kuanshi-im pusar", "History of princes Kalyanamkara and Papkara" from the translations of the sutras (bilingues) [14; Volume VI-VIII.] Widely were widely used.

Result and discussion. If we talk about the quantitative and qualitative analysis of Sanskrit words in this dictionary, this dictionary confirms the huge number of the words that came from the Sanskrit language in the ancient Turkic writings. As we get acquainted with this dictionary, its pages contain more than 20,000 famous, geographical and ethnic names, as well as a number of linguistic units of the Turkish-Sanskrit bilingualism. But most of these words are out of use today. They have not been able to take a permanent place in our language. [4; p.22]

To confirm these considerations, we cite examples from the dictionary that were considered active for the time and space described in the inscriptions, but which have now become archaic and are completely unfamiliar to modern language speakers. They were related to various spheres of human life at that time, including personal names (kesari, kumāra, kumuda, lakṣmi, lambikā), plant names (lavaṅga, lodhra, padma, bimba, visada), place names *(kapilavastu, madhyadeša, purvadesa, sindhu, kailāsa, kāśmira)*, folk names (licchavi, mathurā, piśāca, sākya, vṛji), time notions (kṣana-moment, lava- instant, muhurta-one-thirtieth of the day, mahākalpa-great period of time, kalpa-legendary period), constellations *(**magha**- one of the 28 constellations)i, **śukra**- the planet Venus, **hasta**- the name of a star, **mithuna**- twin stars),* zodiac names *(**kumbha**-qovg'a),* uy-joy, saroy nomlari *(kūṭagāra, lena),* tabobat *(**lavaṇa**-dorivor modda, **naktā**- drug name),names of animals (**mātaṅga**-elephant, **rohita**- the name of fish),* jewelry names*(**nūpura** -oranment, **puṣpaka**- valuables, **vajra**-diamond),* sehr jodu so'zlari *(**maṇḍạla, mantra-dhāraṇi**-evil pray),* military sect *(ḳsatriya- one of four sects),* poems and epic names *(kavya, **padaka**-poem),* the name of the music genre samo *(kiṃnara),* coin names *(kārṣāpaṇa),* buddalar nomi *(mahendra, maitreya, krakucchanda, kalyānaprabhā),* names of gods *(kāmeśvara, kumbkira),* the abode of the gods *(lokadhātu),* words of repentance *(**mudrā**- the gesture of bow with folded hands, **kṣanti**-repentance)* the name of the evil forces *(kalaśodara, kapila, māṇicara, maṇi, marut)* and etc

According to B.B.Abdushukurov, some of the Sanskrit words that mentioned in this dictionary "… preserved in the Turkic language are almost close to becoming their own words as the second interpretation' includes only the words ***sholi-***(śāla) (rice), **sart-**(sārtha) (tribe name), ***nilufar***-nilutpal(nilotpala or lily) and ***murch***-marica (pepper) " [4; p.22].

Conclusion. Concluding this topic, we can say that the influence of Sanskrit on the Uzbek (Turkish) language and their relationship to each other is reflected in the

following statements of N. Rakhmonov, K. Sodikov in the textbook "*History of the Uzbek language*" "*A number of Sanskrit, Chinese, Sogdian and Tibetan words, which entered the ancient Turkic language, have become important as a means of expressing various religious and moral concepts and beliefs*." [15; p. 226]

Alternatively, we can see that , "the terminology of the various spheres mentioned in the ancient Turkic language sources consists of pure root and derived Turkic words and borrowings mainly from Sogdian, Sanskrit, Chinese languages under the influence of **Buddhism and Monism**', as the well-known linguist H. Dadaboyev noted before.[8; p.13]

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MEDIEVAL FEATURES IN WORKS "A GAME OF THRONES" AND "A CLASH OF KINGS" BY GEORGE MARTIN

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Аннотация: Мақолада америкалик фэнтези ёзувчи Жорж Р.Р.Мартин ва унинг "Муз ва Олов қўшиғи" сагасининг иккинчи асари "Тахтлар ўйини" ва "Қироллар тўқнашуви" асарларининг ички тузилиши асарда келтирилган ижтимоий жамиятнинг шаклланиши ҳақида илмий таҳлиллар олиб борилган. Асарда ёзувчи услуби, унинг Ўрта асрга боғлиқ бўлган хусусиятлари ҳақида илмий қарашлар келтирилган. Шунингдек, асарларда келтирилган ўрта асрлик хусусиятларни акс эттирувчи тарихий сўзлар ва уларнинг қўлланиши ҳақида илмий таҳлилий ёндошилган. Асардан олинган матнлар орқали илмий фикрлар ўз исботни топган.

Калит сўзлар: фэнтези, Ўрта аср, Септон, феодал, лордлар, диний эътиқод

Аннотация: В статье дается научный анализ формирования социального общества, в котором американский писатель-фантаст Джордж Р.Р.Мартин и его второе произведение «Песнь льда и пламени» играют «Игра престолов» и «Битва Королей». В произвидение представлены научные мысли на стиль писателя, его особенности, связанные со средневековьем. Существует также научно-аналитический подход к историческим словам и их приложениям, отражающий средневековые черты, цитируемые в произведениях. Научные идеи подтверждены текстами, взятыми из работы.

Ключевые слова: фэнтези, средневековье, септон, феодал, лорды, религиозные верования.

Abstract: The article provides a scientific analysis of the formation of a social society, in which the American science fiction writer George R.R. Martin and his second work "A Song of Ice and Fire" play "Game of Thrones" and "Battle of Kings". The play presents scientific views on the style of the writer, its features associated with the Middle Ages. There is also a scientific-analytical approach to historical words and their applications, reflecting the medieval features cited in the works. Scientific ideas are supported by texts taken from the work.

Key words: fantasy, middle ages, septon, feudal, lords, religious beliefs.

Introduction: In "Fantasy" all the features of the European Middle Ages are described in another world. The writer uses the Middle Ages in the play for various purposes. The Middle Ages are completely different from today. Various stylistic features of Martin's artistic world have led to the creation of plots that are unique to other works. There are two aspects to this plot: the powerful influence of medieval social life and a fantastic world that has nothing to do with our existence. We reflect on the artistic

interpretation of the medieval aspect of the working world reflected in the work. We see this in various textbooks and history textbooks.

It also helps the author to form a memorable frame for the reader. There is no need to explain the difference between the modern and the narrative world as a basis for this. In other words, the author does not need to see the new world out of nowhere or explain the story in detail to the reader, because this world reminds them of the environment they are familiar with from history. In addition, the created pattern itself creates a medieval reality. As a result, it creates magical and other fantastic content that doesn't annoy the reader. Many scholars assess the medieval aspects as being very superficial in fantasy; The re-inscription is described as "pseudo-medival"[8] (false Middle Ages), "quasi-medieval"[6] (medieval view), "vaguely medieval" [9](undefined medieval), "simplified version of the Middle Ages"[1]. Also in fantasy, the characteristic images of the Middle Ages appear in a unique way[5]. Regardless of how true the above critics are, Martin's A Song of Ice and Fire does this in a special way. About it; "Martin's work is very similar to the historical knowledge of how medieval Europe was arranged"[7].

Literature review: There are many points of view related to fantasy theory. Scientists Tsvetan Todorov, Catherine Hume, Mark Bould, Rosemary Jackson, Ireneusz Opatzki, Colin Menlow, D.V. Jones, O.K. Yakovenko, T.O. Chernysheva, E.A. Chepur speak about the essence of fantasy and its content. Frumkin K., Stroeva K., Neelov E.M., Laxmann R., Krinitsyna O.P., Kovtun E.N., Kaplan V., Gopman V.L., Britikov A.F., Berezin V., D. A. Baturin,[10] who brought their scientific views. Polish literary critic Ireneusz Opacki noted that if the conditions in which writers live in the history of the development of the genre change, literature will also change, including new themes, motives and temporary issues.[2] However, we will focus on the social structure of medieval society and the use of historical words in the A Song of Ice and Fire cycle, considered a masterpiece of the fantasy genre. In particular, excerpts from the first "A Game of Thrones" and the second "A Clash of Kings" serve as examples of our research.

Research Methodology: The study mainly analyzes the formation of the historical environment and examines the reflection of medieval features in a play with artistic details. Therefore, the study used *data collection* and *data analysis* methods.

Analysis and Results: The society of the seven kingdoms is presented as a reflection of medieval European life. The government takes the form of a feudal monarchy, and the palace is ruled by the king and the family of important lords under him. These lords are vassals of the king and rule over the lands granted by the kingdom.

The record lords had their own knights as vassals, and some lords became their vassals. Landless people were the lowest class of society. The king called his advisers a "small council" and helped govern the country. A senior advisor to the king, known as the "right hand of the king," enforced the king's orders and acted on his behalf in the king's absence. *"What the King dreams, the Hand builds", it is said, or, as the common folk put it: "the King eats, and the Hand takes the shit"[3]* .From the point of view of logic, despite the fact that the king had absolute power, he acted in accordance with the wishes of the nobility. He had vassals and was strong enough to defend his power. On

the other hand, the kingdom was inherited and usually passed on by inheritance to the eldest son of the king.

Lords also ruled the aristocratic house. Usually the lord was the oldest man in the family. As in the kingdom, the lord had a system of inheritance from generation to generation. However, the aristocracy tried to raise the status of their family. Each dynasty has its own weapon - weapon and motto. These slogans are usually about self-praise. For example, no one succeeded in conquering the lands of the Martel family; *"The Martell banner is a red sun pierced by a golden spear. Their words are Unbowed, Unbent, Unbroken."[4].* The symbols of the family were associated with the splendor of the home and its power. The "lion" is shown as a symbol of the Lannister family. When Tyrion Lanister is wounded in battle, he fantasizes in bed; *"Am I crying? He must not let his father see. He was a Lannister of Casterly Rock. A lion, I must be a lion, live a lion, die a lion".[4].*

We are also wealth and power, the position of the dynasty is associated with ancestry. The aforementioned Lannisters call themselves the generation of Lan Clover, who is considered the hero of the mythological era. The Knights of the Seven Kingdoms, whose main task was to maintain this position, formed an obedient, orderly and noble army to protect the weak innocent. They were considered the celebrities of this world. Songs were written in their honor. However, there are contradictions between these bold ideas. For example, the knights order King Jofri to attack a village that needs their help. Sandor Clegen turns his head to Sansa Stark with a chivalrous romantic look:

"What do you think a knight is for, girl? You think it's all taking favors from ladies and looking fine in gold plate? Knights are for killing[4].

Although Martin focused on the life of the aristocracy, there was a clear distinction between the way of life of the rich and the poor in society. The poorest part of the Royal Capital is in the Flea Bottom area. Even Arya Stark was forced to catch and eat a pigeon while escaping from the palace. *The conditions in Flea Bottom, the poorest part of the kingdom's capital, are quite different. While she is living there, Arya Stark has to catch pigeons for food. There are pot-shops where she can trade half a pigeon for a heel of yesterday's bread and a "bowl o' brown": "It usually had barley in it, and chunks of carrot and onion and turnip, and sometimes even 11 apple, with a film of grease swimming on top. Mostly she tried not to think about the meat"[3].* Even in war, ordinary people suffer more than aristocrats. Villages have been burned to the ground, village men are executed, women are raped. On the other hand, the aristocracy had the opportunity to buy their freedom with money. The social category is very limited, and the poor who are born poor die.

There are social inequalities in the world of A Song of Ice and Fire. Ordinary people are powerless to say a word about politics. They have no husband and no job. Almost all the wealth belonged to the aristocracy. The nutritional needs of the people of Westeros also differed radically between the aristocracy and the common people. The upper classes held large banquets with a wide variety of dishes: *"Six monstrous huge aurochs had been roasting for hours, turning slowly on wooden spits while kitchen boys basted them with butter and herbs until the meat crackled and spit. Tables and benches had been raised outside the pavilions, piled high with sweet grass and*

strawberries and fresh-baked bread[3]. The aristocracy matched families with families that fit their category, and they had similar restrictions. A high-status dynasty cannot marry a low-status family. In social growth, the aristocracy demonstrates its highest type of service. It is clear that lords would buy services such as lords and knights in exchange for land. This led to a redistribution of social class and land redistribution. After a battle between the armies of Lannister and Baratheon, six hundred men became knights and the lords were rewarded. The people in the government have changed. *"Ser Philip shall hence forth be Lord Philip of House Foote, and to him shall go all the lands, rights, and incomes of House Caron"[4].* In the same way, they are born with their status and take their place in society. Davos (Davos Seaworth) is elevated to the rank of a former smuggler knight: despite the fact that he was a member of the private council, he did not trust any of them. He will also neglect his children. "*My grandsons will joust with theirs, though, and one day their blood may wed with mine. In time my little black ship* [his device] *will fly as high as Velaryon's seahorse or Celtigar's red crabs[4].*

The world depicted in the play is rich in images of men. Women are rarely mentioned in the section on wealth politics. They cannot be heirs like men. They can't even choose a spouse. Their marriage is associated with the political status of aristocratic families. The main task of a woman is to produce offspring, to continue the inheritance. Women also participated in self-expression sections, engaging in various frank conversations and presenting themselves as cultural. Their teachings can be seen in Cersei Lanister's words: *"Jaime [her brother] learned to fight with sword and lance and mace, while I was taught to smile and sing and please"[4].*

The traditional religion of the seven kingdoms is called "seven beliefs" (seven beliefs) or simply "faith" (faith). The very religious point of view is very similar to the views of the medieval Catholic Church in that they have one god with seven different facets: father, mother, old ugly woman, maid, warrior, blacksmith and stranger. " This concept is very close to the trinity in Christianity, namely: Father, Son and Holy Spirit. This ethic is characterized by its own status, and each has an altar for worship. The various names of God are reminiscent of the great saints of Catholicism. Each of them reflects certain aspects of life, and people believe in them accordingly. For example, if you had a desire to succeed in battle, you had to pray to the warrior god. Mother worshiped God when it came to protecting children from danger. The religious leader is called the Supreme Septon. He was like a priest in a church. They are described as follows: *"The High Septon was as fat as a house, and more pompous and long of wind than even Pycelle. Enough, old man, make an end to it, Tyrion thought irritably. The gods have better things to do than listen to you, and so do I."[4].*

The lexical meaning of the word "septon" is similar to the Latin word formation. For example, the priest of the medieval Catholic Church means "septon"[3], priest - "sept"[4], church - "sept"[3]. These words come from the Latin word septem - seven. It is through this word that the religious concepts of the seven kingdoms that we encounter in the play find expression in the play.

The strength of secular royalty and the religious authority of the church often clash. For example, local governments sometimes influence the election of the High Priest. The former High Priest is removed by the advice of the people and the king in distress.

Tyrion Lanister appoints another in his place: *"his choice, and wise enough to know who put the honey on his bread"[4].*

While those who were free from government were influenced by religious leaders, they needed support. Religion includes many traditions. Examples of such processes at work: marriage, judgment, and baptism. The clergy were also considered government for spiritual and moral affairs, and they mastered the art of preaching. According to science, one of the distinguishing features of fantasy from medieval history is that "the church did not exist as an important and powerful institution."

The medieval environment of works is reflected not only in the social system or political fronts. Perhaps language and its specific expressions in society, defining medieval features, also play an important role. These methodological aspects also add color to the picture of the world. From this point of view, a special short historical dictionary can be compiled through the work. This historical dictionary allows us to sense a being that belongs to this world through historical words that come from the English language.

The works are rich in historical artifacts related to the medieval world, so it is not surprising that we meet them in saga novels. They even explain things that don't matter or don't exist today. Even because these are historical words, they are still preserved in their meaning. We can compile a dictionary of their *medieval words* in the table with Uzbek meaning:

A Game of Thrones	A Clash of Kings
longswords-узун қилич, *greatswords*-шамшир, *warhammers* – болға, *dirks*-ҳанжар, *daggers*-пичоқ, *poleaxes*-ярим ой болта, *maces*-қалқон, *ringmail*-темир мунчоқ, *chainmail*-совут, *boiled leather*-ошланган чарм, *hauberks*-совут кийим, *breastplates*-кўкрак совут, *gorgets*-зебигардон, *helms*-дубулға, *shields*-қалқон	*longbows*-камон, *crossbows*-арбалет, *morningstars*- ой болта, *battle-axes*-жанг болта, *spears*-учли найза, *lances*-учсиз найза, *greaves*-болдир совут, *spaulders*-елкапўш, *gauntlets*-темир қўлқоп, *brigandines*-ички совут, *catapults*-ўт отар айри(катапулка), *trebuchets*-замбарак, and *siege towers*-қамал минораси
Not everything in the play is words for war. For example, a character wears medieval clothing and small jewelry.	
bodices-карсет, *capes*-накидка(елкага ташлаб юриладиган кийим), *tunics*-туника(енгсиз узун кийим), *mantles*-ёпинчиқ, and *surcoats*-хоч расми туширилган рицар кийими.	"*breeches*-калта иштонлар, *doublets*-камзул, *cloaks*-плаш (енгсиз ёпинчиқ), *goblets*-темир қадаҳ. ***Ships:*** *galleys*-қуллар ташийдиган елканли кема, *longships*-Викинглар узун тор кемаси, *carracks*-кема тури, and *cogs*-қайиқ.
Another interesting example is a tool that helps shape the medieval environment, is the types of horses.	
"*gelding*-от(бичилган), *mare*-от(байтал), *courser*-тез чопар, от *steed*-тулпор, *filly*-тойчоқ, *yearling*-от (бир-икки ёшда)	*palfrey*-ҳонимлар минадиган эгарли от, *stallion*-айғир от, *charger*-рицар оти

The use of various terms specific to horses not only expresses the attractiveness of this text, but also reflects the culture that belongs to this world. During the Middle Ages, horses were considered an important domestic animal and the main means of transportation. They have also been used as a symbol for transportation, sports, and high rank. Therefore, it is described as an important part of this universe.

Another notable feature of the language of the work is the depiction of many bright heraldic symbols associated with an aristocratic dynasty. These images are represented by the following examples: *"Near all the chivalry of the south had come to Renly's call, it seemed. The golden rose of Highgarden was seen everywhere […]. As well Catelyn spied the fox and-flowers of House Florent, Fossoway apples red and green, Lord Tarly's striding huntsman, oak leaves for Oakheart, cranes for Crane, a cloud of black-and orange butterflies for the Mullendores"*[4].

We can also see from this example that heraldic symbolic concepts belonging to each house were used instead of a person. So, in the play, Martin also used wordplay in this type of imagery. At first, Martin's heraldic image seems redundant. However, these symbols represent important information in the universe in which the images live. They explain the aristocratic dynasty, political and military power. It was a kind of stylistic choice, revealing the medieval features of the work. America did not exist when Britain became part of the medieval world. In this regard, it was appropriate to use British English rather than American.

Conclusions: We have analyzed all the features of Medieval Ages in cycle books A Game and Thrones and A Clash of Kings. As a conclusion, we have come to the following point of views:

Firstly, the Medieval world in the play reflects to some extent the medieval features of European history.

Secondly, We can see in the play how important the role of the feudal system and religious rule was in medieval terms. In addition, Martin's medieval writings are "isolated and flamboyant, with a series of events detailing the romantic qualities and social inequalities of the Middle Ages.

Thirdly, The main poetic details on historic words in the works are presented as sophisticated skills of storyline.

Finally, Martin tried how to show the medieval feudal system in the secondary world. Also, they have been described as historic novels, yet, they are fantasy books which combined with majestic powers.

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SOCIOLINGUISTIC COMPETENCE IN THE STRUCTURE OF COMMUNICATIVE COMPETENCE

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Abstract – Recently, the importance of learning a foreign language has become more and more obvious. A foreign language is not just a means of communication, but also performs the function of professional communication in the world labor market, which creates additional motivation for students to study it.

Key words: learning foreign language, world labor market, standards of education, concept of knowledge, communicative approach.

Annotatsiya - So'nggi paytlarda chet tilini o'rganishning ahamiyati tobora oshib bormoqda. Chet tili nafaqat aloqa vositasi, balki jahon mehnat bozorida professional aloqa funktsiyasini bajaradi, bu esa talabalarni uni o'rganish uchun qo'shimcha motivatsiya yaratadi.

Kalit so'zlar: chet tilini o'rganish, jahon mehnat bozori, ta'lim standartlari, bilim tushunchasi, kommunikativ yondashuv.

Аннотация: В последнее время важность изучения иностранного языка становится все более очевидной. Иностранный язык - это не только средство

общения, но и выполняет функцию профессионального общения на мировом рынке труда, что создает дополнительную мотивацию студентов к его изучению.

Ключевые слова: изучение иностранного языка, мировой рынок труда, стандарты образования, концепция знаний, коммуникативный подход.

Introduction. In connection with the entry of Uzbekistan into the Council of Europe, it became necessary to compare the general European standards of education and Uzbek language ones, which, in turn, led to the updating of the content of the educational standard in the field of a foreign language based on the competence approach. This approach implies not only possession of certain knowledge in a certain area, but also the ability to use it in specific situations to solve emerging problems. The concept of competence is broader than the concept of knowledge. Competence is understood as a complex personal education that ensures the process of development and self-development of a student, which contributes to the formation of his value attitude to any activity[1.p 9].

Literature review. The communicative approach in teaching foreign languages is universally recognized throughout the world. Based on the proposition that the formation of communicative competence at the present stage is the goal of learning at all levels (initial, intermediate, advanced, high, professionally sufficient, approaching the communicative competence of an educated native speaker), mastering foreign language communication is considered as multilayer, multidimensional process, and communicative competence itself is a complex and multicomponent phenomenon[2.p13].

In the methodological, linguistic, psychological, psycholinguistic and sociolinguistic literature, the concept of communicative competence, which underlies the communicative approach, has also long been in the focus of attention of foreign scientists (Bim I.L., Bell R., Vyatutnev V.M., Zimnyaya I. A., Kostomarov V.G., Mitrofanova O.D., Byram M., Skalkin V.L., Slobin D., Chomskoy N., Schweitzer A.D., Jan A. van Ek, etc.). Therefore, the most complete definition of communicative competence is possible from the position of an interdisciplinary approach, only through the use of the results obtained in the sciences adjacent to the theory of learning foreign language[2.p14].

Analysis. Communicative competence is, according to M. Kaneil and M. Swain, a system of knowledge and skills necessary for communication. It is important that scientists distinguish between the concepts of communicative competence and real communication. The latter is interpreted by them as the implementation of knowledge and skills within the limiting framework of psychological and external conditions (memory, perception, fatigue, nervousness of participants in communication, noise, etc.). Real communication is always[7]:

- a form of social interaction;
- has a high degree of unpredictability and creative character in design;
- always takes place in a certain discursive and socio-cultural context, which predetermine the use of linguistic means in any utterance;
- always focused on the implementation of a specific goal of communication,

- the use of authentic language and speech means that are different from those used in book speech;

- can immediately be regarded as successful or unsuccessful [5.p 12].

In 1980, M. Canale and M. Swain consider grammatical, sociolinguistic, strategic and (a little later) discursive competence as part of the communicative competence. All components of communicative competence are interconnected and each of them develops with an increase in the level of communicative competence itself. It is important that the increase in the level of sociolinguistic and strategic competence begins much earlier than grammatical and discursive, which reveals the nature of communicative competence. M. Canale and M. Swain believe that students may already have the necessary socio-cultural competence, starting to study FL [5.p.21].

In the early 90s of the XX century, scientists and employees of the Council of Europe formulated a practical goal in mastering a foreign language, which involves mastering all types of speech activity in a foreign language, and defined it as the leading one (Objectives for foreign language learning, 1993). In general, the goal of teaching a foreign language is realized in the communicative skill or communicative competence (according to recent studies, it is more correct to use communicative competence) (Objectives for foreign language learning, 1993; Common European Framework of Reference for Languages, 2005), which in turn is realized through the mastery of the following competencies: linguistic, sociolinguistic, discursive, strategic, sociocultural and social (Objectives ..., 1993).

The methodology of teaching foreign languages is based on the "Common European competences of foreign language proficiency: Study, teaching, assessment" [3, p. 12], according to which the components of communicative competence are combined into three components: linguistic, sociolinguistic and pragmatic communicative competences[9].

Linguistic communicative competence as "knowledge and the ability to use linguistic means to construct correctly formulated and meaningful statements" [2, p. 110] consists of such components as lexical competence (knowledge of the vocabulary of the language and the ability to use them in speech), grammatical competence (knowledge of the grammatical elements of the language and the ability to use them in speech), semantic competence (knowledge of possible ways of expressing a certain meaning and the ability to use in speech), phonological competence (knowledge and ability to perceive and reproduce sound unity, articulatory and acoustic characteristics of phonemes, phonetic organization of words, prosody, phonetic reduction), spelling competence (knowledge of written symbols and the ability to recognize and represent them in writing), orthoepic competence (knowledge of pronunciation norms and the ability to use them in speech) [2, p. 109-17].

Sociolinguistic competence is represented by linguistic markers of social relations that vary depending on the status of speakers, the degree of their acquaintance, the register of communication, etc., courtesy rules, expressions of folk wisdom, communication registers, dialects and accents [2, p. 118-20].

Pragmatic competence includes the competence of discourse (knowledge of the rules for constructing utterances and their combining into a text), functional

competence (the ability to use utterances to perform certain communicative functions, the competence of schematic speech construction) [2, p. 122-23].

Discussion. We consider it necessary to note that the linguistic, sociolinguistic and pragmatic components of communicative competence are collectively aimed at the formation, development and improvement of students' abilities to practically use the language in various spheres and situations of communication in accordance with communicative intentions. When teaching foreign languages, communicative competence is the "target dominant of the learning process" [6.p.21].

Thus, communicative competence as a set of competencies designed to ensure effective communication in a given context, along with the professional abilities of the individual, plays an important role in the effectiveness of professional activity.

As the analysis of scientific and methodological literature shows, sociolinguistic competence is considered in it from two angles:

1) sociolinguistic competence as an autonomous component of communicative competence along with linguistic and pragmatic competence. Sociolinguistic competence as an independent component of communicative competence is understood as knowledge, skills, skills of using and transforming linguistic forms depending on the communication situation, communication tasks, topic, place of communication, social roles of communicants, etc.[8].

2) sociolinguistic competence as a component of sociocultural competence, which is an integral part of communicative competence. In this interpretation, sociolinguistic competence is defined as the linguistic features of social strata of representatives of different generations, sexes, social groups and [4.p.30];

Determining the place of sociolinguistic competence in the communicative competence, we, in solidarity with the opinion of Yu.A.Sinitsi (2000), we believe that sociolinguistic competence is closely related to both linguistic (linguistic), sociocultural and discursive (classified in the Western European model of Communicative competence), and educational, compensatory and social competences[10].

Conclusion. First of all, sociolinguistic competence is a significant component of communicative skills and requires close attention of both researchers and teachers of foreign languages. We believe that it must be purposefully formed, especially in the context of the philological profile of a secondary general education school. Only in this way, students, having learned a new conceptual picture of the world of the country of the target language within the framework of sociocultural competence, will be able to master the linguistic picture of the world in the process of forming sociolinguistic competence. In addition, in the context of studying foreign language as a reflection of the system of cultural values, on the basis of which specific societies, behavioral models are built and stereotypes of speech behavior are learned, the preparation of students for real communication with representatives of other cultures in social, social, cultural, educational and labor, and in the future and in professional spheres, today they are focused on a positive result for both sides of such communication. Consequently, the purposeful formation of sociolinguistic competence as an independent component of the communicative one contributes not only to the improvement of skills and the

development of skills in foreign language speech activity, but also has a direct impact on the education, upbringing and personality development of students.

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PRAGMALINGUVISTICAL STUDY OF FRENCH-UZBEK MEDICINAL PLANT TERMINOLOGY

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Аннотация – Мазкур французча-ўзбекча шифобахш ўсимликлар терминологиясининг прагмалингвистик тадқиқига бағишланган илмий мақола қиёсий тилшуносликнинг атамашунослик соҳасига ойдинлик киритиш ва уни замонавий инновацион талаблар даражасида алоҳида ўрганишни дастурлаш учун долзарб ҳисобланади. Шунингдек, мазкур мақолада шифобахш фитонимларнинг ўзига хос хусусиятлари француз ва ўзбек тиллари мисолида ўрганилади. Лисоний атамаларнинг қиёсий муқобиллари таҳлил қилинади.

Abstract – This scientific article on the pragmalinguistic study of French-Uzbek terminology of medicinal plants is intended to clarify the field of comparative linguistics and to study it separately at the level of modern innovative requirements. This article also examines the peculiarities of medicinal phytonyms in the French and Uzbek languages. The comparative opposites of linguistic terms are analyzed.

Аннотация – Эта научная статья о прагмалингвистическом изучении французско-узбекской терминологии лекарственных растений предназначена для прояснения области сравнительного языкознания и изучения ее отдельно на уровне современных инновационных требований. В этой статье также исследуются особенности лекарственных фитонимов на французском и узбекском языках. Анализируются сравнительные противоположности лингвистических терминов.

Калит сўзлар: шифобахш ўсимлик, терминология, прагматика, прагмалингвистика, лингвомаданиятшунослик, лингвокогнивистика, ўхшашлик ва дифференциал белгилар, луғавий-семантик таҳлил.

Key words: medicinal plant, terminology, pragmatics, pragmalinguistics, linguo-culturology, linguo-cognitivism, similarities and differential signs, lexical-semantic analysis.

Ключевые слова: лекарственное растение, терминология, прагматика, прагмалингвистика, лингвокультурология, лингвокогнитивизм, сходства и отличительные признаки, лексико-семантический анализ.

Introduction. It is not surprising that axiological research, which is considered relevant in modern linguistics, has a lingvoculturological approach. Indeed, if in world linguistics and literature the acquaintance with the cultural and spiritual riches of the peoples of the world has scientific and practical significance, the mutual comparison makes it worthwhile.

It should be noted that "the leading role in modern linguistics is not the understanding of language, but the study of the relationship between language, culture and the individual, the problem of mutual understanding arises. The interrelationships of these three are of particular importance in the study of the national and cultural identity of language in the field of linguistic culture (linguoculturology) "[13].

Literature review. The name of the medicinal plant in French and Uzbek [short. The pragmalinguistic, linguocultural and linguocognitive comparative study of the terminology of MPN] reveals the motivational-nominative and lingvocultural features of the names, as well as the identification of general similarities and differential features of the internal and external features of [MPN] in the compared languages [1].

The first study of [MPN] in French and Uzbek comparative linguistics was in the creation of the [MPN] dictionary in Uzbek and French; in a new systematization of [MPN] terminology based on the main directions of motivational-nominative analysis; in showing motivational differences and similarities of the scientific name [MPN] in Uzbek and French languages; to carry out lexical-semantic analysis of [MPN] in comparable languages on a pragmalinguistic, linguocultural and linguocognitive scale and to describe them by dividing them into special semantic groups; in the values of the French and Uzbek peoples it is important to highlight the fact that pragmalinguistic, linguocultural and linguocognitive [MPN] are represented by adjacent linguistic units and are compatible with the functional-semantic category[2].

Analysis. To reveal the morphosyntactic features of the expression of [MPN] in various linguistic units, phraseological confusions, idioms, phrases and speech derivatives, as well as the pragmalinguistic, linguistic-cultural and linguistic identification of [MPN] related to the peculiarities of historical and cultural development of the French and Uzbek peoples, encourages you to set a clear goal for the job[3].

It should be noted that in order to apply innovative ideas in the field of comparative linguistics to Uzbek linguistics, to achieve scientific results in the field of linguocultural, psychoneurolinguistic and pragmatic areas, special research has been launched at Bukhara State University [4]. In particular, the pragmalinguistic, linguocultural and linguocognitive comparative study of the terminology of medicinal plant [MPN] in French and Uzbek is the result of this scientific research [12].

Although the pragmalinguistic, linguocultural and linguocognitive study of [MPN] terminology in world linguistics has been studied on the basis of different languages and effective results have been achieved in this direction, but within the scope of the research topic, in particular, the lack of research in the field of comparative linguistics of French and Uzbek languages determines the task of the work.

In recent years, the country has been carrying out consistent reforms in the field of protection of medicinal plants, rational use of natural resources, the establishment of plantations for the cultivation of medicinal plants and their processing. In particular,

the resolution of the President of the Republic of Uzbekistan Sh.M.Mirziyoev "On measures to protect, cultivate, process and rationally use available resources of wild-growing medicinal plants" adopted on April 10, 2020 [1] increased attention. In addition, the fact that terminological dictionaries related to French and Uzbek languages are becoming a necessity at the same time helps to determine the relevance of the topic. The role of world linguists and scientists of our republic in creating the theoretical foundations of comparative linguistics is invaluable.

Firstly, it is observed that the concept and term "medicinal plant" have been widely studied, mainly from the point of view of medicine and natural science, but have not been sufficiently studied in modern linguistics [5]. In particular, in the comparative plan, the names [MPN] were not studied within the French and Uzbek linguocultural strata;

secondly, that the harmony of language and culture in the oral and written works of the two peoples has not yet received sufficient attention;

thirdly, that the [MPN] set of linguistic tools is not integrated into a bilingual material;

fourthly, the role and linguistic aspects of [MPN] as terms are not fully classified in the comparative field, [MPN] names in Uzbekistan are studied only in the field of natural sciences and medicine, and are not involved in conceptual analysis in connection with linguistics;

fifthly, the fact that the conceptual features of [MPN] have not been studied separately requires that scientific clarity be brought to the forefront of research[6].

The level of study of the research topic in the context of the introduction of innovative technologies is as follows:

To identify the need to master the lexical layer of [MPN] in the formation of medical consciousness and concepts for the more rapid development of world linguistics and medicine;

Identify the pragmatic features of medicinal flora in the plant world in the cultural riches of the peoples of the world, including French and Uzbek;

Pragmalinguistic, linguocultural and lingvocognitive comparative study and pragmatic description of the terminology of [MPN] in French and Uzbek languages;

Determining the place in the pharmaceutical industry in connection with the comparative study of the use of medicinal species of plants belonging to domestic and foreign phytonutrients in scientific medicine;

Scientific results obtained in world linguistics, research conducted in foreign countries and Uzbekistan, scientific and creative samples created in comparable languages serve as a basis [7].

Discussion. In French and Uzbek linguistics, [MPN] has been studied to some extent separately and in a network. However, apart from scientific research related to medicine and natural sciences, there is no special object of special scientific research in the pragmalinguistic, linguocultural and linguocognitive comparative direction, furthermore, the fact that medicinal phytonims have not been studied comparatively in the Uzbek and French languages to date shows the importance of the research work, and we have set ourselves the goal of creating the terminology [MPN].

The following table provides examples of comparative alternatives to basic vocabulary, linguistic terms, and translation dictionaries awaiting a definitive solution in our research work:

Uzbek terms	Alternative terms in foreign languages	Comment
Medicinal plants	Plantae medicinalis (**лотинча**); plantes *(f)* médicinale (**французча**); Medicinal plants (**инглизча**); Лечебные растения (**русча**)	Wild and cultivated plants used for the prevention and treatment of human and animal diseases. The herbal treatment system is called phytotherapy.
Medicinal plants, drug plants	Plante *(f)* médicamenteuse (**французча**); medicinal plants, drug plants (**инглизча**); Лекарственные растения (**русча**)	Plants that contain biologically active substances that affect the human and animal body and produce medicinal raw materials for medical purposes.
Medicinal herbs, plants	Herbacée *(f)* officinale, herbes *(f,pl)* médicinales (**французча**); official herbs, medicinal herbs, herbaceous plants (**инглизча**); лекарственные травы, лечебные травы (**русча**)	The living form of green plants, the non-woody stems of which have medicinal and healing properties that affect the human and animal body, and are the main food for livestock.
Herbs Spices, Medicinal spices condiment plants, medicinal condiments	Plantes *(m,pl)* condimentaires, condiments *(m,pl)* aux propriétés médicinales (**французча**); condiment plants, medicinal condiments (**инглизча**); лечебные приправы (**русча**)	Herbs that make food fragrant and delicious with medicinal properties
Pharmacognosy	Pharmacognosie *(f),* matière *(f)* médicale (**французча**); pharmacognosy (**инглизча**); фармакогнозия (**русча**)	A science that studies mainly plants and in part medicinal raw materials derived from animals - oils, essential oils, wood glue, wax, lanolin, and more.
Phytotherapy	Phytothérapie *(f),* herboristerie *(f)* (**французча**); Herbal medicine, herbalism, phytomedicine, phytotherapy, paraherbalism (**инглизча**); фитотерапия, траволечение (**русча**)	One of the main directions of folk medicine based on the method of treatment with medicinal plants
Aromatherapy	Aromathérapie *(f),* (**французча**); Aromatherapy (**инглизча**); Ароматерапия (**русча**)	Field of treatment with fragrant herbs, liquids and various aromas based on medicinal treatments

Naturopathy	Naturopathie (*f*), (**французча**); naturopathy, naturopathic medicine (**инглизча**); натуропатия (**русча**)	An alternative medicine field based on the self-treatment of the human body using only natural remedies and methods based on them
Florotherapy	Florithérapie (*f*), thérapie (*f*) florale (**французча**); flower therapy, flower remedies (**инглизча**); флоротерапия, цветочная терапия (**русча**)	The field of medicine is based on the combination of flowers and its components, which emit a delicate and fragrant fragrance in nature, combining the emotional and mental state of man.
Folk medicine, traditional medicine	Médecine (*f*) populaire (*f*), médecine (*f*) naturelle, médecine (*f*) douce (**французча**); traditional medicine, natural medicine (**инглизча**); Народная медицина, врачевание, целительство (**русча**)	Recognized methods of prevention, diagnosis and treatment of traditional and alternative medicine, based on the experience of generations, established in folk traditions, used by medical professionals and specially trained individuals. Folk medicine does not include occult and religious ceremonies.
Traditional medicine	Médecine traditionnelle (**французча**); Traditional medicine, indigenous (folk) medicine (**инглизча**); традиционная медицина (**русча**)	Prevention, diagnosis and treatment methods specific to a particular region or nation (e.g. yoga in India, acupuncture in China, treatment with medicinal plants in Central Asia, etc.).
Alternative medicine	Médecine (*f*) alternative, médecine (*f*) parallèle, médecine (*f*) holistique (**французча**); alternative medicine (**инглизча**); альтернативная медицина, нетрадиционная медицина, парамедицина (**русча**)	Methods of prevention, diagnosis and treatment that are recognized as an adjunct or alternative to modern medicine.
Additional medicine (Complementary medicine)	Médecine (*f*) complémentaire (**французча**); complementary medicine (**инглизча**); комплементарная медицина (**русча**)	Generally accepted methods of folk medicine used in conjunction with modern medicine in health practice

It is planned to pay attention to the following aspects that need to be popularized in the medical field [8]:

❖ Uzbek-French, French-Uzbek dictionaries of medicinal plants will be created;

❖The terminology of medicinal plants in French and Uzbek comparative linguistics will be systematized;

❖The motivational aspect of the scientific naming of [MPNs] is clarified;

❖ For the first time on the pragmalinguistic, linguocultural and linguocognitive scale, the lexical-semantic features of [MPN] are studied and covered;

❖ [MPN] are analyzed and synthesized in the form of various linguistic units, phraseological confusions, idioms, phrases and speech derivatives;

❖ The national peculiarities of [MPN] related to the peculiarities of the historical and cultural development of the French and Uzbek peoples are determined.

Pragmatics (Greek *pragma, pragmatos* - work, action) is a branch of semiotics and linguistics that studies the function of language signs in speech, in other words, a branch of science that studies the attitudes of subjects using the same sign system [10, 378]. The basic idea of pragmatics was developed by the American scientist Ch. Put forward by Pierce [7, 9-17; 11, 3-149]; another American scientist, Ch. Morris developed this idea and put the term 'pragmatics' into practice as the name of one of the branches of semiotics [9, 165-166]. Pragmatics is a process of speech that encompasses a person's social activities, manifested through a specific communication situation. Linguistic pragmatism has no definite form, no appearance. Its scope includes many issues related to the speaker, the addressee, their relationship in communication, the situation of communication.

For example, the following issues related to the subject of speech are explored: explicit and implicit purposes of the statement (conveying any information or opinion, questioning, commanding, asking, advising, promising, apologizing, congratulating, complaining, etc.); speech tactics and types of speech etiquette; rules of conversation; the purpose of the speaker; assessment by the speaker of the general knowledge base, worldview, interests and other qualities of the addressee, the attitude of the speaker to the message he is narrating. In pragmatics, many issues are studied in relation to factors such as the addressee of the speech, the relationship of the interlocutors, the specific communication situation. The ideas of pragmatics are used in the development of heuristic programming, machine translation, information retrieval systems and more. With this in mind, we believe that special attention should be paid to the pragmalinguistic features of medicinal plant terminology in French and Uzbek.

Conclusion. The pragmalinguistic, lingvocognitive foundations of medicinal plant terminology, which are directly related to the field of linguocultural research, are also important for language learning.

In short, the study of the subject sheds light on the complex problems of comparative linguistics, sociolinguistics, and conjunctive linguistics. Systematizes and comparatively-typologically studies the linguistic units associated with [MPN]s. The linguocultural strata of the French and Uzbek peoples, scientific-theoretical sources on the subject, comparative terminological dictionaries, literary and folklore sources form the object of research, showing the motivational-nominative and linguistic-cultural system of motivational-nominative and linguocultural is filled.

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THE USE OF COMPUTER PROGRAMS IN TEACHING AND LEARNING THE ENGLISH LANGUAGE AT THE UNIVERSITY

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Abstract: The paper presents a brief overview of modern educational computer programs, as one of the aspects of using multimedia technologies in the teaching process, which can be used in teaching English. Their typology is considered, basic functions are designated, role in the educational process is defined. Some proposals for expanding the use of ICT in the educational process have been formulated. It is proved that educational computer programs provide a comprehensive approach in the process of mastering a foreign language: they allow you to study vocabulary, master certain grammatical structures, practice pronunciation, and work on spelling.

Keywords: method of teaching English; information and communication technologies; multimedia technologies; computer training programs.

Annotatsiya: Maqolada ingliz tilini o'qitishda foydalanish mumkin bo'lgan multimedia texnologiyalaridan ta'lim jarayonida foydalanishning bir jihati sifatida zamonaviy o'quv kompyuter dasturlari haqida qisqacha ma'lumot berilgan. Ularning tipologiyasi ko'rib chiqilgan, asosiy funktsiyalari ko'rsatilgan va o'quv jarayonidagi o'rni aniqlangan. Ta'lim jarayonida AKTdan foydalanish yo'nalishlarini kengaytirish uchun alohida takliflar ishlab chiqilgan. Ta'lim kompyuter dasturlari chet tilini o'zlashtirish jarayonida yaxlit yondashuvni taqdim etishi isbotlangan: ular so'z boyligini o'rganish, ma'lum grammatik tuzilmalarni o'zlashtirish, talaffuz qilish va imlo ustida ishlashga imkon beradi.

Kalit so'zlar: ingliz tilini o'qitish usuli; axborot-kommunikatsiya texnologiyalari; multimedia texnologiyalari; o'rgatuvchi kompyuter dasturlari.

Аннотация: В работе представлен краткий обзор современных учебных компьютерных программ, как одного из аспектов использования мультимедийных технологий в учебном процессе, которые можно применять при обучении английскому языку. Рассмотрена их типология, обозначены основные функции, определена роль в учебном процессе. Сформулированы отдельные предложения по расширению направлений использования ИКТ в учебном процессе. Доказано, что обучающие компьютерные программы обеспечивают комплексный подход в процессе овладения иностранным языком: позволяют изучать лексику, осваивать определенные грамматические структуры, отрабатывать произношение, работать над правописанием.

Ключевые слова: методика обучения английскому языку; информационно-коммуникационные технологии; мультимедийные технологии; обучающие компьютерные программы.

Introduction. The processes of globalization in the world community, the participation of Uzbek specialists in international projects require from a modern specialist to know a foreign language to get acquainted with new trends in the development of various fields of scientific knowledge, establishing contacts with foreign partners. The need for communication with the foreign language is not objectionable, but without the knowledge of the foreign language, a full exchange of information is impossible.

The relevance of the article is that there is a need to familiarize students with new forms of organizing work in practical classes in universities using innovative means and methods of teaching. The purpose of the article is the theoretical justification of the use of computer technologies in teaching foreign languages and the analysis of existing teaching computer programs, their role in the learning process.

Literature Review. Training of modern specialists requires high-quality educational services. Information and communication technologies (ICT) play a leading role in obtaining, storing and processing information in modern conditions. Thanks to them, "the role, style, speed and efficiency of using information in the learning process are changing" [1].

It is well known that ICT are penetrating into everyday life more and more from year to year and are the basis of the modern social development. Modern conditions for learning with the help of new ICT are characterized by flexibility, openness, accessibility and provide the student with the opportunity to freely choose the place, time, content and forms of education, develop his cognitive interest, creative thinking, and form "the ability to work in a computer environment" [2]. All this contributes to the improvement of the quality of education and meets the main requirements of the modern education system, one of the directions of which is language education. The need to learn languages is the basis for the formation of a comprehensively developed personality.

This explains the relevance of questions regarding the specifics of the use of ICT in the process of language training.

The modern language educational space is characterized by such concepts as:

•information resources, which are formalized data and methods, as well as means that contribute to their accumulation, storage and exchange between the source and the consumer of information;

•information technologies, which are understood as methods, technological processes and software and hardware tools involved in the collection, processing, storage, transmission and display of information.

Researchers note that "the creation and use of new techniques in teaching a foreign language is no longer possible without the use of a computer, networks for information transfer, Internet technologies and a teacher of a new formation" [3, p. 37]. At the same time, in accordance with the educational standards of the new generation, the main attention is paid to the independent work of students.

The current growth in knowledge generated by global community, necessitates the ability of students to acquire knowledge independently. Therefore, the modern education system should ensure that future specialists acquire skills and abilities in the methodology of cognition and the ability to independently navigate in the information

space to solve research problems, awareness of the latest domestic and foreign ICTs and their use to solve theoretical and practical issues.

One of the areas of using ICT in education is multimedia technologies. Researchers define multimedia technologies in a broad sense as a spectrum of information technologies that use various software and hardware in order to most effectively influence the user [4]. It is the latest developments in teaching using computer technologies and methods that are collectively referred to as multimedia.

Multimedia must comply with the system of psychological, didactic, methodological requirements. So, for example, during lessons on repetition and generalization, didactic possibilities are integrated, and, consequently, methodological options for using multimedia tools that have different didactic purposes.

Educational computer programs (ECP) are one of the aspects of the use of multimedia technologies in the educational process. Researchers classify software-methodological complexes, electronic training courses and electronic manuals, electronic atlases, knowledge bases, encyclopedias, educational software complexes, etc., which are united by the fact that they are all means of direct use in the educational process. This list is constantly expanding and updating [5].

Scientists propose different approaches to classifying the ECP. So, O. V. Nevstrueva names five types of ECP:
1. training;
2. tutoring;
3. problem learning;
4. simulation and modeling;
5. game [6].

I. A. Tsaturova offers the following types of ECP:
1. educational;
2. simulator programs;
3. simulation and modeling;
4. diagnostic, monitoring;
5. instrumental;
6. integrated [7].

According to another approach, ECP is characterized as:
1. author's programs, which are pre-prepared templates, which allows the teacher to independently develop educational content;
2. special training programs designed for textbooks or independent educational and methodological complexes;
3. gaming educational programs, which are created mainly for children and have an entertaining character [8].

The essential is the quality level of software in various subjects, their technical perfection, quality of content and pedagogical value.

Computer-based learning tools should facilitate deepening of the theoretical knowledge base, strengthening of the applied orientation of education, revealing the creative potential of students and teachers according to their abilities and needs. The effectiveness of the ECP implementation depends, first of all, on the availability of feedback from students. No less important in the creation of these software products in

time is taking into account the psychological, pedagogical and aesthetic requirements [9].

An integral part of professional training of specialists in universities is mastering a course in a foreign language. The traditional paradigm of the foreign language teaching system is replenished with new approaches to the study of this course.

The modern learning environment is called computer-oriented, because this concept "covers any aspect of using a computer in learning." At the same time, the researchers note that "nowadays, the main areas of implementing computer technology in foreign language classes is the use of multimedia capabilities of computer classes and educational resources of the Internet" [10].

There is a direction with the use of computers in teaching languages named CALL (Computer-Assisted Language Learning), which is "defined as an approach to teaching languages, where the computer acts as an auxiliary tool for the presentation and assessment of the material" [11].

Research by scientists shows that the functions of the computer when learning languages are becoming more diverse. In addition to the function of broadcasting information, computers are used as a means of creating interactivity to provide learning with a natural flow, as a global means of communication and an unlimited source of authentic materials, etc. [12].

The following requirements are put forward for computer programs as teaching aids:

1.the need to meet the same didactic requirements as traditional teaching aids (scientific nature, systematicity, consistency, etc.);

2. compliance with the curriculum for the discipline at the university;

3. the function of a variety of forms and methods of teaching, creating conditions for increasing the student's mental activity;

4. comprehensibility of the program to both teachers and students; unambiguous perception of information that is displayed on the screen [12].

Research Methodology. When studying a foreign language, the stages of the lesson must correspond to the stages of mastering the language material (perception of speech, its analysis, consolidation and use in speech). The first phase involves the perception of speech (motivation of students, preparation through the removal of lexical and grammatical difficulties, preliminary reading or listening, checking understanding). The stage of language analysis includes the selection and explanation of certain linguistic phenomena, the explanation of grammatical and lexical rules, etc. At the stage of consolidation, exercises are performed on individual linguistic phenomena. At the final stage, the studied material is used in speech in various communicative situations.

In our opinion, multimedia teaching tools are universal, since they can be used at different stages of the lesson: in the process of motivation as a problem statement before learning new material, in explaining new material as an illustration, in consolidating and generalizing knowledge, to control knowledge.

The use of ICT in the educational process should correspond to didactic functions at each stage of the lesson.

In addition, the use of ICT can occur in different ways in accordance with the needs of a particular type of lesson and offer the following classification of needs: the use of ICT both in frontal and group work, or only in frontal work, the use of electronic textbooks only as a means of self-study, the use of certain types files (images, video, audio, animation) from electronic teaching aids (from certain materials on the Internet), creating your own lessons through the integration of various objects into one format - presentations, web pages, etc.

In the educational process of teaching a foreign language, teachers can use both copyright and special OKP for the student's work in the classroom and for independent work.

Let's consider the features of some ECP in a foreign language and the possibilities of their use.

Electronic testing systems allow teachers to compile test material taking into account the curriculum of the discipline, the level of foreign language proficiency of students. They are used to conduct intermediate and final control of students' knowledge of a foreign language and to check grammar when applying for a master's degree.

Distance learning systems can include teaching material in English, German and French developed by teachers. Distance learning programs can contain dialogues, parallel texts, dictionaries to the original, exercises to consolidate educational material, taking into account all stages of mastering foreign language. Remote computer training complexes make it possible to teach vocabulary, master grammatical material, perform listening and reading exercises.

For independent work, depending on the level of language proficiency, individual characteristics, students are recommended to use the ECP, which are available and free on the Internet (http://www.nativeenglish.ru/programs, http://frenglish.ru/19-english-soft.html etc.). These are the following programs:

1. Language in Use 24/7. The program is developed on the basis of the series of the same name textbooks from Cambridge University Press. Three levels of the program Beginner, Pre-Intermediate, Intermediate comply with the standards of the Common European System for the Study of Languages (levels A1 / A2, B1 / B2).

2. QDictionary. The program uses technology that allows you to translate words and phrases by simply hovering your mouse over them. You can find out the meaning of a word by selecting it from the list. The dictionary database contains over 50,000 words and phrases. You can add your own words and make changes to those that exist in the program.

3. FVords. The program contains tests, dictionaries to the original, parallel texts, prompter mode, search, print, statistics, etc. It offers five approaches to studying the material: tournament, course, regular, book and prompter. The tasks of the course are performed sequentially, tournament tasks are optional; if mistakes were made, you can return to them and repeat the correct use of the material. In the "prompter" mode, you can voice tasks (words, phrases, texts).

4. EZ Memo Booster. The program helps to quickly replenish vocabulary with regular classes. The student is asked to complete a certain number of exercises with the words that he is studying. An individual database is maintained for each word. The

worse the learner memorized the word, the more often it appears on the screen in the exercises.

5. Exerciser. The program sets exercises of several types in various variations - changing the form of words or sentences (for example, putting them in negative form), searching for errors in the text, substituting options, filling in gaps, finding matches. The program provides exercise verification.

For self-study, students can also be offered ECP for learning English, which are designed for different devices (iPod, iPhone, iPad) Cambridge University Press (http://store.apple.com/uk). These include IELTS 7 Trainer; English Grammar in Use. Tests; English Grammar in Use. Activity; Essential Grammar in Use, etc.

Analysis and Results: Thus, the use of the latest information technologies in the process of learning foreign languages at a university increases the effectiveness of the formation of all aspects of foreign language communicative competence. 1) ECP is used both in classroom work and for organizing independent work. As practice shows, it is expedient and effective to use copyright and special ECP. These programs are used at different stages of the formation of linguistic and speech competence in accordance with didactic functions at each stage of the lesson. 2) For didactic purposes, ECPs are subdivided into training programs, training programs, control programs, and integrated programs.

3) It should be noted that there are some problems and shortcomings that are associated with the use of the ECP. They relate to the lack of a standardized list of software tools for their use in the educational process, the lack of computer-oriented scientific and methodological support. Cases of insufficient technical support necessary for the effective use of ICT in the educational process are not exceptional. It is necessary to develop regulatory documents of the university, which will take into account the latest electronic teaching aids.

Conclusion. So, the latest achievements in the field of high technologies open up ample opportunities for teachers of a foreign language to further improve the educational process and improve the quality of knowledge acquisition.

The use of ICT in language education is one of the promising areas of informatization of the educational process. The properties of multimedia programs help to solve the main task of language education - the formation of stable communicative competence in students under the guidance of an experienced teacher, but through the application of independent efforts of the student himself.

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COMPARATIVE ANALYSIS OF THE PROVERBS' SEMANTICS WITH THE LEXEMES "DAIGHTER" AND "QIZ" IN ENGLISH AND UZBEK LANGUAGES

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Annotatsiya. Ushbu maqolada ishonchli lisoniy faktlar asosida ingliz va o'zbek tillarida "daughter/qiz" bilan bog'liq maqollar semantikasi har tomonlama ko'rib chiqilgan, tahlilga tortilgan tematik guruh paremalarining o'shash va o'ziga xos tomonlari ochib berilgan, ushbu mavzu bilan bog\liq ingliz va o'zbek xalqlarining urf-odatlari, an'analari haqida fikr yuritilgan, "daughter", "old maid" leksemali ingliz maqollari, "qiz", "qari qiz" komponentli o'zbek maqollari batafsil tahlil qilingan.

Kalit so'zlar: ingliz tili, o'zbek tili, maqol, parema, ma'no, qiz, leksema, komponent, tematik guruh, ingliz xalqi, o'zbek xalqi.

Аннотация. В данной статье на основе фактических языковых материалов всесторонее рассматриваются английские и узбекские пословицы с семантикой "Daughter/дочь", раскрываются тождественные и отличительные особенности

паремий проанализированной тематической группы, рассуждаются обычаи, привычки и традиции английского и узбекского этносов, подробно анализируются английские пословицы с лексемами "daughter", "old maid" и узбекские паремии с компонентами "қиз", "қари қиз".

Ключевые слова: английский язык, узбекский язык, пословица, парема, семантика, дочь, лексема, компонент, тематическая группа, английский народ, узбекский народ.

Annotation. This article examines the semantics of proverbs related to "daughter/qiz" son in English and Uzbek on the basis of reliable linguistic facts, reveals the similarities and differences of the thematic group paremas analyzed, English proverbs with the lexeme "daughter", "old maid", Uzbek proverbs with the components "qiz", "qari qiz" are analyzed in detail.

Key words: English, Uzbek, proverb, parema, meaning, daughter, lexeme, component, thematic group, English people, Uzbek people.

Introduction. Every language has a gem of folk wisdom, a source of instructive information that has been passed down from generation to generation. In science they are called paremiological units (paremas). They have always attracted experts as an object of research, because they reflect the behavior, experience, worldview of the people. From them one can find answers to many and important questions concerning the life of people and society.

Literature analysis. N.T. Khotamov and B.I. Sarimsakov in their "Russian-Uzbek dictionary of literary terms" note the term "paremiology" derived from the word "parema" in the following meanings:

1. A collection of aphoristic souls such as proverbs, parables, riddles of folklore;
2. The field of folklore that studies aphoristic genres [1].

British and American researchers compare the paremiology of different languages, focusing on comparative issues. The study of paremiology is conducted in terms of psychology, literature, linguistics, history, folklore and anthropology. American researchers look at structural and semiotic features, analysis of origin, history of paremas, their application in literary works or psychological tests, in the media [2].

The main type of paremia is proverb.

Research methodology. Despite its simple external structure, the proverb is such a complex phenomenon that, as noted above, there is no rule for this type of parema recognized by any scientists and experts in the field in science so far. Moreover, most researchers believe that such a rule cannot be given at all. Well-known paremologist Alan Dandis states: "Given all the attention that the proverb has always attracted, this is absolutely interesting, it has never been more accurately described". Archer Taylor begins his main book on proverbs "The Proverb" with the following pessimistic words: "The task of quoting the rule of a proverb is very difficult. Exactly, whether this is a proverb or not, it tells us some known unknown characters. Therefore, no rule can help us to determine with confidence that we are dealing with a proverb in this case. Another well-known modern philologist, B.D. White, said roughly the same: "It is almost impossible to propose a rule of proverb that is short and at the same time convenient to work with, especially covering all proverbial phrases". Moreover, in

essence, such a rule is not necessary, he said: "Fortunately, the rule is not really necessary, because we all know what a proverb is" [3].

Analysis and results. From the beginning of the 21st century, the proverb began to be understood as follows: "a short, stable, usually rhythmically organized phrase in speech consumption, embodying the centuries-old experience of the people; has a complete (simple or compound) form of speech" [4].

The factual paremiological material collected by us is the basis for the division of English and Uzbek folk proverbs into a number of thematic groups.

Among them, the thematic group of articles related to **daughter** is distinguished by its specific features.

The English and Uzbek ethnos have their own diverse articles about daughter.

There is an unwritten law in the English people. According to this, "A girl is a perishable commodity", it is very important to marry her as soon as possible: *Marry your daughters besttimes, last they marry themselves* (Marry your daughter as soon as possible so that she does not get married herself). It is sadly said about an unmarried girl: *The worst store a maid unbestowed* (The worst store is an unmarried girl). This instruction in society is reflected in other proverbs with the lexeme "daughter". In Parema, girls are compared to "dead fish" and "some possession to her father": *Daughter and dead fish are no keeping wares*; *A daughter is a troublesome possession to her father* (A girl is a property that worries a lot of parents).

In the Uzbek people, a girl is a unique person with very positive qualities. She is likened to a flower, a tulip, a bird, a pariah, a splendor, an ornament and her heart is compared to a tandoor: *Qiz – uyning guli* (a girl is a flower of the house; *Qiz bola – gul-lola* (a girl is a tulip; *Qizning isi – gulning isi* (the smell of a girl is the smell of a flower; *Qizlar gulni der, boy – pulni* (girls want flowers, the rich – money; *Bo'y qiz – uchirma qush* (a tall girl is a flying bird; *Pardali qiz – pariga tengsiz* (a girl with shyness is superior to an angel; *Gul o'ssa – yerning ko'rki, qiz o'ssa – elning ko'rki* (When a flower grows, it is the beauty of the land, and when a girl grows, it is the beauty of the people); *Qiz bola – uy ziynati* (a girl is a house ornament); *Qiz ko'ongli – qizigan tandir* (a girl's heart is a hot tandoor). Girls differ from each other: *Qiz bor – naf tekkizar, qiz bor – gap tekkizar* (there is a girl who brings benefit, there is a girl who brings bad minds).

In English, the mother is the girl's closest person, friend, consultant: *Daughter win, he that would be the must with mother first begin* (To reach her daughter, you have to hunt her mother's heart).

Uzbeks are also the main and fair adviser for a girl – a mother, a girl has no traveling star other than her mother, girls repeat their mothers in many situations of life, mothers are role models for girls, so the proverbs confirm the truth: *Arqog'ini ko'rib bo'zini ol, onasini ko'rib – qizini; Bo'zchini ko'rib, bo'zini ol, onasini ko'rib, qizini ol; Gung qizning tilini enasi tushunar; Terakka qarab tol o'sar, onaga qarab qiz o'sar; Charxni buzgan parrasi, qizni buzgan onasi.* Also, the proverbs say: *Payg'ambar qizi bo'lma, otang qizi bo'l* (Do not be the daughter of a prophet, be the daughter of your father)*; Qiz bersang otasiga qarab ber, qiz olsang onasiga qarab ol* (If you give a girl, look at father-in-law, if you take a girl, look at her mother);

Sometimes the opposite can happen in life: *G'ayratli ayolning qizi tambal bo'lar* (a daughter of a zealous woman will be lazy).

There are also articles in the English Proverbs Fund dedicated to the "old maid". They are treated negatively, viewed with hatred, sarcasm, and contempt: *Old maids lead apes in hell* (You can't see far because you lived a long time as an old girl). There are also proverbs that contradict the above article in terms of their content. They say that a real wise woman wants to be married, but she couldn't have been: *You are a mope-ey'd by living so long a maid* (Only a wise woman remains an old maid).

There are a number of proverbs in Uzbek about old maids, their life features and habits: *Qari qizga tong otmas* (An old maid does not wake up in the morning); *Och kishi moy tanlamas, qari qiz boy tanlamas* (a hungry man does not choose oil, an old maid does not choose rich (rich in the sense of husband – O.U.); *Qiz qarisa, qozi bo'lar* (When the girl grows old, she becomes a judge); *Qari qiz o'g'illi bo'ldi, qo'yarga yer topolmadi* (an old maid had a son, and could not find a place to put it; *Qari qiz yasanguncha to'y o'tar* (a wedding will pass until the old maid makes up; *Qari qiz er tanlamas, o'lgan odam yer tanlamas* (an old maid does not choose a husband, a dead man does not choose a ground to be buried; *Qari qiz ovga chiqar, ketidan g'ovg'a chiqar* (an old maid goes hunting, and it follows to troubles); *Hamma hamma bilan, kal qiz oyna bilan* (all with all, the bald girl with the mirror); *Hazilning ozi yaxshi, kal qizining – nozi* (a little of humor is good, a flirt of a bald girl is good; *Har kimning har dardi bor, qari qizning er dardi bor* (Everyone has every pain, an old maid has pain of missing husband; Everyone has every pain, the bald girl has every pain; *Kal qizning baxtini ko'r, o'tirgan taxtini ko'r* (See the happiness of the bald girl, see the throne she sits on). As the proverb says, *Moy sasimas, qiz qarimas* (Oil does not stink, a girl does not grow old).

It doesn't matter if she is ugly, blind, bald, beautiful. She is a holy person created by God, the most necessary: *Uzoq yurilsa ham, yo'l yaxshi, qari bo'lsa ham, qiz yaxshi* (a road is good even if you walk long, a girl is good even if she is old; *Suqma bo'lsa ham yo'l yaxshi, so'qir bo'lsa ham qiz yaxshi* (a road is good even if it is plain, a girl is good even if it is blind; *Chopmasang ham ot yaxshi, quchmasang ham qiz yaxshi* (a horse is good even if you don't run, a girl is good even if you don't embrace; *Egri bo'lsa ham yo'l yaxshi, qari bo'lsa ham qiz yaxshi* (a road is good even if it is crooked, a girl is good even if it is old; *Qari bo'lsada, qiz yaxshi, uzoq bo'lsada, yo'l yaxshi* (Although old, a girl is good, though long, a road is good); *Minmasang ham, ot yaxshi, quchmasang ham, qiz yaxshi* (even if you don't ride, a horse is good, even if you don't embrace, a horse is good; *Yiroq bo'lsa ham yo'l yaxshi, yomon bo'lsa ham qiz yaxshi* (a road is good even if it is far, a girl is good even if she is bad; *Qiyshiq bo'lsa ham, yo'l yaxshi, xunuk bo'lsa ham, qiz yaxshi* (a road is good even if it's crooked, a girl is good even if she is ugly; *Ho'kiz ho'pda semirar, qiz – quchoqda* (a bull gets fat in the hips, a girl in the arms).

The paremas point out that one should not draw conclusions based on outer appearance; in fact there may be something else there: Eng. *All is not gold that glitters, nor maidens that wear bare hair* (not everything that shines is gold, not all those who do not wear a headscarf are girls), Uzb. *Yaltiroq narsa oltin bo'lavermaydi* (everything that is shiny cannot be gold).

There are also paremas about lonely girls, who are not in favor of growing up alone in the family: *Yolg'iz g'ozning uni chiqmas, yolg'iz qizning mungi chiqmas* (a lonely goose doesn't make a noise, a lonely girl doesn't pronounce a word. There is a phrase "yalama tuz (licking salt)" in Uzbek. It is also called "xarsangtuz", "toshtuz" and is thrown into dishes which are used to put meal for cows. The cattle lick the salt from time to time and eat the fodder again (salt opens their appetite). Usually, a lonely girl, whose parents cherish and care, is likened to the salt licked by these animals [5]: "Yolg'iz qiz – yalama tuz (a lonely girl is licked salt)".

In the past, it was customary to take qalin (money or some valuable thing to be given to parents of a girl) for a girl before the wedding and prepare a dowry for them, so in articles about girls, there are such kinds of components as "to'y (wedding), "qalin" (some articles clearly indicate the size of the qalin and what to give), "qada", "dowry" (in many articles the future life of a girl is not her dowry, but what she can do is valued), "bo'g'cha", "money for a bride", "milk money", "salt money": *To'y bo'lsa yaxshi bo'lar, yigit qizning baxti kular; Qiz qalini – qirq yilqi; Qiz qalinsiz bo'lsa ham, qa'dasiz bo'lmas; Qizni qalinga sotib olgan bilan sevgisini sotib olib bo'lmas; Qiz desang, qiziqasan, hay-hay uning qalini; Bermaydigan qizning qalini ko'p; Qo'y bergan kishi ipidan qochmas, qiz bergan kishi – sepidan; Boyning qizi – sepi bilan, yo'qning qizi – ko'rki bilan; Sakson biya, sakkiz tuya – sepli qizning qalini. Sepli qizim bo'lguncha, epli qizim bo'l; Sepli qizim kerilar, sepsiz qizim serilar; Epli qizdan qolma, sepli qizni olma; Qizni beshikka sol, sepini sandiqqa sol* (it is said to start collecting the girl's dowry from infancy); *Aziz aqchasiz ketmas, qizlar – bo'g'chasiz; Qiz puli – sut puli; Qiz puli – tuz puli.* The Uzbek people have ethnographic terms, such as mol yoyar, mol yig'ar. They are rituals. The custom "mol yoyar" is the ceremony of spreading her dowry in the house where the bride falls the day after the bride is unloaded and giving a feast to women. "Mol yig'ar "is a celebration of the bride's dowry about 20-30 days after the wedding.

The proverb states that the money received for feeding a girl is not so beneficial: *Qizning puli – qorning suvi* (money for a girl is like snow melted). That is why it is said that parents should wish the girl happiness and good luck: *Qizga oltintan taxt emas, barmoqday baxt tila* (wish your daughter happiness like a finger, not a throne of gold); *Har bir ishning vaqti bor, har bir qizning baxti bor* (every job has its time, every girl has her happiness).

A daughter is kind to her father. But after getting married, she moves away from home. That is why in the past there was a perception that a girl should be transferred to a closer place (to be made married). In ancient times, the saying "*Qizni tuynugi ko'rinib turgan uyga ber* (give your daughter to the house where the window is visible)" was spread among the people.

The girl, who was a distant bride, had a hard time visiting her family, her father's house. As a result, the following proverb was born: *Yaqin qiz o'g'il hisobi, uzoq qiz o'lik hisobi* (the nearest daughter is equal to a son, the far daughter is is likely dead).

The married daughter is a stranger to her father's house, and now her fate is in the hands of the family she went to: *Chiqqan qiz chig'dan tashqari* (married daughter is out of the house).

A married daughter is a new household. There is nothing left in the old house to fill it. These proverbs are told as a joke about girls "moving" everything from their father's house: *Chiqqan qizdan ota uyidagi supurgi ham qo'rqar* (the broom in the father's house is also afraid of the daughter who got married); *Qiz uyning cho'risi, ham o'g'risi* (a daughter is both a housemaid and a thief).

Although a daughter's half-happiness depends on the family in which she was born and grown up, her real happiness lies in the family in which she becomes a bride. The bride's place in this family, according to the attitude of the in-laws, becomes either a princess or a maid: *Yaxshi yerga bersang qizni, silay-silay sulton qilar, yomon yerga bersang qizni, ura-ura ulton qilar* (if you give your daughter to a good family, she becomes a sultan, if you give a girl to a bad family, she becomes a servant). Regardless of how a daughter is brought up, it is up to the environment in the new family to eliminate the flaws in her character or fill them with new flaws: *Yaxshi yerga tushsa, yomon qiz yaxshi bo'lar, yomon yerga tushsa, yaxshi qiz yomon bo'lar* (if she falls for a good husband, a bad girl will be good, if she falls for a bad husband, a good girl will be bad). The fate of a divorced girl is bad: *Qaytib kelgan qiz yomon, qaytalab kelgan yov yomon* (a daughter who returns is bad, the enemy who comes back is bad).

The word "qizil (red)" in proverbs about girls means material, fabric, cloth: *Qizning ko'zi qizilda* (a girl's eyes are on red); *Qizli uy qizilga to'ymas* (the house with girls is not saturated with red); *Qizning ko'zi qizilda, yoshning ko'zi yashilda* (a girl's eyes are on red, the young man's eyes are on green); *Qizlar qizilga uchar, savdogar pulga* (girls are eager for red, merchants are for money). In Uzbek paremas, the word "qizil" also means "gold", "gold", "coin": *Qizilni ko'rsa, Hizr ham yo'ldan ozadi* (when Hizr (a imaginable person who is able to make all dreams come true) sees "Red", he also goes astray; *Qizildan qozi ham uyaladi* (a judge is also ashamed of "Red") [5].

The following proverb is said sarcastically to those who exalt themselves and are deprived of many things: *Xo'janing qizi erga tekkuncha, tuyaning dumi yerga tegar* (a camel's tail touches the ground until the master's daughter gets married). The daughter of a rich man (master) considers herself superior to everyone. Equality with her is as painful as taking meat from bread: *Xo'jadan qiz olish – patirdan qil olish*. The daughters of materially wealthy families are different from other girls: Tirtiq bo'lsa ham, boyning qizi – chiroyli (a daughter of a rich man is beautiful, even if she is ugly); *Qing'ir og'iz bo'lsa ham, boyning qizi er tanlar* (a rich man's daughter chooses a husband, even if he has a stubborn mouth).

Some proverbs give advice, guidance and counsel as follows: *Asal aynimas, qiz qarimas* (honey will not be broken, a girl will not be aged); *Tut yaxshisi – yerga, qiz yaxshisi – ko'rga* (a good mulberry – to the ground, a good girl – to a blind); *Yerga rosh yarashar, qizga – qosh* (sand is suitable for the ground, eyebrows – for a girl).

"Qalliq" is a girl who is engaged to a young man (in relation to this young man). The term "qalliq o'ynash" is an ethnographic term that refers to a secret meeting with a bride-to-be before marriage (contrary to the Sharia). A married young woman or a young woman is also called a qalliq. In colloquial language, the groom (in relation to an engaged girl or wife) is also referred to by the word qalliq [6]. In our analysis, there was a proverb with the lexeme "qallik". The parema "Biz qalliqqa borganda, oy yorug'

bo'lar (When we go for qalliq the moon will be bright) means "our work will be difficult to do".

The sweetest things in life are the most delicate, the most dangerous. In this proverb, the meaning "a man is afraid of what he likes, of losing it" is hidden: *Xon taxtidan qo'rqar, qiz baxtidan* (the khan is afraid of his throne, the girl – of her happiness).

In Uzbek, the zoonym "echki (goat)" refers to a girl: *Shahar ko'rgan echkidan qo'rq* (fear the goat that has been to city).

Conclusion. The analysis shows that in the English and Uzbek paremiological space, daughter / qiz lexeme proverbs have similarities and differences according to their semantic plan (semantics).

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THEORETICAL BACKGROUND OF THE LINGUOCULTUROLOGICAL RESEARCH OF THE CATEGORY OF INCIDENCE IN THE ADVERTISING TEXT

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Аннотация — Мақолада реклама матнларида ундаш категорияси таҳлил қилинган. Реклама матнларида реклама қилинаётган маҳсулотнинг талабини оширишга ундаш категорияси таъсир этиши ва уни тўғри қўллай билиш миллий маданият доирасида кўрсатиб бериш назарда тутилган.

Аннотация — В статье рассматривается категория побуждения при рекламе. Рекламные тексты создаются для целенаправленного побуждения к воздействию на потребителей для увеличения спроса на рекламируемую продукцию или услугу. Прежде чем выбрать тот или иной способ воздействия, рекламодатель определяет для себя, какую цель он в данном случае преследует, чтобы реализовать ее в определенном виде рекламы.

Abstract — The article discusses the category of motivation in advertising. Advertising texts are created to purposefully induce consumers to influence to increase demand for the advertised product or service. Before choosing one or another method of influence, the advertiser determines for himself what purpose he pursues in this case in order to realize it in a certain type of advertising.

Introduction. The category of motivation, which is expressed within the units reflecting the national culture of multi-system languages, has similar and distinctive features in languages. Similar and distinctive features in the expression of motivation are determined by national-cultural (linguocultural) characteristics.

Stereotypes in the process of motivation are based on what is the nationality and mentality of the people. In the choice of linguistic units that express motivation, their belonging to any language is of great importance. For each nation has its own national and cultural values.

Informing in various ways about the consumer characteristics of goods, encouraging the service sector in order to sell them for this today, advertising helps. Advertising texts are created to purposefully induce consumers to influence to increase demand for the advertised product or service. Before choosing one or another method of influence, the advertiser determines for himself what purpose he pursues in this case in order to realize it in a certain type of advertising.

Literature review. Encourage advertising text depends on the headline, subtitle, body text, captions and comments, advertising slogan. The success of incentive advertising depends on its linguistic expression. Units of all levels of the language are involved in creating text that is able to inspire and attract attention and at the same time be remembered.

The purpose of inducement is the immediate response of consumers to advertising, the desire to purchase a product or use a service. To do this, advertising messages use the following urges: "Call right now", "Come to our store and you will find out about our discounts and promotions". Thus, motivation is aimed at encouraging the consumer from perception to action, so the motivation always looks like a short slogan or motto in which this call is hidden.

Since the ultimate goal of advertising is still a purchase, therefore, in his message, the advertiser must clearly state what kind of action the consumer should take

- buy, call, register, etc. With life experience, education and competence, people can still resist simple methods of suggestion, so there are specially designed techniques to neutralize the ability to resist exposure.

Analysis. In world history, globalization is one of the main trends in modern society. Societies are becoming interdependent in all aspects. Humanity is turning into a social integrity that embraces all people living on Earth, which is primarily due to the dominance in culture of the tendency towards uniformity. The media is expanding access to this trend.

In modern conditions, the media is subjected to serious tests. There are significant gaps in the information space, information links are disrupted between members of society, various categories of the population, between society and the individual, the state and its citizens, the region and the center, etc.

In the theory of the media, five of their functions are usually distinguished: informational, transformative, cognitive-cultural, entertaining and mobilizing [9].

L.V. Volodina believes that millions of people become witnesses of events that have taken place in different places, join the same cultural experience, contributing to the unification of their tastes and preferences [2].

Broadcasting information - the first and main task of the media, news of the domestic and foreign policy of the state, events in the business, cultural and public life of the country - form the basis of the information block of any media product (newspaper, magazine, radio or television program). Newspapers and magazines, radio, television, cinema, along with the information function, are also designed to entertain their audience. It can be assumed that "lightness" both in content and in the form of media products, their visibility, entertainment are becoming the main qualities of modern media [9].

In advertising, the category of incentive is the main feed. The study of the category of incentive is one of the most pressing problems of the studied linguistics. Incentive means to cause a change in the surrounding reality to something or someone. It is recognized that motivation as one of the communicative-pragmatic categories of the proposal plays an extremely important role in human activity. An incentive statement implies an indication of the need for the addressee to perform this action, while the need may be due not only to the subjective desire of the addressee, but also by objective circumstances. For a long time, researchers considered the grammatical form of the imperative as the main marker of incentive, as a result of which scientists had no interest in studying incentive due to its relatively simple structure[10]. Motivation is a psychological operation carried out in the process of formulating assignments, questions, commands and comments that organize the work of students and encourage them to take action [1].

The category of incentive is one of the most dynamically developing areas of modern theory of knowledge. The imperative, considered as one of the oldest semantic universals, is represented in almost all languages, in all types of texts and has a global meaning in communication and human activity.

N.V. Gurova considers the category of incentive - the leading feature of modern political interaction - is explicitly and implicitly embodied in a wide variety of linguistic forms, effectively expresses the addressee's will, calling for a reaction in the

form of a specific action, is a socially significant, important and in-demand reality, an insufficiently studied and promising object for further scientific search".

The linguistic perspective has clear contours, since it includes a number of issues related to the speaking subject, addressee, their interaction in communication, with the communication situation. One of the main sections of linguistics is this called the theory of speech acts, "which studies a statement with point of view of its illocutionary function" [7].

The transfer of culture is the most general and broader function in its content. The media, being one of the main agents of socialization, has a direct impact on the formation of the value orientations of the younger generation, creates and reproduces cultural myths characteristic of a given society.

Conventionally, two aspects of the transfer of culture can be distinguished: modern and historical. They are complementary and intersecting levels of translation of cultural models. The modern aspect is aimed at the formation of a dominant system of values in society, while the historical aspect includes the accumulation and preservation of cultural heritage, the history of both a separate state, community, group, and society as a whole. Thus, the mass media are simultaneously a means of preserving existing cultural models and producing cultural innovations [9].

According to J. Austin, the theory of speech acts is connected, first of all, who first drew attention to the fact that the utterance of an utterance can be not only a message of information, but also many other actions (a request, advice, question, order, warning, etc.) etc.). All these are speech actions, or speech acts. Of course, sentences are used in speech acts, but a sentence and a speech act are phenomena of a completely different nature.

Making a statement (performing a speech act), the speaker condemns it performs two actions simultaneously: the actual pronunciation; utterances are a locative act; and an illocutionary act such as, expression of a statement, promise, request, etc. In other words, in addition to the transmission of the message, the implementation of the communicative the speaker's intentions.

In connection with the addressee of speech, the following are studied:

1) interpretation of speech, including the rules for the derivation of indirect and hidden meanings from the direct meaning of the statement;

2) the impact of the statement on the addressee;

3) types of speech response to the received stimulus.

In connection with the relationship between the participants in communication studied:

1) forms of speech communication;

2) the social and etiquette side of speech;

3) the ratio between the participants in the communication;

In connection with the communication situation, the following are studied:

1) interpretation of deictic signs;

2) the influence of the speech situation on the subject and form communications) [5].

One of the reasons for the cautious attitude of linguists to advertising is the extreme heterogeneity of objects attributed to this concept, both in semantics, and in

the size of the text, and in its compositional structure, and even in genre varieties. The difficulty of studying advertising is due to the mobile dynamic nature of this phenomenon.

The search for new forms and methods of advertising impact leads to a constant renewal of advertising methods, resulting in original genres, non-traditional ways of presenting information, etc. It is pragmatics that makes it possible to single out a stable, regularly repeated component of the content structure that identifies advertising at the first stage of text mastering.

This component is an advertising offer, the presence of which distinguishes the advertising text from other texts. "The essence of the advertising proposal is reduced to the verbal presentation of the subject of advertising to the recipient in the most favorable form for the source," notes E. L. Shamsutdinova [10].

However, in addition to the advertising offer, a number of other specific criteria of the object under study can be distinguished, reflecting its similarities and differences with related phenomena. A special section of this study is devoted to the analysis of differential and integral features of advertising.

In the "Explanatory Dictionary of the Russian Language" S.I. Ozhegova and N.Yu. Shvedova, we find the following interpretation of the word advertising: "Notification in various ways to create widespread awareness, attract consumers, viewers" We think the most successful definition given in the Great Encyclopedic Dictionary: "Advertising (French. reclame, from lat. reclamo - shouting) information about the consumer properties of goods and types of services in order to create demand for them".

Being an integral part of the modern print edition, advertising, as well as reporting, news publications, performs its information function. By itself, the dissemination of information about goods and services can be called information. However, advertising information has its own specifics. Advertising texts by their nature cannot (and should not) be neutral, conveying some information to a particular audience. RI Mokshantsev points out the importance of the emotional component in advertising: "If a person does not find anything interesting, emotionally colored for himself, then he may not have a desire to make a purchase. Often, advertisements that are created without taking into account the emotional reactions of the consumer, cause a clearly negative attitude towards the subject of advertising". This means that the ad has not achieved its main goal [6].

Discussion. The category of incentive is one of the permanent semantic components of advertising, since the incentive is due to its very nature. The interest in advertising discourse is constantly growing as one of the types of speech communication, which opens up new possibilities for the functioning of the language. Advertising enters the life of society, has an impact on the individual, because of this, we can say this is important for educational factors, since it plays a big role in the life of mankind.

The increased interest in the advertising text on the part of linguists is associated with the desire to understand how the attitude and intention are realized in linguistic terms, namely in terms of its expression by linguistic means. Numerous works devoted to advertising differ in the range of different directions of research. A large number of

works are related to economic marketing works, others are devoted to the sociological aspect, and still others are focused on the psychological parameters of advertising.

Obviously, the category of motivation plays an essential role in the construction of an advertising text, since any such text is designed to go through some stages of psychological impact. For example: to induce something, to attract attention, to arouse interest, to induce a desire, to lead to a decision, to allow or refuse a purchase decision, to advise someone about something, etc. So we can say that the category of incentive is an integral part of the advertising text.

The task of motivation is to achieve an immediate reaction to advertising, to "induce" a potential buyer to a very specific action - to buy a product or use a service. In advertising practice, motivation does not play an independent role; it acts as the final stage of influencing a person after he has been convinced or inspired that it is necessary to perform a certain act - a purchase. The goal is to urge potential consumers "Visit our fitness club" cannot be effective if we do not inform about its distinctive features and do not convince advertising viewers of the advisability of visiting this particular institution. Here, however, there are also exceptions to the rule. This was the advertising slogan - "Drink Sosa-Cola". And he very effectively exerted his influence. The fact is that Coca-Cola has long ceased to be just a carbonated drink, for the majority of the population of our planet this brand denoted (symbolized, associated, brought closer to a dream, etc.) the American lifestyle (also, by the way, nothing else but a promoted advertising brand) and is so well known in the world that there is no need to talk about its consumer qualities.

Conclusion. Thus, advertising attracts the attention of researchers in various scientific disciplines: psychology, sociology, communication theory, translation theory, linguistics, and cultural linguistics. As a rule, advertising is considered from the point of view of the peculiarities of its design, functioning, methods of influencing the recipient. In other words, in most cases, researchers represent the position of advertisers, advertising manufacturers. Any advertisement is a condensed (sometimes up to one phrase, motto, appeal) text.

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THE USE OF LIMITED VOCABULARY IN THE LYRICS OF THE POET ERKIN SAMANDAR

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Аннотация: Мазкур мақолада ҳар бир шоир ижодининг ўзига хослигини белгилаб берувчи хусусиятлардан бири бўлган сўз танлаш маҳорати масалалари илк бора шоир Эркин Самандар лирикаси мисолида ёритиб берилади. Шоир лирикасидаги чегараланган лексик қатлам диалектизмлар, историзмлар, архаизмларнинг қўлланилиши, уларнинг кўлами ва шоир ижодининг ўзига хослигини таъминлашдаги роли масалаларига эътибор қаратилади.

Калит сўзлар: Эркин Самандар лирикаси, поэтик лексикология, лингвопоэтика, чегараланган лексика, диалектизм, историзм, архаизм.

Annotation: In this article, the issues of word choice, which is one of the defining features of each poet's work, are first covered in the examples of the poet Erkin Samandar's lyrics. The attention is focused on the limited lexical layer in the poet's lyrics, dialectisms, historisms, the application of archaisms, their scope and their role in ensuring the originality of the poet's work.

Key words: Erkin Samandar lyrics, poetic lexicology, lingvopoetics, limited vocabulary, dialectism, historism, archaism.

Introduction. The Uzbek people have an ancient and rich written literary heritage and are one of the nations with high spirituality and culture that have created world-renowned masters of the art of speech. All the vocabulary of our national language, its colorful edges are reflected in our works of art. Therefore, the study of the language of works of art from a linguistic point of view, the linguistic study of the poetic features of the text serves as the main criterion in illuminating the creative skills. This task is performed by lingvopoetics in science. Erkin Samandar is one of the elder creators of the Khorezm literary environment and presented about ten novels, more than ten

dramas, many essays, journalistic works and collection of poems as "Mening yigit vaqtim" (1979), "Bu bog'ni qaysi bog' derlar" (1982), "Bahor oqshomlari" (1984), "Yurakka yo'l" (1990), "Amu jilolari" (1966), "Vafo degan gavhar" (1975), "Dunyoning yoshligi" (1970), "Nazm nafasi" (2015) to readers.

Analysis of the relevant literature. In recent years, the principle of linguistic analysis of the literary text, the coverage of its emotional-expressive features in philological research has become more active. In particular, this can be clearly seen in G. Rikhsieva's "Reflections on the basics of linguopoetic research" [1.84-86], B. Fayzullaev's "Dialectisms and their role in fiction" [2.35-38] and other studies.

However, at the same time, the literary environment of Khorezm, its creators, in particular, the works of Erkin Samandar, are being studied for the first time in linguistic and poetic terms.

Research methodology. The methodology of our research is formed by the views of President Shavkat Mirziyoyev on the introduction of our national values to the world, the scientific study and application of the works of Uzbek literature.

Analysis and results. There is very little research on the works of Erkin Samandar, or rather it is just beginning. His lyrical works are widespread among readers, and the range of themes is colorful, artistically and aesthetically high, rich in deep ideology and philosophical observations. The study of their art on the basis of linguistic analysis, the elucidation of the linguistic features of the artistic style, the demonstration of the functional-semantic features of the poet's vocabulary, the discovery of the importance of stylistic figures in art represent the content of our work.

The results and conclusions of the research can be used in writing the history of literature, in the preparation of textbooks, manuals on the subject of Uzbek literature, teaching electives in higher education, lectures on linguopoetics, compiling an explanatory dictionary of terms in literature and linguistics.

Conclusions and suggestions. Lexical resources play a major role in linguopoetic analysis. In the poet's poetry, the principle of appealing to the limited lexicon of language is a priority. The poetically demanding examples of dialectics, archaisms, and historisms in the verses of the poem contributed to the elevation of various aspects of art. In the poems of the writer, lexical units of Khorezm dialect such as "chaga, shig'ir, mutajana", archaic words "aqcha, ganj, tillo", "lashkar, sipoh, vazir, mufti" belonging to the historical lexicon were included in the text and fulfilled a certain poetic function. The poet's research in this area has brought the linguistic richness of the poems to a higher level. In turn, the artistic text brings to life the local color, the historical reality.

Erkin Samandar mastered his native language to a high degree and was able to feel its finest nuances in the verses of the poem, feeling them down to the finest points of the language. In this regard, the linguopoetic analysis of the poet's creative heritage can provide important theoretical information for modern literature.

The main text of the article

Artistic creativity requires the effective use of all levels of the national language.

The thematic scope of the poet's poetry covers as wide a field as life. Therefore, in lyricism, all the richness of the lexicon (dialectisms, historisms, archaisms), which is limited by the need for images, is present in the layer of own and assimilated words.

This direction is called poetic lexicology in the context of lingvopoetic research [1. 84-86].

The creator does not allow randomness in the choice of words, whether in poetry or prose. Limited vocabulary uses lexical resources only for specific purposes.

Their use is an important factor in the realization of the poet's artistic intention. In Erkin Samandar's lyrics, special attention is paid to limited vocabulary and assimilation.

First we will focus on the elements of dialect in the poet's lyrics. In linguistics, this field is called dialectics. Linguist B. Fayzullaev, who studied this field, writes: "Words and phrases that are used in a literary language for some reason and for a specific purpose, reflecting the phonetic, morphological and syntactic features of a particular dialect and local dialects, are dialectisms" [2. 35-38].

Erkin Samandar is a child of Khorezm and was born in the Oghuz dialect. For this reason, in his poems there are lexical units related to this dialect:

Nahordek jilvagar sernoz,

Bahordek durmishi pardoz,

Vafodek nodiru mumtoz,

Amudek serjilo, lazgi ("Nazm nafasi (Breath of Poetry", Page 167).

Since the poem discusses the Khorezm lazgi (Khorezmian dance), it is natural that the use of a beautiful word typical of the oasis in it adorns the verses and the text. For this reason, the poet mentions the name Amu to give his work a local color, while at the same time inserting the word "durmushi" into the verse. The word in Uzbek literary language means "standing". Of course, if an alternative in literary language is added to this verse, the metre will be broken. Moreover, the poetic tone in the poem will be completely extinguished. In this sense, the inclusion of this dialectal word in the poem justifies itself from an artistic point of view.

In the poetic drama "Ajdodlar qilichi (Sword of ancestors)", there is a monologue of Jaloliddin's mother:

Men so'ylasam quloq solar na'ramga ellar,

Aks-sado berar notinch, o'tkinchi shamol.

Ohlarimni bir xas kabi uchirmoq bo'lib,

Duvalangga aylanadi sokin yel gohi ("Nazm nafasi (Breath of Poetry", Page 256).

In Khorezm Oghuz dialect, the word "duvalang" means dust, strong wind, storm.

The poet wrote this drama on the basis of complex events in the history of Khorezm. The use of local dialect words in the process of depicting life events automatically places a responsibility on the writer. The poetic piece also has an artistic purpose related to metaphor. The poet aims to transfer the storm of nature to the mother's heart, to serve to express the mental state of the mother. Therefore, the use of "duvalang" instead of the word storm is very appropriate to the essence of the work, to express the feeling of the image.

The creator approaches the use of dialect words taking into account the essence of the text. The poem "Davdon Chiqirchi" tells the story of Isfandiyar, the khan of Khiva, who forcibly took Davdon's horse.

Birinchi bor yig'ladi Davdon,

O'z ko'zida yosh ko'rdi hunli,

Va ko'rdiki, saqanqur ekan,

Isfandiyor saroyda **ulli** ("Yurakka yo'l (The way to the heart)", Page 144).

The poem condemns Isfandiyar's violent actions.

Isfandiyar is known as the most oppressive khan among the rulers of Khiva. If you look at the poem, the poet calls it "saqanqur". "Saqanqur" means goat sucker. There is also a metaphor in the meaning of this name. If the goat forces the animals to suck, the khan is concluded that he is a tyrant who sucks the blood of the people. Now, as for the dialect word "ulli" in the verse, this lexeme can be called great. But the poet does not want to call a disgusting person like Isfandiyor a khan, a great man. This is the purpose of including the word "ulli" in the poem.

It is difficult to find literary alternatives to some of the dialectical units used in the poet's poems. Here is an example:

Shamolga qo'l bergach Qoraqum

Chagalar suv kabi oqarlar ("Yurakka yo'l (The way to the heart)", Page 101).

In the Uzbek literary language, the word "chaga (sand)" is used in two senses: the first is the fine particles of sand. The second is sand, desert in general.

In Khorezm Oghuz dialect, sand particles are called "chaga". The sand is understood as a whole, a piece of "chaga". In this sense, the poet correctly described the phenomenon of sand movement in the wind. Logically, it is not sand, but sand particles that flow like water.

The word "shig'ir" is used in the Khorezm colloquial language:

O'tib borar arava asta,

Shig'irlarni ortda qoldirib ("Yurakka yo'l (The way to the heart)", Page 150).

In the local dialect, the trail left by the cart on the road is called "shig'ir". In fact, the poet had a different purpose than to mention the word "shig'ir". This passage is taken from a poetic drama dedicated to the life of the poet Avaz.

Another poetic meaning of the word "shig'ir" is also inserted throughout the poem:

Ingrar inson **xud** yer singari,

Manglayida ajinlar **shig'ir** -

G'amzalari qayg'u izlari,

The poet notes that during the reign of Isfandiyar, poets were expelled from the palace, ordinary people suffered, and the marks on their foreheads multiplied like the trails of a cart. The word "xud" is also used in the verses. This dialect word is an abbreviated form of word "xuddi (the same)" in literary language.

Erkin Samandar was able to use dialect words in various ways in his works.

In this poetic drama we are talking about, a lot of dialect words were used. This situation is evident in Avaz's monologues:

Mayliga siz yuring gulshanda...

Mayli, men o'rtanay kishanda,

Ig'voni na ichon-deshonda

Ko'rmoqqa ko'zim yo'q, Tabibiy ("Yurakka yo'l (The way to the heart)", Page 137).

The word "ichon-deshon" in the poem means inside-outside in literary language. Here the poet Avaz refers to the Ichan-kala and Deshan-kala of Khiva city. Because at that time, there were a lot of gossipers of Avaz in the palace and beyond.

Erkin Samandar also proved that it is possible to write playful poems using dialect words:

Yoringmi go'zal, so'z qotdi sabo, **hova** dedim men,

Yuzing na sariq, boqmasmi qiyo, **hova** dedim men.

Sen singari har taraf yugurmasmi Samandar,

Ul aytdi senga ishqmi balo, **hova** dedim men ("Nazm nafasi (Breath of Poetry", Page 140).

Everyone knows that in Khorezm the word "hova" is used in the sense of "yes". That is why the poet was able to create beautiful verses that are playful and humorous, adding this word to the composition of the radif (poetic art).

In the poem "Amudaryo qo'shig'I (Song of the Amu Darya)", the poet skillfully uses this word and gives the work a local spirit:

-To'lqinlarim, bolalarim, bedormisiz?

-**Hovva, Hovva**

-Harsanglardan, bo'g'otlardan bezormisiz?

- **Hovva, Hovva** ("Nazm nafasi (Breath of Poetry)", Page 183).

The poet always seeks the idea of revealing a purpose in a poem. The conversation with the waves of the Amu Darya ends with his bitter groam:

-Orol sari sizni boshlab borolmasman, Bilarmisiz bunga toqat qilolmasman.

-**Hovva, hovva!**

The main goal of the creator is to shed light on the tragedy of the drying up of the Aral Sea.

The poet sometimes gives the dialect words together with the alternative in the literary language. As a result, the meaning of the text expands and intensifies:

Jo'ji keladi deb bo'ji kelar deb,

Taqa-taq yopib bor eshik-**qopuni**, ("Nazm nafasi (Breath of Poetry)", Page 269).

This situation can also be observed in the following passage:

Noumidlik qa'rida na **haz**-huzur,

Bor umidning bag'rida har lahza nur. ("Bu bog'ni qaysi bog' derlar (Which garden is this))", Page 76).

The word "sas" is not actively used in the Uzbek literary language. But in Khorezm, this word is often used in oral speech. That is why the poet used it with a synonymous pair:

Men so'zingman, ovozing, sasing,

Qushga do'nib havolandim men.

Uchdim qoya, cho'qqilar osha,

Zamin ishqi bilan yondim men ("Bu bog'ni qaysi bog' derlar (Which garden is this))", Page 4).

The word "do'nib", which is characteristic of the dialect, is also used in the four passages, which corresponds to the word "turn into" in the literary language. The inclusion of this dialectal word in the verse raised the poetic spirit to a certain extent. Its meaning within the text can be easily understood by the reader.

In Erkin Samandar's poetry, dialectal words are used more actively. Each of them was used for a poetic purpose, to increase the meaning of the poem, to increase its poetic relevance, to highlight the national color.

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DIRECTIONS TO INCREASE HUMAN CAPITAL AND ITS EFFICIENCY IN MANAGING INNOVATIVE ENTREPRENEURSHIP

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Annotatsiya. Ushbu maqolada tadbirkorlik, uning zamonaviy turlaridan biri hisoblangan innovatsion tadbirkorlikning xususiyatlari hamda uning iqtisodiyotda, mahsulotning hayotiylik siklini oshirishda va inson kapitalining innovatsion rivojlanishidagi o'rni to'g'risida so'z yuritiladi.

Kalit so'zlar: tadbirkorlik, ekologik tadbirkorlik, ijtimoiy tadbirkorlik, innovatsion tadbirkorlik, raqamli iqtisodiyot, inson kapitali, personal, HR-menejment texnologiyasi, venchur investitsiya, o'rta sinf, mahsulotning hayotiylik sikli, texnologik innovatsiya, tashkiliy innovatsiya, tizimli innovatsiya.

Аннотация. В данной статье обсуждается предпринимательство, характеристики инновационного предпринимательства, которое является одним из его современных видов, и его роль в экономике, увеличении жизненного цикла продукта и инновационном развитии человеческого капитала.

Ключевые слова: Предпринимательство, экологическое предпринимательство, социальное предпринимательство, инновационное предпринимательство, цифровая экономика, человеческий капитал, персонал, кадровые технологии управления, венчурные инвестиции, средний класс, жизненный цикл продукта, технологические инновации, организационные инновации, системные инновации.

Abstract. This article discusses entrepreneurship, the characteristics of innovative entrepreneurship, which is one of its modern types, and its role in the economy, increasing the product life cycle and the innovative development of human capital.

Key words: Entrepreneurship, environmental entrepreneurship, social entrepreneurship, innovative entrepreneurship, digital economy, human capital, personnel, HR - management technology, venture investment, middle class, product life cycle, technological innovation, organizational innovation, system innovation.

Introduction. Subsequent research in the field of entrepreneurship and its advanced areas and the widespread implementation of their results are of great economic and social significance. Indeed, a number of modern areas of entrepreneurship are emerging, such as environmental, social and innovation. In particular, innovative entrepreneurship is a process that combines all the key features of the digital economy, with its scientific, methodological and practical research on organizational, product and marketing types, as well as major changes in socio-economic life require the rapid development of this field.

The first decades of this century the financial and economic crisis, which has caused significant damage to the steadily developing world and national economies, and the negative effects of the pandemic, which is becoming more severe and its consequences are still ongoing, are seriously damaging socio-economic development.

The source of overcoming this difficult situation is knowledge, information and communication technologies, innovative economy based on human capital and its development, as well as entrepreneurship and its innovative direction based on the effects of the human factor [1].

The essence of this priority area of innovative entrepreneurship, formed under the influence of human capital and, in particular, innovation, is the combination of these factors and is a "phenomenon" of industry development. The degree to which these factors are applied appropriately determines the prospects for innovative entrepreneurship and the development of innovative economy under its influence.

Literature view. Active people, widely engaged in innovative entrepreneurial activities, formed on the basis of advanced scientific and technological achievements of mankind, with the rapid development of the industry form a separate social class and become a progressive, creative force of society - the middle class. The growth of the status and share of this social class in society and its formation as a force capable of solving serious socio-economic problems serves as a specific "phenomenon" of national development.

The existing internal and external factors, innovative entrepreneurship, which provides sustainable development and competitiveness based on the achievements of the digital economy, have improved and are occupying new promising markets with new types of goods and services. Innovative entrepreneurship also makes effective use of relatively risky investments, such as venture capital, which is one of the new forms of investment, attracting additional financial resources to produce the innovative goods they create, reducing product costs and making product life cycles more efficient.

The level of innovative entrepreneurship is determined by the growing share of the number, quality and volume of innovative goods and services produced in the economy on the basis of intellectual property in total production.

The creation of an innovative product is directly related to the doctrine of the life cycle of goods. This doctrine was created in the 1970s, and its essence is defined by

everyone, including the entrepreneur, who combines the harmony of human and financial capital, and it recognizes the priority of human capital [2].

According to the life cycle doctrine, the total wealth of an entrepreneur consists of the sum of the human capital and available financial assets earned by his lifelong labor activity. His entrepreneurial ability is seen as an additional principle of life cycle education and is an important ability to increase entrepreneurial income by making the right and effective decisions to protect him from such risks due to a number of characteristics such as risk aversion.

Research methodology. A number of research methods such as socio-economic analysis, morphological analysis, synthesis, comparison, abstraction, induction, deduction and others were used.

Analysis and results. Entrepreneurs who are carrying out in entrepreneurship, especially in innovative entrepreneurship, which is its leading direction, is very talented and enterprising, which is characterized by the fact that it is a valuable and unique part of the labor market, especially the intellectual labor market. The fact that the human factor is the capital that forms the material and personal form of innovative entrepreneurship - human capital - is even more evident in the higher sphere of entrepreneurship. Finding solutions to such interdependence and compatibility problems of innovative entrepreneurship is an object of interdisciplinary research, which will involve not only economists, but also managers, sociologists, and psychologists.

In turn, the complexity, multifaceted nature of the issues of innovative entrepreneurship, formed and developed by the human factor, and the addition of this factor express the new essence of human capital. Given the multifaceted nature of the human factor in creative entrepreneurship, we consider it appropriate to divide the elements that affect it into three main groups.

The first and most important group of the human factor in innovative entrepreneurship is the intellect, professional, mental, organizational and a number of personal classifications of the person operating in this business.

The second group of factors includes the mechanisms and tools that affect the effective management of the human environment, its conditions in the system of innovative entrepreneurship. They also include the organizational culture of innovative company management, management, innovative, inventive skills of staff, their suggestions and opinions, as well as HR-management technology.

The third group of the human factor includes all the external factors that represent the types of infrastructure services required for the rapid development of innovative entrepreneurship.

These external group factors ensure more effective operation in cooperation with the above first and second group elements of the innovative company through infrastructure organizations, enterprises. In particular, they include the reproduction of human capital through the infrastructure of innovative business companies, the regulation of economic relations between different economic entities, the activities of the middle class in the field of innovation, production and commercialization of new products and technologies. ensures the creation of an innovative environment through.

Scientists who have studied the properties of these environmental factors appreciate their active effect on humans and graphically represent the main factors that shape intellectual potential, their types and interrelationships [3] (Figure 1).
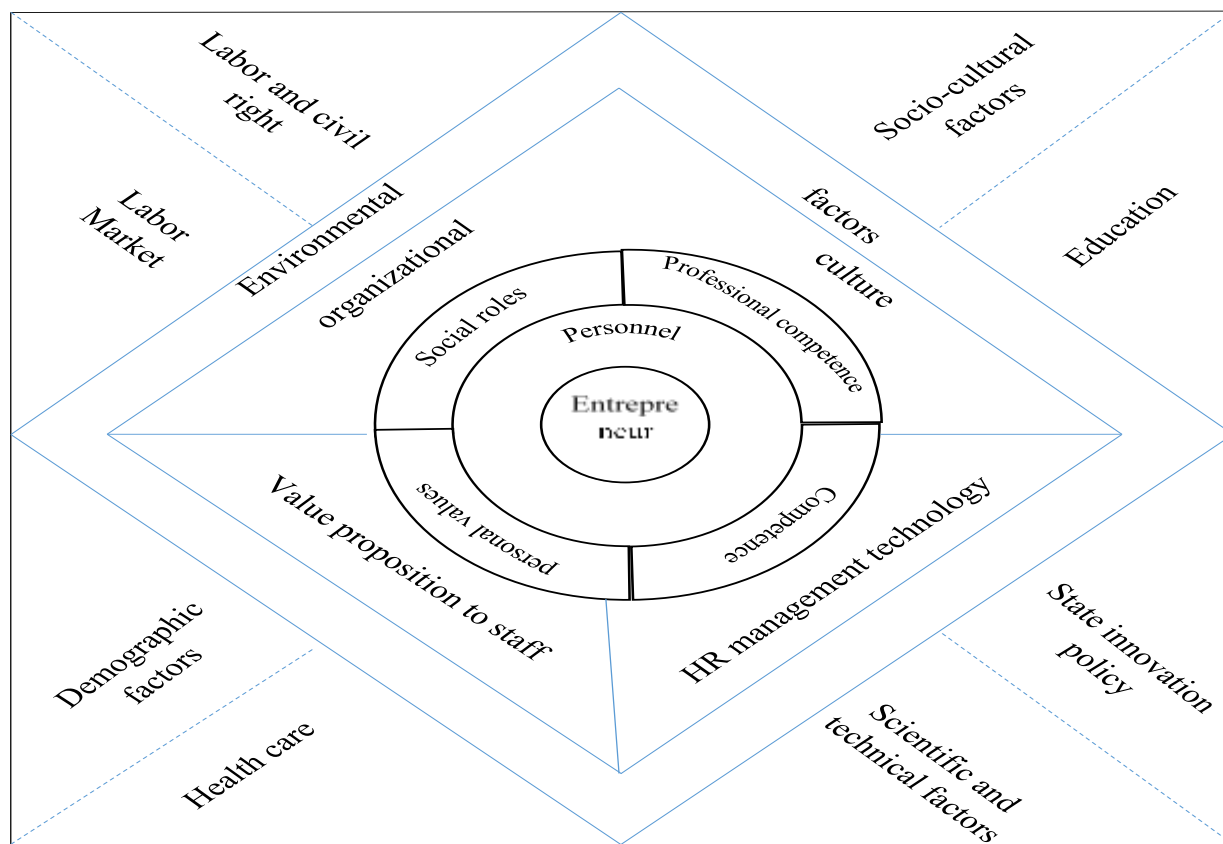
Figure 1. Factors determining the efficiency of human resources in innovative business.

The external factors used in determining the efficiency of human resources in the innovative business shown in the diagram include, first of all, the characteristics of the person himself. These descriptions of man are characterized by:

- With its own deep vital interests as an object;
- Ability to solve certain professional tasks on the basis of competence;
- With some personal qualities as a person;
- As an individual, it is characterized by a number of factors, such as the ability to perform organizational work that has a certain social significance in the community [4], [5].

These external factors and the human impact on innovation activity, as well as the factors that characterize the human living environment in an innovative business system, need to be studied in relation to each other. Therefore, the problem of increasing the innovative efficiency of man can be effectively solved through theoretical research and the introduction of human resource management practices in business through a systematic approach.

In the future strategy of innovative development of the national economy, human capital is considered to be one of the most effective ways of material production, investment and placement of human resources.

Conclusions and recommendations. Based on these scientific approaches, it would be appropriate to highlight the following as areas of organizational management of innovative entrepreneurship:

- Technological innovations, for instance, methods of work, work processes, various devices and equipment;
- Innovations in products and services;
- Innovations in the organization's staff, organizational culture;
- Structural and systemic innovations related to the improvement of administrative management.

It should be noted that many of the businesses in this group can be considered as a more complete and perfect approach to the type of organizational innovation offered, and it may be appropriate to apply it in practice.

Another important feature of this scientific approach is that the need for research of technological innovations is reflected in the introduction of electronic document management in the organization of the human factor in information and communication technologies, the transition to low-cost consumer services, structural changes, that is, an approach that emphasizes the scientific and psychological side of administrative management, as well as approaches aimed at increasing the confidence and dignity of employees of the management system.

In our opinion, the effectiveness of the organizational direction of innovative entrepreneurship will lead to the improvement of personnel policy in the field of entrepreneurship, more efficient use of human capital. Namely:

- Staffing and optimization of their staff;
- Widespread introduction of information and communication technologies related to personnel issues and electronic document management in the effective management of the organization;
- Management support and financial incentives for various innovative initiatives of employees;
- Broad involvement of employees in all stages of innovation processes and decision-making;
- Carrying out continuous training and retraining of personnel;
- Improving the organization of labor and the widespread use of incentives;
- Improving the organization of management, which is an active part of human capital, improving their working conditions at the required level and taking care of them.

It is also important to improve the psychological and social environment in the organization, to effectively protect employees and individuals from emotional distress and depression in order to increase the passion, aspiration and interest of employees in innovation. The introduction of such consistent measures related to human capital will further increase the innovative knowledge and skills of management staff, ensure the continuity of material and spiritual motivation, improve the atmosphere of spiritual and personal confidence and interest in the team and creates innovations.

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DEVELOPMENT AND EVALUATION OF A MULTIFACTOR ECONOMETRIC MODEL OF FACTORS AFFECTING THE NET ASSETS OF INVESTMENT FUNDS IN UZBEKISTAN

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Аннотация: Ушбу мақолада мамлакатимизда фаолият юритаётган инвестиция фондлари "Камалак" ва "Даромад-плюс" АЖнинг соф активларига таъсир қилувчи омилларнинг регрессион ва корреляцион модели тузилган, ҳамда ушбу модел асосида инвестиция фондларининг соф активлари ўсишига таъсир қилувчи омиллар 3 та сценарий бўйича прогноз қилинган.

Калит сўзлар: инвестиция фонди, соф активлар, эконометрик модел, прогноз, гипотеза, регрессион ва корреляцион таҳлил, гетероскедастик тест,сценарий.

Резюме: В данной статье разработана регрессионно-корреляционная модель факторов, влияющих на чистые активы инвестиционных фондов, действующих в стране «Камалак» и «Даромад-Плюс» АО, и на основе этой модели прогнозируются факторы, влияющие на рост чистых активов инвестиционных фондов в 3 сценариях.

Ключевые слова: инвестиционный фонд, чистые активы, эконометрическая модель, прогноз, гипотеза, регрессионно-корреляционный анализ, гетероскедастический тест, сценарий.

Abstract: In this paper developed a regression and correlation model of factors affecting the net assets of investment funds of "Kamalak" and "Daromad-plus" JSC operating in the country and on the basis of this model, the factors influencing the growth of net assets of investment funds are forecasted in 3 scenarios.

Key words: investment fund, net assets, econometric model, forecast, hypothesis, regression and correlation analysis, heteroscedastic test, scenario.

Introduction: The subjects of econometric modelling net assets of investment funds and their effective use in the context of modernization of the national economy have not been studied as a separate, independent object of scientific research.

Today, researches conducted on the activity of investment funds in the world economy, their new innovative forms and the widespread use of elements of the digital economy. At the same time, one of the most important issues is the assessment of factors influencing the net assets of index funds, as well as mutual funds, which are becoming more active in the securities market [1].

Investment funds, which are considered attractive in the global financial market, are losing their position in the Uzbek securities market. In this regard, one of our important tasks in attracting public funds to the securities market with the help of investment intermediaries is to "mobilize the funds accumulated in the hands of the population in the development of the economy, to strengthen the entrepreneurial spirit of the people" [2].

Literature review: Foreign economists Engle and Granger studied the dependence of variables using the OLS (Ordinary least squares) method to avoid creating a spurious model [3].

The Johansen cointegration method was formulated because there were a number of shortcomings in determining the short- and long-term relationship of variables using the Engl and Granger's method. The Johansen cointegration process is the maximum likelihood estimates (MLE) approach. In this method, the time series vector autocorrelation determines the cointegration of the vectors, taking into account the constraints placed on the non-stationary variables [4].

In his scientific study, Johansen showed the determination of cointegration through two statistical tests. The first is the Maximum Eigenvalue Test and the second is the Trace Test [5].

In statistics, the Breusch–Godfrey test is used to assess the validity of some of the modelling assumptions inherent in applying regression-like models to observed data series. In particular, it tests for the presence of serial correlation that has not been included in a proposed model structure and which, if present, would mean that incorrect conclusions would be drawn from other tests or those sub-optimal estimates of model parameters would be obtained.

The regression models, those the test can be applied include cases where lagged values of the dependent variables are used as independent variables in the model's representation for later observations. This type of structure is common in econometric models [6].

In recent years increasing the number of researchers conducting a research on the development of Investment funds in Uzbekistan. In particular, many researches have done efforts to develop the activity of investment funds and their organizational models [7]. Also, I.Abdullaev, K.Khamraev studied modelling factors affecting net assets of investment funds using autoregressive distributed lag (ARDL) model [8]. Sultanbaeva [9] elaborated on the conceptual aspects of the development of investment funds.

Although the authors mentioned above conducted researches on the subject, issues of econometric modelling of assessment of net assets of investment funds and their

effective use were not analysed in detailed. This, in turn, indicates that research in this area is a key issue today.

Methodology: Correlation and regression analysis methods used to find out solution of the research questions.

Analysis and results: The purpose of our study is to develop a model of regression and correlation of factors affecting the net assets of investment funds of "Kamalak" and JSC "Daromad-Plus" and make a forecast based on this model. In the research developed a multifactor regression and correlation econometric model based on the data for 2009-2018. In creating these models, we use the program Eviews 9, which is widely used in Econometrics. Before creating an econometric model, we select the variables. For the multifactor regression and correlation econometric model net assets (*nav*) of investment funds in the country were taken as an dependent variable and receivable accounts of investment fund (*ar*), payable accounts of investment fund (*cd*), total income of investment fund (*tr*) and total cost of investment fund (*te*) were defined as independent variables. Based on the above-developed following research hypotheses:

H1 - The volume of receivable accounts of an investment fund depends on the growth of its net assets and has a high impact;

H2 - The amount of payable accounts of an investment fund depends on the growth of its net assets and has a high impact;

H3 - The total income of an investment fund depends on the growth of its net assets and has a high impact;

H4 - The total cost of an investment fund depends on the growth of its net assets and has a high impact;

Based on the above hypothesis, formed following mathematical function:

$$N_{nav} = \alpha + \beta_0 A_{ar} + \beta_1 C_{cd} + \beta_2 T_{tr} + \beta_3 T_{te} + \varepsilon_i \qquad \beta > 0 \qquad (1)$$

Here:

N_{nav}- Growth of net assets of the investment fund;

A_{ar}- Growth of the investment fund's receivable accounts;

C_{cd}- Growth of the investment fund's payable accounts;

T_{tr}- Growth of total income of the investment fund;

T_{te}- Increase in the total cost of the investment fund.

In the construction multi-factor regression and correlation econometric model (1) the methods of OLS.

Before constructing a multifactor regression and correlation econometric model, we perform the analysis by bringing the selected variables to the natural logarithm to bring selected variables into the same index system.

Based on the hypothesis formed a multi-factor regression model considering net assets (types) of investment funds as a dependent variable and defining receivable accounts of investment fund (*ar*), payable accounts of investment fund (*cd*), total income of investment fund (*tr*) and total cost of investment fund (*te*) as independent variables. Taking into account the long-term influence of factors in formation of the multifactor regression model, effects of receivable accounts of investment fund (*ar*), payable accounts of investment fund (*cd*), total cost of investment fund (*te*) to net asset (*nav*) of the investment fund were estimated (Table 1).

Table 1

"Results of the multifactor regression analysis of the factors affecting the net assets of the investment fund "Daromad-plus"

Related variables: *lnnav*				
Method: The smallest squares				
Number of observations : 37				
Variable	Coefficients	Standard errors	t-statistics	P-value
lntr	0.236178	0.055279	4.272504	0.0002
lnte	-0.137818	0.111994	-3.15967	0.0000
lncd	0.082141	0.064940	1.264870	0.0148
C	3.238356	0.189493	17.08957	0.0000
Determination coefficient	0.991380	The average value of the dependent variables		10.53662
Adjusted determination coefficient	0.990597	Standard deviation of dependent variables		4.297114
Standard error of regression	0.416690	Akaike criterion		1.188860
The square sum of the remains	5.729822	Schwartz criterion		1.363013
The value of the maximum similarity function	-17.99391	Hannah-Quinn criterion		1.250257
F-statistics	1265.168	Durbin-Watson statistics		2.148700
Probability (F-statistics)	0.000000			

Based on the results of the calculations, the following multifactor regression model was formed.

$$\widehat{lnnav}=3.238356+ 0.082141\, lncd +0.236178\, lntr -1.137818\, lnte+\varepsilon$$

The results of regression analysis given in Table 1 shows that the net asset (*nav*) of the investment fund, which is a dependent variable of the investment fund "Daromad-plus", is effected by receivable accounts of investment fund (*ar*), payable accounts of investment fund (*cd*), total cost of investment fund (*te*). The adjusted determination coefficient showed how well the constructed model fit the data. This is because the closer the adjusted determination coefficient to one, the more likely independent variables: receivable accounts of investment fund (*ar*), payable accounts of investment fund (*cd*), total cost of investment fund (*te*) will substantiates the impact of the investment fund on changes in net assets. Which, allows to forecast accurately the value of the net assets of the investment fund. We perform a diagnostic analysis to determine forecasting accuracy of constructed model. First of all, we check that there is an autocorrelation problem in the residuals in the constructed model. Residual autocorrelation is determined by the Breush-Godfrey test (Table 2).

Table 2

Breush-Godfrey autocorrelation test result

F-statistics	4.472462	Probability F(2,4)	0.5197
Tracking * R-square	8.285463	Probability chi-square (2)	0.4159

There is no autocorrelation between the residuals based on the results of the Breush-Godfree test, which is a diagnostic test in Table 2. Because the Chi-square probability level is greater than 0.10, the null hypothesis suggests there is no autocorrelation of the residuals. In conclusion, it is obvious that there is no autocorrelation between the net assets of the investment fund: payable accounts, total income and total expenses, which are the data collected. The diagnostic test shows that the formed econometric model can predict. After the Breush-Godfrey autocorrelation test, we perform a heteroscedastic test of the residuals. Heteroscedastic test is determined by Breush-Pagan-Godfrey test (Table 3).

Table 3

Breush-Pagan-Godfrey heteroskedastic test result [1]

F-statistics	1.343230	Probability F(1,7)	0.2772
Observation*R-square	4.026459	Probability. CHi-square(1)	0.2586
Explained sum of the total squares	2.072092	Probability. Chi-square(2)	0.5576

From data given in Table 3, there is no heteroscedasticity between the residuals due to the Breush-Pagan-Godfrey heteroscedastic result. Because the Chi-square probability level is 0.5576 and greater than 0.10, null hypothesis suggests there is no heteroscedasticity the residuals. That is, the residuals of the structured model is homoscedastic. Diagnostic tests mean that if there is no autocorrelation in the residual of the constructed model, as well as homoscedasticity of the residual allows the model to use for forecast.

In summary, a percent increase in the total income of the investment fund leads to an increase in the value of net assets by 0.08 percent, and one percent increase in payable accounts of the investment fund leads to an increase in the value of net assets of the investment fund by 0.23 percent. However, an increase of one percent in the total cost of the investment fund leads to a decrease in the value of the net assets of the investment fund by 0.13. Excluding other factors (ceteris paribus), the payable accounts of investment fund, total income and total expenses together increase by 1 percent, resulting in an increase in the value of net assets by 0.18 percent. Using the above multi-factor regression analysis, we forecast the growth value of the net assets of the investment fund "Daromad-Plus" over the years in 3 scenarios, using polynomial, linear and exponential models, depending on the amount of payable accounts, total income and total expenses of the investment fund (Figure 1).
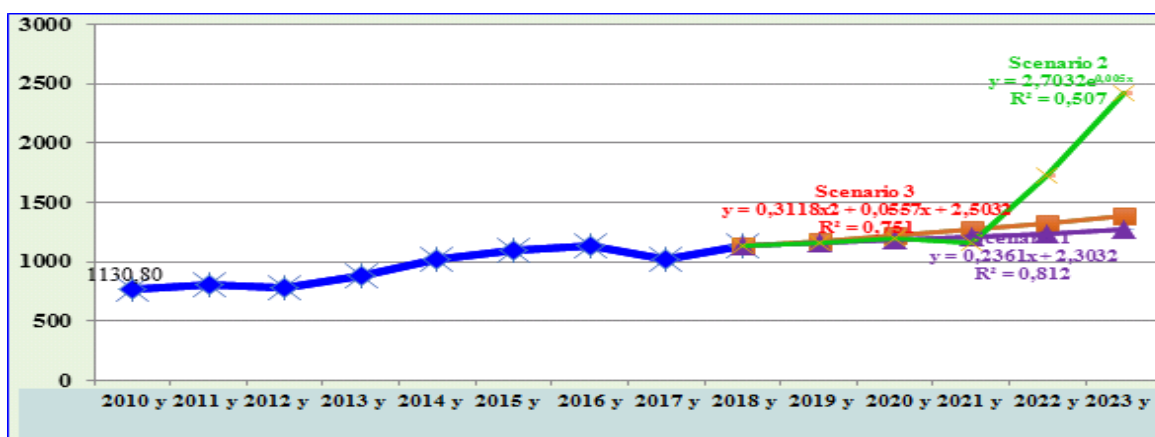
Figure 1. Forecast of growth of net assets of "Daromad-Plus" investment fund for 2020-2023 (billion soums).

Based on the factors influencing the growth of net assets of the investment fund of "Earnings-Plus" as well as impact payable accounts, total income and total expenses of investment fund and interdependence of their growth rate forecasted growth of net assets of the investment fund for 2019-2023 in three cases (Table 4).

Table 4

The forecast of growth of the value of net assets of the investment fund "Daromad-plus" in 2020-2023 (million soums).

Years	Scenario 1 Linear $y = 0,2361x + 2,3032$ $R^2 = 0,812$	Scenario 2 Exponential $y = 2,7032e^{0,005x}$ $R^2 = 0,507$	Scenario 3 Polyminal $y = 0,3118x2 + 0,0557x + 2,5032$ $R^2 = 0,751$
2020 y	1183,1	1192,4	1225,1
2021 y	1210,3	1161,0	1275,3
2022 y	1238,1	1730,8	1327,6
2023 y	1266,6	2413,6	1382,1

The data in Table 4 shows the linear analysis of Scenario 1, the value of the net assets of the investment fund is expected to reach 1266.6 million soums by 2023. According to the exponential analysis of Scenario 2, net assets of the investment fund of "Daromad-Plus" is expected to reach 2413.6 million soums by 2023. According to the semi-final analysis of Scenario 3, the value of net assets of the investment fund expected to reach 1382.1 million soums by 2023.

The study based on the factors affecting the growth of net assets of the investment fund "Kamalak" in country. The forecast indicators for the growth of net assets of the investment fund for 2020-2023 in three cases were determined based on the impact and interdependence of the growth of the payable accounts investment fund, total income and total cost (Table 5).

Table 5

Forecast of growth of net assets of Kamalak Investment Fund in 2020-2023, million soums

Years	Scenario 1 Linear $y = 0{,}2161x + 2{,}2032$ $R^2 = 0{,}852$	Scenario 2 Exponential $y = 2{,}7032e^{0{,}005x}$ $R^2 = 0{,}537$	Scenario 3 Polyminal $y = 0{,}3819x2 + 0{,}1909x + 2{,}6032$ $R^2 = 0{,}781$
2020 y	430,2	433,6	445,5
2021 y	440,1	422,2	463,8
2022 y	450,2	629,4	482,8
2023 y	460,6	877,7	502,6

The data in the table shows that based on the linear analysis of Scenario 1, the value of the net assets of the investment fund is expected to reach 460.6 million soums by 2023. According to the exponential analysis of Scenario 2, studying the impact of the increase in the value of net assets of the investment fund "Kamalak", the value of net assets of the investment fund expected to reach 877.7 million soums by 2023. According to the semi-final analysis of Scenario 3, the value of the net assets of the investment fund is expected to reach 502.6 million soums by 2023.

Conclusion: Changes in the value of net assets of investment funds in Uzbekistan are affected by long-term fluctuations in the payable accounts of these funds.

A percent increase in the total income of the "Daromad-Plus" investment fund will increase the value of net assets by 0.08 percent, and a percent increase in the payable accounts of the investment fund will increase the value of net assets of the investment fund by 0.23 percent. However, if the total cost of the investment fund increases by one percent, the value of net assets of the investment fund decreases by 0.13 percent, and the value of net assets increases by 1 percent. Excluding other factors (ceteris paribus), the payable accounts of investment fund, total income and total expenses together increase by one percent, resulting in an increase in the value of net assets by 0.18 percent.

A percent of increase in the total income of the "Kamalak" Investment fund will increase the value of net assets by 0.16 percent. An increase in payable accounts by one percent will increase net assets of the investment fund by 0.19 percent, but an increase in total cost of the investment fund by a percent leads to a decrease in the value of the fund's net assets by 0,25 percent. Excluding other factors (ceteris paribus), the value of net assets can be increased by 0,10 percent by increasing the payable accounts, total income and total cost of the investment fund by a percent at the same time.

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LESSONS FROM THE GLOBAL CRISIS: DESIRES FOR THE UNITED NATIONS

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Аннотация. Мақолада, юз берган глобал инқироз туфайли Бирлашган мамлакатлар ташкилотининг жаҳон ҳамжамияти олдидаги ваколатини келажакда кенгайтириш ва ошириш зарурлиги ғояси илгари сурилган. Унинг фаолиятига тегишли бир неча истаклар ёритилган.
Калит сўзлар: глобаллашув, синергетика, тартибли(чизиқли) ва тартибсиз(чизиқсиз) ўзгаришлар, коронавирус пандемияси, БМТ ваколати, аҳолининг табиий ўсиши.
Abstract . The article puts forward the idea of the need to further expand and increase the authority of the United Nations before the world community due to the global crisis. Several wishes related to his activities are highlighted.
Key words: globalization, synergetics, orderly (linear) and irregular (nonlinear) changes, coronavirus pandemic, UN mandate, natural population growth.

Аннотация. В связи наступлением глобального кризиса, в статье поднимается идея о необходимости дальнешего расшиферения и повышения статуса ООН перед мировым сообществом. Излагается ряд пожелания касающихся его деятельности

Ключевые слова: глобализация, синергетика, порядочные (линейные) и беспорядочные (нелинейные) изменения, пандемия коронавируса статус ООН, естественный прирост населения.

Introduction. In recent years, terms and concepts such as "Globalization", "Global Problems" have become popular. The term "Global" is derived from the French word "Global", which is the most general concept, which, by its scale and nature, includes the problems of the Earth, the planet. The origin of the process of globalization is directly related to the relationship of the "nature-man-society" trinity. This process did not suddenly reach its current level, it has a long history [4].

Critical analysis of the literature on the subject. Globalization is nothing new for science. Kepler was German, he worked at the observatory of the Danish aristocrat Tiycho Brahe, and was inspired by the polar Nicholas Copernicus, while Newton was English.This anecdote is used by El University professor Ramamurti Chankar to explain the tremendous changes that globalization has also brought to science. The tools used by physicists to communicate with each other have evolved over the centuries, but because of the universality of laws and natural phenomena, physicists from India, Japan, and Poland develop the same laws and study phenomena as in Greenland or Iceland. Professor Dinu Marin describes the concept of globalization as "the process of working in a global economy, capable of creating global decision structures aimed at solving global problems in a global society". Globalization works not by itself, but through economic and financial policies. These policies, like any subjective factor, can accurately reflect or deviate from reality [10]. Globalization is a complex process that began its symptoms a very long time ago, as can be seen from what has been described before (Pattern, 2009). Globalization has entered a rapid and multifaceted period since the second half of the twentieth century. Due to the development of science and technology, political, economic, social and cultural ties between the countries have been strengthened. Information technology has developed rapidly. International political, military, religious and sectoral associations have emerged. In particular, the establishment of the United Nations (1945), known as the House of Peace, was a "memorable step" in human history. As a result, efforts to study global problems and to openly acknowledge and address them rationally are intensifying. According to Ramona Nicolescu, the self-regulation of national systems is significantly influenced by the international elite, the central structures of globalization (United Nations, NATO, UN, Council of Europe, European Parliament, European Central Bank, etc Commitment to "globalization with a human face" is a strategic priority of UNESCO, and all its major programs are aimed at this. Its main goal is to make globalization fairer by enabling people to avoid discrimination and become equal members in the global arena.Although countries are unequal in what they belong to, globalization should benefit both the poor and the rich, and international financial institutions will be humiliated and insignificant if they are not accountable to all their members [12].

In North-South relations, the World Trade Organization has endorsed the neo-colonial tendencies of its rich members, allowing unprecedented wealth to be transferred from the poorest countries to the richest countries [13].

"I strongly believe that globalization is irreversible," UN Secretary-General Anthony Guterres said at the Asian Forum, which brings together leaders of political, business and civil society in Boao, southern China. "It has brought a lot of benefits – the integration of the world economy, the expansion of trade, the remarkable achievements in communications and technology," he said. But "a large number of people are lagging behind," he added, and "inequality is systemic and growing" Our address must be fair globalization that leaves no one behind as a path to peace and sustainable development, "Mr Guterres said at the annual Boao Asia Forum". But one thing must be very clear: we cannot make globalization fair through isolation, protectionism or exclusion". "Global problems need global multifaceted solutions".

The world economy is facing the first recession of the era of globalization. "Today, there is no similar system that governs the process of globalization. We have global governance without global government. In return, for the last 50 years we have had a system of institutions such as the WB, IMF and WTO, which are responsible for different segments of the process, development, trade, financial stability. The way these economic organizations are governed stems from the fact that they have evolved over the years: undemocratic, non-transparent, in the best interests of the poorest countries" [14].

One of the founders of the interdisciplinary scientific direction of synergetics, Nobel Laureate (1977) Belgian scientist I. According to Prigogine (1917-2003), in addition to the usual orderly (linear) changes in nature and social life, there are irregular (nonlinear) events, changes, processes, the direction of which is not clear. As a result of these changes, hotspots, AIDS, traffic accidents, strong earthquakes, floods, hot flashes, extreme cold, unrest and instability are on the rise in various parts of the globe. A little reason gives more results [5]. The strengthening of political, economic and cultural ties between the two countries, the activities of large companies, investors, the widespread introduction of international tourism, the growing speed of information technology have brought the process of globalization to the current level. Technology is squeezing man out of physical labor, and the type and scale of artificial products are increasing. Artificiality is even entering the food industry. Domestic and industrial waste has become a social problem.

Research methodology. The article uses systematic analysis, synthesis, logic, historical analysis, as well as methods of induction and deduction.

Analysis and results. Biodiversity conservation is becoming increasingly difficult. The types of diseases and their negative consequences are becoming more and more prevalent. And finally, in the first half of 2020, there was a global crisis due to the coronavirus pandemic.

There is no limit to the achievements of humanity in the worldIt is especially gratifying that intellectual wealth is growing day by day. In a similar situation, the occurrence of a global crisis is an unexpected event. This gold ring looks like poison in the eye. ...

Isn't the global crisis the result of a borderless and fast-paced process of globalization? In this fast-paced, dangerous time, even the predictions of great scholars could not be trusted.

The famous prophet, the French saint Michel Nostradamus (1504-1566y), said that by 2012 the English language would lose its status and the European style would be abolished in world culture. [2] In practice, the opposite happened. Where did the famous oceanographer Jacques Cousteau (1910-1997) say yesterday, "Nature used to frighten man, but now nature is frightening man". Or the American geographer, author of the book Nature and Man, J.P. Is nature taking revenge on man, as Marsh predicted? [1]

Such a crisis encourages people to be vigilant, concerned, worldly thinking, thinking about the problems they face. At this point, as noted by progressive scientists, it is necessary to further enhance the mandate of the UN to the world community [3].

Solving global problems through the UN has a number of advantages. The global crisis caused by coronavirus pangemia has created multifaceted problems. All countries will have to strengthen their cooperation with the UN, to provide a strategy for a brighter future for humanity.Discussion of research results. The proposals put forward by President Mirziyoyev in his speech at the 75th session of the UN are practical actions aimed at enhancing the image of the organization in the world community. In addition, we consider it necessary to express a number of wishes concerning the activities of this promising organization. The leaders of the United Nations and the members of its Security Council must always be at the forefront of expanding and enhancing the mandate of this organization before the world community. This idea should be reflected in the organization's sustainable development strategy. All organizations dealing with global issues and processes should be part of the UN.

In addition to overseeing the protection of human rights, the United Nations should pay more attention to the healthy birth, education and spirituality of human beings. Everyone is required to be brought up on the basis of universal, religious and national values and modern teaching methods.

It is necessary to control the embodiment of high human feelings in his personality, such as perfect knowledge, homeland, language, national, material and intangible values, especially kindness, justice, tolerance, humility, self-respect and respect for others.

There are peoples who are fighting for freedom, independence, pouring and fighting innumerable deposits, dreaming. This secular process continues. If in 1900 there were 57 states in the world, in 1937 there were 71 and in 2000 there were 193. Now their number is more than 230. There are even states within the territory of the states. It is expedient to seek legal, social, peaceful ways to liberate the peoples of the world who are fighting for independence. The natural increase of the world's population must be managed. After all, there is a concept of norm, capacity. How many billions of people can fit on our planet? At the beginning of the century, there were about 250 million population. Now 7.5 billion. An average of 83 million people are growing each year. Reproduction, not in developed countries, but in underdeveloped countries! What

problems arise as a result? It is necessary to look for reasonable solutions to this problem.

The need for a period of special control over the protection of nature and its resources and the search for its modern ways. To ensure biodiversity, it is first necessary to establish the protection of their homes, i.e. landscapes.

The extinction of every species is a human tragedy. Didn't the famous Italian painter Leonardo da Vinci (1452-1519) say five centuries ago, "The day will come when torturing any animal will be interpreted as murder"? Countless species have completely disappeared. Separate UN Red Books on six continents and oceans should be published. Animal hunting organizations should be completely abolished, and the species should be placed on the ground, at the disposal of nature conservation organizations in the countries. The safe areas in the oceans and the Antarctic continent must be completely under UN control. Rational disposal of domestic and industrial waste, clean drinking water, pollution of groundwater, rational disposal of sewage and wastewater have become global problems.

We need to establish effective control and response in this regard. After all, freedom is the foundation of the health of nations. Protecting the world's oceans from waste and overfishing is the most pressing issue. This must be strictly monitored by the UN, as issues such as climate change, desertification, biodiversity are related to the cleanliness and currents of the world's oceans. The United Nations must take action against actions that harm human peace, such as military formations, armaments, military tests, the construction of training grounds. Isn't it enough that over the next four thousand years, six billion people lost their lives because of various wars? Mankind can live well on the money spent on military spending every year. The United Nations must express its attitude to the conflicts between nations, such as violence, greed, ethnic and fraternal wars, and seek reasonable ways to resolve them.

In times of global crises such as natural and man-made disasters and the coronavirus pandemic, the UN must act as an oversight, a house of salvation and information. The existence of separate UN media: newspapers, radio, television and electronic, etc. is a requirement of life.

Conclusions and suggestions. One of the ways to overcome the ongoing global crisis is to expand and increase the UN's mandate before the world community. It is time for the UN to act more actively as a house of control, peace, freedom, justice, education, upbringing, values, norms, kindness, generosity, art, sports, salvation, awareness and information for the benefit of the peoples of the world.

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OBJECTS OF THE ARCHITECTURAL ENVIRONMENT OF THE ARAL SEA REGION ECO-TOURIST ROUTES

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Annotatsiya Мақолада Оролбўйи минтақасининг экотуризм соҳасини жадал ривожлантиришда ободонлаштириш-кўкаламзорлаштиришда ландшафт дизайни лойиҳаларида оммабоп ҳисобланган кичик архитектура қурилмалари лойиҳаларини Қорақалпоқ миллий орнаментлар асосида яратишга қаратилган.

Kalit so'zlar: шийпон, беседка, павильон, сайёҳлик, Оролбўйи минтақаси, "Канада қудуғи", миллий орнамент, дизайн, Мўйноқ, автомобил йўли, туристтик маршрут.

Аннотация: Статья посвящена созданию малых архитектурных строений на основе каракалпакских национальных орнаментов, популярных в проектах ландшафтного дизайна в благоустройстве и озеленении в условиях бурного развития экотуризма в регионе Приаралья.

Ключевые слова: павильон, беседка, туризм, Приаралья, «Канадская скважина», национальный орнамент, дизайн, Муйнак, шоссе, туристический маршрут.

Annotation: The article is devoted to the creation of small architectural projects based on the Karakalpak national ornaments, popular in landscape design projects in landscaping and gardening in the context of the rapid development of ecotourism in the Aral Sea region.

Keywords: pavilion, gazebo, tourism, Aralsea region, «Canadian well», national ornament, design, Muynak, highway, tourist route.

Introduction. At present, measures to improve the environment, plant greenery and restore cities and settlements are becoming increasingly important. The importance of modern landscape design solutions and their enrichment with small architectural forms in the beautification of tourist routes, in shaping its image is growing.

The adoption of the Resolution of the President of the Republic of Uzbekistan "On priority measures for the development of tourism in 2018-2019" is a logical continuation of the policy pursued by the state in the field of tourism, it is focused on the introduction of the most effective regime, expansion of the economic potential and income base of the regions, creation of new jobs, increase in the flow of tourists to our country, as well as active and comprehensive promotion of national tourism products in the world marke by creating a favorable economic, administrative and legal environment for rapid development of tourism.

Literature review. Currently, E.K. Bulatova O.A. Ulchitsky's "Tourist Complexes and Tourism Architecture", V.I. Nazarov's "Modern mansard, porch, terrace, gazebo and winter gardens", E. Karnakova's "Fireplace Arbor and Pergolas," A.S. Uralov, L.A. Adilova's "Landscape Architecture", I.S Tukhliev, G.H Kudryatov, M.K Pardaev's "Tourism Planning" and E. P. Golubeva's "Principles of shaping the architecture of recreational and recreational complexes" can be considered as the main sources. In connection with the growing relevance of this topic, we can also list the works published in many scientific journals recently: Astanin D.M. "Traditional habitat of Siberian ethnic groups and the possibility of using it for the organization of ecotourism"; Kolotova E.V. "Features of the organization and promotion of ecological and ethnographic tourism in the Kamchatka Territory"; Uchaeva K. O. "Modern trends in the design of suburban recreation complexes"; Adilov Z.H., Mirjalolov D.T., Komiljonov M.S., Tadjibaev J.H. "Effective organization of landscaping in the republic of Karakalpakstan"; Adilov Z., Matniyozov Z., Tojiboev J., Daminova U., Saidkhonova U. "Improvement of the environmental situation of the Aral region through landscape design". [1-11]

Research Methodology. Landscaping of the Muynak highway is an important issue, and a number of studies are being conducted in this regard. Properly selected landscape devices play an important role in the beautification of the highway area, they should reflect the local ethnic culture and be suitable for the environment and climate. Shelter devices, which are considered popular in landscape design projects, are offered as an integral part of recreation [9-10]. The history of the creation of pavilions dates back to ancient Egypt 5,000 years ago. [4]. The Egyptians likened the gardens to paradise, and the sheds in it were considered an integral part of the garden. Roman aristocrats not only rested in sheds, but even settled important state issues. The Russian

people decorated the courtyards of the palace with wooden sheds. Small garden houses with sheer and tent-like, lightweight and sliding doors have been built in China and Japan for centuries. Shelters without square or octagonal walls have been built in England and the Netherlands for centuries. Sheds are often located near water, on hills, or in quiet corners. Typically, these small architectural devices are distinguished by impeccable design, ideal proportions and accuracy of details. When sheds are designed in harmony with nature, they become an integral part of the landscape and create a real harmony [1].

Sheds are mainly designed for short-term recreation, the main purpose of which is to protect against harmful environmental factors - heat, heavy rain or strong winds. Based on this, the design and construction of the shed will be developed. Today, sheds come in a variety of shapes and designs. In the past, sheds were mainly made of wood and metal, but now the diversity of raw materials and innovations in production technologies allow the use of other types of materials.

Figure 1. Pointer design

The aesthetic appearance of the shed and its construction in harmony with the environment is an important process in landscaping. The suitability of its design to the selected area requires the designer to study the area, the culture and needs of the population. Landscaping solutions for highways also include the design of sheds. It is known that the Moynak highway is located in the territory of the Republic of Karakalpakstan and crosses mainly sandy and eroded areas. The climate of this region is sharply continental, summers are dry and winters are relatively cold, with little snowfall. The average temperature in January is 7.4 °, and in July + 26.3 °. The design of the shed for the Kungirat-Moynak highway will be of a closed type, which will help to protect the area from the hot sun and sandy winds. The main purpose of installing such sheds on the roadside is not only to improve the aesthetic appearance of the roads, but also to include a number of other useful features.

If it is considered Muynak to be a tourist city in the near future, the flow of tourists visiting here will also depend on the opportunities created, convenience and security services. The Muynak highway is the main road used by tourists to see the Aral Sea and its relief.

Analysis and results. Designed for the Moynak tourist routes, the sheds serve the needs of tourists for tired, light meals on the way or just looking around and taking pictures and other purposes. If it is taken into account the emergencies on the roads, such shelters make it possible to provide first aid, repair a broken car or call an ambulance through a communication device installed in it.

Considering the frequent occurrence of dusty and sandy winds in the area, the idea of the design of closed-type sheds in the form of grass was put forward. But in the

Figure 2. Pavilion design

solution of such a design project the problem of maintaining a moderate air temperature arises. As a solution to this problem, two different structures of air circulation were studied.

The first type of "badgir" (Persian winds) is a traditional Persian and Iranian architectural element that serves to ventilate buildings and maintain their temperature balance. It has also been preserved and is still used in some countries, including Bahrain, the UAE, Pakistan, Afghanistan, and Saudi Arabia.

The second type "the Canadian Well" is a system that uses groundwater for heating in winter and cooling in summer. The principle of its operation is very simple - the pipes near the house are laid at a depth of 1.5–2.5 m. The pipes run to the house on one side and to the open air on the other. In winter, even in severe cold, the soil at such depths does not freeze, the temperature remains relatively warm from +5 to +8 degrees. The air sucked in by the ventilation pump, before entering the house, passes through the pipes of the heat exchanger and heats up to several degrees. The air sucked in by the ventilation pump, before entering the house, passes through the heat exchanger pipes and heats up to several degrees. In the summer, a similar system works to cool the house. The temperature of the underground pipes does not exceed 10-14 degrees even in the heat, so the "Canadian well" works like an air conditioner [11].

The proposed shed design was designed using the "Canadian Well" (Figure 3) method for cooling. The reason is that the first type of structure requires the elevation of a high tower, the "Canadian well" method is carried out to keep the air moderately through the underground pipe. This ensures that the temperature inside the shed is cool

in summer and warm in winter. The horizontal length of the pipe should not be less than 30 meters, the outlet on the side of the shed should be higher than the inlet. In this case, the slope of the pipe is set at a ratio of 2% of its total length. The air inlet part of the pipe should be 1.2 meters above the ground, and the length of the underground part should be at least 2 meters or more into the ground (Figure 4). In the lower part of the pipe is placed a pit measuring 1x1x1 meters, and its mouth is covered with a metal grid. This grille should not impede air movement. In addition, people should be able to walk freely on the fence and be safe. The air inlet is also protected by a grille. The total height of the shed is 6.4 meters, the highest part of which serves as a beacon. This ensures that the shed is visible from a long distance and also helps passengers determine the direction. The lighting inside the shed is done by the light coming from the window panes in the center of its roof. This method of lighting is also derived from the ancient Karakalpak grass, which completely illuminates the interior of the shed.

The inner surface of the shed is located 0.9 meters below ground level and is descended by 6 steps. The view from the top of the staircase is in the shape of a circle, which helps to ensure safety. The indoor environment has seating around the perimeter and can accommodate up to 20 people. The diameter of the shed is 8 meters. In addition, space is left for the installation of an additional furnace in the indoor environment of the shed. This allows passengers and tourists to relax in the bosom of nature and prepare their own meals along the way. Two types of shed design solutions are proposed, although they are structurally similar, but differ depending on the type of raw material used. The first design solution consisted of a reinforced concrete structure and a brick wall. The design is more modern but almost traditional materials are used in terms of raw materials. The second proposal in the project consists of a modern material sandwich panel and its prefabricated metal elements and is cheaper than the first project in terms of price. Although the design looks simpler, it is more efficient than the first project in terms of construction time and lightness. Both sheds offered bright, eye-catching colors. Colors and ornaments were reflected in two styles. The blue shed shows the imitation of the Karakalpak way of life and grass, while the brick shed is polished in a modern style.

Figure 5. Sand control methods

The most effective and cost-effective method is to plant local shrubs or use them as a protective barrier against roses to protect the sheds from moving sand. To do this,

use a cane with a length of 1–1.2 m. Such reeds are 2-3 cm in diameter, its branches are bent in half (0.5 m), placed vertically in the sand to a depth of 25-30 cm and form cells 25 cm high. This method provides protection from portable sands for 2 years. Stabilization of the sandy surface in the following years is achieved by planting seedlings of local psamophyte plants and their subsequent self-renewal [12].

Analysis and results. Based on Karakalpak culture and traditions, Karakalpak ornaments were widely used in the use of the method of protection. At the same time, the fact that the intersecting lines of the ornaments fully fulfill the shape and function of the protective cages does not hinder the implementation of the main task of protection, but rather serves to improve the quality of landscape design, avoiding simplicity and uniformity.

Conclusion/Recommendations. In the theoretical modeling of tourist destinations, the study of historical materials and their application in modern practice, it is expedient to create small recreation areas as an integral part of tourist destinations. Shelter designed for this purpose; to the typology of modern small gardens as a potential object of landscape architecture to improve the ecotourism environment was created according to their compositional and figurative content. In the process of comprehensive consideration of the impact of tourism on the development of small parks and their architectural and landscape solutions in the conditions of modern tourist routes of urban planning and architectural activities, the possibility of adapting scientific, analytical, cultural and design experience of foreign countries to local conditions, construction of small recreation areas studies were conducted. As a result, new design projects of sheds were developed based on national ethnic elements and modern building materials of the tourist destinations of Karakalpakstan, which has a comfortable, highly aesthetic, stable environment with a unique cultural and historical past, and at the same time developing in line with global trends in architecture and urban planning.

Analytical experience in local practice on the revision of traditional simplified models, an approach to improving the areas of tourist orientation predict the possibility of scientific adaptation in the further development of this research.

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MODERN PROBLEMS OF TECHNICAL SCIENCES

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EVALUATION AND ANALYSIS OF COMPUTER-BASED TEST SYSTEMS

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Mazmunnoma: Hozirgi kunda komyuterga asoslangan imtihonlar vaqtni qisqartiribgina qolmay insonlarning baholash jarayoniga aralashishining oldini oladi. Kompyuterdan foydalanish bilan imtihon sifati oshadi, bu esa talabalarga imtihonlarda erkinlikni, shaffoflikni va ochiqlikni his qilishlariga yordam beradi [1]. Ushbu maqolada zamonaviy kompyuterga asoslangan imtihon tizimlarining qiyosiy tahlili keltirilgan va yangi sinov tizimi taklif qilingan.

Kalit so'zlar: kompyuterlashtirilgan, imtihonlar, haqiqiyligi, ta'lim sifati, talablar.

Аннотация: В настоящее время компьютеризированные тесты не только решают проблемы времени, но и предотвращают вмешательство человека в процесс оценки. Кроме того, тесты, собранные в базе данных, будут обновляться с годами и улучшаться в качестве. На письменных экзаменах существует множество проблем, таких как сложные экзаменационные процедуры и подверженные ошибкам. С быстрым развитием эпохи компьютерных приложений сетевые технологии становятся более зрелыми и улучшают качество экзаменов, что позволяет студентам участвовать в экзаменах и чувствовать справедливость, нотариальное заверение и открытость [1]. В статье описывается сравнительный анализ современных систем тестирования и предлагается новая система тестирования.

Ключевые слова: компьютеризованный, экзамены, достоверность, качество образования, требования.

Abstract: Nowadays computerized tests not only solve time problems, but also prevent human interference in the assessment process. In addition, the tests collected in the database will be updated over the years and improve in quality. There exist many problems in written examinations, such as complex exam procedures and prone errors. With the rapid development of the era of computer application, network technology becomes more mature and improve examination quality, which facilitates students to

participate in exams and feel the justice, notarization and openness [1]. This paper is described a comparative analysis of modern testing systems is presented and a new testing system is proposed.

Key words: computerized, examinations, authenticity, quality of education, requirements

Introduction. Currently, there is a tendency in the education system to use modern technologies to assess the quality of student achievement and in the world practice of monitoring the quality of education; there are no uniform models or established forms. Each country, when selecting applicants, is guided by its own criteria and motives, educational and cultural traditions and legislative norms. Recently, computer testing has become especially popular, which has a number of advantages over traditional blank testing: obtaining an instant result, eliminating bias, ease of processing results, etc. [2], [3].

Computerized testing technology should have the following characteristics: the presence of an interactive instrumental environment;

- multidisciplinary application; full reflection of the constructed domain model;
- the ability to choose a testing algorithm;
- integrality into various educational technologies;
- profiling;
- scalability;
- availability;
- user interface friendliness; maintaining a database of test multilevel tasks;
- custom planning and management; achieving better results and increased motivation.

Computer based testing is carried out in various forms, differing in the technology of combining tasks into a test (Fig. 1). Some of them have not yet received a special name in the literature on test problems.
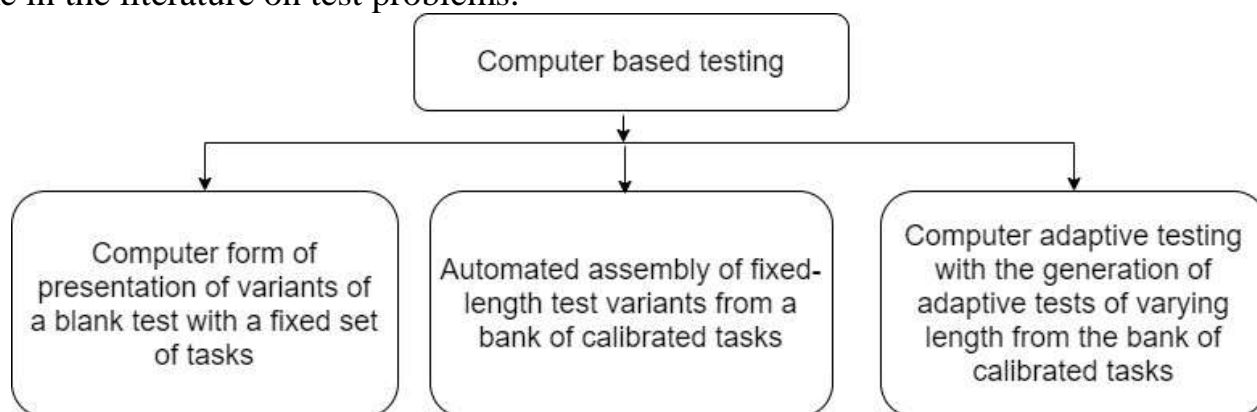
Figure 1. Forms of computer testing

The first form, when a ready-made test intended for current control, is entered into a special shell, the functions of which may differ in the degree of completeness. During the final testing, the shell allows you to present tasks on the screen, evaluate the results of their implementation, form a matrix of test results, process it and scale the primary scores of the test subjects by transferring it to one of the standard scales for giving each subject a test score and a protocol of his assessments for test items.

The second form of computer testing is the automated generation of test cases using tools. Variants are created before or during the exam from a bank of calibrated test items with stable statistical characteristics. Calibration is achieved by preliminary work on the formation of a bank, the parameters of the tasks of which are obtained on a representative sample of students, for 3 - 4 years from using blank tests. Content validity and parallelism of variants are ensured through a certain selection of tasks for each variant in accordance with the test specification [15].

The third form - computer adaptive testing - is based on special adaptive tests. They are based on considerations that the student does not need to be given test assignments that he will perform correctly without difficulty or is guaranteed to fail due to high difficulty [4], [5], [6], and [7]

Analysis And Comparison Of Computer Based Testing Systems.

MyTestXPro - a comprehensive software solution that provides the ability to conduct testing. Contains in the arsenal a large set of tests on computer topics. Automatically collects the results, allows you to analyze them. It can work with tasks of nine different types; the parameters of each lend themselves to fine-tuning. A simple text editor is included.

This software can be used in educational institutions and enterprises. It will help organize and conduct a test, an exam for schoolchildren, students. Suitable for attestation, certification among employees [8], [9] and [16].

Minimum requirements, capabilities, features:

✓ License: Free

✓ Languages: Russian, Belorussian, Ukrainian, English, Armenian, Romanian, Latvian, Uzbek.

✓ Devices: pc, netbook, laptop (Acer, ASUS, DELL, Lenovo, Samsung, Toshiba, HP, MSI)

✓ OS: Windows 10 Home, Professional, Enterprise, PRO, Enterprise, Education, Home Edition (updates 1507, 1511, 1607, 1703, 1709, 1803, 1809)

✓ Bit depth: 32 bit, 64 bit, x86

✓ Version: latest 2020, no virus

x-TLS. Instrumental system for creating automated training programs and knowledge control programs based on multimedia test tasks. It is a cross-platform fully client-server solution written in java 6 and C ++ with MySQL. x-Tls is a program for creating test items. x-LS is a modern instrumental environment for creating automated teaching and monitoring systems based on advanced multimedia test tasks. The system allows you to create tests and conduct them with an unlimited number of questions. The system is free, is in the public domain [10], and provides many functions that allow you to qualitatively test knowledge.

Minimum requirements, capabilities, features:

✓ Operating system: Windows 2000 / XP / Vista / Server 2003/ Server 2008/7

✓ Language interface: Russian

✓ Type of license: Free Ware

✓ Bit depth: 32 bit, 64 bit

✓ Size: 28.3 MB

Features of the x-Tls program:

- setting a certain score for each question;
- unlimited number of questions and answers;
- the ability to ask several correct answers;
- time limitation of the test (total time / time for each question);
- the ability to create a scenario;
- optional ability to view correct answers;
- the ability to store test data on the controlling side.

The INDIGO testing system is a professional tool for automating the testing process and processing results, which is designed to solve a wide range of tasks:

- Testing, control of pupils and students' knowledge.
- Determination of the professional level of employees, personnel assessment (HR).
- Preparation for exams and certifications.
- Psychological testing.
- Organization and conduct of surveys, Olympiads, competitions.

Minimum requirements, capabilities, features:

✓ Operating system: Windows XP / Vista / Server (2003, 2008, 2012, 2016, 2019) / 7/8/10;

✓ Size: 135.3 MB

✓ Type of license: Freeware

Recommended minimum configuration for Windows Server 2016:

- up to 50 concurrent users: 2x2.2 GHz, 2 GB of RAM, HDD 20 GB;
- up to 200 concurrent users: 2x2.2 GHz, 3 GB RAM, HDD / SSD 20 GB;
- up to 3000 concurrent users: 4x3.3 GHz, 5 GB RAM, SSD 20 GB or more.

Moodle. Using Moodle to organize electronic testing, we get a powerful toolkit for creating tests, along with a good analyzer of the quality of the test and its components - test tasks. Test questions in Moodle are managed through the Question Bank. Tests can solve the problems of incoming control, current, final control, or it can be simulator tests. At the same time, test questions can be common for some tests, as well as selected at random from a certain set of questions - both of these conditions can be implemented thanks to the " Question Bank ". In addition, using the "Question Bank", it is easy to organize joint work on creating test questions and quickly find the right question for the test [11], [12]. Testing is proposed to be carried out according to the following procedure:

- The teacher develops and places tests on the page of his course, indicating in their parameters the dates when the tests will be available for passing, the time allotted to complete one attempt, the number of attempts provided to each student and the assessment method.

- The teacher informs the students about the content of the test, the place, date and time of the Test.

- After testing, the teacher analyzes its result.

Open Test is a free and open source functional test automation framework for web applications, mobile apps and APIs, built for scalability and extensibility, with a focus on enabling the mainstream test automation practices. Open Test is a feature-reach tool

that requires little to no coding skills and can handle virtually any type of functional test automation project [13].

OpenTest consists of three components:

The OpenTest server - a Node.js application that orchestrates the test execution, implements the OpenTest web UI and exposes an API that can be used to integrate with external systems (CI/CD, advanced reporting, test management, etc.).

The test actor - a Java application that executes test steps, as instructed by the OpenTest server. There can be multiple actors participating in the same test and actors can be deployed on any machine in any network, or in the cloud. The test actor communicates with the OpenTest server through the server's HTTP API. The communication is always initiated by the actor, which greatly simplifies the setup in scenarios where the actors are running behind a firewall or in a network that is not accessible from the machine running the sync server (which is the case for many labs and test environments).

The test repository - a directory with a predefined structure, typically under source control, containing the various test assets (test files, data files, scripts, test session templates, etc.).

The proposal design of the testing system under development is as follows: In terms of design, it is divided it into two parts. Test preparation phase and test section. Exam preparation also requires a separate methodology, as there are several shortcomings in assessing what we know through testing today, the test taker may not be able to cover all topics completely, and the test taker may accept questions of the same difficulty or ease. We will consider such questions from a methodological point of view in the next article. Now let us talk about the testing process, if the test is usually conducted online, there will be more attempts to break it in some way, to falsify the test. The following solution is proposed to solve such problems. Three-step authentication for testing can be incorporated into test systems. To ensure this security in the system, we use super admin, administrator and monitors. Super admin confirms the authenticity of the computers being tested before testing, thereby ensuring that test participants are divided into groups. For example, test items can be divided into 2, 10, 100 subgroups. This creates passwords for one-time test participants that can only be used by the administrator. Proposed testing system requirement:

✓ License: Free and commercial
✓ Languages: Russian, English, Uzbek.
✓ Devices: pc, netbook, laptop, mobile device and tablet
✓ OS: windows, iOS, android
✓ Version: latest 2019, no virus
✓ Browser: chrome, Mozilla, opera, safari

Table 1. Comparison of the capabilities of computer based testing programs

Possibilities and functionality	Computer based testing program					
	MyTestX Pro	x-TLS	INDIGO	Moodle	OpenTest	Proposed testing systems

Additional types of test questions, except for the main ones	✓			✓		✓
The ability to customize the rating scale	✓	✓	✓	✓	✓	✓
Importing questions	✓	✓	✓	✓	✓	✓
Ability to export tables with results	✓		✓	✓	✓	✓
Protecting test keys and user data		✓	✓	✓	✓	✓
Ability to modify program modules, integrate your own blocks	✓	✓				
Ability to change the interface design of the program under test	✓	✓	✓			✓
Setting up a test schedule				✓	✓	✓
Establishment of additional questionnaires during testing				✓	✓	✓
Existence of security mechanism (three step authentication)	✓		✓			✓
Ability to change the examination methodology and evaluation criteria	✓	✓		✓	✓	✓
Support cross platform		✓		✓	✓	✓
Sum	9	7	7	9	8	10

Discussion. An computer based testing system is a web-based software package that is designed to plan, implement and evaluate learning, facilitate student interaction, and manage students' rating. Several types of computer testing have been discussed above, computer-specific test systems, client-server technology-based testing systems, and cloud-based testing systems.
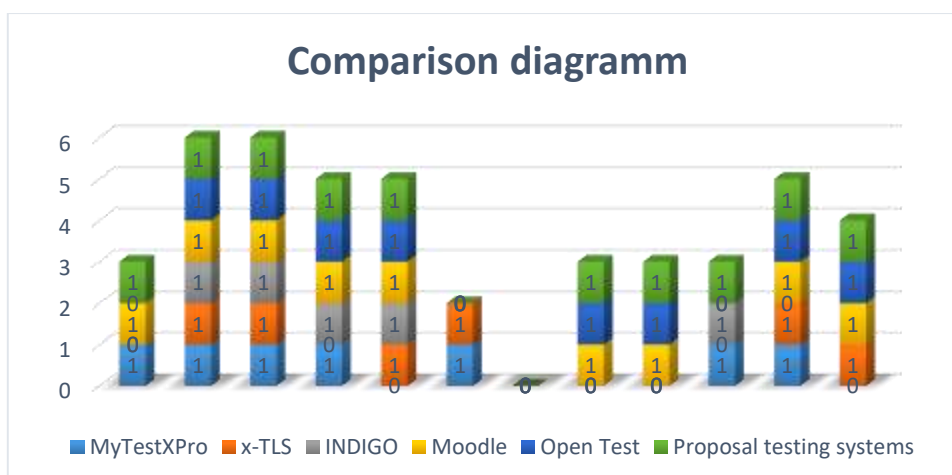
Figure 2. Comparison diagram of computer based testing systems.

The crucial factor that influences student satisfaction is that the features available in testing systems meet their needs and facilitate its use. In the future, it will be expedient for us to use widely available and flexible testing systems. Open source testing system are becoming a choice for every institution, as they are beneficial to users in allowing platforms to be modified according to user requirements, and because of the low costs charged to get a better service. The comparison diagram above shows its advantages of proposal testing system.

Conclusion. In the selection process, it is also necessary to compare mobility of systems and other indicators: for example, the minimum technical characteristics of a computer, operating system, quality of the user interface, price, etc. Tests as a form of control of students' knowledge are widely used at all stages of various forms of education, and a single exam and organization. In general, continuity in learning cannot be imagined without testing. Therefore, the modern education system pays special attention to the organization of the testing process and the development of banks of test items. As a special innovative type of tests, computer tests are the most effective form of control, testing and self-examination of students' knowledge. Therefore, it is important that in the process of organizing computer tests there is a well-designed and implemented information support system.

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THE ROLE OF DEMOCRATIC VALUES IN ENSURING THE SUSTAINABILITY OF CIVILIZATIONAL DEVELOPMENT

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Аннотация. Мақолада цивилизаяли тараққиёт, унинг барқарорлигини таъмишлаш жараёнида демократия ва демократик қадриятларнинг тутган ўрни масалалари тадқиқ қилинади. Шунингдек мақолада Ўзбекистонда бугунги кунда амалга оширилаётган демократик ўзгаришлар, унинг "янги босқич" деб аталиши, цивилизациялашган тараққиёт барқарорлигини таъминлашда давлат органларини халққа хизмат қилдириш ғояси негизида халқ оммасининг ижтимоий фаоллигини ошириш, уларнинг мамлакатимиз ижтимоий-сиёсий ҳаётида амалга оширилаётган ислоҳотларда фаол иштирок этишини таъминлаш ҳамда инсон ҳуқуқ ва эркинликларини юксак даражада қарор топтириш мақсади ётгани очиб берилади.

Калит сўзлар: цивилизация, тараққиёт, давлат, демократия, халқ, инсон, манфаат, ривожланиш, бошқарув, эркинлик.

Аннотация: В статье рассматриваются вопросы развития цивилизации, роль демократии и демократических ценностей в процессе восстановления ее стабильности. В статье также раскрывается цель повышения социальной активности народных масс на основе реализуемых сегодня в Узбекистане демократических преобразований, его так называемый "новый этап", идея служения народу государственных органов в обеспечении стабильности цивилизационного прогресса, обеспечения их активного участия в реформах, проводимых в общественно-политической жизни страны.

Ключевые слова: цивилизация, развитие, государство, демократия, народ, человек, благо, развитие, управление, свобода.

Annotation. The issues of civilized development, the role of democracy and democratic values are analyzed in the process of ensuring its stability in this article.Moreover, the article discusses the current democratic changes in Uzbekistancalled "new stage", the need to increase the social activity of the population on the basis of the idea of public service in ensuring the stability of civilized development, ensuring their active participation in socio-political reforms.It is revealed that the goal is to establish their rights and freedoms at the highest level.

Keywords: civilization, development, state, democracy, people, man, benefit, development, governance, freedom.

Introduction: Democratic reformation begun from prior days of independence in our country. Initially, it appears on paradigm which matches to world development, while manifesting primarily in the abandonment of the traditions, views and systems of governance formed. These paradigmatic changes reflcted in the fact that the upbringing of the generation has become strategic goal while the restoration of equality of property, full protection of human rights and freedoms, reform of the system of governance in accordance with the traditions of our national interests and statehood, international relations based on equality and mutual benefit, building a socially just and legal state.

"Our country has abjured the totalitarian regime, chosen the direction of independent development, overcame many challanges and trials, and in a historically short period of time has taken its suitable rank in the world community. The Constitution and the perfect laws based on it, as well as the concept of further deepening democratic reforms and development of civil society in the country have ensured the formation and full functioning of government institutions, protection of citizens' rights and freedoms, all forms of property, active participation of citizens in government"[1].

Literature Review: The American researcher E. Huntingtonsupports the idea that civilization cannot be defined scientifically in his book "The Clash of Civilization" . There is no necessity for such a description. Everyone knows that the savages are living in one part of the world, civilization is on much lower level in another part.In general, it can be said that civilization begins where agriculture is transitioning, where people are living, where a particular form of government has been established, and where writing has beenlearning "[2].

The American researcher G.Child showed the following signs of civilizationwhile linking civilization with concrete material culture, with the city,the urban revolution (urbanization): the existence of the city, a certain level of economic development, the originatingof trade; separation of craftsman, availability of taxes, privileged classes, availability of state, writing, science branches; the emergence of industry [3].

Signs of civilization were intense debated at international conferences and seminars. In particular, at a seminar in London in 1972 on ancient cities and their symbols, the existence of religion as a social institution, the emergence of a class of churches and monks, demographic indicators, etc. were noted as the most important indicators of civilization.

According to the definition of A. Nichiforo, "civilization is a way of existence and a way of functioning of a group of people, which:

1) in corporeal life,

2) in intellectual life,

3) in moral life,

4) is reflected in the political and social organization of the life of this group "[4].

Бу борада махсус изланишлар ўтказилган, "демократия"нинг этимологик ва герменевтик изоҳлари берилган [5, с. 101. More than sixty definitions of the word "democracy" are given in the scientific literature. In fact, the category "democracy", derived from the ancient Greek language, means "people's government." Today it is

interpreted in a broad and varied way in relation to realities, events and thoughts. Special research has been conducted in this issue, etymological and hermeneutic definitions of "democracy" have been given [5, p. 101].

Research Methodology: In the course of the research were used scientifically-philosophicalprinciples and methods such as systematics,theoretical-deductive conclusions, analysis and synthesis,history and logic, hermeneutic analysis, inheritance,universalism and nationality, comparative analysis.

Analysis and Results: It was coincidence that the great German philosopher Hegel understood civil society as civilization.

As existing in any social phenomenon, it is expedient to approach civilization from the point of view of history and logic. Historical periods in the spiritual development of humanityin the cultural development have created a unique type of civilization. N.Ya. Danilevsky called it cultural-historical types, and A. Toynbee called local civilizations. Only nation that has own traditions of national statehood created civilization: they fought against savagery with their national culture, against barbarism with political power, with enlightenment.

There is no doubt that civilization is the opposite of barbarism. But, it is vital and necessary to note that the concept of civilization is not against the savagery inherent in wild animals, but against the savagery inherent in man. Just as light has been pursued by darkness, good by evil, beauty by ugliness, splendor by inferiority, wisdom by ignorance, so barbarism has persecuted civilization throughout human history.

The genesis of civilization is rich in the fact that man overcomes his natural limitations. A person, on the one hand, subjugates the external nature to himself, reducing his influence on the social being, on himself. A person, on the other hand, seeks to dominate his inner nature, that is, hisinstincts like animal, in order to manifest his true creative essence.

Civilization, unlike barbarism, is the evolution of human social essence on its own merits.

Well-known Georgian philosopher Merab Mamardashvili note about the essence of civilization: Even if we are enemies, let us be civilized, let us not cut the branch on which we sit - this simple expression describes the essence of civilization, of behavior above the cultural and legal situation," he said..

After all, in the midst of a situation, it is impossible to agree not to harm each other for life, because it is always "obvious" that someone needs to decide the violated justice. There has never been an evil in history that happened without such a clear passion, because any evil happens on the best basis. The energy of evil draws its strength from the energy of truth, from the confidence to know the truth. Civilization, on the other hand, blocks the way to that, and the more we, the people, are able to do that, the more it will prevent the path of evil "[6, p. 62].

Democracy is an institution that serves the benefits of the people. If we look at it from this point of view, we understand that democracy is an institution that conforms to the traditions of Eastern communism, defending the interests of the masses of the people meant by the East. Abu Nasr al-Farabi writes that the head of state is elected by the members of society, he must be a moral person. He "by nature loves justice and hates those who fight for justice, injustice, oppression, be fair to his people and others,

give to all what is considered beautiful and good, eliminate the consequences of injustice, do not allow them" [7 , 187 p]. This socio-practical experience is a characteristic feature of Eastern democracy.

Yusuf Khas Hajib put forward the idea of building an enlightened, virtuous state and society based on goodness. At its core is the idea of knowledge, enlightenment, justice, being with the people, serving in the way of its happiness [8, 11-6].

Regulation is important in terms of the selection of officials on the basis of their moral qualities, not to interfere in the affairs of the state, those who violate justice and fairness, to lead the council in governing the state, regular supervision of activities, obedience and qualities. Nizamulmulk's opinion that "the action taken by the majority is the most rewarding and should be done" [9, p. 98] testifies to the great attention paid by our ancestors to the just procedures of state-building.

Imaginingdemocracy and democratic development without the phenomenon of law is difficult. Modern states consider legal democratic values as their way and means of development. Therefore, they pay great attention to the implementation of international legal norms on a national basis. According to opinions of Doctor of Philosophy, Professor F.O. Musaev, in the East it is compatible with democracy, morality, spirituality, communal order, hierarchical relations. The head of state is accountable to the people and to the god [10, pp. 26-32].

So, when the uniqueness lies on communal values of East democracy,it is in generality between person and community. However, the phenomenon of law in scientific literature is similar, that is accessing positive became a tradition. No one denies that law is a positive reality, but that, like all social phenomena, its negative evaluation is natural in a democratic society. If there is no such attitude in the society, legal norms, laws become dogma, harden and do not correspond to the dynamic nature of social life. "It's hard to evaluate events positively or negatively," he said. It is especially difficult to imagine a society of people who have the same assessment of laws, norms, and norms related to the phenomenon of law. It is natural that legal norms evoke negative attitudes in people. Therefore, a positive or negative assessment of the law leads to a number of difficulties and contradictions "[11,22-b]

It is common to view freedom as a type of activity that is usually associated with political reality, an individual's participation in the management of state and public affairs. These include participation in elections, expression in the press, participation in meetings and other councils, active participation in the activities of local self-government bodies, appeals to heads of state bodies and governments, protection of their rights and freedoms in court, free marriage, free choice and residence. etc. All areas of human life are linked with the phenomenon of freedom. With the increase of official laws and legal norms established by state institutions, the scope of human freedom in accordance with them is also expanding. The desire to unify the diverse life, activities and types of life in formal laws, in turn, encourages the expansion of the scope of freedom. As a result, freedom exerts its influence on official norms, making them a demand for humanization.

In some literatures there is a tendency to absolute freedom. This is especially evident in the socio-philosophical views of the supporters of personalism. For example,

the founder of French personalism, E. Mune, called the person "the first reality" and put him at the center of the "objective universe" [12, p. 7].

In this issue, E. Mune criticizes the fact that Western democracy is built on money, power is in the hands of the oligarchs of government, the falsity of the people's government, promotes the idea of building a social unit, a society that guarantees individual freedom. Society, in its interpretation, is a social space that guarantees human freedom, and the regimes in this space shape democracy by supporting personalism.

Conclusion/Recommendations: Democracy and democratic development are not carried out by abstract individuals, the public, it is always the product of specific subjects, individuals and their shared wills. The state and its head play a crucial role in this process. His will, initiative and responsibility guarantee the direction of social relations, in which this or that tradition, innovations are decided. This characteristic of democracy is reflected in the Constitution of the Republic of Uzbekistan. In particular, according to Article 93 of the Constitution, "The President of the Republic of Uzbekistan is the guarantor of the observance of the rights and freedoms of citizens, the Constitution and laws of the Republic of Uzbekistan" [13, p. 45].

With the personal will of the political leader, unprecedented or weak news in social life becomes a stable reality, the changes desired by the will of the people are made, the influence of destructive forces is reduced, the order and lifestyle desired by society is formed.

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BUSINESS CULTURE AND SOCIAL-PHILOSOPHICAL ESSENCE OF IT

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Аннотация: Мақолада бозор иқтисодиёти ташаббускорлик, омилкорлик, юксак тадбиркорликни талаб қилиши, иқтисодий маданияти ривожланмаган кишиларда бу фазилатларни қарор топтириб бўлмаслиги, инсон маънавияти унинг иқтисодий фаоллигини таъминлаши ҳамда бозор муносабатларига ўтиш шароитида шахс иқтисодий маданиятининг қарор топиши, унда моддий ва маънавий омиллар уйғунлиги муаммосини ижтимоий фалсафий нуқтаи назардан тадқиқ этиш муҳим назарий ва амалий аҳамият касб этиши тадқиқ қилинган.

Калит сўзлар: жамият, тадбиркорлик, иқтисодиёт, шахс иқтисодий маданияти, ижтимоий фалсафа, маданият, индивид, иқтисодий сиёсат, инсон, табиат, тажриба, тараққиёт

Аннотация: В статье исследуется, что рыночная экономика требует инициативности, факторизации, высокой предприимчивости, у людей, у которых экономическая культура не развита, эти качества не решены, духовность человека обеспечивает его экономическую активность, а в условиях перехода к рыночным отношениям важно найти решение экономической культуры человека, в котором важно изучать экономическую культуру человека.

Ключевые слова: общество, предпринимательство, экономика, личность, экономическая культура, социальная философия, культура, индивид, экономическая политика, человек, природа, опыт, развитие

Annotation: The article argues that a market economy requires initiative, efficiency, high entrepreneurship, inability to develop these qualities in people with underdeveloped economic culture, human spirituality ensures its economic activity and the determination of an individual's economic culture in the transition to market relations, the study of the problem of the combination of spiritual point of view has been studied for its important theoretical and practical significance.

Keywords: society, entrepreneurship, economy, individual economic culture, social philosophy, culture, individual, economic policy, human, nature, experience, development.

Introduction: Thinking about the entrepreneurial culture of society and the individual, of course, requires a philosophical analysis of the economic sphere of society. Therefore, the economy is an important factor in the development of society. Today it is difficult to regulate and manage not only the society, the state, but also the life an ordinary person without deep and solid economic thinking, knowledge, level, awareness of the time are required from the entrepreneur.

These are mainly in two directions one is related to a good knowledge of the chosen field, and the other is related to public policy, relevant regulations, the basics of a market economy. The Islamic scholar A. Azimov quotes the Arab scholar Muhammad ash-Shara from his book ''Social Guarantee in Islam'' as follows: '' Labor is a sacred work and Islam encourages it to be taken seriously. The labor of human is the activity of his mind and body. There is talk of general literacy in macroeconomics and the application of its laws in practice. As noted by President Mirziyoyev: ''In 2017, we have taken the first steps towards the implementation of modern, meaningful and effective reforms in the economy. A number of laws, decrees and resolutions on the organization and further liberalization of our economy on a completely new basis, improvement of its legal framework, modernization and diversification of production, well-thought-out programs have been adopted and are being consistently implemented''. The essence of business culture, the laws of development, the role of social and personal life, first of all, require a philosophical and economic understanding.

Literature review: It is no coincidence that thinkers have paid special attention to substantiating the place of practical philosophy in political, economic and spiritual life. The ancient Greek philosopher Aristotle and the Central Asian thinker Abu Nasr Al-Farabi left their own views on this. Aristotle, for example, praised the theoretical knowledge of the classification of the sciences and described the function of the applied sciences in relation to human activities. In this sense, Aristotle dealt with vital issues such as the division of labor, commodity economy, exchange, money, types of value, distribution. Continuing the traditions of Aristotle, Pharoah's human activity incorporates the sciences of society and the family into practical knowledge. Such thinkers as Ibn Sina and Khorezmi were also engaged in such research. Of course, these traditions, which are characteristic of the world philosophical culture, are still being creatively developed today in order to strengthen the interaction of such ideas with real life, to strengthen their importance in human practice.

According to Geldiyeva, the social system and the systems that effect human behavior are the same results and functions of human social activity and the real person is both the product and the basis of social development and therefore the basis of social activity. The subject is the raw product. The analysis of the literature shows that the structural analysis of economic culture implies the question of its ''object-subject'', so that the economic culture of society is manifested as an object, economic activity and economic relations. On the basis of which a new object is formed economic culture of the person. In our opinion, this idea is somewhat controversial, because here the issue of ''object-subject'' is not resolved, firstly, due to the universal nature of economic culture and secondly, based on the relationship between its specific components.

Research Methodology: In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

Analysis and results: The philosophy of economics, which emerged as an integral part of social philosophy, has an unique approach to understanding economic life, in which not only philosophical-economic views play a special role in the

formation of our ideas about entrepreneurial culture. The creative activities that make up the culture, the action programs are manifested in a variety of forms. This process is reflected in knowledge, experience, patterns of behavior, ideas and assumptions, forms of trust and belief and social goals and objectives. Cultural activity includes behavioral programs that are passed down and updated from generation to generation.

The level of economic well-being and its growth, the effectiveness of entrepreneurship that activates the human factor the enrichment of the content of labor, the decision making and improvement of the morale of the subjects of the education system largely depends on the level of economic culture. Economic knowledge beliefs the laws of interaction between methods of economic thinking and economic activity are reflected in economic culture.

Therefore, in order to fully understand the nature of changes in a market economy, it is important to study their integral connection with the culture of the events of the spiritual life of society, both scientifically and theoretically and practically. The theoretical and methodological significance of the culture of society and the philosophy of economics.

It is no coincidence that the problem of culture, especially business culture and economic culture, has been considered on the basis of a combination of historically formed theoretical and practical parts of philosophy.

Whereas the question of the existence of culture requires a careful study of its peculiarities as well as of the human features which are directly connected with it, without which the question of the existence and functioning of culture cannot be properly understood. Of course, although such a concept is recognized in the scientific literature, its application in the research we are considering is less noticeable. Human is usually a generalized term that describes a particular type of being. In this sense, the above-mentioned gender terms refer to different aspects of this concept, as well as its specific aspects.

The definitions given to the person as the object of reality are also varied. In the recent past, the term ''person'' has been associated with a single social description of a person. This was also acknowledged in the widespread research of the famous Russian philosopher E.Ilenkov on the person of his time.

According to O.Abilov, there is no such thing as an abstract person norms absorb principles and ideas thus human is a conscious being who combines biological, social and mental feauter.

The essence of the entrepreneurial culture of society. The analysis of the functions of the laws of its application natural raises the question of the creator of its owner, the creator. Theoretical and methodological guidelines in the scientific literature allow us to identify different ways of considering culture as a very complex social phenomenon.

In philosophy, when a person is recognized as a subject of culture, his free activity is taken into account. Accordingly, the cause of behavior is embodied not in the external biophsiological aspirations of the subject to spirituality, but in itself, in its socio-cultural needs in this case there is an opportunity to voluntarily choose the methods developed by culture during social development to achieve the goal. The social nature of the individual is truly confirmed by cultural activity, so that his social

essence is manifested in his whole being, and his private being in the social activity of this kind.

Culture is a multifaceted and complex concept essence has been the subject of many scientific studies on social functions and hundreds of definitions of culture have been given

Our views expressed in the socio-philosophical literature on the problem of low business culture are considered to be leading economic situation and role is clearly accepted. However, there are specific unresolved aspects of the problem.

The essence of the concept of culture can be correctly explained only on the basis of philosophical thinking. To do this it is important both theoretically and practically to look at culture on a global scale, to study concepts such as nature society-human, thought and entrepreneurship, to determine the interaction a relationship between them. The definition of mystery and relationship is important both theoretically and practically.

It is no difficult to see that the phrase, ''striving for perfection'' of the world renowned economist-practician reflects the spiritual, moral and aesthetic principles of economic culture. Indeed the acquisition of economic knowledge and the ability to apply it to economic life, entrepreneurship, working to the best of aim ability, and achieving excellence in this process are the hallmarks of economic culture.

Conclusion and recommendation: It is known that the concept of economic culture is broad and multifaceted. In a word, economic culture belongs to the whole economic life of society. In this literature on this problem when we talk about the economic life of society, we think about its components, such as the productive forces, economic relations, economic policy, economic competition, economic education and training.

It is possible to fully agree with there views. Most importantly it takes into account the sources and means of economic culture, as well as the methods of its formation. Economic culture covers the whole economic life of the society, which means that it is necessary to take into account and analyze both objective and subjective aspects.

It is not difficult to assess the problem of being and consciousness in this context, including some philosophical categories. If we think of being as an object, a mind as a subject, many may not object to it but when we say that the economic culture of a society is a subject, economic activity, an object of economic relations, we subordinate the whole economic culture to economic activity, although, an object without a subject exists, but a subject without an object cannot be imagined. Therefore, entrepreneurial activity cannot develop without economic culture, or conversely, economic culture cannot be develop without entrepreneurial activity. In this sense, economic culture embodies the person the level of formation and development of creative forces, acts as an integral part of the spiritually of the person in his holistic activities.

Attention to national culture and values in the implementation of the path of development of Uzbekistan in close connection with the cultural life and economic development acquires a special character with the growing interest. The rise of entrepreneurial culture, especially intellectual abilities of the individual the rise of the moral worldview creates a solid foundation for economic development. As well as the acquisition of modern science innovative technologies play an important role in the

formation of economic thinking and entrepreneurial culture. The role of business culture in the life of a renewed society is reflected in the scientific conclusions and logical generalizations on the combination of economic consciousness and economic activity on the basis of spiritual principles.

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THE ROLE OF NATIONAL SEGMENT ACTIVITIES IN SOCIAL PROCESSES IN THE INTERNET CYBER SPACE

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Аннотация: Мақолада интернет кибер маконидаЎзбекистоннинг миллий сегментини ривожлантириш зарурияти, Интернет миллий сегменти сайтларини ривожлантириш борасидаги ўзига хос жиҳатлар, фарқлар, Ўзбекистонда интернет тизимини ривожлантириш муаммолари, унинг ижтимоий жараёнлардаги ўрни тадқиқ қилинган.

Калит сўзлар:глобаллашув, ахборот, интернет, сайт, миллий сегмент, ахборот оқими, ахборот эҳтиёжи, ахборот макони, ёшлар.

Аннотация: В статье рассматриваются необходимость развития национального сегмента интернет-киберпространства Узбекистана, особенности развития сайтов национального сегмента Интернета, различия, проблемы развития системы интернет в Узбекистане, ее роль в социальных процессах.

Ключевые слова: глобализация, информация, Интернет, сайт, национальный сегмент, информационный поток, информационная потребность, информационное пространство, молодежь.

Annotation:The article examines the necessity fordeveloping the national segment of Uzbekistan in the Internet cyberspace, the specifics and differences in the development of sites of the national segment of the Internet, the problems of Internet development in Uzbekistan, its role in social processes.

Keywords:globalization, information, internet, site, national segment, information flow, information need, information space, youth.

Introduction: At the current stage of global development, the Internet as an information and communication technology that unites humanity has emerged and is constantly evolving.It should be noted that the speed of development of the Internet in society is rapid, and its social and technical opportunities have generalized the existing opportunities at the level of mass, social groups and interpersonal communication.This condition requires the study of the social systemic, communicative features of the global Internet, which is a global computer network in society, through the application of scientific knowledge, the methodology of the sociological approach.In this context, the analysis of a completely new socio-technical, social communicative and socio-cultural situation, sociological features, the preparation of independent conclusions and suggestions desired at ensuring Internet security is of great practical importance.

Literature Review: As early as the middle of the twentieth century, sociologists predicted the emergence of a new generation of global electronic communication network, which could unite the world's population into a single global information society.Sociologist M. McLuhan, a classic of sociology, named the future society a "global village."The researcher notes that the new form of social society is based on high-speed electronic communications, removes regional, time boundaries in the world, forms a global exchange of ideas on the planet, leads to a new stage of development of social and information systems [1].

Professor Yu.A. Antonova have a claims that aggressive ideas can affect society through the virtual world [2]. In this regard, it is expedient to pay special attention to the study of the purpose, essence and content of formal and informal communicative directions in the global Internet. In the first quarter of the XXI century, as a result of the capabilities of computers, the scientific and technological revolution has entered a new period [3]. In this regard, it should be noted that the study of the role and function of social networks in the virtual world in terms of sociological analysis is also important, the study of blogs and social networks in terms of empirical sociological analysis is also practical.

Researcher I.A.Shevchenko noted that the globalization of mass media and communications has taken place, its content, essence, the process of effective use of the communicative system of the individual, the experience has been transformed.Mass communication is not only a means of ensuring an individual's attitude towards

existence, but alsoproduces as a source that brings innovative ideas to our minds.This approach applies to all forms of media, primarily the cyber Internet, which is a global computer network [4].

In this regard, there is a necessity for sociological, systematic analysis of the peculiarities of the activities of blogs and social networks on the Internet, based on modern, innovative methods by sociologists [5].In this regard, it should be noted that the methodological approaches of the famous foreign sociologists M. Morrisa and S. Ogana are important in studying the essence of the existing information system on the Internet [6].

Research Methodology: In the course of the research were used scientifically-philosophicalprinciples and methods such as systematics,theoretical-deductive conclusions, analysis and synthesis,history and logic, hermeneutic analysis, inheritance,universalism and nationality, comparative analysis.

Analysis and Results: Because of the fact that the basis of transformational processes in society is information and globalization, the Internet and the national segment in it have of great practical importance for the society of Uzbekistan today.In order to organize this task at the level of world standards, the new decree of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further develop national content in the global information network Internet" was announced.This important social document states that "the development and promotion of national content and web resources, the creation of a system of their organizational, logistical and financial support, the ideological content of the global segment of the global Internet, meet modern requirements of users creation and development of popular information resources, media products, feature, cartoons and documentaries, as well as the development of Internet journalism, national content in local social networks and its share in the information resources of foreign Internet networks, improving the activities of messengers and social networks in Uzbekistan, the need to expand their audience by increasing their attractiveness is emphasized [7].

Due to the stable expansion of democratic reforms, the society of Uzbekistan has been included in the global Internet, which has a technological impact on social change. Moreover, this process makes several changes in the society. This process has caused to the emergence of acute epistemological problems in society, which have led to the formation of hitherto untackled social issues, which have become a negative companion of democratic reforms.The internet which is formed in the middle of the twentieth century, originally a means of communication used in emergencies, emerged as a communication system.However, in the late twentieth and first quarters of the twenty-first century, the global Internet developed as an international computer communication network, superior to the national communication system, demonstrating its high potential [8].That is why as the subject of scientific research the activities of the Internet have been the focus of social and natural sciences, including sociology. The overall impact of the Internet on social change is closely linked to radical change in society.In particular, the development of civil society in Uzbekistan is characterized by the fact that the country has started a new level of development.The global Internet has an important duty in ensuring the democratic content of reforms in our country, its rapid transformational processes, deep and rapid social changes,

economic development, religious tolerance, interethnic tolerance, strengthening the country's position in the international arena.Professor N.Khakimov emphasizes that "national segments of the Internet play an important role in the innovative development of the country, the understanding of the main tasks set by the Action Strategy for further development of the Republic of Uzbekistan for 2017-2021, members of society, their participation in democratic reforms" [9] As a result of this process, a radically updated information system has been formed in Uzbekistan, which has created improved social relations.

Nowadays, the activation of members of society in the socio-economic, spiritual and social spheres is clearly visible.In this condition, there are certain demerits in the activities of social institutions that meet the needs and desires of the public, they can not be sufficient of the social ceaseless requirements of a person . the situation is evident in the social sphere, ie they do not develop in line with intensive development. This situation shows the existed demerits in the institutional system of a transforming society.

Therefore, in the context of Uzbekistan, the sociological analysis of the Internet and its national segment and the study of the impact of the global computer network on social processes is of practical importance. Moreover, the direct impact of formal and informal Internet communications to the public audience, the process of independent study of the sociological aspects of social status in a changing society, has of theoretical, methodological and practical importance.It should be noted that at the present time for sociology the study of the activity of informal elements in the Internet system, including the analysis of last created stuffs that are updated blogs, social networks have also an important role.In this regard, the empirical observation of the activities of blogs and social networks among users of the global Internet, conducting sociological analysis provides a certain social effect.

In social networks, on Internet forums, chats, interpersonal and group communication, using efficiently the capabilities of virtual world has nationwide character. [10] The difficulty in the sociological study of the social situation of the Internet from a sociological point of view is connected with a certain complexity, the constant change of elements in the Internet information space, the interaction of official and nonofficial sites.In this regard, it should be noted that in the global Internet, social communications operate in different forms.In this process, blogs have taken one of the leading positions as a specific type of internet communications.The introduction of blogs on the Internet gives a chance to a person for demonstrating their communicative abilities, as well as to show, confirm, present themselves in the virtual world in terms of socio-cultural intellectual ideas.Blogs, by their very nature, are an important presentation of sociolinguistics, a specific socio-cultural phenomenon, a reality, and their essence, the study of development trends, create conditions for the scientific identification of new aspects of cultural transformation of public opinion."The field of blogs differs from other sites by a certain structure, as well as the interconnectedness of different bloggers, the impact on the audience, that is, the number of listeners, general popularity, communicative respect." [11]

At a new stage of development, Internet communities connected to the global network are playing an important role in the society of Uzbekistan.Their activities, as

an integrated element in society, have led to communicative cultural change.Network Internet communities affect significantly on the social maturity and socialization process of the young generation, the system of life relationships, social psychological, socio-cultural views of man.Their activities, as an integrated element in society, have caused to communicative cultural change.Network Internet communities have had a significant impact on the social maturity and socialization process of the young generation, the system of life relationships, social psychological, socio-cultural views ofperson.

Internet communities have a significant impact on the social processes in society, the socialization of young people, changing a person's lifestyle, social psychic and socio-cultural skills. The individual will replace the virtual daily practice as a phenomenon of information communication culture during the new stage of development of the network internet community.Actions on information exchange, conversation, finding a new job, developing personal interests, hobbies, increasing social activity are transferred to the page of the global network of the Internet.As a result of such a process, new social systemic forms emerge within the framework of virtual reality, but with a serious impact on the physical situation.

Conclusion/Recommendations: The empirical analysis confirms that blogs and social networks gain an important role in the life of Uzbek society at a new stage of development and have a impact in several directions on social processes.

First, despite the differences between blogs and social networks that exist in the national segment of the global Internet, their similarity is due to the scale of information dissemination through them, i.e., geography, as well as the generality of the target audience.That is why there are enough difficulties in monitoring blogs and social networks by agencies of government.

Second: the fact that blogs and social networks on the World Wide Web are not controlled by government agencies, the lack of monitoring is due to the freedom of speech created in the country, the fact that the Internet is a global, universal network, confidential capabilities.So, as a result of the lack of control over websites in Uzbekistan, it creates conditions for further development of the national segment.

Third: the need to improve the position of national segments in the Internet, as well as its security, the impact of some Internet blogs on public opinion, the attitude of the population of Uzbekistan to social and economic events, their assessment, socio-political, socio-cultural situation.

Fourth: understanding the role of blogs and social networks in the global Internet system, it is good to organise to conduct sociological surveys among users to study their activities, because in the process of society development, previously unknown to the social sciences, virtual nature,structural elements, problems may arise.

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KINDNESS IS A FACTOR OF SUCCESS

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Аннотация. Мақолада меҳр тушунчаси кучли томон сифатида назарий ва амалий таҳлил қилинган. Маълумки, шахснинг дастлабки ижтимоийлашув жараёни она ва фарзанд муносабатлари доирасида кечади. Бунда фарзанднинг она меҳридан қониқиши инсонда бахтиёрлик ва хотиржамлик каби туйғуларни шакллантиради. Кейинчалик инсон меҳрни жамиятдан ҳам қидиради. Инсондаги меҳрга бўлган доимий эҳтиёждан ижтимоий муносабатлар жараёнида жамиятнинг социомаданий даражасини ошириш учун янада самарали фойдаланиш мумкин. Бу бир вақтнинг ўзида шахс учун ҳам, жамият учун ҳам ижобий аҳамият касб этади.

Калит сўзлар: меҳр, меҳрлилик, фаоллик, меҳрсизлик, муносабатлар, кучли томон.

Аннотация. В статье представлен теоретический и практический анализ концепции доброты как неотъемлемой части общественных отношений. Известно, что первоначальный процесс социализации личности происходит в рамках отношений матери и ребенка. В то же время удовлетворение ребенка любовью матери создает в человеке чувство счастья и покоя. Позднее человек ищет доброты и в обществе. Постоянная потребность в доброте к человеку может более эффективно использоваться в процессе общественных отношений для поднятия социокультурного уровня общества. Это оказывает положительное влияние как на человека, так и на сообщество одновременно.

Ключевые слова: доброта, проявление доброты, активность, отношения, сильная сторона.

Abstract. The article presents a theoretical and practical analysis of the concept of kindness as an integral part of social relations. It is known that the initial process of personality socialization occurs within the framework of relations between mother and child. At the same time, a child's satisfaction with the mother's love creates a feeling of happiness and peace in a person. Later, a person seeks kindness in society. The constant need for kindness to a person can be more effectively used in the process of social relations to raise the socio-cultural level of society. This has a positive effect on both the individual and the community at the same time.

Key words: kindness, manifestation of kindness, activity, relationships, strong point.

Introduction. People who have achieved a lot in life rely on their abilities and strengths to achieve a high career and organize their personal lives properly. Such people know how to recognize and develop their talents, the roles that suit them, and how to use their talents and abilities in life. On the contrary, it is more vulnerable to control them than to develop them. Well, what factors play an important role in shaping a person to be so strong.

Literature review. Man cannot live a full, bright, full life without compassion. People who live happily talk more about what they love. In this way, they open endless paths to the well-being of life [13].

Mercy ensures that a person succeeds in society. He said:
• develop a holistic view of life and its prospects;
• work with factors that lead to optimism (seeing goodness, kindness);
• correct mastering of activities;
• developing self-confidence;
• create a sense of vitality;
• motivation for practical activities;
• Helps to achieve goals.

Research Methodology. Dividing people into strong and weak may seem inappropriate. After all, it is impossible to set a clear criterion for evaluation. But it can be assumed that a weak person is a person who cannot be happy. He is full of fear, avoids responsibility, and lives with the mistakes of the past. This is not typical of the strong. The strong want only one thing – to fill life with happiness for themselves and their loved ones. Such an idea requires a realistic view of life, the things around it, the attitude to the events with a positive energy, high spirits.

Analysis and results. Is a loving adult strong or weak? First of all, really strong people apologize when they make a mistake, ask people for help, try to be equally sincere to everyone. But people often interpret this as a weakness. For example, the famous Indian revolutionary Mahatma Gandhi said, "The ability to forgive is inherent in the strong. The weak will never forgive". Weak, that is, a weak person can cite several aspects that are incapable. That is, they rarely apologize, it is impossible for them to ask for help, it is not necessary for them to be sincere. The two groups have little in common, but there are many differences.

Apology. Apologizing is uncomfortable. To do this, we have to admit that we are wrong. And that touches our senses. But those who manage to overcome themselves and apologize will have the peace of mind and spiritual strength. This is because the pain a person inflicts does not go away without a trace. This is true for both parties. Apologizing makes us "human" in the eyes of others. As the great scholar Jalaliddin Rumi said, "Only in the heart can one ascend to the highest heavenly heights".

Asking for help. Asking for help is as difficult as apologizing, and situations are interrelated. Please force the person to admit that he or she does not know how to solve the problem. But if we have done something wrong, we need to ask for help from people who can guide us. You need to know who to contact with this issue. If you want useful advice, turn to the master of the work. Conversely, if in doubt, tell someone close to you who is listening to your story. Maybe you will find a solution together.

Optimism. We don't see many people with sincere smiles in our time. But optimistic people have a lot of success in life. Such a character is not present in everyone. Optimists are physically healthy, strong and able to give positive energy to others as well. An optimistic spirit is not easily given. That is why such a view of life is possible only in strong people. The main difference between a strong man and a weak man is that a sense of hope is always present in the strong. Their secret is to be able to defend themselves in a good mood. To have such a pillar, ask yourself, "What makes me happy?" Ask a question like Of course, being optimistic makes a person happy, and pessimism can ruin it.

Sincerity. People try to be sincere, but there are very few of them. They try to share their fears and concerns with others. You don't have to reveal all your secrets to others. The less people around you know about you, the more power you have. First, acknowledge the reasons for your worries, and everyone has them. (Eg, who will come into my life tomorrow, what might happen, etc.) Then think about who to share them with. If we are sincere in time, we can overcome many problems, obstacles in front of us.

Freedom and responsibility. Only strong people can be free. Because freedom implies discipline and obligation. If you want to be free, figure out what your responsibilities are, what your principles are, what your values are. Weak people do not do this and are subject to the influence of the world. What is taken away from them is called "freedom." In other words, to be free, you have to submit to your own values [9].

The common denominator for the features and actions listed above is that achieving and perfecting them does not require much effort. To overcome selfishness

to apologize, and to maintain optimism – to be able to resist external influences. To be free - you have to stay true to your faith.

This means that not all valuable things in life come naturally. It takes a fight and a sacrifice. But if you are ready to work on yourself, the result will not wait long for you [12].

Wisdom and knowledge	
Interest and love for the world (interest in various things) Love to read (to increase knowledge for themselves) Broad outlook, wisdom (see the overall picture, think wise)	Creativity, ingenuity, originality (the ability to find new ways to do something, intelligence) Impartiality, critical thinking (thinking rationally, being able to make the right decisions)
Courage	
Brave, fearless (resistance, overcoming fear) Perseverance, diligence (finishing the work started, not being distracted)	Purposefulness, loyalty, honesty (fidelity to the promise, sincerity and openness) Passionate, zealous (living life to the fullest, having energy)
Love and humanity	
Love and affection (appreciation and close love relationship) kindness, generosity (helping others, showing compassion, caring)	Social intelligence, personal intelligence, emotional intelligence (understanding what people feel, responding to their feelings, feeling comfortable with others)
Justice	
Civic position, team spirit, loyalty (good teamwork) Leadership qualities (organizing and motivating others)	Honesty, impartiality (equal treatment of people, do not discriminate against people because of their shortcomings)
Moderation	
Self-control, self-direction (emotion management, discipline) Kindness, caution (avoidance of danger, caution)	Humility, seriousness (understanding your place in the universe) Forgiveness, compassion (forgiveness and forgetfulness of attitudes and actions)
Transcendental	
Ability to appreciate beauty and perfection (create and / or inspire them, rise) Spirituality, understanding of meaning and essence (development of consistent ideas about life, faith, belief, high faith)	Hope, optimism, focus on the future (assuming that the glass is half full, make plans for the future) Gratitude (to thank people, make yourself happy) Humor, cheerfulness (cause laughter and smiles, get to work)

Figure 1. Strengths: Classification of benefits and kindness

The level of direct affection also underlies a person's behavior in life and success in relationships with members of society. It is often assumed that people who set high goals in life have achieved a lot, while those who have achieved low goals have set themselves modest goals. However, observations show that successful people are aware of their abilities and set their goals a little higher than their level, while people with less success often do not know their capabilities and set unrealistic goals for themselves [11].

In a survey of loving relationships, 94 percent of those surveyed said, "It's very important for people to be kind to each other." Eighty percent of them said they would

like to see themselves as a kind person, and 82 percent of those surveyed said they showed kindness at least once a week[2].
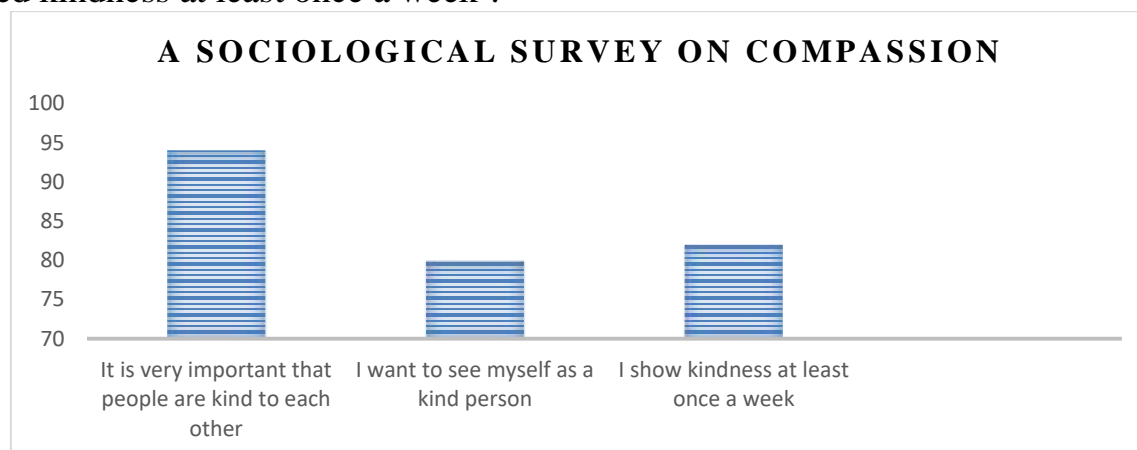
Figure 2. A sociological survey on compassion

The following responses were received from 185 respondents in the public opinion poll "Are we kind"[3].
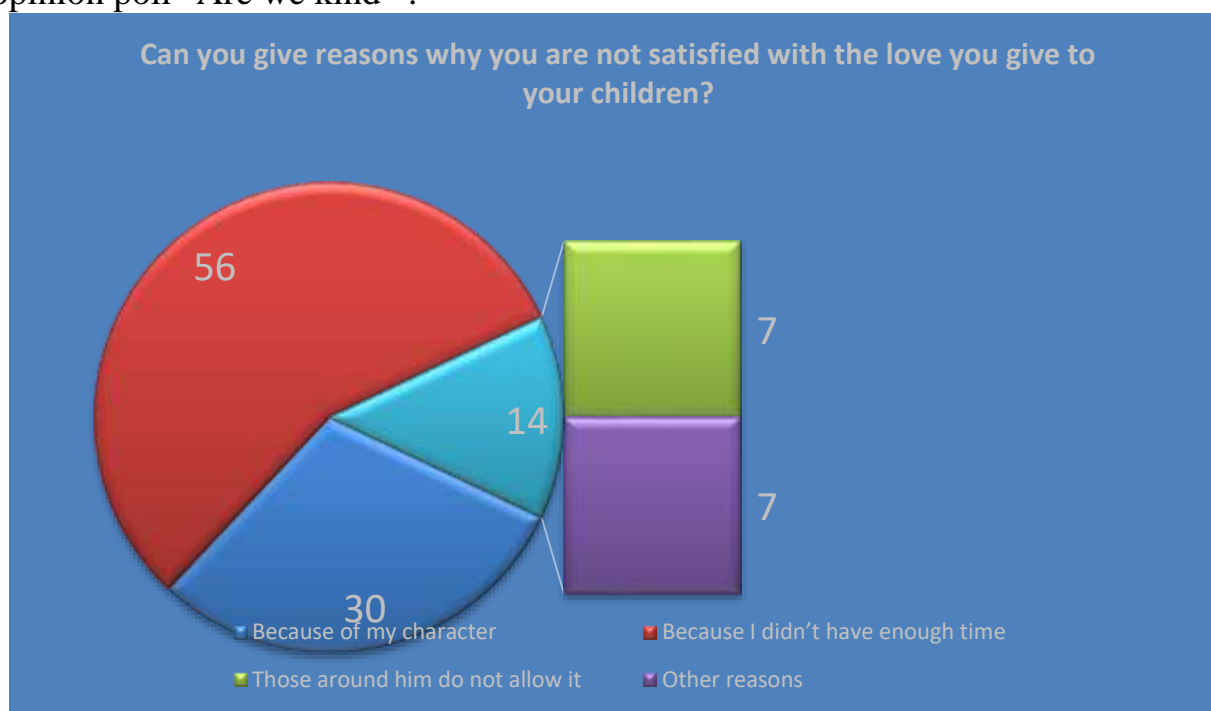
Figure 3. Results of questionaries

Fifty-seven percent of those surveyed said they did not spend enough time caring for their child. It is well known that untimely kindness leads to various negative consequences in society. In particular, violence against motherhood will inevitably have an impact on future socio-cultural relations. The answer of 30% of respondents that they do not give enough love to their children "because of my character" today requires an individual approach to the individual, the correct organization of sociological and psychological work to help them socialize and adapt to social

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[2] Public opinion poll conducted on August 20-24, 2020 through the "FAMILY AND LIFE" and "Share kidness" Telegram channels. A total of 2076 respondents.

[3] Public opinion poll in Bukhara region, January 2020.

processes. The answer is 7%, which is not allowed by others. This is characterized by the difficult course of interpersonal relationships, with members of society regularly facing certain obstacles [4].

Analyzes show that in order for a young baby to survive, a parent needs to be hugged, hugged, and cared for at least three or four times a day. Children deprived of such opportunities do not feel full of happiness. In order for it to grow and develop well, it is necessary to show kindness by pressing on the liver ten or twelve times a day. In order to be talented, it is necessary to press the child twenty times a day, that is, to fully cover and pay attention. In this case, the child will be able to feel free in society, to fully realize their dreams and desires.

Kindness is directly related to value, prestige and qualities. Understanding one's own strengths helps one to see one's differences. The strengths of a loving person are similar to character traits, but environmental factors can affect them [1].

By loving people, we contribute, first of all, to the understanding that a person's dignity is the way he or she and the people around him or her look, living the right life. Second, whether the presence of this advantage leads to positive results or not, it has a moral significance. Third, we do not discriminate against others by displaying our own qualities, on the contrary, such appearances can be beneficial to them. It causes amazement, not jealousy. Fourth, a strong man who loves will never resist, but will direct. This is also a positive result. Fifth, what is strong in a person is manifested in his actions, thoughts, feelings, and imagination. This applies to different situations and times [2].

We can see that kindness is related to a number of qualities:

• Humanism - respect for the person as the highest value, communication through love;

• wisdom - this quality unites the parties involved in the acquisition and use of knowledge;

• Courage - human qualities associated with the expression of the will to achieve a goal in the face of external or internal resistance, etc.

Compassion is the ability to demonstrate consistently high levels of results in any area of activity. Our strengths are our talents. Talent is a naturally occurring model of thoughts, feelings, or behaviors that can be applied to different areas [6].

If we liken talents to diamonds, a loving person can be likened to a processed diamond. Kindness is further refined as we polish our talents through knowledge and skills. The full manifestation of human kindness is transformed into manufactured products, wonderful examples of craftsmanship. Our showing our love is based on certain principles. In particular, the manifestation of kindness:

• understanding of the person;

• respect for the person and take personal responsibility;

• understanding of our life goals;

• building caring relationships that make life easier;

• not clinging to past successes;

• use skills and strengths;

• Understand what kindness means to others. This will help them understand them better [12].

Figure 4. The impact of lindness on a person`s social activities

Let's take a closer look at the impact of kindness on a person's social activities [7]:

- flexibility - changes depending on environmental requirements;
- analytical thinking - understanding the causes and consequences;
- faith - deep-rooted values, the existence of ideas, the search for meaning in life;
- imagination - creativity, originality, new ideas and concepts;
- Harmony - finding common ground, avoiding contradictions;
- discipline - adaptation to the order and structure;
- individualization - accepting other people as individuals and recognizing their talents, paying attention to differences;
- Intelligence - the ability to think in many directions;
- information - active acquisition of knowledge, curiosity;
- Correction - the ability to recognize problems and solve them;
- communication - the ability to explain, explain, speak well;
- competition - diligence, success, desire to win, comparison with others;
- Orientation to the future - the ability to focus on the future, to see opportunities, to strive for the actions of others;
- responsibility - obligations that you can trust;
- relationships - building close relationships with people;
- Positiveness - passion, optimism, excitement, motivation of others;
- harmony - concern for equality, justice, good and evil;
- development - looking at the opportunities of others and helping them to develop;
- fairness - making the right decision;
- Leadership - the ability to resolve conflicts and crises and take responsibility;
- self-affirmation - self-confidence, independence of thought;
- connection - the integration of ideas or events into a meaningful whole;

- Empathy - understanding others, building supportive relationships.
- intuition - the ability to understand the inner nature of an event, an event.

Compassionate, successful people always have an idea of their abilities and therefore set goals higher than their own. Ordinary people, on the other hand, set very high goals that they cannot achieve without the resources of their abilities.

The inability of a person to give kindness while being kind is also an indication that many social problems have accumulated in the society. Rarely do people speak openly about their kindness. And many simply do not know or understand how important it is in life [5].

Another characteristic of kindness is that it does not require great goals or tasks. Even a single attention or recognition sometimes motivates a person to achieve a goal, to succeed. Goals that are higher than a person's capabilities will direct him or her to work more efficiently. This is always achieved through hard work. Setting very high goals can sometimes lead to a loss of confidence.

Conclusion/Recommendations. It should be noted that kindness, knowledge of one's own strong qualities and qualities and their development form a holistic view of a person's future prospects. Man is inquisitive, he has a unique positive energy hidden in him, if he puts his love at the center of his life activities, he can have a positive impact not only on himself but also on the social environment. Develops confidence, strength, endurance, enthusiasm, performance, helps to achieve the goal.

So far, there is no single generalized theory on the concept of kindness in science. However, situations have been developed that describe and explain people's behavior. Before attempting to determine the basis of a methodological approach in this regard, it is necessary to analyze the data collected in the social sciences [3]. It is precisely the existence of different approaches to the problem of compassion that requires the study of this problem in parallel in the relevant sciences and scientific approaches.

The most acceptable for the development of social relations is the study of healthy behavior, as well as the attitude to affection that arises from the social situation. From the point of view of this approach, the most relevant is the study of living conditions, how a person's macro and micro social environment affects his behavior, which lifestyles are individual and which are specific to a particular social group.

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SOCIAL SYSTEMS OF THE INTERNET INFORMATION COMPUTER AND SOCIAL SYSTEM AND COMMUNICATIVE FEATURES OF THE INTERNET INFORMATION COMPUTER NETWORK

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Аннотация: Мақолада Ўзбекистон Республикасида Интернет миллий сегментини ривожлантириш бўйича хориж тажрибаси, Марказий Осиё давлатларида Интернет миллий сегменти сайтларини ривожлантириш борасидаги ўзига хос жиҳатлар, фарқлар, Ўзбекистонда интернет тизимини ривожлантириш муаммолари, унинг ижтимоий тизимли ва коммуникатив хусусиятлари тадқиқ қилинган.

Калит сўзлар:глобаллашув, ахборот, интернет, сайт, миллий сегмент, ахборот оқими, ахборот эҳтиёжи, ахборот макони, ёшлар.

Аннотация: В статье изучен зарубежный опыт развития национального сегмента сети Интернет в Республике Узбекистан, особенности, различия в развитии сайтов национального сегмента сети Интернет в странах Центральной Азии, проблемы развития системы Интернета в Узбекистане, ее социальные, системные и коммуникативные особенности.

Ключевые слова: глобализация, информация, Интернет, сайт, национальный сегмент, информационный поток, информационная потребность, информационное пространство, молодежь.

Annotation: The article analysis foreign experience in the development of the national segment of the Internet in the Republic of Uzbekistan, the peculiarities and

differences in the development of national Internet sites in Central Asia, the problems of Internet development in Uzbekistan, its social system and communication features.

Keywords: globalization, information, internet, site, national segment, information flow, information need, information space, youth.

Introduction: The expansion of the global Internet, its coverage of all spheres of human activity and its turning into a global network has led to the recognition of this area as the main means of information exchange in the XXI century. The fact that the Global Internet is an effective instrument for human communication has led to the acceleration of human activity, raising the number of users of information published on the Internet in all countries of the world and a sharp increase in social and economic needs to expand their sites on the Internet as a virtual information space. Therefore, the number of sites in the global network that contain information of different social, economic and political content is increasing. It should be noted that these sites include a set of necessary information for the activities of the individual, ensuring the improvement of his scientific, professional and social interests. The set of information that tells about the political, moral and spiritual culture forms of a person living in a new stage of development is also described on the Internet. In the context of development of civil society, a set of information that encourages the socialization of the younger generation i.e a set of information that supports independent knowledge in certain disciplines, reaction, independent social life, solving social problems, is posted on Internet sites.

Literature Review: E. Giddens, a sociology theorist, notes that "as a result of globalization, a new procedure of preparation, dissemination, reception and use of information has been formed in the world" [1]. The American sociologist D. Bell's book "Industrial Society of the Future" [2] has an essential scientific significance for the development of the idea of a global information society. The author divides human development society into three main levels: agrarian, industrialized and post-industrialized. According to the researcher's view, a distinctive aspect of the post-industrialization phase is the rapid development of service areas related to education, health, research and management. The sociologist gives explanation about the essence of the factors and opportunities that have emerged for the formation of the information society in the post-industrialized stage.

The term "Internet" is not clearly defined in international law. According to definition of lawyer VN Ryauzov, a member of the Union of Lawyers of the Republic of Belarus, the Internet is a global telecommunications network that computes information and resources [3]. Also, according to the researcher VN Ryauzov's commentary on the national segment of the Internet, the concept of the global segment of the Internet is a global network of resources that cannot be imagined without technical means and receive, transmit, store, draw information [3].

National segments of the global Internet cannot be imagined without technical means, and the process of using them is a source of rational information. There are a number of independent definitions of the term information technology in the global Internet. In particular, Internet technology is the technology of creation, formation and development of various information resources on the Internet, ie sites, blogs, forums, chats, electronic libraries and encyclopedias [4]

The concept of "technology" is the Greek word, "techne" - art, skill, logos - means thinking, perception, knowledge, and this mainly belongs to the field of production. According to sociologist EI Grigoreva's view, "technology is a method, form and means of socio-cultural activity, which, in addition to its use in the educational process, also helps to gain certain planned results in education and upbringing" [5].

Research Methodology: In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

Analysis and Results: In the current period of globalization and information pressure, there is a increasing number of websites that show the activities of young people, which have a detrimental effect on the territory of some foreign countries, and promote their ideas of aggression, crime, drug addiction and vandalism. According to statistics, there are more than 7,000 Internet sites on the Internet, which promote moral depravity and various malicious purposes, anti-constitutional, denial of the requirements of building a democratic society, disrupting peaceful social and economic life.

According to the information that taken from "SimilarWeb", the Imo application is the most popular application installed on the Android operating system in Uzbekistan. "Telegram" is in second place. But, although Telegram took first rank in the Apple Store on October 6, 2018, above Instagram and IMO, it is always in the trend of downloading in the Google Play Store in Uzbekistan. Instagram and Odnoklassniki lead prior ranks among the apps on the Google Store. [6].

In the first ten months of 2018, 36.9% of Internet users in Uzbekistan were faced to cyber-attacks. According to this indication, the country ranks 27th. 69.8% of users were attacked by viruses on hard disks and USB flash drives. This means 13th place in the world. [7].

In order to protect against them, there is a need to create, develop and attract youth to the Internet, promoting the national idea, the purpose and content of civil society, the achievements of our country in the new period of development, social life, economic development, young generation's future.

The results of sociological research conducted by the author show that at a new stage of development of society, as an important tool for sustainable development, the youth of our country are mainly using social networks effectively. Therefore, it is important to analyze the content of articles published on social networks in the global Internet, to study their essence independently, to pay attention to its direction, to which social groups of society, and the mechanisms of distribution.

In particular, the research works belong to the sociologists have divided social networks into the following types: social accounts, social catalogs, social libraries, popular network games, instant messaging systems, Internet chats, Internet forums [8].

In the period of development of civil society, the intensity of the technical capabilities of social networks, the speed of access to information, the meaning of information, difference on the ability to express it, the high logical structure that can gain the trust of users, attracts users of this information. In particular, the creation of

messengers (WhatsApp, Telegram, Viber, etc.) causes young people to addicted to accessing social networks. It should be noted that websites with messenger are developing rapidly in the current virtual opportunities. The convenience and low cost of using messengers has caused to a sharp rise in the number of users with this opportunity. In particular, the most popular messenger WhatsApp has grown slightly less than three times faster than Facebook in terms of user growth over the last four years. [9].

The convenience of this information technology for users is that it is possible to send and receive text messages, pictures, videos and audio products through a single messenger. At the same time, the format of multimedia products through special programs is reduced, which leads to a decrease in Internet traffic for their download. Also, the low cost of using this information technology by subscribers attracts users. In particular, the download of WhatsApp is free for all types of smartphones and phones (iPhone, Android, BlackBerry, Windows Phone, Nokia) [10].

With the expansion of globalization, the deepening of market economy relations, the format of information available to members of society from Internet sites is increasing. This situation shows the importance of developing the national segment of the Internet, enriching its content, working to improve it, filling websites with a comprehensive set of information in form with the content of democratic reforms in our country.

Based on the above, it should be noted that the development of youth sites in the national segment of the Internet is important. In order to fully understand the concept of the national segment in the global Internet, it is necessary to define the terms "Internet" and "national segment". In particular, the Wikipedia dictionary defines the concept of the Internet as given blow: The Internet ("Internet" – ICGANG. "Interconnected network" is an acronym for "global computer network") is a worldwide integrated computer network system based on the principle of IP protocol and data transmission in packets. It consistes the global information presence and serves as the technological basis for many data transmission systems (protocols). In the condition of sustainable development of society, the Internet is considered not only as a communication network, but also as the World Wide Web (WWW), i.e a set of information that can be obtained through this system. In addition to this , the part of the global Internet within certain countries is called "segment", "national segment". The word "segment" means "piece", "part" in Latin language.[11].

The orginizing of new sites in the national segment of the global Internet are be able to be the basis for revealing destructive ideas coming from the territory of foreign countries, to some extent, their security, their purpose. In today's information society, any information can spread to the world at a high rate and be absorbed with destructive ideas and negative thoughts, which can be cause to certain problems and social conflicts in society. As a result of the sociological study of the social causes of this problem, the factors that form them, attention is paid to the methodological foundations of the theory of the information society, the main content that development processes are considered.

The main goal of an informolized society is to ensure that every person has a set of information of a certain content on a voluntary basis, the level of legal and social

security is of great theoretical and practical importance. Data about the history of the introduction of the concept of "information society" in sociology confirms that this scientific concept was first introduced into sociology by Professor Yu. Hayashi of the Tokyo Institute of Technology. The basic classification of this concept is reflected in official documents submitted to the Japanese government, including scientific studies such as "Japanese Information Society: Topic and Approach" [12]. These conclusions are explained by the fact that the development of computerization helps to ensure that people have free access to scientifically based sources of information, given the innovative level of automation of production in industrialized industries. What is more, rapid social development in production, definitely, affects the cost of products, i.e. the role of innovation, design and marketing in the value of goods. According to the author's opinion , in the new period of development, a set of innovative information, the production of its products will become the leading force of social development and continuing education.

Conclusion/Recommendations: On the researching of this topic, based on the approach of systematic analysis in sociology, the following conclusions were considered on using the following methods:

–   Terminology analysis can be used effectively in the independent analysis of scientific definitions of the concept of the global Internet and national segment sites, revealing its social essence and forming the content of the concept.

–   Comparative analysis is used to study foreign experience in the development and improvement of sites in the national segment of information security in the global Internet, as well as to identify effective ways to use innovative technology in the process of forming a data set.

It should be noted that the analysis of the above social terms shows that today the "national segment" is forming as a new concept and is evaluated as a site enriched with information on the social interests of young people, education. In this issue, the analysis of the theory of the information society, the problems and prospects of development of sites in the national segment of the global Internet using systematic sociological methods can be independently researched because the solution to this problem is an important resource in ensuring the security of information disseminated through the Internet.

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Аннотация: Бўш вақт инсон камолотини белгиловчи муҳим омиллардан биридир. Мақолада "Бўш вақт" ижтимоий институт сифатида инсон фаолиятининг турли соҳаларини тартибга солувчи ҳамда меъёрлар, роллар ва мавқелар йиғиндиси кўринишида ифодаланади. Замонавий шароитда бўш вақтни кўпайиши касбнинг ижтимоий мавқеига ва корпоратив хусусиятига таъсир этиши ҳамда бўш вақтдан фойдаланиш хилма-хиллиги эса жамиятнинг ижтимоий, демографик, касбий тузилишида миқдорий фойдаланиш тизимини яратилиши тўғрисида таъкидланади. Шунингдек, дам олиш даражасининг муҳим кўрасаткичлари нафақат мафкуравий истаклар, балки жамиятнинг моддий фаровонлиги даражаси билан белгиланиши айтиб ўтилган.

Калит сўзлар: Бўш вақт, касб, меъёр, эркинлик, ижтимоий мавқе, истеъмолчи, жамият, ёшлар.

Аннотация: Досуг - один из важных факторов, определяющих зрелость человека. В статье описывается «Досуг» как социальный институт, регулирующий различные сферы человеческой деятельности и представляющий собой совокупность норм, ролей и позиций. Отмечается, что увеличение количества свободного времени в современных условиях влияет на социальный статус и корпоративный характер профессии, а разнообразие использования досуга создает систему количественного использования в социальной, демографической, профессиональной структуре общества. Также было отмечено, что важные показатели уровня отдыха определяются не только идеологическими желаниями, но и уровнем материального благополучия общества.

Ключевые слова: досуг, профессия, норма, свобода, социальный статус, потребитель, общество, молодежь.

Annotation: Leisure is one of the most important factors in determining one's maturity. The article describes "Leisure" as a social institution that regulates various areas of human activity, as well as a set of norms, roles and positions. In modern conditions, the increase in leisure time affects the social status and corporate nature of the profession, and the diversity of leisure time emphasizes the creation of a system of quantitative use in the social, demographic, professional structure of society. It was also noted that important indicators of the level of recreation are determined not only by ideological desires, but also by the level of material well-being of society.

Keywords: Leisure, profession, norm, freedom, social status, consumer, society, youth.

Introduction. Today in Uzbekistan the attention to the human factor is becoming more important than ever. Man's readiness for social life, his ability to develop, the historically formed system of socio-cultural, political, psychological relations, the formation of criteria and norms for the perception of various life situations, the ability to integrate into the structure of social life – all this and so on. not included in the time field.

A social institution is a stable set of formal and informal rules, norms, and guidelines that regulate various areas of human activity and include them in the list of roles and positions. Thus, we can express a social institution in two ways: on the one hand, a set of norms, on the other - a set of roles and positions.

Literature review. Leisure is a social need. The socio-economic status of leisure is a natural consequence of its vitality and dependence on working time. These include the length of the working day, the work week, the flexibility of the work schedule, the proportionality of the composition of social employment in production and non-manufacturing sectors, and so on. In many cases, the content of leisure time was defined as similar to the production process and served as a continuation of them. Henry Whitehead, a British sociologist, noted that the problem of freedom was first recognized anew in connection with the emergence of social institutions. The doctrine of the unification of freedom and coercion in society is based on the concept of profession [13].

The formation of people in the community of professions through social institutions of self-government, especially in medieval organizations or corporations, was evident. This is a special form of freedom - the freedom of an autonomous social institution, which has the power to be limited to specific purposes and does not require direct interference in the affairs of state [9]. Freedom is not freedom in general, but the special permission of a particular social community to organize itself in a particular field of activity. It was not about freedom, but about freedoms, that is, about the privileges granted by the state to one or another professional corporation of the organization [1].

The professional corporations of the "Free Masons' Union" promoted the historical prototype of the Masonic lodge, the concept of profession as a socially significant personality of the human concept, and the form of corporation affiliation. Profession is not a moment of human socialization, but a universal definition of human will, free life. Although humanistic forms of human relations are rare in corporations, the idea of corporate itself has once again shown that freedom has a socially defined dimension.

In the Middle Ages, it was already distinguished by occupations that were the privileges of a free master. Medieval universities were also professional corporations. University corporations of professional intellectuals also enjoy freedom and privileges. During this period, universities were understood as a universal, multi-faceted, all-encompassing association that performed a variety of functions. The freedoms of global corporations have at times been so widespread that they have become a source of instability for society.

In modern conditions, the social tendency to increase leisure time and reduce the number of employees, the need for adaptive professionalism has changed the social status of the profession, its corporate nature. The profession becomes an attribute of partial, functional education of the person. However, professional skills, professional activity as a labor activity is still of paramount importance in defining the freedoms granted to man by society [14].

Research Methodology. The social institution exists as a set of social norms and guidelines that define the right types of behavior. It is closely connected with the ideology of society and the system of values. Institutional forms of action are controlled by society, and the institution itself controls the behavior of individuals. The social institution has the necessary material resources and resources, thanks to which the norms and guidelines underlying the institution are more or less successfully implemented.

Every social institution, including free time:
- to a certain extent clearly defined goals of its activity;
- a set of social positions and roles assigned to individuals;
- a system of sanctions that control the behavior of individuals;
- has specific specific tasks aimed at meeting the needs (in addition to these, the desired social institution will always have another task - to ensure solidarity among the moving individuals) [5].

Analysis and results. The institutionalization of leisure has different values. First of all, this is due to the fact that leisure is limited to a specific social sphere of

life. Second, there is a system of mobile dependence of forms of cultural organization of leisure on the general social organization, which is reflected in the nature of leisure funding. From patronage of ancient art to state policy in the field of culture, science and education, various forms of social control - financial, political, ideological, moral, religious, psychological, etc. - are developed by "young talents", "young scientists" and "educational initiatives". creation of various funds for strengthening and others. Including the creation of leisure and show business. However, with all the various features of a social institution, it is still important to establish a social scale of leisure and free time.

Undoubtedly, the sphere of consumption, which is associated with leisure time, cannot be excluded from the cultural aspects of human life. The culture of leisure is determined not only by ideological desires, but also by the degree of material prosperity of society. Sociology works with the following indicators of the level of recreation:

- The amount of fiction and special literature read, visits to cinemas, theaters, museums, art exhibitions, etc. (per year, per month and others);

-frequency of watching TV and video films, radio broadcasts and listening to music (again, for a certain period of time);

- the amount of time spent on favorite hobbies, walks in the park, sports, daily problems, family, friends, cafes, bars, discos;

- the number of monthly and annual investments of the individual, family, as well as the number of holidays and related material expenses [12].

The diversity of leisure activities allows for the creation of a meaningful system of quantitative use of leisure time by different social communities in relation to the social, demographic, professional structure of society, as well as regional characteristics. It is necessary to determine the direction of cultural demand, sustainable directions, financial costs for cultural and leisure services, ie to develop a system of measures that will transform the leisure time into a special consumer industry.

A modern civilized society is a consumer society. The concept of consumer society is widely reflected in the culture of postmodernism - a new image of the cultural consciousness of modern civilized man. Achieving cultural values for the broadest segments of the population and helping them to enter daily life is the basis for the formation of a new cultural consciousness. Ordinary household items are distinguished by their unique social environment. Culture becomes something glorious and distant, living not only in museums and books, concert halls and theaters. Culture becomes one of the means of communication and mutual understanding of people - mass communication.

In modern conditions, leisure and leisure are becoming a popular cultural value. It is the opposite of professional activity and becomes a special value of human life. The definition of human cultural life includes the concepts of tolerance, pluralism and others, and the theory of communication emerges, which raises important issues of modern society. As long as pluralism and tolerance are maintained, overcoming the fragmentation of the individual's daily consciousness is one of the leading values of modern culture [7].

The essence of communication comes from the sources of mutual understanding and understanding of the world of life. Mutual understanding is the basis of free forms of human communities and social organizations. Mutual understanding and solidarity act as the basis of the social union of people and as the defender of the world of human life and its basic requirements. In other words, communication is seen as a necessary condition for survival, a resource for further social development, that is, the development of the world of human life. It is reflected in the theory of the relationship between production and consumption, working time and leisure [15]. The private nature of consumption, which includes the consumption of information and culture, leads to a natural fragmentation of the consumer's daily consciousness. This is a social phenomenon that cannot be overcome at the level of politics and power.

It is no coincidence that Jürgen Habermas says that the mind that consumes free time is fragmented. According to him, this is also facilitated by passive, entertaining and privatized media. Leisure and consumption, as the dominant ideology of daily life, lead to a fragmented consciousness. This is one of the basic requirements of modern human life. The protection of demands, that is, the values of leisure and the rights of consumers, is seen as a sufficient reason for new social integration [4].

In modern sociology, there is a unity and dualism of the concepts of life and space. Since the world is only a world of human beings, the principle of the free cultural unity of human beings opposes the forced labor of slaves or the instinctive unity of the animal kingdom. For the ancient worldview, the world is a symbol not only of the living environment, but also of the meaning of human life. The universe, unlike the world of human life, is interesting not because it is one of the forms of life, but because existence itself is the only definition of human unity, the living world of human unity. Although the theory of relativity took the problem of social life beyond social production, it still maintained the definition of man within the boundaries of economics and production. If leisure is a field of consumption, then man himself and his leisure time are the continuation and condition of the process of production. In the theory of communication, a person is defined as a consumer of leisure time. Communication is a means of protecting the rights of consumers, only a means of protecting the production process and ensuring continuity. The result of the theory is the economic organization of leisure, that is, the creation of leisure industry, the transformation of leisure into a special social institution - the Institute of Public Freedoms.

The more stable the society, the more widespread the social conformism, that is, it can be considered as the adaptation of a person to the socially established cultural goals and norms of social life. People are generally focused on certain values and norms. Conformism is not only a form of human adaptation to society, but also an assessment of the value of society in the world of human life. Police training in ancient Greece can be called the development of social conformism. The opposite trend towards conformism is associated with a decline, a decline in social values - social anomie or deviation, a deviation from the norms of social behavior [11].

Conformism and deviation, that is, deviations from the norms of behavior, are two mutually exclusive tendencies in relation to social norms and values, and are considered the weakest in social theory. According to the philosopher Baruch Spinoza, the concept of social norm itself has a certain ambiguity. People, as usual, praise such

a human nature, which is nowhere to be found, in all respects, and disgrace what really exists. The problem is that the search for objective criteria and norms of human behavior is constantly confronted with the impossibility of taking a neutral observer position. At the heart of conformism lies the possible microbes of deviant behavior. Thus, in the 70s of the last century in Europe, the so-called "prescription strikes" spread [8]. The most developed countries in Europe, the United States and Japan, as well as Canada, have shown great interest in the development of psychoanalytic services. Their services are mainly used by people from the most socially vulnerable segments of the population. In modern society, in essence, all innovative tendencies belong to deviant, deviant forms of behavior. Because to one degree or another, any innovation becomes an aggression against the existing norms of social life [16].

As a result of the social activism of young people in the 1950s, the unity of deviant and conformist movements became especially relevant. Then there is an independent socio-cultural phenomenon: youth leisure, youth labor market, youth demand market, and others have become a detonator that reveals the unique social processes. The fact is that, for the first time in the history of post-war Europe, a more or less universal "saturation" has given rise to a new attitude to labor. This is important, as it will force the population, including young people, to stop conformism. As a result of the rise of industry, the global release of the time of decline has become the basis for a change in the system of traditional values, which are voluntary in the modern conditions of the norms of life in the past, and have become a turning point in the recent past. The transition from the values of labor associated with changes in the share of work and leisure to the values of leisure and consumption, with the devaluation of profession and labor as social norms and values, the sphere of leisure, first of all, the re-creation and re-creation of labor. Leisure has become an experience of popular wealth and daily life, and new youth has become an integral part of culture [3].

The emergence of the concept of youth culture has expanded the peculiarities of the alternative cultural situation of the younger generation. The evolution of youth culture marked it as an element of a new cultural state in general. Social and historical life has become more clearly involved in history than in its traditional definition of culture as a collection of achievements in art, science, and education, but in aspects related to the definitions of everyday life, quiet majority culture, and so on. Cultural studies helps in the formation of youth culture. It is a piece of knowledge that studies the history of culture and development processes, cultural connections in conjunction with social relations. Each period reveals something that is in harmony with its social and cultural experience in the past . The daily life of perception as a cultural value is one of the achievements of leisure time that has become the order of daily life [2].

The new cultural thinking, perhaps for the first time since the decline of the ancient world, made leisure a social institution of culture rather than a private sphere of cultural life. Tolerance and pluralism, the recognition of deviant behavior as one of the conditions of social unity and social harmony, provided priority for leisure in shaping not only the social ideal, but also the social norms of human behavior in society. At least this is unique to the ancient world - Ancient Greece and Ancient Rome [10]. Aristotle considered the ancient ideas of tolerance to the cultural norms of everyday life as the norm, the virtue - the evaluation. But he stated in Ethics, not certain

rules and state judgments. "Assessment is a form of self-confidence, the basis of Greek confidence, mutual understanding or cultural unity. Suffice it to say that the real punishment for a person can be a public verdict issued by a people's assembly" [6].

Conclusion/Recommendations. Although historical evolution led to the devaluation of the value system, in ancient Greece, in ancient Rome, there was cruelty, treachery. Nevertheless, the experience of placing the issue of the common man freely and culturally later became a source of example and model. Democracy and politics are the art of living among people - a gift of ancient times. It is the only social institution that embodies democracy and art, culture and leisure - the education that shapes democratic thinking in the younger generation. Since then, the concepts of democracy and politics have undergone tremendous changes. But they continue to operate, enriching the content of democracy, politics, leisure, and the interdependence and interdependence of education.

Democratic changes and reforms in our country further strengthen the human factor and serve to increase the role of leisure as a social institution.

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SYNTHESIS OF OTHER RELIGIOUS TRADITIONS (BUDDHISM, JUDAISM, CHRISTIANITY) WITH MYSTICAL AND PHILOSOPHICAL TEACHINGS IN CENTRAL ASIA

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Annotation: The article is about the synergetic content of the historical-cultural, socio-economic, spiritual-ideological, religious-philosophical foundations of the emergence and development of mystical sects in Central Asia, the formation of mystical teachings in the region, philosophical teachings the influence of traditions (Buddhism, Monism, Christianity) was examined.

Keywords: religion, Islam, mysticism, philosophy, Eastern philosophy, doctrine, doctrine, idea, world, Sufi life. Cynicism, Stoicism, Racism, Neo-Platonism, Buddhism, Monism, Christianity.

Аннотация: В статье рассматривается синергетическое содержание историко-культурных, социально-экономических, духовно-идеологических, религиозно-философских основ возникновения мистических сект в Центральной Азии и их инвазивного развития, влияние философских учений (учение кинизма, стоицизм, неоплотонизм) и других религиозных традиций (буддизм, монизм, христианство)на формирование мистических учений в регионе.

Ключевые слова: религия, Ислам, мистицизм, философия, восточная философия, учение, секта, идея, суфийская жизнь. кинизм, стоицизм, , неоплатонизм, буддизм, монизм, христианство.

Introduction: In the Middle Ages, in the life of the peoples of Central Asia, the religion of Islam and Sharia were deeply ingrained in the cultural and spiritual life of society. In social life, people were shaped by their way of life and way of thinking, national customs and traditions. When Muslims were divided into Shia and Sunni sects, a number of sects and sects began to emerge in Islam, including foreigners, Qadaris,

Mu'tazilites, and the like. These divisions had an impact on the cultural and spiritual life and way of thinking of that period, leading to the formation of people's way of thinking on the basis of various influences. Also, as a result of the preservation and synthesis of the traditions of Zoroastrianism, Buddhism, and Christianity in the region, new traditions and principles began to take shape in Islam.[1] Although Islam displaced out other forms of religious belief in a short period of time, it did not completely eradicate it. Although various forms of faith in Central Asia have given way to Islam, some manifestations of these religions have survived to the present day as the values of the peoples.Although mysticism originated in the early Islamic period, it is not surprising that it has its roots in the sense of striving for spiritual infinity in Christianity, Hinduism, and Buddhism, uniting with it and returning to its former state of oneness without diversity.

It is known that during the first Eastern Renaissance of the IX-XII centuries, great encyclopedic scholars, muhaddiths and mystics emerged from Central Asia. They created works that reflected the social models of the time through their religious and secular sciences that encouraged enlightenment. In the tenth century, great changes took place in the socio-political, cultural and spiritual life of Central Asia. By this time, the political position of the Arab caliphate, which had ruled for centuries, had begun to decline, and the Samanid state was formed, which began to be governed by new rules. A number of sects and sects emerged in Central Asia, including foreigners, Qadaris, Mu'tazilites, and the like. These divisions also led to differences in certain doctrines, mystical teachings, and views on sects on common doctrinal issues. In addition to the natural and climatic factors that have influenced Islamic societies in the past, living conditions, the political and social trends in which they exist, have served as historical factors for the development of Sharia. The expansion of the spread of Islam and the adoption of this religion by ethnic communities with different cultures have also had an impact in this area. During the first three centuries, under the influence of the above-mentioned factors, various institutions and principles of political activity of the states built in Muslim countries were formed. All this has left a deep mark on the development of Islamic law. [2]

Literature Review: According to researcher's conclusion, in the context of Central Asia, mysticism, especially among the Turkic tribes, the population engaged in animal husbandry, is deeply rooted in the ideas of shamanism. "In Central Asia," says Professor MK Aripov, "different Sufi sects did not have the same meaning in the spiritual life of society. The Yassaviya sect had an influence among the nomadic tribes. In his (Yassavi's) teachings, Islam was in many ways mixed with the notions of shamanism and ancient mystical gods." [3] Islam did not eradicate shamanic customs and rituals, but was forced to absorb and develop them.

Ethnologist O.D. Sukhareva writes about this: If we observe that in the religious life of the more culturally developed regions of Central Asia there is a direct connection between shamans and Sufis, in some areas they are almost merged. These two religious systems have coexisted without harming each other, in connection with succession, i.e., mysticism and shamanism. The fact that the remnants of shamanism have survived in mysticism is evident in the conflicting and conflicting views between them. In

particular, this can be clearly seen in the spiritual views and principles of their schools and representatives.

The Arab mystic scholar Eblul Ali Afifi notes that there is a connection and similarity between the mystical ideas of Central Asia and the teachings of the Indian Vedanta. In his view, this resemblance is a form, not a content. Because Fano in mystical philosophy is completely different from Nirvana in Hindu philosophy [4].

It is well known that mysticism in Central Asia changed drastically by the eleventh century, and now it has emerged as a new Islamic-religious and secular philosophical worldview. If the former was based on mysticism and used the teachings of antiquity and Christianity in its worldview, now it is based on a mystical understanding of Allah. It was formed as a new religious ideal dream and the highest goal of life for the Sufi, the concept of human moral perfection was replaced by sermons, exhortations and propaganda, such as secularism, poverty, abstinence from the material world and hatred.Two directions of mysticism in this period can be distinguished: pantheistic, that is, the idea of the manifestation of Allah in the universe as emancipation, and the propagation of moderate views in combination. The views of the European scientist J. McDien on this issue are of some interest. In his view, it is incorrect to link the revival of the Sunnah in the 11th century directly with the influence of political and religious factors. This confrontation in some cases took a political direction and had a serious impact on existing forms of government and governance as well.

Research Methodology: In the course of the research were used scientifically-philosophicalprinciples and methods such as systematics,theoretical-deductive conclusions, analysis and synthesis,history and logic, hermeneutic analysis, inheritance,universalism and nationality, comparative analysis.

Analysis and Results: The relatively rapid spread of Islam in Central Asia is evidenced by the Arab conquest here and the strong influence of cultural and ideological processes, as well as philosophical, social and religious thought in the region. The introduction of Islam into all spheres of social life in Khorasan, except for all economic and other reasons, was when an only religion that was not established here.There were many believers in Christianity, Buddhism, and Monism in parallel with Zoroastrianism. As a result of the establishment of ideological and ideological supremacy along with the political domination of the Arabs, the sources and literature on Zoroastrianism-Zoroastrianism were destroyed. As noted in Abu RayhanBeruni's "Monuments of Ancient Peoples"(Qadimgixalqlardanqolganyodgorliklar), the Avesto was collected and burned by the Arabs, leaving only one-fifth of it. "As a result, not only the religious but also the secular literature of the peoples of Movarounnahr, as well as the Sogdian script, was almost completely destroyed," wrote Abu RayhanBeruni in his book "Monuments of Ancient Peoples"(Qadimgi xalqlardan qolgan yodgorliklar). One of the medieval sources, The Conquest of Countries, reports that while in Khorasan, al-Ma'mun sent a letter urging him to surrender unconditionally and to convert to Islam.After the end of Arab rule over Khorasan and Movarounnahr, a state of Tokhiries(Tohiriylar) and Sassanids(Sosoniylar) was established. Also, the Ismaili faith of Islam formed a complex system formed under the influence of the teachings of Plato, Aristotle, the new Platonism, the new Pythagoreanism, Christian

Gnosticism. According to this system, the only origin of all that exists is the Supreme Mystery (Arabic - al-g'aybta'olo), which cannot be described or known. He is an "absolute god" who has no attributes but is in eternal silence. He separates the creative ore from himself, which in turn is the common mind (Arabic - aql al-kull), which is owner all the attributes of God.

The influence of various mythological religious and philosophical ideas that emerged on this ground is onrush in the formation, development and appearance of mystical-philosophical ideas in Central Asia. For example, the creation of the world in Zoroastrianism, the writing of sins, the reward of the afterlife, heaven and hell, the coming of the bridge and the coming of the savior after death, which were believed by the people for centuries, were fully reflected in Islam. But the main idea of Zoroastrianism was the eternal and uncompromising struggle between nature and society, good and evil in the human heart, in which the doctrine that those who follow the rules of Ahuramazda fight evil to decide goodness and ultimately win paved the way for intellectual development. The development of science was an expression of goodness. That is why secular sciences were taught in all pre-Islamic Zoroastrian temples, and devotion to it was strong.

Idris Shah who is a well-known mystic of the 20th century points out that in Sufism, Hizr is always a holy shrine in the path of eternal help, and he compares him to St. George and, in turn, to the prophet Elijah (Ilyosalahissalom). The word "Hizr" means "green" in Arabic. The word "Hizr" is synonymous with the name of the Egyptian god of the sea called "Egypt", the name of the god "Mitra" in the Vedas and the name of the god "Mehr" in Zoroastrianism. General aspects of religions Novosibirsk philosopher I. Kalinin's book, Sufism, makes it even clearer: "Among all peoples and at all times, the path to moral perfection is dominated by the highest knowledge that can be attained through hardships and certain trials. Such great personalities, who have gone through such a difficult path to spiritual perfection, who have set an example to their contemporaries in the field of morality and spirituality for their times and environments, have existed in all ages and in all nations, only they have been glorified by various names. In India they were called mahatmas and mahars, in Greece thinkers, in ancient Judea the prophets in Egypt were bakhshids, in Christian traditions saints and ascetics, and in the Middle East they were called Sufis. No matter what the name, they have one thing in common. According to their advice, the source of all religions and beliefs is one and eternal, and the basis of all religions is one truth. In addition, it is worth remembering that in Zoroastrianism such people were glorified as dervishes.

In general, mysticism is rooted in Islam, and this doctrine is reflected in the Sufis, along with the Qur'an and the Hadith, as well as the influence of other religions and pre-Muslim beliefs. "Sufis officially relied on the Qur'an and were satisfied with the figurative interpretation of the words in it, in fact they were much closer to pre-Muslim teachings. The Sufis' ideas about God and the means of approaching it are reminiscent of the teachings of ancient philosophers, Neoplatonists, and Neopythagors: they are similar to the Kabbalah of Western Jews, Buddhism in the East, and Hinduism in general in the East. "[7] Mysticism, which has historically been associated with socio-political conditions, dervishism, and asceticism, has expanded beyond its scope, and

thus, as researchers point out, the doctrine of Sufism has lost another unifying feature. [8]

In the XI-XII centuries, the philosophy of the Sufis of Central Asia had its own characteristics. This was due to the consequences of the Arab invasion and their end. Sufism is primarily a multidimensional-contradictory phenomenon. Different interpretations and conclusions have emerged from the set of interrelated religious and philosophical issues. For this reason, when evaluating mysticism as a worldview, the same philosophers interpret it as "existential monism", others as "pantheism", "subjective idealism", "hesitation between subjective and objective idealism", "mystical pantheism".

The teachings of mysticism spread in Central Asia were combined with local beliefs, religious beliefs, ideas of the "Avesto". About this professor K.X. Todjikova wrote like this: During the environment of feudal Korakhoni country had great position, shamanism and remnants of feudal-tribal relations are saved. The scholar K.Kh. Mysticism fell into this environment and accepted its values.

Summarizing the above, we can see that a number of elements of Islamic beliefs have been preserved in Central Asia. The Arabs, who lived for a long time and mingled with the local population, had a certain influence on the spread of mysticism, serving its preservation and stability. Thus, the ancient beliefs and customs in Central Asia were the basis for the spread of mystical teachings in Islam here in a specific form and content.

Conclusion / Recommendations: The synthesis of other religious traditions with mystical and philosophical teachings in Central Asia can also be seen in the formative foundations of the Naqshbandi sect. The famous thinker Yusuf Hamadoni founded a school of mysticism in the territory of Turkestan, from which Ahmad Yassavi and many other scholars grew up. Naqshbandi was one of the most widely recognized historical figures in the Muslim world. Because the Naqshbandi sect had deep historical, scientific and vital foundations.

First, Naqshbandi relied on fire-worship, Zoroastrianism, and the permanence of its ideas and traditions in the Avesto, which prevailed in Movarounnahr;

Second, he did not deny the ancient Turkic-Buddhist traditions, but embodied all their positive aspects;

Third, the universal feature of the Naqshbandi sect is that it takes into account the Christian and Mousavi religious-mystical traditions;

Fourth, the countries of the Ancient East: the economic and spiritual-spiritual, religious-mystical traditions of countries such as Iran, China, India, embodied the aspects of humanity;

Fifth, and most importantly, the Naqshbandi sect is ingrained in the minds and thinking of the people in direct connection with the ideological worldview and practical traditions and heritage of Islam;

ixth, "Dil ba yoru dast ba kor," the motto of the Naqshbandi sect in Khorasan, Central Asia, and throughout the East, has spread throughout the Muslim world as the light of the heart; The point is that if your hands are always busy with honest work, and if the remembrance of Allah is in your heart, you will be blessed with two worlds. [9]

Seventh, the Naqshbandi sect embodies the religious and mystical heritage of the Eastern thinkers Imam Bukhari, Imam Termezi, Imam Motrudi;

Eighth, the Islamic-religious and scientific views of saints such as Yusuf Hamadoni, Gijduvani, Ahmad Yassavi, Najmiddin Kubro, Samosi, Mir Kulol, Qusam Sheikh, Khalil ota were absorbed into the essence of the Naqshbandi sect;

Ninth, the Naqshbandi sect embodied the existing local life and its ideological, spiritual and scientific thinking. It was adopted by the sect as a "balogardon (means the cause of everything)" calamity protection;

Tenth, the ideological and political movements that existed in the Central Asian regions, such as the Ahl al-Futuwwat, the Jury, the Pure Brothers, and the Javanism, recognized the Naqshbandi ideas as a banner.

The philosophical views of mystics in Central Asia were multidimensional and contradictory in the tenth and twelfth centuries. Because of this, research philosophers interpret it as existential monism (single basis), pantheism (two bases), and subjective idealism. Some characterize mystical pantheism[10] as a materialist doctrine.

Central Asian mysticism adopted from Zoroastrianism the idea of an eternal struggle between good and evil, and from Buddhism and Monism the idea of secularism - asceticism. Abul Hasan Kharakoni, a great representative of Khorasan mysticism, described the Javanmardi sect as "the Javonmardi, a river that feeds on three springs: the first is mercy, the second is generosity, and the third is independence and dependence on Allah."[11]

In summary, religious Islamic and philosophical schools and views in Central Asia varied. Scholars such as Qasim Ghani, E.E. Bertels, M.T. Stepanyants have pointed out that mysticism is based on Islam. It also means that he embodied his intellectual traditions - Zoroastrianism, Buddhism, Christianity, Mazdakism, Monism.

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THE IMPORTANCE OF SCIENTIFIC-SPIRITUAL HERITAGE IN DEVELOPMENT OF SCIENCE

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Аннотация: Мақолада илм фан ривожланишида аждодларимизнинг қарашлари, ғоялари, орзу-умидлари ўз ифодасини топган илмий асарларга ҳурмат билан қараш, уларни қадрлаш хамда бугунги кунгача сақланиб қолган илмий асарларни ҳаётга татбиқ этиш ғояси илгари сурилган

Key words: илм-фан, маърифатпарварлик, истеъдод, меърос, фан этикаси, рақобат, маданият, дин.

Аннотация: В статье следует уважать идеи и научные труды, в которых изложены взгляды на идеи наших предков, мечты о развитии науки и идея воплощения в жизнь научных трудов, сохранившихся до наших дней.

Ключевые слова: наука, просвещение, способности, наследие, этика субъекта, культура, религия.

Annotation: In the article the ideas should be respected and scientific works which describes views of our ancestor's ideas, dreams on development of science.and the idea of bringing to life the scientific works that have saved till nowadays.

Key words: science, enlightenment, ability, heritage, ethics of subject, culture, religion

Introduction: In the process of studying society, science analyzes continually the economic and social basis of the country. The integration of science helps managers of enterprises and organizations, specialists and employees of all categories to form economic and political thinking on a scientific basis and reveals its advantages.

Every countries have reached heights has done a great deal to develop science at a level no less than in the world. From ancient times in Central Asia the focus was directed to science, which in its time (IX-XII centuries) reached its peak. This means that "Without the idea of innovation, without the achievements of science, the development of any industry is impossible in today's world" [1.85].

Literature review: From the day man relied on his mind and mentality, his attitude and aspiration to science to knowledge, grew stronger. The virtue of science, which has been polished for centuries, cannot be overemphasized no matter how much we talk about its owners. "Because there is nothing that benefits man more than knowledge in this world and in the hereafter" [2.41]. Also, in the first verse of the Quran ("Read"), it is stated that reading, knowledge and science are commanded. That is why "to love science, to love it, to be devoted to it with all one's being, and to be constantly on the move to increase knowledge" [3.41] has become an urgent task today. As said by Islamic scholar Ubaydulla Uvatov, "the development of science and culture in the post-Islamic period in our country is a one of the stages, which is closely connected with the Islamic sciences.

Research methodology: The potential, development, progress of society is reflected in its relation to science. In a society where attitudes toward science have declined or members of society have stopped thinking, that society has lagged behind in development In the process of historical development of mankind. The most important thing is that he faced a spiritual crisis.

Our great ancestors, who gained a reverance on the history of world science, have left a great scientific and spiritual heritage. They argued valuable ideas about the importance, nature, and science power in their never-dying works.

In particular, in the scientific and philosophical works of our great compatriots who lived and worked in the XI century Yusuf Khas Hajib's "Kutadgu bilik" ("Knowledge that leads to happiness"), Mahmud Kashgari's "Devoni lugatit turk", Farobi, Beruni, Ibn Sino, Alisher Navoi, Bedil. They tried to prove with evidence that happiness and prosperity are only caused by knowledge, and that all misfortunes and calamities are due to vandalism.

Morover, in period of middle ages Eastern philosophy, in order to reach the level of a perfect human being, firstly must be knowledgeable, and the Holy Quran Kerim, hadiths, and the teachings of Islamic scholars regard science as the main value. Ayah 9 of Surat az-Zumab in the Kurani Karim states: "Are people who know equal to people who do not know?" Ayah 11 of Surat al-Mujadala says, "Allah will to high place the

people who believe to creed and have been given knowledge to high ranks." In 18 of Surah Al- Imran, Allah make the people witness who are equal to angels to his aloneless.

The issues of education are given in the system of ordinary people's relations, which are distinguished by their really closeness to the human psyche and spirituality in the hadiths. Hadiths also are indivisible part of reality, enlightenment, worldly civilization and social development. Creed and knowledge are twins. Any person should follow, show the true way and advise according to their own knowledge. The huge attention is being given to respecting the knowledge, being loyal and devotion.

The times of middle ages our motherland where is the main point of Islamic science and culture, the obligatory of gaining knowlegde and exaltating of intelligent people was incentive for bringing up great speculators of eastern renaissance. Al-Zamakhshari who was one of the founders of Arabic grammar, the author of more than 50 works on lexicography, geography, commentary, hadith, jurisprudence, Musa al-Khwarizmi, the founder of modern mathematics, trigonometry and geography, al-Khwarizmi, the founder of modern mathematics, trigonometry and geography. Ahmad al-Farghani, who developed the basic astronomical instrument at that time, Abu Rayhan Beruni, who was one of the first in world science to propose new theories of the theory of the seas and the spherical globe of the Earth, and Abu Ali, one of the greatest thinkers of mankind are well-known for world.

Enlightenment- has own history and levels of development as actions and ideas of loving science, wide population and being knowledgeable and genius.

The great enlighteners who was from Central Asia (Alisher Navoi, Pahlavon Mahmud, Muqimi, Furkat, Anbar Atin, Avaz Otar, Fitrat, Cholpon, Abdullah Qodiri, Behbudi, Abdullah Avloni, Hamza Hakimzoda, etc.) advocated the rights of development and living of the world knowledge as not deny the importance of religion in society and the humanity. They only remarked the thoughts that are based on the science can survive the country from backwardness and poverty and get rid of limitation and vandalism. In particular, Alisher Navoi can more deeply understand than his coevals the role of science in the development of the country's prosperity, economic potential, people's life, culture, way of thinking and worldview.

The mentality of great scientists who lived in different historical period risen such height than that period's decree, even they could save their importance till now. Respecting for scientific works, which reflect the views, ideas and dreams of our great ancestors, their appreciation, the implementation of their ideas is an exclusive criterion that shows the level of spiritual potential of each person. In particular, "our targeted aim is not describing fully their scientific heritage and their way of life, but to prove the richness and diversity of the spiritual world of our people, which combines all spheres of enlightenment, science, culture and religion in the person of their greatest representatives." [4.44].

Influenced of secular science and Islam the great Turkistan's people who were worldly genius, real nationalists, patriots of the world, valued king and pauper's equality in front of Allah, honesty, and justice, saying that universal moral virtues such as generosity, honesty, fairness, and justice are sacred.

We are having such opportunity that enjoying the moral value, realize the quality of science, venerating great scientists who contributed the improvement of science in the new development of Uzbekistan. Moreover, democratic reformation which is implementating in the field of education is differinf with directed to improvement of thrive of science, upgrading the spiritual potential of our nation.

In recent years our scholars achieved several successes on the issue that fundamental subject and disseminating its results to practice. The intriguing results are achieved on main diections of natural science- astronomy, physics, chemistry, biology, pharmaceuticals, geology, seismology and other fields.[1.168]. This directly indicates the further development and improvement of scientific values (sciences).

Educational institutions, whether private or public, have a noble goal - to instill in young people the basics of science, scientific innovations, the development of scientific thinking and creativity in young people. The main goal of educational institutions is to bring up a perfect person who can stand with competition, who knows his own specialty, who has an independent view. Any specialist who is living in the period of science, technology and information can hope for any success only through a thorough mastery of the basics of science. At the same time, a person who wants to engage in science must first of all have theoretical knowledge and understand the essence of things. In addition, he (is working with science, A.Q.) must be a humble, educated, not aimed the wealth person.

Science and education demand on caring, saving and addressing the educational insitutions as a holy place. Moreover science is main factor to forming the person as a perfect, develop positive moral characters and feature during the education. Science is a manifestation of talent, as well as an effective influence on the discovery, mastery of the laws of society, nature and the development of thinking, the formation of skills of epistemological, intellectual approach to existence, increasing the scientific potential of society. In this meaning science encourages people to realize their theoretical thinking ability and talent, interest in satisfying the need to study the laws of development of the universe, in-depth study of scientific and spiritual heritage, ideas that encourage innovation and discovery, analysis of fundamental works.

Conclusion: Realizing the science as valuable initially, realizing the connection of scientific knowledge and the great creative power of science in society and individual life, a deep understanding of the task of salvation, requires the understanding that the development of scientific knowledge, science is associated with individual freedom, freedom of speech, press and conscience, the establishment of democratic values.

Overall, science as a scientific value will take a leading position in the system of spiritual values of industrialized society, will develop as a basic value. On the basis of scientific value, all elements of spiritual values (moral, political, legal, ideological, artistic, philosophical values, etc.) are intellectualized and form a holistic system.

Especially in the context of the scientific and technological revolution, the ethics of science, the responsibility of the scientist is the fundamental basis of scientific values. Today, the qualities of scientists, such as high civic position, devotion to the development of science, devotion to the motherland and our people are widely demonstrated at the new stage of development of Uzbekistan. It also plays an important

role in the comprehensive study, objective interpretation and effective use of the incomparably rich scientific and spiritual heritage created by them, the spiritual development of society, the formation of a socially active human personality.

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THE FEATURES OF SOCIAL-PHILOSOPHIC OF DEVELOPMENT CONSENSUS CULTURE IN NEW LEVEL OF UZBEKISTAN'S DEVELOPMENT.

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Аннотация: Мақолада Ўзбекистон тараққиётининг янги босқичида консенсус маданияти ривожлантиришнинг ижтимоий-фалсафий хусусиятлари таҳлил этилган. Консенсуснинг қўлланилиши ва унинг шаклланишига таъсир этувчи омиллар ёритилган. Мамлакатимизда амалга оширилаётган ислоҳотларда консенсус тамойилининг ўзига хос кўринишлари очиб берилган.

Калит сўзлар: консенсус, фаоллик, мулоқот, таклиф, жамоатчилик назорати, ҳуқуқий онг ва маданият, жамоавийлик, маслаҳатлашиш.

Аннотация: В статье анализируются социально-философские особенности развития культуры консенсуса на новом этапе развития Узбекистана.Выделены применение консенсуса и факторы, влияющие на его формирование. А также раскрываются особенности принципа консенсуса, реформы проводимые в нашей стране.

Ключевые слова: консенсус, активность, коммуникация, предложение, общественный контроль, правовое ммышление культура, сообщество, консультации.

Annotation: The article analyzes The features of social-philosophic of development consensus culture in new level of Uzbekistan's development. The factors which could affects about using and forming consensus are explained. The shapes of consensus factor are described in the reformation which are implementing in our country.

Keywords: consensus, activeness, communication, suggestion, the control of society, legal mind and culture, community, negotiation.

Introduction: In this globalized time all countries using the style of consensus on implementing democratic reformation.Consensus playes main role on supplying the agreement of citizens from then country and using the style of consensus widely in efficiency of reformation in practice based on main democratic principles being supremacy the most from less.

It is known that Consensus (latin. Deal, unity)- the style of solving disagreement on deciding process, if the most people's side doesn't have opposition, deciding based on common agreement without voting.[1]Different from other styles on making decision the style consensus (for example, voting according to the most people's opinion) is used in most teams.

Usage and rising as a culture of approach of consensus citizens and people's active participation is required in solving problems affecting the life of the state and society. So, in order to make effective and efficiency of the reforms that is leading by state, culture the rights of citizens, citizen's initiatives and in raising awareness plays an important role. Reflecting completely the consensus culture in the life of society has an obstruction that are insensibility and passive treatment.

Therefore, as having chosen the direction of building a democratic state and sustainable development,any state will achieve its goal whenever it makes a sure the continuously participation of citizens in the life of the state and society by forming an active civil position in the reform process.

Literature review: Abu Nasr al-Farabi, in his book named "The City of Noble People" (Фозил одамлар шахри), expresses the following views about consensus:"People have a certain bond of affection, an agreement, but they understand differently what this bond is".Some believe the reason people are common (living as a community) is that they are descended from acommon ancestor. It means that, the purpose of people of the same ancestor (majority) living together, in harmony, and in support of each other, in order to overcome and not be defeated by the representatives of other ancestors in this way. "[2]With these ideas, Farobi describes consensus as an objective-social phenomenon and recognizes it as a conditional factor in the development of society. Also, Amir Temur has more repeatedly emphasized to talk to the people and get advice on the way to the stability of his kingdomin his experience.The scientist who studies about Amir Temur, O.Tangirov said that Amir Temur listened to the opinion of the majority in public policy and used it in his policy: When my state is developing like a sun shining, the people who are good or bad came with supplication, after I became a king, I make them distraught with my donations"said Amir Temur. [3]He knew well how to captivate the people with his open face and compassion. He was always aware of the condition of the people, and saw the elders as brothers and the younger as children. He was always open to honest people, sayyids, factors and nobles. In their meetings, they would think about the future and avoid the conversations of overcome thoughts, old and experienced people." [3]

Transparency, listening the opinion of people and making them consent became way of society of Uzbekistan. In particular, in the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis of December 28, 2018 "we will build new Uzbekistan with our people- called great aim is put. In this regard, the new idea"society- enthusiast of reforms" is coming to daily life. In order to improve the practical efficiency of reformation, we should encourage people to be more active and more enthusiastic to initiate in places" – the words reflected clearly. [4]

In an international consensus culture, all members of the consensus group should try to contribute as equally to the process as possible, and all participants will have the opportunity to submit, supplement, veto or block the proposal. This will require a high level of legal awareness and culture of the members.

So, the development of a culture of consensus is inextricably connected with the level of legal consciousness and culture formed. In order to further raise legal awareness and culture in our country, the Decree of the President of the Republic of

Uzbekistan dated January 9, 2019 No PF-5618 "On radical improvement of the system of raising legal awareness and culture in society" [5].

The formation of a system of consistent communication of the content and essence of the ongoing socio-economic reforms with this decree in the country, the adopted legislation and state programs, the establishment of a "spirit of respect for the law in society - the key to building a democratic state" to strengthen the vital idea of raising legal awareness and legal culture in the society, first of all, to pay special attention to the systematic and integral conduct of education, deepening the legal consciousness and legal culture in all segments of the population, starting from preschool education, personal interests and public interests the main goalwas to widely promote the idea of maintaining a balance between.

As taking considered that one of the main conditions for the development of a culture of consensus between society and the individual is the activity of the individual, the implementation of priorities based on the conceptual idea of "High legal culture - a guarantee of development of the country."

Based on the historical and national features of the formation of a culture of consensus in the Republic of Uzbekistan, it was noted that the principle of "person - family - community - educational institution - organization - society" is reflected in a systematic and integrated manner.

Research methodology: In the course of the research were used scientifically-philosophicalprinciples and methods such as systematics,theoretical-deductive conclusions, analysis and synthesis,history and logic, hermeneutic analysis, inheritance,universalism and nationality, comparative analysis.

Analysis and results:

In 2017, our country began to pursue public policy based on the principles of openness, public opinion polls and under the "human interests - the highest value." We can realize with the speech of our president Shavkat Mirzioyev "Today Uzbekistan has suitable rank and position in world community. We are open to close cooperation and practical dialogue with all countries of the world." This way become as policy in the integrating world community and future development.

The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 has occupied a new stage in the development of our country with innovative and historic reforms.

A completely new, effective mechanism of communication with the people has been introduced in 2017, talking to people, working with their concerns has been identified as the main task of every civil servant. Ensuring effective dialogue with the people has become one of the most important and urgent tasks of the State Program for the implementation of the Action Strategy adopted in 2017 in the "Year of dialogue with the people and the interests of man." In this regard, it is planned to improve public control, further develop non-governmental organizations, the media, as well as strengthen the role of the community in public life.

Practical work in this area began with the establishment of "People's Receptions" in every district (city) of the President of the Republic of Uzbekistan to consider appeals of individuals and legal entities on the basis of improving the system of public administration. As an innovative way for the state to communicate directly with

citizens, public receptions began to receive applications, suggestions, and complaints directly. This process initiated the process of reconciliation of the state with the people, and as a result, the normative and legal acts adopted in 2017-2020 were adopted taking into account the demands and proposals expressed by our people.

The people of our country shows position of citizenship, the adoption of the Law of the Republic of Uzbekistan "On Public Oversight" [7] stable reformation which is the beginning of subjective effect stableness and efficiency was another important step in raising the culture of consensus.

According to the experience of developed countries, the normative and legal acts that reflect the interests of the people and serve the well-being of citizens are the decisions made through the input and study of the proposals of all benefits.

Based on this experience, the system of discussion before the adoption of normative legal acts adopted in the country has been improved, and the activities of collective portals have been established to ensure that the views of citizens are taken into account. The portal for discussion of draft regulations (regulation.gov.uz) and the portal of collective appeals "My opinion" were launched on the proposal of the President of the Republic of Uzbekistan in his address to the Oliy Majlis on December 28, 2018.

Using these portals makes a significant contribution to the development of a culture of consensus, ensuring the active participation of citizens in public administration, ongoing reforms at a new stage of development of our country. The introduced portals have also laid the groundwork for broad cooperation in the implementation of reforms as a process that to make a condition to implement all parties and respects them and achieves as much agreement as possible.

Conclusion/recommendations:

The development of a culture of consensus in our country should be closely connected with our forever values of community, cooperation, membership, national reconciliation, consultation and compassion.

This is due to the fact that, as the First President of the Republic of Uzbekistan I.Karimov said in his book "High spirituality is an invincible force", As long as one prefers to live in the Asian conditions, one who thinks modernly, who looks deeply into the world, must understand, acknowledge, and accept it with respect."[8]

If we analyze a single consultation, consultation is one of the criteria in the Uzbek mentality that reflects the moral level of a person, and it is a positive behavior for anyone to consult with their parents and relatives before doing anything. However, counseling is the most popular type of community engagement. We can better understand the importance of consultation from Amir Temur's statement:"I have also experienced that, although the outcome of the case is hidden behind the veil of destiny, it is necessary to seek the advice and advice of sane and vigilant people" [9]

In conclusion, the culture of consensus in New Uzbekistan is developing in close connection with the national mentality and values.

According to this, it is important to raise the legal awareness and culture of our citizens, especially young people, to inculcate national forms of consensus culture in the educational process, to form a positive attitude to the ongoing reforms in the country.

In particular, the inclusion of such topics as teamwork, cooperation, consultation and compassion, national reconciliation, tolerance in the subjects of "Education" taught in schools this year will further strengthen the national values that have been glorified by our ancestors for centuries.

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PROBLEMS IN CHILDREN'S CHOIR PERFORMANCE

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Annotatsiya. Bugungi kunda musiqa madaniyatini rivojlantirishda bolaning ma'naviy dunyosini go'dakligidanoq shakllantirish muhim ahamiyat kasb etadi. Bolalar o'z tuyg'ularini, fikrlarini asosan qo'shiqlar orqali ifoda etadilar. Qo'shiqlar bolalar ongiga tez ta'sir etib, uning zehnini o'tkirlashtiradi va takomillashtiradi. Bolalar ovozini tarbiyalash va uni rivojlantirish masalasi juda katta ahamiyatga egadir. Hozirda bolalar ovozini tarbiyalash va saqlash muommosini o`rganish masalalari bilan mamlakatimizning yirik musiqashunos mutahassislari, professorlari shug`ullanmoqdalar. Bu olimlar tovush apparatining tuzilishi va rivojlanish

xususiyatlarini tekshirib chiqib, bolalar ovozini tarbiyalash va takomillashtirishning ilmiy asoslangan bir qancha metodlarini taklif etadilar. To'g'ri qo'shiqlarni maromiga yetkazib ijro qilish uchun yuqorida aytib o'tganimizdek bolalar ovozini shakllantirish va uni rivojlantirish ham muhimdir. Lekin bolalarning ovozi o'z qo'shiqlarini kuylab shakllansa maqsadga muvofiq bo'lar edi.

Kalit so'zlar: musiqa, xor, bolalar qo'shiqlari, jamoa bo'lib kuylash.

Аннотация. Сегодня формирование духовного мира ребенка с раннего возраста имеет важное значение в развитии музыкальной культуры. Дети выражают свои чувства и мысли в основном через песни. Песни быстро влияют на детский ум, оттачивая и улучшая его ум. Вопрос воспитания и развития детского голоса имеет большое значение. В настоящее время крупнейшие музыковеды и профессора страны изучают проблемы воспитания и сохранения детских голосов. Эти ученые исследуют структуру и характеристики развития звукового аппарата и предлагают ряд научно обоснованных методов воспитания и улучшения голоса детей. Как было сказано выше, для правильного исполнения песен важно формировать и развивать детский голос. Но было бы хорошо, если бы детские голоса можно было формировать путем исполнения их собственных песен.

Ключевые слова: музыка, хор, детские песни, групповое пение.

Annotation. Today, the formation of a child's spiritual world from an early age is important in the development of music culture. Children express their feelings and thoughts mainly through songs. Songs have a quick effect on children's minds, sharpening and improving their minds. The issue of educating and developing children's voices is of great importance. At present, the major musicologists and professors of the country are studying the problems of educating and preserving children's voices. These scientists examine the structure and developmental characteristics of the sound apparatus and propose a number of science-based methods of nurturing and improving children's voices. As mentioned above, it is important to form and develop children's voices in order to perform the right songs. But it would be nice if the children's voices could be formed by singing their own songs.

Keywords: music, choir, children's songs, group singing.

Introduction. Uzbek music culture has an ancient and rich heritage. It embodies the national spirit, high human qualities, artistic spirituality, struggle for independence and aspirations and aspirations of our people. There are also excellent schools of Uzbek music teaching methods.

Music education serves to shape human spirituality. After all, it is important primarily because it shapes the level of musical culture. As a cultural-spiritual indicator, it is a broad concept and is one of the most controversial issues. Due to the correct organization of music culture, a person develops certain musical knowledge, understanding, skills and abilities, which in turn form the musical-spiritual worldview of the individual. A person's musical culture is a set of qualities, such as ability, knowledge, skills, abilities, appreciation of musical works, which serve as a factor of spiritual growth. Therefore, it is advisable to start with the family in the composition of this type of upbringing. This process will be further improved in secondary school, secondary special and higher education.

After gaining independence, the Republic pays special attention to spirituality and culture. Getting acquainted with this type of art in music culture classes has great potential in educating schoolchildren in the national spirit, shaping their worldview and spiritual needs. Only if a teacher can put into practice the wide educational potential of music can he teach children to develop their musical and creative abilities, to correctly understand and appreciate their works of art. Carrying out the tasks set by the society for the school puts a great responsibility on science. Implementing important tasks requires connecting music education with life, developing children's artistic interests, increasing the educational impact of lessons - a teacher of music culture has a deep knowledge of their subject and a constant focus on the student's personality.

Undoubtedly, the completeness and complementarity of the established principles of modern music education provides a holistic approach to its content and organization of music lessons. However, the problem of defining, developing and systematizing the principles of music education is still relevant and topical, so many theorists, didactics, psychologists and music teachers turn to it.

What is the role of music in the spiritual development of children in schools and preschools? Nowadays, little attention is paid to the spiritual world of children as they study their voices. Frankly, the minds and mindsets of children in most schools and preschools are far removed from nationalist tones. It is unfortunate that these children, who are our future, are brought up listening to and performing songs that are not suitable for their age. It has become a tradition for schoolchildren and even kindergarteners to sing the best hit songs of the Uzbek show business world out of curiosity. The interesting thing is that those hit songs are hard to explain that parents are describing their child on their own and acting without even thinking about whether the lyrics are appropriate for the child.[2]The lyrics of the songs currently performed by the show business are very shallow, and it is unthinkable that these songs will poison the minds of not only children but also adults, and have a negative impact on them. I didn't know how much intelligence a person had to have to teach or describe songs like love, "I'm dead" to children.

Analysis of the relevant literature. At school and preschool celebrations, it makes no sense for children to sing and dance to pop songs that are unique and inappropriate for their age. The fact that these songs and dances are organized by the staff of the educational institution is very sad and thought-provoking. Can't they understand that it's not just taking away their songs, it's taking away their childhood? Naturally, the question arises, how did our grandparents spend their youth? They didn't even have a TV or a radio. They grew up with folk art, inherited from them "Chitti gul", "Laylak keldi", "Oq terakmi, kok terak", "Chillak", "Zuv-zuv" and other folk songs. not being promoted enough for children? What is wrong with them today? Which word is "obsolete?" After all, these songs have been passed down from generation to generation. I think that these songs play a very important role in the spiritual upbringing of children, in their development into a harmoniously developed generation.[4] Folk songs are quickly and easily imprinted in a child's memory, instilling in him a sense of patriotism, goodness, humanity, and a worldview of the environment and nature. It should be added that the tone of today's pop songs is far from the Uzbek national tone. In the process, the younger generation will forget about

our national anthem. Folk songs should be instilled in the child's mind from infancy. Until the baby is born, the baby sings alla, lullabies, and other comforting songs. Every mother has her own feelings, dreams and hopes for God. This song is one of the most acclaimed educational songs. In addition, our national melodies enter the heart of the child with the mother goddess.

Research methodology. It is necessary to find and put into practice the propaganda that has a direct impact on the upbringing of children in the field of singing. It is necessary to expand and popularize such programs as "My song", "Singing together", "Do-re-mi-fa-sol", "Do-mi-sol". Here are some suggestions on how to look or get an appointment for antique items. Take, for example, the recent Yulduzcha children's music competition in our country.[1] This program has both pros and cons. The program, which embodies the spirit of children's desire to sing, is not yet fully developed. The reason is that 99% of the songs in these children's competitions are not children's songs. In this regard, it would be advisable for those in charge of organizational work to clearly indicate the boundaries of the songs to be performed for the next auditions. It would also be a good idea to include artists who have worked with children and are aware of their vocal skills. Another suggestion is to open special programs on radio and television dedicated to national traditions and regularly promote the performance of children's songs based on our national melodies and values, as well as to promote children's folklore in schools and preschools. it would be good if ethnographic song singing circles were organized.[3]

Analysis and results. Currently, the children's choir and dance ensemble "Bulbulcha", children's studio "Tomosha", "Orom", "Tantana", "Tumor" and other ensembles operating in our country are instilling spiritual drops in the hearts of children. Given that all of this is located in our capital, there are almost no children's music clubs in other regions, except for music schools.[5]Children can enjoy their free time if they organize at least two or three music clubs in each district and divide one of them into educational areas such as singing, dancing and playing a musical instrument. and conditions will be created for useful conduct.

Conclusions and suggestions. To this day, some music schools still use music collections published by the former Soviet publishing house to promote the policies of the time. True, these songs are not bad in terms of melody and melody, but I believe that our children have the right to grow up on the basis of national music collections based on their own national melodies. Therefore, taking into account the above ideas and comments, it is necessary to develop methodological guidelines and methodological recommendations on children's folklore.

1) In the past, children's songs were created and promoted by composers. Music collections such as "Mother Uzbekistan", "Uzbekistan is my homeland", "Children's songs" were distributed throughout Uzbekistan as a material for music lessons. Currently, there are no music collections for music schools.[4]

2) Songs written for children by Shermat Yormatov, Avaz Mansurov, Nadim Norkhojayev, Tolkin Toshmatov, H. Khasanova, M. Otajonov and a number of other composers have a special title. Unfortunately, the composers who have been creating lately are not continuing the traditions of the above-mentioned people.

3) We need to give children back their childhood. We all have to work hard to get them to sing their songs.

One of the most important stages of a child's musical upbringing is to develop his or her subjective attitude towards music. Therefore, it is very important to encourage him to actively reflect, to give this or that emotional response to the work, to express his point of view on it.

In primary school, the basic foundation of educational music culture is formed. But pre-school education has an independent significance as an important, responsible period of human development. Because it is a preparatory stage of primary education. Therefore, it is necessary to pay attention to the opening of state mixed (partially paid) and private (paid) forms of music and art training (art, speech, ethics, science, accounting) for children who do not attend kindergartens. .

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SPIRITUAL AND IDEOLOGICAL ISSUES OF ECOLOGICAL HUMANISM

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Annotatsiya: Ushbu maqolada jamiyatning ekologik xavfsizligi bilan bog'liq masalalar muhokama qilinadi. Muallif ekologik muammolarning globallashuviga e'tibor qaratgan holda mazkur sohadagi ko'plab muammolarning yechimlarini insonparvarlik siyosatining ekologik xavfsizligini takomillashtirish bilan, shuningdek, unga mos keladigan vosita va usullar bilan bog'laydi.

Kalit so'zlar: «Milliy havfsizlik», demokratik davlat, fuarolik jamoati, bioxavfsizlik, xavfsizlik, ximoyalanish, milliy ekologik xavfsizlik kontseptsiyasi.

Аннотация. В статье рассматривается вопросы связанные с экологической безопасностью общества. Указывая на глобализацию экологических проблем, автор связывает решения многих проблем в этой области с совершенством гуманистической политики экологической безопасности, а также с соответствующими ей средствами и методами.

Ключевые слова: «Национальная безопасность», демократическое государство, гражданское общество, биобезопасность, безопасность, защита, концепция национальной экологической безопасности.

Abstract: The article discusses issues related to the environmental safety of society. Pointing to the globalization of environmental problems, the author connects the solutions to many problems in this area with the perfection of the humanistic environmental safety policy, as well as with the means and methods corresponding to it.

Key words: "National Security", democratic state, civil society, biosafety, security, protection, national environmental security concept.

Introduction. The issue of social and environmental security was always on the agenda in every period of the history and had a specific humanistic content in accordance with the degree of aggravation of the environmental situation. More specifically, development level of society, the humanistic nature of public policy corresponds to the perfection of methods and means of ensuring human environmental security. This is especially important in the context of globalization of environmental problems, which have become a matter of life-and-death for all mankind. Indeed, the problem of environmental security has created a system of socio-political functions related to the humanization of scientific and technological advancements.

Since the 1990s, with the of the Commonwealth of Independent States, various views on the international and national security of states have become commonplace in the scientific literature, with more emphasis on national security in terms of national security. "National Security" is a philosophical category, which includes not only the security of an abstract state or nation, but also the provision of concrete social, economic, political, environmental, spiritual, ideological security. On the whole, a nation that aims to build a democratic state and civil society based on the rule of law cannot establish the principles of humanism without ensuring its own security. Because the main goal of this is to create the basis for prosperity, freedom of people in a healthy ecological environment. Accordingly, in the environmental policy of Uzbekistan, the Constitutional legal basis for the protection of human interests has been formed. These laws remain a guarantee for the development of a strategy for environmental security in the country. After all, the main purpose of developing the concept of environmental security of the Republic of Uzbekistan is to determine its sources, causes and offer reliable and efficient solutions to eliminate environmental threats.

Literature Review. The problem of environmental security is global in nature and a complex social phenomenon. Its features can be highlighted as follows: firstly, despite the current fast-spreading processes of integration and globalization, environmental security is not a private matter. This is because the above-mentioned

processes condition their national characteristics. The second is the aggravation of the environmental situation on a global scale, making the trend of cooperation in the field of technical, technological, intellectual and information exchange in the international environmental political relations a priority. Thirdly, the nature of the structural changes in the national and international institutional system of environmental security is based on humanistic principles and is universal. Fourthly, the integration of forms of social consciousness in ensuring ecologically sustainable development removes all national barriers and demonstrates a universal humanistic content. These factors play a crucial role in ensuring the sustainable development of national environmental security and generalize the necessary conditions for its renewal and improvement.

The essence of environmental security is related to the humanization of socio-political relations and, according to its global significance and purpose, requires international strategic cooperation. Therefore, it is important for different countries to develop and coordinate a long-term state strategy for environmental security.

From global threats, including environmental threats conceptually shaped sustainable development as a result of the intellectual development of the potential to save humanity, as a new type of development, the economic, political, social, moral and ethical aspects of social life. With this in mind, Romanovich A.L., for example, introduces the concept of natural resource reserve along with the concept of environmental safety [1]. Because biodiversity is considered as a resource of the biosphere, it can be analyzed on the basis of the methodology of natural resource security.

At the same time, the development of globalization is shaping a whole new reality and actively influencing the development of social and natural relations, including biodiversity, as well as contributing to the new challenge of global environmental security.

This is due to the fact that biodiversity, which is important for the entire population of the planet, is rapidly disappearing as a result of human activities. At present, 40% of the world economy is related to biological products and processes, in monetary terms it is about three trillion US dollars and the economic value of ecosystem services is 33 trillion US dollars. During the years of independence, the work of the President of the Republic of Uzbekistan I.A. Karimov "Uzbekistan on the Threshold of the Twenty-First Century: Challenges to Stability and Progress" became an important theoretical and methodological basis for defining the state environmental security strategy. In the current resources, special attention is paid to certain areas of security, and it is a priority to look at it from the point of view of determination in certain areas. Particularly, serious research is being conducted on the issue of political and economic security [2]. Generally speaking, security is the existence of methods and tools that prevent the negative impact on the sustainable development of social, economic, political, spiritual relations, the ecological balance of the biosphere, and protect them from internal and external threats. At the same time, the absoluteness of the determinants and dominance of economic, political and ideological security is observed. However, to date, the globalization and exacerbation of environmental problems have made security a priority in this area. The processes associated with the development of innovative biotechnologies based on genetic engineering have

developed so rapidly in recent years, especially in medicine, agriculture, as well as in the military, that it raises the issue of special responsibility for research and application of biotechnology. That is why in recent years the term biosafety has emerged in the set of concepts that reveal the essence of environmental safety.

Research Methodology. In order to define the concept of biosafety, it is first necessary to dwell on the definition of the concept of safety. Safety is a systemic feature of the preservation of the essence, quality, its system-forming connections and characteristics in the interaction of the object with the environment and other objects in space and time. In nature, every living organism, population and species has its own natural instinctive program in the ecosystem, and this ensures the security of its existence: it is both a safety program and a protection program at the same time.

With the advent of the second signaling system for man and for the social form of motion of matter in general, the security program and the protection program are not fully compatible. This is due to the fact that security, while remaining a structural feature of the object, socializes and becomes a systemic social feature, that is, the existing security system in society and society emerges as a guarantee of security of the individual, social group. An individual's defense often depends on his or her individual quality and ability, including pure biological (or physical) quality and ability: specific knowledge, analytical specificity, physical development, reaction rate, and so on. Thus, protection can be defined in the social sense as the ability of an object to retain its essence, the ability to form a system, in its interaction with the environment and other objects.

If we look at the threats to human life, the future of civilization comprehensively and systematically, the essence of the concept of security, in general, is relevant to human life and is specified in the context of its specific social relations. Also, the content and nature of security may vary depending on the social, economic, political, and spiritual situation and may become a priority in a particular area. Accordingly, the main task of the state environmental security policy is to create the natural conditions of social development; that is, the state environmental security policy is an activity to protect the individual, society, state from external and internal threats and dangers, protecting the interests of the state, society, and people [3].

Since environmental security is a complex socio-political phenomenon, it is crucial to determine its priorities, that is, to set priorities that determine the effectiveness of public policy in this area. The priorities of the state environmental security policy can be classified as follows:

- formation of the legal framework for the creative and rational organization of environmental activities;

- financial, technical, technological support of nature protection measures;

- strengthening investment, information, exchange of experience in international environmental policy relations;

- ensuring the unity of methods and tools for the development of environmental awareness and culture of the population.

Fulfillment of these tasks will contribute to the realization of our people's material and technical capabilities in a healthy ecological environment, the growth of spirituality, and the improvement of lifestyle. Indeed, the rational organization of the

natural living conditions of the population reflects the humanistic content and essence of the state environmental policy, and this should be considered an opportunity to ensure the country's environmental security.

Especially:

- to maintain the ecological balance of the biosphere at the level of biophysiological adaptation, adaptation to the dynamically changing natural environment of man, that is, to achieve the harmony of "human-nature" relationship;

-creation of low-waste and non-waste technologies, taking into account the ecological criteria in the use of natural resources and the needs and interests of future generations;

-use of the country's ecological potential, the potential of its infrastructure, the experience of foreign countries in the implementation of profound structural changes in the economy based on environmental requirements;

-expansion of international integration by attracting investment in environmental activities, strengthening the exchange of intellectual potential;

- exploring opportunities to strengthen the participation and role of Uzbekistan in international environmental, political relations and strengthening its position;

- the organization of an information bank, monitoring its activities based on a continuous study of environmental needs and requirements of the population.

These environmental security priorities require the effective use of the potential state environmental policy, the improvement of existing legislation, and the creation of new legislation, the modernization of organizational management systems. In carrying out these tasks, it is important to classify the sources of threats to environmental security, which are divided into the following areas:

- Identification of factors that undermine the unity of needs and interests of the subjects of environmental security;

- Creating a combination of internal and external factors of environmental, political relations and their opportunities for sustainable development;

- Use the opportunities of environmental policy to integrate social, economic and political relations in society;

- Harmonization of interests in environmental policy at the local, national, regional, global levels, specification of its universal humanistic content.

In our opinion, the main directions and humanistic content of ensuring environmental security at the global level are as follows:

First, the rapid population growth in different parts of the globe is exacerbating environmental problems. If in 1900 the population of the planet was about 1 billion, by the year 2000, it reached 6 billion. The annual population growth rate in the 50s of the XX century was 50 million, in the 80s - 84 million, in the 90s - 96 million. In Uzbekistan, the population growth rate in the same period – in 1950 was 3.8 percent; in 1980 – 2.4 percent; in 1990 – 2.1 percent and increased absolute "demographic pressure". Such rapid population growth was due, on the one hand, to the reduction of infant mortality as a result of the success of medical science and the prolongation of human life, and, on the other hand, to the creation of the material and technical basis of socio-demographic policy. Another aspect of the increasing demographic pressure on the environmental situation is the increasing aging rate. In the U.S., for example,

over the next five years, the number of people aged 60 and over will increase by 7%, reaching 34 million, which is 13 percent of the total population. In general, the growth rate of people under 60 is 25 times higher than those over 60. According to scientific predictions, the elderly are expected to reach an average age of 85 by the middle of the 21st century. While Danish researchers say that the average life expectancy of babies born in the 21st century is more than 100 years, some scientists believe that today's people can live an average of 150 years.

Secondly, the scale of the rapid use of renewable and non-renewable resources of nature is expanding. That is, the following problems that are directly related to environmental security are exacerbated: 1) deforestation is accelerating. In 2000, about 7.5 million hectares of tropical forests were cut down annually, and 35 percent of the land was converted to land; 2) As a result of soil and air pollution on Earth, one biological species is disappearing every hour and led to the extinction of 15-20% of species by 2010-2015; 3) 10 million tons of oil products fall into the world's oceans every year, the radioactive content and amount of which has not yet been calculated; 4) 90% of the population's energy needs are met through natural resources. According to experts, given the steady increase in oil and gas use, their reserves will last up to 50-70 years. Coal can last up to 300 years. The depletion of these reserves will exacerbate economic and political relations between countries and expand the scope of environmental problems. According to Russian scientists, the biosphere, with the rational use of land and ocean resources, can feed 2-4 billion people a year.

Thirdly, the effectiveness of global environmental security policy remains directly dependent on the sustainability of 'political science' in the world. Today, the issue that directly affects all countries' interests in the Central Asian region - an objective and qualified assessment of the possible consequences of the construction of large-scale facilities such as Rogun has great political importance.

Summarizing the views on the humanistic content and sources of environmental security: firstly, the above considerations are of an alternative nature, and the optimistic or pessimistic spirit in views is associated with certain interests; secondly, the deterministic approach to certain areas of environmental security policy, in particular, the absoluteness of natural, demographic, economic factors, has a negative impact on the integrated system approach to reality; thirdly, in the general trend of international environmental political relations, there is a weakness in defining the humanistic content of security, the mechanisms of their differential approach to national, regional and global problems; fourthly, the importance of environmental security policy for the future of mankind, there are shortcomings in its coverage of the social nature of individuality; fifthly, the identification of factors, processes and situations that threaten the environmental security of the country and negatively affect its sustainable development are pressing issues facing the socio-political sciences.

Environmental problems in agriculture are related not only to the amount of application of mineral fertilizers and plant protection products, but also to the creation of technologies for their use. At the same time, as a result of changes in the natural landscape of irrigated lands, poor technical and technological bases of irrigation, obsolescence of irrigation and land reclamation systems, the impoverishment of soil and humus content is increasing, and highly saline areas are increasing.

In order to improve the living conditions and quality of the population, especially in rural areas, 36,000 km of water pipelines and 72,000 km of gas networks were built and commissioned, which increased the supply of drinking water to 84%, especially in rural areas to 77% and natural gas to 82%.

In general, 13% of urban and 35% of rural population in the country do not have access to safe drinking water, and the incidence of the disease remains high.

"About 2.41 million tons of harmful substances are released into the atmosphere annually, which harm not only the air, but also water, soil, humans, plants and animals. Uzbekistan annually generates more than 100 million tons of industrial waste. More than 14% of them are toxic. Most of the waste is generated in Navoi, Tashkent and Fergana regions, where mining and processing industries are located. Moreover, these wastes are not recycled and remain a source of environmental pollution. Solid household waste is collected in landfills without sorting. More than 90% of these dumps do not meet the established requirements. Anthropogenic radiation pollution of groundwater is a serious threat, especially in Navoi, Namangan and Fergana and Tashkent regions.

The global "greenhouse effect" caused by the increase in atmospheric humidity due to the accumulation of large amounts of carbon, methane and nitrogen oxides in the atmosphere can change the climate and exacerbate existing environmental problems. The disruption of the ecological balance associated with the depletion of the earth's ozone layer has a direct impact on socio-economic development through climate warming, the melting of mountain glaciers, declining plant growth rates and adversely affecting human health.

"If in the 1960s there were 45 major environmental tragedies with dangerous consequences for humans and the environment, in the 1980s the number increased to 80. And now it is growing ... " According to calculations, the following ecological changes are taking place in the soil, which are related to the universal nature of human productive activity:

-the level of forests on Earth is decreasing to 11 million tons hectare per year (although a tree produces the most essential amount of oxygen for life to comfort two people a year);

- a man-made machine can repel oxygen that reaches two people a day for a year;

- anthropogenic impact on the environment, as a result of man-made connections, one species of plant and one species of animal disappear from the face of the earth every year;

- the accumulation of metals and their compounds in nature, which are dangerous to human health;

- due to the work, the body of our contemporaries has 70 times more heart disease than primitive people, lead (atherosclerosis and kidney disease) – 10 times, mercury, which causes neurological diseases and genetic changes – 19 times more, and the number of air pollutants is now over 100, many of which are extremely life-threatening, and so on ...

The drying up of the Aral Sea has created a complex system of socio-economic problems in the region, the consequences of which are global in nature. Located in the middle of the deserts of Central Asia, the Aral Sea served as a huge evaporator. The

effects of the island crisis began to be felt, especially in the mid-1980s. Over the last 30-35 years, the sea level has dropped by 18 meters and the surface area of the wetland has shrunk by almost half. The salinity of the water reached 40 gl, the dried seabed 3.3 mln. he. As a result of dust storms, 15-75 million tons of dust is released into the atmosphere every year. Tons of salty sand rises into the air. The Amu Darya and Syr Darya deltas (confluences) are drying up and turning into deserts. More than 60 productive lakes in the Amu Darya delta have been completed. At the same time, more than 50% of irrigated lands in the Aral Sea basin are saline.

Therefore, in his address to the President of the Republic of Uzbekistan Sh.M.Mirziyoev, "we must pay more attention to the protection of the environment and the improvement of the ecological situation.

First of all, he stressed the need to continue the unprecedented work to mitigate the effects of the Aral Sea tragedy, expand forests on the dried seabed, and establish "green belts" around the cities of Nukus, Urgench and Khiva. Anthropotechnogenic pollution of the border areas poses a serious threat to the environmental security of Uzbekistan. Industrial enterprises in Tajikistan, Kyrgyzstan and Kazakhstan remain the main polluters of the region's atmosphere. In particular, radioactive waste dumped along the banks of the Moyli-Suv (Kyrgyzstan) River could cause environmental disasters throughout the region. Anzob Mining and Metallurgical Combine (Tajikistan) poses a serious threat to the Zarafshan River, where drinking water is extracted. The Fergana Valley is seriously affected by lead deposits in Kyrgyzstan (Sumsar), uranium (Shakantar), mercury-antimony-fluorite (Haydarkon), antimony (Kadamjay).

Analyses and Results. Small and medium-sized businesses, which are an important element of the emerging market economy system, have a great responsibility to ensure the environmental security of the country. Their rational use of available natural resources and transition to low-waste and non-waste technological processes play an important role in protecting the environment. Indeed, the introduction of environmentally friendly technologies in production is becoming a key factor in safety. A business can have any generosity only if it can protect the environment. Accordingly, research on the creation of environmentally friendly technologies is becoming increasingly important in the state strategic policy aimed at sustainable development and security of the country. In general, members of the public today are passive about changes in the socio-economic and environmental spheres, and the work is carried out only by individual non-governmental organizations and small groups.

Making raising the environmental awareness of the general population, ensuring its participation in environmental protection measures a priority of the state's humanistic policy requires the following democratic changes:

- Liberalization and democratization of environmental political relations of society from ideological pressures;

- Coordination of activities of the responsible state and non-governmental organizations in improving the ecological situation in the country;

- Radical reform of the ecological education, spiritual and enlightenment institutional organization of the society;

- Continuous development of the legal framework of state environmental security policy.

It should be noted that under the current leadership of the policy on environmental security in our country, the interconnection to clarify its permanent legal basis plans to carry out the tasks of the two meetings in practice.

That is, the first is to strengthen the discipline of environmental law, taking full advantage of the opportunities to constantly improve the existing legislation and ensure their effective operation; the second is to improve national legal norms by bringing national environmental law in line with international legal obligations. It follows that compliance with international legal acts and national legislation to ensure the environmental safety of the state is a prerequisite for interstate cooperation in solving environmental problems on a global scale.

In accordance with the current legislation of the Republic of Uzbekistan, the concept of "national environmental security" covers the following: 1) protection of human rights and freedom to live in a clean ecological environment; 2) protection of the state from environmental aggression; 3) prevent the deterioration of the ecological situation by political conflicts; 4) ensuring environmental safety by expanding the boundaries of zones free of nuclear weapons; 5) protection of the individual, state and society from hazards, natural disasters and catastrophes caused by environmental pollution.

Conclusion. In general, the concept of national environmental security of the Republic of Uzbekistan should include:

- Compliance with the Constitution and laws of the Republic of Uzbekistan in the implementation of national environmental security policy;

- Compliance with the norms and laws of international standards in determining the strategy and tactics of national environmental security policy;

- Exploration of opportunities for international cooperation in ensuring environmental security;

- Use of social, economic, political, spiritual means of national ecological security;

- Coordination of the activities of public authorities and non-governmental organizations responsible for environmental security.

Thus, environmental security is pivotal, which is to prevent threats to national security. After all, the sustainable development of the state depends on ensuring its own environmental security.

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IMPORTANCE OF HERMETICISM FACTOR IN INVESTIGATING THINKING OF RENAISSANCE PERIOD

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Аннотация: Маълумки, Собиқ Совет Иттифоқи тарқагандан сўнг постсовет ҳудудида уйғониш даври маданияти ва фалсафасини ўрганишга бўлган қизиқиш янада ортди. Ушбу мақолада ренессас даври тафаккурини тадқиқ этишнинг зиддиятли жиҳатлари кўриб чиқилиб, уни тушунишдаги герметизм анъанасининг зарурати кўрсатиб берилади. Чунки, уйғониш даври гуманистик ғоялари ўзида кўплаб эзотерик анъаналари элементларини намоён қилади. Собиқ совет иттифоқининг мафкуравий монополияси барҳам топгач, турли фан соҳалари хусусан, ижтимоий гуманитар йўналишдаги тадқиқотларда парадигмал нуқтаи-назардан плюралистик тамойил устунлик қила бошлади.

Калит сўзлар: Герметисизм, Гермес, Поимандер, Худо = Ақл = Ота = Нур, Ўғил = Сўз, Ум = Демиург, Фичино, Аслепиус, Худо-одам, бутпарастлик, Тот, Христианлик.

Аннотация: Хорошо известно, что после распада Советского Союза интерес к изучению культуры и философии эпохи Возрождения на постсоветском пространстве возрос еще больше. В этой статье обсуждаются противоречивые аспекты изучения эпохи Ренессы и показана необходимость герметичной традиции для ее понимания. Это потому, что гуманистические идеи эпохи Возрождения отражают многие элементы эзотерических традиций. С

крахом идеологической монополии бывшего Советского Союза начал доминировать плюралистический принцип с парадигматической точки зрения в различных областях науки, особенно в социальной и гуманитарной областях.

Ключевые слова: герметизм, Гермес, Поймандр, Бог = Разум = Отец = Свет, Сын = Слово, Ум = Демиург, Фичино, Асклепий, Богочеловек, язычество, Тот, Христианство.

Abstract: It is well known that after the collapse of the Soviet Union, the interest in studying the culture and philosophy of the Renaissance in the post-Soviet area grew even more. This article discusses the controversial aspects of the study of the Renaissance era and shows the need for a hermetic tradition in understanding it. This is because humanistic ideas of the Renaissance display many elements of esoteric traditions. With the collapse of the ideological monopoly of the former Soviet Union, a pluralistic principle from the paradigmatic point of view in various fields of science, particularly in the social and humanitarian field, began to dominate.

Key words: Hermeticism, Hermes, Poimander, God=Mind=Father=Light, Son=Word, Um=Demiurge, Ficino, Asclepius, God-man, paganism, Tot, Christianity.

Introduction. The effect of Hermeticism on the culture and thinking of the Renaissance period was investigated in the Post-Soviet area. Particularly, the ideas of the Hermeticism on the development of Italian Renaissance are being thoroughly scrutinized, whereas the ideas of the Hermeticism on the development of the English Renaissance are being overlooked by the researchers. Definetely, it is necessary to agree that it is impossible to understand Renaissance thinking without studying ideas which are given in the crucial source "Hermetic Corpus" by F. Yeyts.

Especially, when the ideas of J.Colet (1466-1519) who was the teacher of T. More,the supporter and friend of Erasm from Rotterdam, are spoken. It can be reassured that how the ideas of F.Yeyts were true. In the 90s of XV century, J. Colet visited Italy, became aware of the "common religion" conception which was developed by Marcilio Fichino and Jovanni Pico della Miranda and became its supporter. In this conception, the elements of all theologic traditions from the past till Christianity were collected within one doctrine. In this scientific common religion, the ideas of Plato were of importance and his doctrine was considered as a subject related to divine.[1].

Literature Review. On the impact of M. Fichino, J.Colet was interested in the ideas of Plato and new Platonism, for example Erasm wrote him about the following: "When I listen to my friend, Colet, it seems as if I was listening to Plato" [2]. However, it is quite strange that Colet criticized the pagan philosophical doctrine. It can be seen from his lecture in Oxford University: "We should only feed on Jesus. We should throw a party where the water of Moses, Jesus and Bible can be found on the table. There is not any taste of Jesus on the other pagan tables; there is only taste of Devil. Those Christians who want to be the guests of the God must not sit on the table of the Devil. Where the human feeds, there he grows up. If we follow pagan people we will lose the true rules of the God'' [3]. These statements do not fit with the conceptions of M.Fichino and deny the ideas on paganism. J.Colet's ideas have some contradiction on that view [4]. The ideas against Renaissance humanistic culture which is thought to belong to J.Colet can be hesitated. There are three approaches on philosophical historical researches about it: in the first approach, the statement above is ignored, in

the second approach, it is believed to be an argument that J. Colet was conservative and antihumanist [5]. In this approach, it is considered to be contradictory part of J.Colet's outlook [6]. Hermeticism can be essential idea-methodological basement for solving this issue. Hermeticism ideas, which are the nucleus of Renaissance culture include Gnosticism, stoitcism, neoplatonism, Christianity and magic. In 1463 M.Fichino translated Hermeticism treatises which were brought from Byzantium to Western Europe by the public. M.Fichino translated treatises before the works by Plato. After the hermetic corpus, a series of "Hymns of Orpheus" and a commentary on the works of Zoroaster, believed to belong to the authors of Holdey, are translated. Hermes Trismegist, Orpheus, Zoroaster sequence M. Fichino considers correct. In the genealogy of the authors of theological works dating back to the Renaissance, the ancient divine philosophers who were the heirs or contemporaries of Hermes to Orpheus and Zoroaster were considered ancient prophets, whose teachings were considered superior to the religions of Moses and Jesus as well as Plato.

M. Fichino considers these texts as ancient monuments, which testifies to his unprofessional approach as a philologist. He began translating the works of Plato and the Neoplatonists only a year after the translation of the Hermetic Corps. Because of his interests in the ideas of Hermiticism M.Fichino began studying magic. Natural magic was not against M.Fichino's Christian ideas. According to D.Woker and F.Yeyts there was universality of the ideas of all the things of neoplatonism in the natural magic which M.Fichino dealt with. According to "Spiritus mundi" – delicate pneumatic substantion covering the human body and cosmos, spread all over the world and works as a means that makes stars impact on people.

M.Fichino was engaged in natural therapy in order to insert spirits of sky objects into humans' bodies, and he used different rocks, herbs, seashells, instrumental music, Orpheus anthems which are considered to be connected with various stars and planets. With the help of mascots he described the control of universe spirit. Fichino did not pay attention to the discrepancy between Christianity and his magic natural therapy.

Another author of Florence Platon academy, Jovanni Picodella Mirandolla scrutinized this issue more deeply in his scientific work. Pico's work "Speech about the value of the human" was only scrutinized among Post Soviet area's philosophical historical literature and researches. In this work human is highly valued and named as the "great miracle". This work can be evaluated as a particular humanicism manifestation. There human because of his creativity was found to be equal to the as a God as a divine creature. There is some closeness between the character of human described in the ''Asclepius'' dialogue of Hermetic Corpus and ideas oh human thinkers' books. In the Asclepius, human was considered to be worth to bow as a great miracle creature. He occupied the divine nature as if he was the God. He knows that he is close to devils by origin. He hopes his divine side but hates his human nature. It is obvious that Pico wrote about divine magic creature who had the connection with stars' devil spirits not about the human. It is the magician who, in imitation of God, summons life from the celestial bodies and brings it down to the lower-created world.

Research Methodology. There is huge difference between the ideas of Petrarca, other Renaissance humanist anthropocentrism an Pico's ideas about human value. Later, the idea given in the above by Pico's speech accelerated the interest in natural

magic and occult works such as jewish kabbala among the Renaissance thinkers. Here it is necessary to remember the idea of the speech originated in 1486. M. Pico set himself the goal of synthesizing all knowledge on a total scale. He created a speech consisting of 900 thesis synthesizing occultism, philosophy and theology. In doing so, he also referred to elements of ancient esoteric schools, such as ancient philosophical schools and hermetic texts, the astrological teachings of the Holdes, the Kabbalah of the Jews, and the hymns of the Orpheus. Importantly, the ideas of hermeticism, which syncretically represent the elements of the above-mentioned spheres in these 900 theses, served as a methodological basis. The theses reveal despotism towards the divinity in Rome. His work "About the value of human", also draws attention to this despotism, but Pico's thesis does not contradict the other. Together, these theses serve a fuller understanding of Christianity. The seventh magical conclusion in this work terrified Christian thinkers living in the Renaissance. It states: "No other science except magic and Kabbalah can convince us of the divinity of the human." [13] In research on the history of Renaissance magic, "The Speech on the Value of Human", founded by Fichino and developed by Pico, is seen as the charter of freedom of the humanistic magic tradition of the Renaissance. The magic suggested by Pico consists of two parts according to the composition. The first part consists of natural magic in the spirit of Neoplatonism, founded by M. Fichino, the second part consists of numbers and a kabbalah based on the Jewish alphabet according to them. More precisely, M. Pico enriches the natural magic of M. Fichino with kabbalah. M. Pico tries to prove the truth of Christianity through this synthesis. Thus, the emergence of the ideas of hermeticism as a transitional paradigm in the Renaissance led to their influence on the ideas of various thinkers in the Renaissance.

As a result of argumentative researches in the Middle Ages led to the formation of a two-sided imagination but one conclusion about hermeticism. That is, early medieval thinkers regarded hermeticism as the most ancient doctrine that predicted the coming of Christianity. But while thinkers such as L. Lactantsi and Cyril Alexandrius have portrayed Hermes as a supporter of Christian doctrine, A. Augustine, although acknowledging the antiquity of Hermes, considered him a pagan prophet opposed to Christianity, who took his views from the demons. M. Fichino and M. Pico in their views, in the position of L. Lactantsi and Kirill Alexandrius, created the concept of a common religion or synthetic science conception based on the ideas of hermetism, enriching them with kabbalah and many other elements. However, the two contradictory conclusions about the ideas of hermetism reflected in the early medieval argumentative research in the work of J. Colet had huge impact. The ideological contradiction reflected in the passage quoted above from Colette's speech at Oxford is the result of a two-sided imagination that focuses directly on hermeticism. More precisely, the fight of the contradictory ideas of Christianity and Hermeticism put forward by A. Augustine and the tradition of Christianity and Hermeticism, initiated by L. Lactantsi and Cyril Alexandrius and continued by M. Fichino and M. Pico,can be seen in the outlook of J.Colet. In general, Christian humanism in the Renaissance had no ideological need for ancient pagan theology. One of the biographers of Erasm of Rotterdam wrote that he was furious when the thinker was addressed with the epithet

Thermaximus – Triple Great. Apparently, Erasm did not like to be viewed as a hermetic thinker.

Analyses and Results. The researchers note that Erasmus did not refer to the syncretic theology of M. Fichino and M. Pico and, accordingly, may have been skeptical of the ideas reflected in the texts of hermeticity. Thus, Christian humanists such as J. Colet and Erasmus, from the position of A. Augustine, did not accept the argument that the texts of Hermeticism were the source of ancient theology. More precisely, they could not accept this concept because of their religious positions, despite the hermetic texts and their great interest in the syncretic religion or science proposed by M. Fichino and M. Pico. Studies of Renaissance humanism in the history of philosophy have highlighted the following reasons for this phenomenon:

First, the controversy in the polemical passage from J. Colette's lecture at Oxford above may be the result of the influence of M. Pico's theses quoted from Judaism, Islam, Iran, and Holdey. After Pico's speech was published in 1496, Colette became acquainted with him.[16] In this play, J. Colette saw the synthesis of the views of Hermes, Orpheus, Zoroaster, as well as the magic of numbers of Pythagoreans and Kabbalists, rather than the ideas of Aristotle, Plato and Neoplatonism, which formed the basis of Christian scholasticism. Speaking of the beliefs of these pagan thinkers, he wrote that "their minds turned to some folly that was not nourished by Jesus" [17]. The apology of magic described in M. Pico's speech is inconsistent with J. Colet's notions of the oneness of ancient divinity. His views on the subject clearly reflect the position of typical Christian humanism. In general, unlike the humanists of the Italian Renaissance, the syncretic religion founded by the Northern European humanists M. Fichino and M. Pico and its unique ancient genealogy concept did not have much influence due to the ideological pressure of Augustine's conclusions about hermeticism. In short, the tradition of the Northern European Renaissance was not characterized by intellectualism and ideological tolerance, that is, by the incorporation of all elements of doctrine.

Secondly, in Pico's "The Speech on The Value of Human", the Pythagoreans were influenced by the idea of metampsychosis and used it as an argument to prove their point. M. Pico did not draw attention to the fact that this idea of the Pythagoreans was incompatible with Christian doctrine.

Thirdly, both M. Pico and M. Fichino faced the problem of the interdependence of esoteric ideas that were spread in writing and orally in the creation of their syncretic theological concepts. M. Pico's speech clearly reflected this problem. "Moses wrote the law, which is the property of the nations, but he interpreted it orally only to Jesus and to his followers who remained through him. As Origen said, Jesus taught his followers many wisdom of life. But the followers did not write the proverbs because they did not want these secrets to be revealed to the public, so they memorized them. This view is confirmed by Dionysius the Areopagite. "The founders of our religion did not write down its mysterious truth, but copied it from mind to mind". M. Fichino, like M. Pico, believed that in the views of Hermes, Orpheus, Zoroaster, Christian truths such as the divine Trinity, the son god who created the world - the logos, were taught [19].

L. Lactantsi, Clement Alexandrius, and A. Augustine, although inconsistent, tried to justify their great interest in occultism by relying on the antiquity of esoteric knowledge and their quotations from hermetic texts. Unlike the northern humanists, the Florentine humanists believed that the ancient esoteric ideas were not written in either the Old Testament or the New Testament, but should be sought from other sources. "M. Pico described Jesus as only leader who taught life, and the holy book was his written source, and there was nothing new in this book," wrote J. Colet.

J. Colet, a staunch Christian, rejects the idea that ancient theology was superior to the Bible. He believed that it was possible to synthesize the ideas of Christianity and antiquity. He even cited the experience of church fathers such as F. Yustin, Clement, Origen, and Aurelius Augustine in this regard. The Stoics, Neoplatonists, and church fathers who studied the teachings of Aristotle and Plato believed that Christianity was a perfect divine philosophy that embodied all private truths in itself, according to J. Colet beliefs. All the fathers of this church, taking advantage of the intellectual and moral potential of pagan philosophy, claimed that the ancient sages were the image of science. They also argued that studying their morals would be of great benefit to the Christian. J. Colet's lectures at Oxford were based on the humanistic Christian ideas of Erasm, the central doctrine of Northern Renaissance humanism. But before studying Erasm's ideas, it was necessary to get acquainted with the philosophy of paganism, said J. Colet. "It is important to pay attention to the coherence of the years, without paying attention to ordinary authors, and, most importantly, to take a closer look at the ideas of selected thinkers, if they eventually become close to Christianity" [22]. Erasm refered to the work of a number of patristic thinkers, such as Vasily, Augustine, Jerome, and Cyprian who combined Christianity and classical antiquity [23]. J.Colet and Erasm thought it is possible to refer to the antique theology by only searching the sources of Christianity.

Fourth, philosophical historical research on the Renaissance emphasizes that the ideas of Renaissance skepticism began with the work of Erasm of Rotterdam [24]. Apart from the influence of the ideas of Pyrrho, the founder of ancient skepticism, or neopyrronism, the Renaissance skepticism founded by Erasm was also reflected in Colet's work. Accordingly, the cognitive capacity of the human mind which was glorified in the paradigm of polytheistic philosophical thought of antiquity and in the syncretic theological concepts of Fichino and Pico was suspected.

Fifth, Fichino and Pico, who generalized the ideas of hermeticism, ignored the objective approach to history, philological critical analysis, and methods of humanistic philosophical observation. Both thinkers directly accepted the philosophies of late ancient philosophers on pre-Plato and pre-Moses divine theology instead of critically analyzing Hermetic texts. The tradition of skeptical humanism founded by Erasm continued in the work of Lorenzo Valla. The last representative of this tradition, W. Grotsin, was skeptical of the thesis that the "Hermetic Corps" belonged to the Areopagitic Dionysius, a contemporary of the Pavel. Colet, who called himself a grammarian, was distinguished from Fichino and Pico by his strong rationalism, critical and objective, as well as careful approach to the study of past heritage. Fichino and Pico's research into the legacy of the past in relation to magic, a firm blind belief in dubious arguments seem to be merely a passionate dream in the face of the historical-

critical methodology of the Oxford reformer J. Colet. In contrast to the study of the history of Renaissance humanist philosophy, it is vital to note that Erasm and J. Colet, due to the pressure of their ideological, or more precisely, religious positions were not able to express their enormous interest in the idea of appropriateness between Hermeticism and Christianity which was originated by L.Lactantsi, Kirill Aleksandriyski and developed by M.Fichino as well as M.Pico

This is why their worldview reflects the struggle of two opposing ideas about the ideas of hermeticism that emerged from medieval argumentative research.

Such two different approaches to the legacy of paganism in the Renaissance should not be seen as a contradiction between the Northern and Italian Renaissances. For instance, the German naturalist and humanist Cornelia Agrippa (1486-1535) who made a significant contribution to the development of Northern Renaissance culture, published (De Occulta philosophia, 1510) The Secrets of Occult Philosophy.

In this sense, it can be assumed that during the Renaissance there were two different variants – the rational and mystical occult way of thinking, and accordingly the idea of the oneness of antiquity.

The formation of such two different mutually exclusive attitudes to the philosophical heritage of pagan thought in the Renaissance can be explained by the manifestation of the character of the ideas of hermeticism as a transitional paradigm at that time. Because:

1. The Renaissance was the second stage in the formation of the ideas of hermeticism as a concrete doctrine. In this second stage of the process of formation of the ideas of hermeticism as a concrete doctrine, certain regularity was manifested. According to it, the ideas of hermeticism served as a paradigm of transition in the social consciousness in the process of transformation of the paradigm of medieval philosophical thinking into the paradigm of mathematical-experimental natural science of the New Age. In this sense, it is natural to take two different approaches to the ideas of hermeticism in the Renaissance, reflecting the humanistic traditions of Oxford, formed on the basis of the ideas of Erasm and Colet, and the humanistic traditions of Florence, derived from the views of Fichino and Pico.

2. Argumentative research in the early Middle Ages formed a two-pronged approach to hermeticism. This two-pronged approach continued during the Renaissance and gave rise to the Oxford humanistic tradition based on the views of Florence and A. Augustine, based on the approach of L. Lactantsi. Despite the above-mentioned shortcomings, the traditions of the Florentine school, whose ideological roots go back to the views of L. Lactantsi, somewhat accelerated the transformation of the medieval philosophical paradigm in the social consciousness to the paradigm of philosophical thinking of the new era due to the concept of syncretic theology.

3. During the Renaissance, the ideas of Hermeticism, which synthesized elements of occult spheres such as Plato, Neoplatonism, magic, Kabbalah, took the form of syncretic religious-philosophical doctrines due to the research of Florentine humanist traditions such as M.Fichino and M.Pico. The element of natural magic introduced by M. Fichino strengthened the connection of the ideas of hermetism with the experimental sciences. For this reason, the validity of the thesis that the idea of hermetism was an ancient divine wisdom, first proposed by L. Lactantsi in the early

Middle Ages and reworked during the Renaissance by Florentine humanists such as M. Fichino and M. Pico at the level of syncretic religious theological concept, is questionable. despite the fact that I. Newton and F. He played an important role in shaping the natural-scientific views of the proponents of experimental science such as Bacon. The element of natural magic in the syncretic theological concepts of M. Fichino and M. Pico created an ideologically favorable opportunity for the study of the more precisely the material condemned by the church, the recognition of material existence or nature. The principle of glorifying man, the deification of him in the concept of syncretic theology, on the one hand, created a favorable ideological environment in the social consciousness for the exchange of the principle of cremation, first pantheistic and then deistic, which gave rise to the idea of the church's mediation between god and man. This, in turn, served as the ideological basis for the secularization process. On the other hand, F. Bacon also served as an ideological motive for the principle of establishing human dominance over nature through science.

Conclusion. In general, it is difficult to form a holistic view of the Renaissance without addressing the phenomenon of hermeticism in research aimed at studying the culture and thinking of the period. After all, the thinking of the Renaissance itself reflects the paradigm of the theological-philosophical thinking of the Middle Ages and the paradigm of experimental mathematical philosophical thinking of the New Age. In the process of transformation of the paradigm of medieval philosophical thinking into the paradigm of philosophical thinking of the New Age, the ideas of hermeticism served as a paradigm of transition in social consciousness.

His findings can be used in research, philosophy and social philosophy, history of philosophy, religion, psychology, sociology, history, and methodological approaches. The results can also be used in relevant ministries, military units and structures, in thematic events, roundtables, as well as global and regional integration processes, intercultural dialogue.

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EASTERN SPIRITUAL AND MORAL IMPERATIVES AND SCIENTIFIC TECHNICAL THINKING

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Аннотоция: Ушбу мақолада Шарқ маънавий-ахлоқий императивларнинг мазмуни, илмий техник билимлар маънавий тараққиётнинг мухим омили ва маънавий-ахлоқий императивлар ҳамда инновацион тафаккурнинг диалектик алоқаларини ижтимоий фалсафий таҳлили хақида баён этилган.

Таянч сўзлар: Илмий техник кашфиёт, илмий техник билим, маънавий ахлоқий императив, инновацион тафаккур, "мен" ва "биз", "меценатлар манфаатлари", илмий техник тафаккур

Аннотация: В статье раскрывается содержание духовно-нравственных императивов Востока, научно-технических знаний как важного фактора духовного развития и социально-философского анализа диалектических соотношений духовно-нравственных императивов и новаторского мышления.

Ключевые слова: Научно-техническое открытие, научно-технические знания, духовно-нравственный императив, новаторское мышление, «я» и «мы», «интересы мастеров», научно-техническое мышление.

Annotation. This article describes the content of the spiritual and moral imperatives of the East, scientific and technical knowledge is an important factor of spiritual development and the socio-philosophical analysis of the dialectical relations of spiritual and moral imperatives and innovative thinking.

Key words: scientific and technical discovery, scientific and technical knowledge, spiritual and moral imperative, innovative thinking, "I" and "we", "interests of craftsmen", scientific and technical thinking

Introduction. Although we can clearly imagine today that there is no social development without scientific and technical discoveries, no work on spirituality

mentions the importance of scientific and technical knowledge, nor does it reveal the methodology of their study. Scientific and technical knowledge is also a reflection of the objective laws and requirements of spiritual development. True, there is no place in our spiritual heritage to solve this problem, but the present age requires scientific and technical research; the effective use of the achievements of the scientific and technological revolution in all spheres of social life has become a necessity. Undoubtedly, the qualities of social justice, ideal society, perfect man, high spirituality, humanity, patriotism, faith, good behavior and character, community, unity, humility, generosity, peace, diligence, family, immortality, which are glorified in the spiritual heritage of our people, it is our duty to assimilate them and inculcate them in the hearts of the younger generation. However, it is also true that the objective laws of social development, the requirements of innovative development expect scientific and technical knowledge and discoveries from us.

Literature Review. It is necessary to pay due attention to young people, who are active subjects of innovation, to form not only the ability to master innovations and creative activity, but also the ability to live with the moral imperatives embedded in the spirituality of our people. Reconciling these two hypocritical, contradictory sides, no matter how complex and difficult the task, is an objective requirement of our national development. Spiritual and moral imperatives are, in essence, the values created by our ancestors, inherited from them, the mentality, way of life and cultural life of our people and nation. Their connection with different interests and interests has formed the categories of "I" and "we" in spiritual moral life. "Rituals, traditions, and customs that have been formed and developed in society over the centuries are also a manifestation of the moral relationship that exists between the individual and society. Based on this, the relationship between the individual "I" and the collective "we" is harmonized [1.79]. Many literatures emphasize the predominance of "we" in the spiritual and moral imperatives of the East. The fact that this communism has risen to the level of tradition is not a negative, conservative case, of course. But in the development of society, the category of "I" or "we" has never been absolutely dominant, it was impossible to live without harmonizing them. It is true that there are contradictions between these categories. Because "the development of the relationship between the individual and society is not just about commonalities. There will also be contradictions in this relationship. The basis of these contradictions is the disproportion in the understanding and formation of the relationship between the individual and society. A person is a special person. Society, on the other hand, is a union of such individuals formed on the basis of specific goals. Conflicts occur as a result of society not understanding the individual, the individual not understanding society. Take the life of Maria Curie Skladovskaya, who has won two Nobel Prizes, for example, for major social tragedies, such as conflicts that arise as a result of personal selfishness or, conversely, the complete shadowing of personal interests. Possessing a unique scientific ability, a genius creator is so devoted to his interests and research that he does not even think that a woman should have at least three or four shirts. His "I" is Polish, in search of radium. He always wants to be alone in this pursuit. Her partnership with her husband, Pierre Curie, who is also a Nobel laureate, gives her peace of mind and satisfaction in life. It can be called creative (positive) selfishness, but still in selfishness

[2, 55], Many great artists are obsessed with one or another flaw, arrogance, as if glorifying their "I" [3,76]. That is why the Italian psychiatrist Lombroso notes the encounter of pride, even madness, in great creators [4,121]. Discovering innovation, giving in to creativity is something that can lead to indifference to the environment. But this creative psychological state is unique to some individuals, and the whole society cannot live in such a state. Innovative thinking is driven by a frenzy of creativity, but it is also characteristic of true inventors. The pain and pleasure of creating something activates the "I", sometimes making it a rival to those around you. That's why the great creators don't like humanity, circles, crowds, and hassles. We find these qualities in Beruni, Ibn Sina, and the Sufis. "I" does not only apply to western artists, we observe it in the qualities of almost all great personalities. However, the traditions of the East have always embodied the "I", and it is rare for even the most gifted to go beyond the "we". In our opinion, this is the reason why scientific and technical thinking in the East is not sufficiently developed. This can be seen even in the following reasonable thoughts of E. Yusupov: "Social moral duty and responsibility, writes our esteemed scientist, sometimes contradicts the personal interests of man. Man sometimes seeks to circumvent traditions and customs that are part of social moral duty and responsibility. The tendency to deviate from certain traditions in the context of social problems is more common in young people who are affected by emotions and passions. They sometimes tend to adapt to a particular social, moral environment rather than to it. Even in the chapter on love, there are times when parents try to achieve their goals without taking into account public opinion, and emotions sometimes lead a person astray. Some people go so far as to commit suicide when they can't find a way to resolve conflicts between public opinion and personal interests."[1, 79] It is clear from the scholar's opinion that the spiritual life of young people should be in line with public opinion, a reflection of the requirements of "we". The dedication of personal interests to the community is seen as a sign of spiritual maturity. Eastern traditionalism does not allow a person to go beyond his own limits, he keeps it within the bounds of spiritual and moral imperatives. Is it good or bad? If it is positive, what are its positive aspects, and if it is negative, what are its positive aspects? What do these aspects have to do with the topic, innovative thinking? On the first question, academician E. Yusupov expresses the following thoughts: Based on this, it can be concluded that moral maturity is a person's understanding, reliance and development of spiritual values that have been formed over the centuries in the course of his life and activity. The key issue is not only what moral heritage each nation has, but also to what extent the new generations are following and developing them. For this reason, it has always been a sign of morality for every person to adhere to the rules of behavior, manners, manners and attitudes that exist in society. It is considered immoral to deviate from or ignore these traditions and values. Immorality is a violation of the balance between "I" and "us" [1, 90]. It is clear that the values formed over the centuries determine the actions of a person, their actions are considered moral, and their violation is considered immoral. The centuries-old balance between 'I' and 'us' is transformed into an unbreakable moral imperative. From a spiritual and moral point of view, this idea is valid, but there is a danger of transferring it to all human movements, including creative activity and innovative pursuits. If we remember that in the East

almost all human activity is measured in accordance with spiritual and moral imperatives, we see that the above threat is not unfounded. At the same time, there is a positive side to this thought, this spiritual and moral imperative.

Research Methodology. The scientific and technological revolution in the West rejected the traditions formed over the centuries, believing that the intellectual power of man, his scientific competence, is the only factor that ensures social development. As a result, Western civilization has achieved great successes, freed man from the subjugation of the natural environment, made life more abundant, free of thought, and broader, more colorful, and more enjoyable. But wealth, money, and abundance, which the West worships as its main value, have become, according to E. Fromm, "universal arguments that overthrow the world, change and equalize all natural things and human qualities."[7, 315] The scientific and technological revolution and the ideals of life, way of life and way of thinking that he created played an important role in this. It is widely acknowledged that the scientific and technological revolution has caused global environmental, demographic, and spiritual crises, and that it has brought humanity to the brink of extinction. It is necessary that these tragic consequences of abandoning the goal of developing scientific and technical thinking do not shift to innovative development. First of all, our spiritual and moral traditions, Eastern traditionalism, can stop and prevent this. It is here that the condition of dialectical relations between spiritual and moral imperatives and innovative thinking becomes apparent. This is the answer to the first and second questions above. Eastern traditionalism is based on the principles of "one size fits all" and "be thankful for everything". It is strong to rely on traditions, to support linear movements only in accordance with the norms and attitudes established in the social environment, and to support initiatives that conform to these norms and attitudes. Innovation seems to him to be a violation of existing rules and traditions, even atheism. Innovative thinking is not supported by such norms and attitudes, it is characterized by constant restless pursuit, creation of something, the pursuit of perfection. Continuous improvement is its element and requirement. It is not possible to completely eliminate these contradictions, but they can serve each other in a synharmonic way. To do this, society and the state must first be interested in ensuring such harmony. In our opinion, this interest can be reflected in the following areas and tasks: 1) training of young people capable of creative, innovative research, intellectual strength; 2) creation of a new pedagogical technology for the formation of scientific and technical thinking on the basis of humanism, within the framework of spiritual and moral imperatives; 3) formation of moral responsibility, social duty and scientific ethics in society in a way that supports the competence of artists with great intelligence. These directions and tasks seem trivial from the outside. The global crises caused by the scientific and technological revolutions first alarmed the members of the Club of Rome [8, 110], and then the whole of humanity. "In life, benefit should be subordinated to morality, not morality to benefit," he said. If self-interest is considered to be more important than morality, people will be able to deny even the simplest truth that is obvious to all. There have been, and will continue to be, such things among mankind. The urgency of educational work is determined by the same reasons [1, 81]. Scientific and technical thinking, discoveries are observed from the point of view of certain interests. Major philanthropists seek to expand their financial capabilities while

supporting one or another scientific and technical invention. This is a widespread tradition in the intellectual world. Therefore, there is a danger that innovative discoveries will contradict the universal moral imperatives and requirements.

Conclusion. The supremacy of the interests of philanthropists over the general imperatives and demands contradicts the principles of stability, unity and justice in society, which inevitably provokes unrest in public life. That is why E. Yusupov emphasizes educational work. At the same time, it should be noted that educational work is not the only effective means of combining scientific and technical research with spiritual and moral requirements. Educational work needs to be strengthened by other socio-political, legal, economic and cultural mechanisms. From this point of view, in conclusion, it can be said that it is an exemplary example for those who want to generalize scientific and technical thinking, creativity. The social essence of innovative research is the harmonious harmonization of creative activity with the goals of social development.

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SOCIO-PHILOSOPHICAL BASES OF INVESTIGATING MODERNIZATION PROCESS IN UZBEKISTAN

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Аннотация: Ушбу мақолада Ўзбекистонда амалга оширилаётган модернизация жараёнларининг тарихий босқичларини таҳлил қилинган. "Ҳаракатлар стратегияси" мамлакат тараққиётининг янги босқичи эканлиги хорижий давлатлар тажрибалари билан қиёсланган. Шунингдек, "Ҳаракатлар стратегияси"нинг мамлакатдаги модернизация жараёнларини амалга оширишдаги аҳамияти кўрсатилган.

Калит сўзлар: Ўзбекистон республикасини янада ривожлантириш бўйича ҳаракатлар стратегияси, модернизация белгилари, бирламчи модернизация, иккиламчи модернизация, Хитой модернизацияси, "Тараққиёт стратегияси" маркази.

Аннотация: В данной статье анализируются исторические ступени процессов модернизации в Узбекистане. Изучена «Стратегия действий» в сравнении с опытом зарубежных стран как новый этап модернизации. А также, показана роль «Стратегии действий» при реализации процессов модернизации страны.

Ключевые слова: Стратегии действий по дальнейшему развитию Республики Узбекистан, критерии модернизации, первичная модернизация, вторичная модернизация, Китайская модернизация, Центр «Стратегия развития».

Abstract: In this article historical steps of processes of modernization in Uzbekistan are analyzed. "The strategy of actions" in comparison with experience of foreign countries as a new stage of modernization is studied. And also, the role of "The strategy of actions" at realization of processes of modernization of the country is shown.

Keywords: The strategy for the further development of the Republic of Uzbekistan, Modernization criteria, primary modernization, secondary modernization, Chinese modernization, Center for Development Strategy.

Introduction. It is obvious that since the early days of our independence, large-scale reforms aimed at the development of all spheres of public life have been carried out in our republic. The consistent and effective implementation of these reforms requires the development of a number of well-thought-out, science-based mechanisms. It is apparent that in the process of modernization of the country there is a need for strong and fundamental research. Since, a country undergoing modernization must develop theoretical developments that have a deep scientific basis in choosing its path

of modernization or development. For this, there is a need for theoretical ideas and developments that are consistent with the existing social, economic, political and cultural conditions in the country, the ethnic composition of the population, national mental characteristics, world experience, the situation in the international arena and historical experience.

From the first years of independence to the present day, there have been many studies devoted to the analysis of issues related to the modernization of our country, which have tried to cover these issues. In such studies, along with the identification of features of modernization of the country, prognoses, study of world experience in this area, one can find research on the history of modernization of Uzbekistan and the chronology of stages of development. Of course, it is difficult to distinguish the study of the history of modernization in Uzbekistan, including separate, large-scale fundamental researches aimed at chronologically dividing this process into stages or periods. However, in most studies on the modernization model of our country, it is possible to address to the same issue. Some researches have been done in the field of modern history of Uzbekistan or in separate areas: public administration, social protection, spiritual development, law, property formation, transition periods, economic reforms, and etc.

However, there is no scientific research on the separation of the broad process of reforms in the country from the point of view of the paradigms of integrated modernization into stages or periods. In addition, from the point of view of modernization paradigms, it is difficult to find work aimed at classifying the broad process of reforms in the country by industry. Of course, each of these problems can serve as a subject for several separate studies.

Literature Review. The transition to modernization hardly occurs smoothly; it affects all spheres of society, social institutions [1], this process implies radical changes in all spheres of society. Using a systematic approach, we suggest regard modernization as a multi-level process that affects all sectors of society [2].

The first level of modernization is related to the attitude of members of society to modernization: industrialization, urbanization, mass production and commercialization are of universal importance in these processes.

At the second level of modernization there are changes in the political system [3], a special aspect of the modernization of the political system is the introduction of the constitution, in other words, the separation of government, the development of mechanisms for rational interaction of society and government.

The third level is on the conceptual level. At the conceptual level, the foundations of the political system and its functions are fully established. At this level, the socio-cultural characteristics of the region are fully described [4].

Modernization is a systematic renewal of the whole society, especially the human mind. "Modernization has revolutionized the human mind through social, economic, and political dimensions, uprooted human values and beliefs, and changed the emotional structure of life" [5]. Peter Berger, in his book Understanding Modernity", wrote about the transformation of public consciousness that is changing in modern society. He identified five dilemmas that are relevant today, which, according to the author, are of fundamental and practical importance.

Research Methodology. "The first dilemma is formed as a result of abstraction, which is one of the most important features of modernity, with the exception of small, gypsy groups in society, there is a weakening of social relations, however, a person feels solidarity in primary groups and finds meaning in life. At the level of abstract consciousness, which the author envisions, emotional feelings and ways of thinking which emerge hate for all areas of human life are intensified. The author sees the roots of abstraction in social institutions based on society: such as in the capitalization market and in the bureaucratic state, in the technologically advanced economy, in the dominance of technology over the non-economic sector, in the agglomeration of people with its heterogeneity in large cities and finally in the media.

The second dilemma is the sudden change of temporal structures in human perception in the future, in which the future becomes a criterion not only of imagination but also of activity. If we consider the process of modernization as a transformation of human perception over time, this would be one of the most wrong definitions given to modernization.

Temporal transformation manifests itself on three levels. In everyday life, this can be compared to a table, a wall, watch, which are becoming common dominants. At the community level, the government and large organizations implement projects through various plans, such as five-year, seven-year, many-year plans, or concepts such as "stages of economic growth," "transition to communism". At all three levels, people receive those new temporalities with difficulties, and those conditions are appropriate to previous systems of the last century.

The third dilemma is individualization. Modernization covers all the features of the individual that distinguish it from the collective and social community. In this sense, emphasis is placed on the contradiction between society and the individual that has remained unchanged from history. Individuality is the opposite side of this abstraction, and these two concepts are also paradoxically interrelated. External socio-structural causes are also manifested because of the weakening of the collective values that underlie the individual to the structure of society. The paradox of these issues is that these communities performed the function of an abstract mega-structure, in which the individual felt himself to be a complex, unique person who was essential to society, and it was impossible to play this role in abstract social institutions.

The fourth dilemma is to get rid of. An important aspect of modernization is that many aspects of human life that were once predestined are now considered to be a process that depends on the choice of the individual or the community. In this sense, modernization also means a plethora of choices. One of the most appealing principles of modernity is that such conception is put forward: things are not what they used to be. This is the dynamics of modernity, the pursuit of innovation and revolution. Traditions are no longer mandatory, the status quo can change, and the future opens new horizons.

Finally, the secularization dilemma – modernization can pose a serious threat to religious beliefs and practices. However, this does not mean that religious beliefs will disappear completely. However, it should also be noted that secularization leads to a weakening of religious beliefs in the majority of the population.

Summarizing the approaches to the definition of this concept, it can be said that modernization is a complex process that includes political, economic, social, environmental, demographic and psychological changes. It is apparent that in the Middle Ages, the criteria of modernization was not existed in both the West and the East . The criteria of individualization and secularization of modernization alone indicated the absence of any elements of this process, even in the West, which in most studies in the East is recognized as the starting point of modernization processes. Of course, the research conducted by A. Kadyrov noted that the idea of glorifying labor of the Naqshbandi sect is closely related to the principle of Protestant ethics in the westernization model of modernization, which is recognized today as a classical theory of modernization. But even from the point of view of philosophical historical analysis, the fact that the idea in one doctrine is similar to the idea of another doctrine does not mean that these doctrines are the same. However, they are formed in different periods, different regions and in different socio-cultural environments and socio-economic, historical and political conditions. More clearly, even according to the principle of antiquarianism, it is difficult to consider this approach as correct. Moreover, as stated above, the processes of formation and spread of the Naqshbandi sect are incompatible with the theories and ideas of modernization, both locally and chronologically. Because social relations of traditional typical society prevailed in the medieval Arab-Muslim countries, where the sect was formed and spread. In this sense, it is inappropriate to evaluate this sect as a doctrine aimed at modernizing society. It can be said that the sect arose out of the need to prevent the rise of asceticism which was widely developed in the medieval Muslim Eastern region. Of course, the topic of modernization has also been noted in many other modern studies. For example, such a situation can be observed in many studies on the comparative study of existentialism and mysticism, aimed at creating an image of a harmonious person in the field of axiology, aimed at the study of civil society, democratic society.

In the early years of our independence, there was a need for this approach in understanding of national identity and strengthening the process of national identification. Such approaches are dominated by Asian-centric or orientalist principles, which are associated with a special focus on the place of Eastern civilization in the world civilization. But in the study of any phenomenon, especially the phenomenon of modernization, it is necessary not to ignore its universally recognized scientifically based criteria without allowing bias.

This paragraph, aimed at covering the history of modernization processes in the country, also focuses on objective analysis, based primarily on the principle of unity of history and logic.

In studying the history of modernization processes in our country, attention is paid to the analysis of the ideas and activities of the Enlightenment movement and the Jadid movement, which were formed in the late XIX and early XX centuries. But in many cases, the autobiographies of the representatives of these movements as well as their aspirations for the national liberation movement are mostly said without analyzing the ideas of the Enlightenment and Jadidism in terms of the modernization paradigm. In this sense, there is a great need to study the reformist movements of the Enlightenment and Jadid currents in terms of modernization theories.

Of course, there is no doubt that the ideas aimed at radical reform of society were put forward in the works of the representatives of the Enlightenment and Jadid movements. In particular, in the work "Reform and Bukhara" published by A. Fitrat in 1917, one can find many ideas aimed at reforming the Emirate of Bukhara. The essence of A. Fitrat's political program or the project of modernization "Reform and Bukhara" can be summarized as follows:

Chapter I: The main issue in land and water relations is the exemption of grain growers from kafsan (tax paid to mullahs), the distribution of irrigated government lands to landless people.

Chapter II: Vakf lands can play a big role in making Bukhara the most civilized city, if mosques, religious and secular schools, libraries, orphanages, hospitals, canteens for the poor are built.

Chapter III: Residents of Bukhara who have reached the age of 22 should be called up for military service, but the sick and disabled should not be called.

Chapter IV: All work requires a financial sector. For this, the Ministry of Finance which deals with taxes should be established, and even palace treasurer should report to it.

Chapter V: Officials in the castles should be appointed by the Ministry of the Internal Affairs, with the election of the local population. Ministers and rulers should not interfere in court proceedings.

Chapter VI: The work of the judiciary and law enforcement should be separated. The Ministries of Justice and the Judiciary should be introduced in two phases: lower and upper.

Chapter VII: The police must maintain peace among the population. This is an important section in state defense.

Chapter VIII: The future government should pay attention to the work of roads and mining, the restoration of sidewalks, the construction of highways and railways.

Chapter IX: The Ministry of Foreign Affairs should be appointed for relations with Russia and other governments. This minister will also be the chairman of the council of ministers.

Chapter X: Chairman of the Council of Ministers should be appointed by the decree of the Emir.

Chapter XI: The school can be opened by any person except state and Vakf schools.

Chapter XII: communal consulting bodies should be formed from the public to determine the value in the markets, settlements, streets and roads, etc.

Chapter XIII: The control bodies consist of two stages: 1) stage consisting of ten special lawyers and ten people; 2) free press [7].

The reformist efforts of the Jadid movement were dominated by the idea of human modernization, more precisely, the renewal of education, science and culture. Initially being merely at the level of theoretical views, these ideas later turned into a huge reformist movement. In particular, A. Fitrat's work "Reform and Bukhara" which aimed the realization of the modernization of the country can be considered as a unique model of Eastern modernization in the Islamic socio-cultural environment. However, the huge reform movement aimed at modernizing Turkestan, initiated by the Jadids, was not completed due to certain socio-political obstacles.

The process of modernization in our country continued during the former Soviet colonial era. The modernization in our country during the former Soviet era happened as a part of the uneven modernization processes in the Soviet Union. More precisely, the modernization processes that took place in the former Soviet Union in our republic correspond to the modernization of the third direction. Countries in the third direction were primarily tasked with supplying colonial products such as raw materials and food to the markets of developed countries. It is no secret that our republic was one of the raw material bases of the Soviet Union at that time. In particular, the economic system of the Republic was mainly specialized in the cultivation of raw cotton. Roads, warehouses, production systems and many other elements of infrastructure built in our country during this period were mainly amenities created for the colonialists. This direction of modernization was somewhat superficial, and its impact on improving the living standards of the population was almost imperceptible. Modern houses were built for the elite population. Such societies are described as dualistic societies [8].

By this time, certain technical and industrial modernizations took place in our country. However, it is difficult to say that modernization in this area was done only to improve the economy of Uzbekistan. Most of the manufacturing enterprises 104 out of 308 enterprises evacuated to the Central Asian republics (Leningrad Textile Machinery Plant, Kyzyl-Aksay, Rosselmash, Sumy Compressor and Dnepropetrovsk Carborundum Plant, Elektrokabel and Podiyomnik plants in Moscow, Railways Mechanical Engineering Plant, Chkalov Aviation Plant, Red Road Plant, Transignal Plant in Kiev, Stalingrad Chemical Plant, etc.) and from them 55 enterprises in Tashkent and Tashkent region, 14 plants and factories in Samarkand, 22 factories in the Fergana Valley and 2 factories in Bukhara were placed during the Second World War. These production enterprises were brought not for the development of the country's economy, but because Uzbekistan was a convenient zone as a post-war zone. In addition, during the former Soviet era, most of the large industrial enterprises in our country were directly subordinated to Moscow, and the income from them did not come entirely to the budget of the republic. For instance, most of the large plants and factories engaged in the extraction of natural resources were managed and financed from Moscow. Uzbekistan was also a rich source of mineral resources for the metropolis. Many rare minerals were discovered here: gold, copper, lead, zinc, tungsten, uranium, natural gas, and coal. On the basis of these fields, factories, oil and gas enterprises were built; new cities and towns were built. In the 60s and 70s of the last century, a large gold mining industry was established and developed in the republic, and factories of gold mining complexes, gold sorting plants, as well as copper ore processing plants were put into operation. At the same time, high-quality gold that meets world standards began to be produced. But all these properties were taken to the Center, and Uzbekistan did not benefit at all. Because Uzbekistan which was oppressed by the colonial rule of the dictatorship, was not the owner of any wealth from its land and could not accept its benefits independently. Most of Uzbekistan's vital industries and large enterprises (about 70%), including non-ferrous metallurgy, were directly subordinated to the Union Ministries; the republic was not the owner of the product it produced. Mining and transportation of gold, uranium, non-ferrous metals and other minerals were carried out and managed by the central authorities without the consent and control of

the governing bodies of Uzbekistan. Only a small part of the profits was transferred to the republican budget [10].

In addition, the cities established as industrial zones in the country and the amenities of their infrastructure mainly served the representatives of the colonial people. Such places include Angren, Zarafshan, Uchkuduk, Bekabad, Almalyk, Marjanbulak. During the Soviet period, modernization processes took place in the field of science, education and culture in our republic. However, it is well known that the level of modernization in these areas was rather superficial and inefficient. In general, the modernization that took place in the republic during the former Soviet era served for the benefits of the colonial people more than the welfare of the local people of our country.

Analyses and Results. After gaining independence, there was a great need for radical modernization of our republic. To do this, first of all, it was necessary to develop a model of modernization that combines the existing economic, political, socio-cultural factors in our country, as well as the experience of leading countries in the world. In general, the modernization process carried out during the years of independence can be divided into 3 stages in connection with the adoption of 3 major development programs ("Uzbek model of development", "Concept of further deepening democratic reforms and development of civil society", "Strategy of actions").

The first stage- the adoption of the "Uzbek model" of development was characterized by a number of features, such as the establishment of the legal and organizational framework for state building, the formation of private property, the development and implementation of a system of continuing education, land reform, national legislation, the banking and financial system and the establishment of foreign policy and economic relations. During this period The "Uzbek model" of development, consisting of the principles such as 1) freeing the economy from ideology; 2) providing the dominance of law; 3) recognition of the state as the main reformer; 4) carrying a strong social policy, taking into account the specifics of our country; 5) gradual implementation of political and economic reforms ; gained strategic importance.

The particular value of "Uzbek model" can be understood more deeply from the essence of the "Concept of further deepening democratic reforms and development of civil society in our country" (November 12, 2010) put forward by the First President I.A. Karimov. According to him, the "Uzbek model" of development was further enriched by the national experience gained during independence and the theoretical and practical aspects which were tested in developed countries for building a prosperous society and the rule of law. This concept emerged as a program to provide the legal basis for this process in defining the priorities and tasks of building civil society and the dominance of law.

The second stage of the complex modernization processes occurring in the country during the years of independence began with the adoption of the "Concept of further deepening democratic reforms and development of civil society in our country." During this period, a number of radical organizational, institutional and legal reforms aimed at modernizing the country in the field of public administration, legislation,

information, economic liberalization, electoral system, improving the activities of non-governmental organizations were implemented. At this stage, the strategic development program "Concept of further deepening democratic reforms and development of civil society in our country" was used as the strategic development program.

The third stage of modernization of our country began by the adoption of the "Strategy of Actions". In summary, combining all the ideas which were put forward in this paragraph this process can be divided into phases as following:

The history of modernization processes in the territory of the Republic can be divided into three periods:

1) The stage of the modernization period caused by the Jadid movement.

2) The period of constructive-modernization project aimed at adaptation to the system of occupation.

3) The stage of modernization that took place during the years of independence.

Of course, in each of these three periods, significant changes have taken place in relation to specific social relations, organizational institutional structures, and economic, industrial development as well as the value system.

The stage of independence plays an important role in the history of modernization of Uzbekistan. The modernization of this period reflects the process of radical renewal of our public and state. The problem of periodization of complex modernization processes that took place during this period has also particular importance. Of course, there may be interpretations that promote different views on this topic. For example, a classification of the periodization of the history of modernization of the years of independence can be made on the basis of certain historical events or the classification on the basis of laws that provide for significant changes can also be made.

Conclusion. This research is devoted to address the problem of modernization of this period in accordance with the adoption of strategic development programs aimed at reforming a region from the standpoint of the universally recognized modernization paradigm. This is because the study of the modernization process in the Eastern countries is mostly based on the proposed approach (periodization according to the adopted strategic development programs). Especially, modernization processes are periodized in most studies according to the strategic development programs in countries that have adopted an accelerated or chased modernization model. Indeed, according to the westernization model, modernization has taken place as a natural-historical process in Western European countries and the United States

In order to catch up with the first-direction countries in terms of modernization, the second-direction countries will have to take the necessary measures to accelerate the process. Such systematic and step-by-step measures will be implemented through the development and successful implementation of short-term, specific strategic development programs specializing in specific areas. In the years of independence, the same natural historical necessity has emerged in our country. Of course, this should not be regarded as equal to "shock therapy". After all, strategic development programs aimed at the rapid modernization of the country are developed on the basis of well-

thought-out scientific theory and gradually implemented. More clearly, an evolutionary approach predominates in this process.

Therefore, the modernization process in the years of independence can be divided into three periods in connection with the adoption of special strategic development programs in the country. Initially, the first period stage related to the adoption of the "Uzbek model" of development. This period is mainly characterized by a number of features, such as the structure of national statehood, legislation and understanding of national identity, the elimination of the complications of colonialism, the formation of new economic and financial structures.

The second stage is the adoption of the "Concept of further deepening democratic reforms and development of civil society in our country." At this stage, a number of fundamental institutional and legal reforms aimed at modernizing the country in the areas of public administration, legislation, information, economic liberalization, electoral system, improving the activities of non-governmental organizations have been implemented. In the first period, the foundations of statehood were formed, while in the second period, fundamental ideas related to the improvement of democratic civil society structures were put forward and implemented.

The third stage is related to the adoption of the "Strategy of Actions". At this stage, in the process of modernization of the republic, taking into account the real problems in the country, a period of reform at the level of world standards has entered. Especially during this period, the influence of the innovative model on the modernization model of the republic has increased. In addition, one of the important conditions for accelerated modernization is the country's openness to its near and far neighbors.

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MONOAMINES AND DIAMINES CONTAINING ACETYLENE GROUPS AND THEIR REACTIONS WITH HALOGENS.

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Резюме: Ушбу мақолада ацетилен аминоспиртлари асосида моноаминлар ва Манних реакцияси бўйича ацетилен, параформ ва иккиламчи аминлар ишти - рокида диаминлар синтези ўрганилди. Синтезланган моноамин ва диамин - ларнинг тузилиши, физик -кимёвий доимийлиги ва юқори унумда ҳосил бўлиш шароити аниқланди. Моноамин ва диаминлар молекуласида кимё- вий актив марказлар : $C \equiv C$, - N= атоми ва -C≡C –H мавжуд. Уч боғнинг галогенланиш реакцияси ва азот атомининг галоген тутган кислоталар таъ- сирида тўртламчи туз ҳосил этиши ўрганилди. Синтезланган хосилаларнинг тузилиши ИК - ва ПМР – спектрлар билан тасдиқланди. Уларнинг физик кимёвий доимийликлари ва унуми аниқланди. Катализатор табиатига махсулот унуми боғлиқлиги топилди.

Калит сўзлар : 3- N-диметиламинопропин -1; 3-N- диэтиламинопропин- 1; 1,4-ди(N,N-диметиламино)бутин -2; 1,4-ди (N,N-диэтиламино)бутин -2, Манних реакцияси, тўртламчи туз, цис- ва транс изомер, инфрақизил спектр, парамагнит резонанс, валент тўлқин тебраниши, деформацион тўлқин функция, конденсатланиш реакцияси.

Аннотация: В данной работе изучен синтез моноаминов на основе ацетиленовых аминоспиртов и диаминов в присутствии ацетилена, параформа и вторичных аминов по реакции Манниха. Определены структура, физико-химические константы и условия образования синтезированных моноаминов и диаминов с высоким выходом. В молекулах моноаминов и диаминов имеются хими -чески активные центры такие как - $C \equiv C$-, –N= и - $C \equiv C$ - H. Изучены реакции галогенирования тройной связью моно – и диаминов и образование их четвертичных солей с галогенсодержащими кислотами . Строение синте-зированных продуктов подтверждено ИК- и ПМР-спектрами. Определены их физи -кохимические константы и выходы. Обнаружена зависимость выхода про-дуктов от природы катализатора.

Ключевые слова : 3-N-диметиламинопропин -1; 3-N-диэтиламинопропин-1; 1,4-ди(N,N-диметиламино)бутин-2; 1,4-ди(N,N-диэтиламино) бутин -2, реакция Манниха, четвертичная соль, цис- и транс-изомеры, инфракрасный спектр,

парамагнитный резонанс, колебание валентной волны, волновая функция деформации, реакция конденсации.

Abstract: In this work the synthesis of monoamines on the base of acetylene amino-alcohols and diamines in the presence of acetylene, paraform and secondary amines by the Mannich reaction.was inivestigated. The structure, physico-chemical culconstants and conditions of formation of synthesized monoamines and diamines with high yields have been determined. In the molecules of monoamines and diamines there are chemically active centers: $-C \equiv C-$, atom $–N=$ and $-C \equiv C - H$. The reactions halogenation of triple bond by halogenated acids and the formation of a quaternary salts have been studied**.** The structure of the synthesized products was confirmed by IR and PMR spectrums. Their physico-chemical constants and yields have been determined. Dependence of the products yield on the nature of the used catalysts was determined.
Key words: 3-N-dimethylaminopropine -1; 3-N-diethylaminopropyne-1; 1,4-di (N,N-dimethylamino) butyne -2; 1,4-di(N,N-diethylamino)butyne-2, Mannich reaction, quaternary salt, cis- and trans- isomers, infrared spectrum, paramagnetic resonance, valent vibrations, deformation vibrations, condensation reaction.

Introduction. Monoamines and diamines containg acetylenic group are used in polymer industry as valuble monomers for organic synthesis and also in medicine as biologically active compounds [1-4]. Propargylamine and it's derivatives are used as medicines against oncological diseases [5.6]; as means for decreasing of arterial of blood pressure [7] and also for treatment of Parkhinson diseas [8]. In molecules monoamines electronic clouds are distributed irreen lars tlochat is they displaced to amino-group at triple bond. what is caused by hybrization of carbon atom. In row sp^3, sp^2 and sp- hybrization electronegative of carbon atom has increased. In ethynyl radical carbon atom is in sp-hybrization but nitrogen atom in amino-group has sp^3-hybrization. In acetylenes having monosubstitut radical owing of it's positive induction effect (+I) electronic cloud is displaced to carbon atom which hasn't radical which correspondenly has charged negatively. Such displacement of electrons has lighten reaction of exchange of hydrogen atom at triple bond and electrophilic addition for monoamines. Atom of nitrogen in mono- and diamines has ability to form quarternary salts owing to it's didn't divided electronic pair.

Base part. Monoamines impossible to synthesise on the base of Mannich reaction because they during reaction have transfered in diamines with high yield. By this reason at first aminoalcohols were obtained [9] which then were undergone to demcomposition with formation of monoamines. $Ba(OH)_2$, KOH and NaOH were used as splitting agents in powdery air. It was investigated influence of catalysts nature on yield of monoamines. Reaction of synthesis of monoamines by catalytical decomposition of synthesized acetylenic aminoalcohols can be presented by following scheme:

$$RCH_3COHC \equiv CCH_2N(R)_2 + Ba(OH)_2 \longrightarrow RCOCH_3 + HC \equiv CCH_2N(R')_2,$$
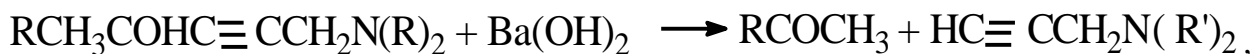
where : R = - CH_3; - C_2H_5; - $N(R')_2$ = -dimethylamino; -diethylamino; - piperidino; - morpholino groups.

Acetylenic diamines were obtained by Mannich reaction and their formation can be presented by following scheme :

$$CH \equiv CH + CH_2O + HN(R')_2 \longrightarrow (R')_2NCH_2C \equiv CCH_2N(R')_2 + H_2O ,$$
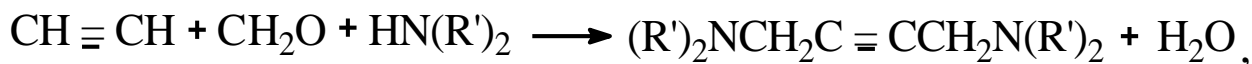
where : - N(R')$_2$ = - dimethylamino; - diethylamino; - piperidino; - morpholino groups.

The main aim of this investigation- synthesis of monoamines by catalytical decomposition of aminoalcohols and their physic - chemical properties and also synthesis of diamines from acetylene on the base of Mannich reaction and obtain of their halogen derivatives and quaternary salts.

Synthesise of 1-(N-dimethylamino) propine-2. Mixture of 2,82g (0.02 mole) N-dimethylamino-2- methylpentine-3-ol-2 and 0.08g dried powdery Ba(OH$_2$) at temperature 50-60ºC has been heated during 2-3 hours. The obtained mixture was extracted by diethylic ether by volume 50 ml and was dried by K$_2$CO$_3$. For obtain of monoamine ether extract has been distilled and obtained monoamine was distilled in deflagmatoral flask. In result 1,079 g (yield 65-70% from theorical) of 1-N- dimethyl -aminopropine-2 were obtained.

Synthesis of 1.4-di-(N, N-diethylamino) butine-2. In lask by volume 500ml (provided by mechanical stirrer) in 100 ml of dioxane 0,73g (0,01 mole) of hydrochloride diethylamino and 0,03g (0,01mole) paraformaldehyde have been dissolved. The mixture was heated on electric stove before 60-70º and at mixing during 3-4h reaction was carried out at strong stream of gaseous acetylene. To mixture 5-6 drops of solution HCl were added for obtaine paraphorm from polyformaldehyge. Obtained black mixture of liquids was distilled in diflegmatoral flask. After distillation of dioxane remain mixture has been distillated under vacuum. In result of carrying out reaction 1,36g of 1,4- di-(N, N-diethylamino) butine-2 were obtained with yield 69,7%.

Chemical structure of obtained mono- and diamines was proved by methods IR, NMR ^{13}C and PMR ^{1}H. In IR- spectrum of 1-N-diethylaminopropine-2 band of absorption in range 2975-2221 sm^{-1} is attributed to valent vibrations of methyl and methylene groups; band of absorption in range 2325-2100 sm^{-1} is atributed to –C≡C- group; band absorption at 3300sm^{-1} is attributed to valent vibrations - C≡C-H group. Also there are deformation vibrations of -CH$_2$ - group in range 1400sm^{-1}.

In IR- spectrum of 1-morpholinopropine-2 (fig. 1) there is intensive band of vibrations at 3250 sm^{-1}, attributed to valent vibrations of hydrogen atom at - C ≡ C–H group; valent vibrations at 2250sm^{-1} are attributed to -C≡ C - group.

In NMR ^{13}C spectrum of 1-N- pyperidinapropine-2 (fig.2) there are chemical displacements in range 73,2- 80 m.d. atoms of carbons in -C≡C- group; in range 24,3-26,2 m.d and 52,7 m.d. - nucleous of carbon atoms in pyperidine ring.

In IR- spectrum of diamines for example 1,4-di-(N,N- pyperdine)butine-2 (fig. 3) there are bands of absorption in range 2950-2600 sm^{-1} attributed to - CH$_2$ - groups; band of defornation vibrations of –CH$_2$- groups was absorbed at 1450 sm^{-1}. Absence of absorption typical for valent vibrations –C ≡ C- group in range 2200-2100sm^{-1} has indicated on the symmetry of diamines molecules.

In PMR spectrum of diamine 1,4-di-(pyperidino) butine-2 (Fig. 4) -CH$_2$- groups of two pyperidinic rings have given signals with δ 1,41-1,51 m.d .(12 H) and 4 CH$_2$ -

groups disposed in α- position to nitrogen atom have given signals with δ 2,30-2,36 m.d; pyperiding ring (8 H) and also signals of protons of –CH$_2$- groups are observed in range δ 3,13 m.d (4 H).
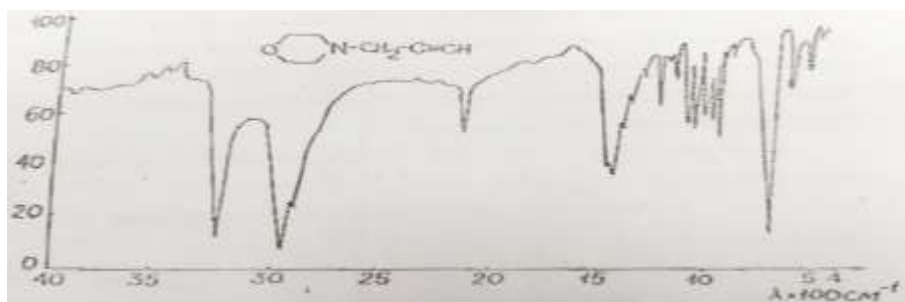
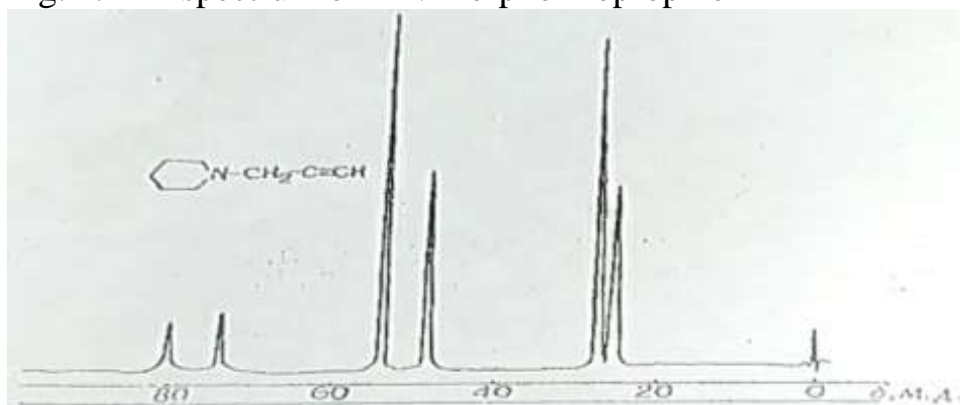Fig. 1. IR- spectrum of 1-N-morpholinopropine-2

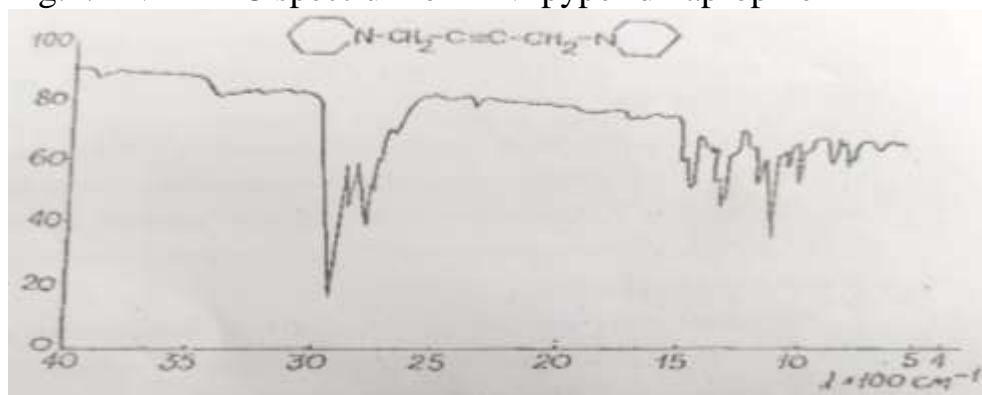Fig.2.   NMR ^{13}C spectrum of 1-N- pyperidinapropine-2

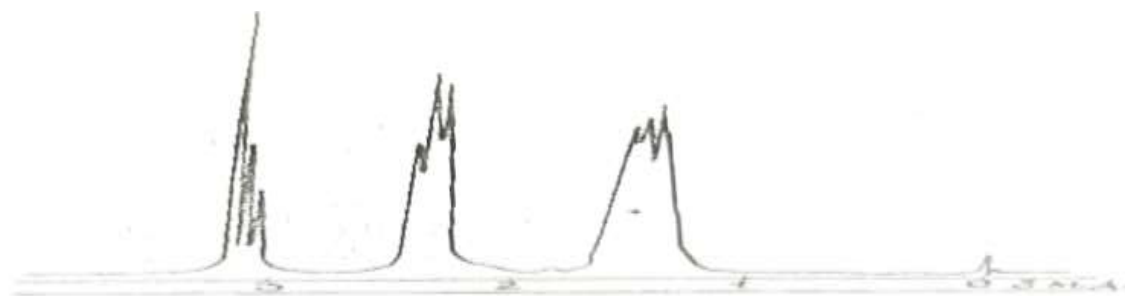Fig. 3.   IR- spectrum of 1,4-di(N,N- pyperdine) butine-2

Fig. 4. PMR spectrum of 1,4-di(N,N- pyperidino) butine-2

In tables 1 and 2 yields and physico-chemical constants of some synthesized compounds are presented.

Table 1

Physico -chemical constants of synthesized monoamines

	Name and formula of monoamines	Brutto formula	Yield, %	Boiling temperature $^{o}C\backslash$ mm. Hg st.	n_D^{20}	d_4^{20}
1	1-N-dimethylamino propine-2 $HC \equiv CCH_2N(CH_3)_2$	C_5H_9N	65-70	79- 80	1,4175	0,7792
2	1-N-diethylamino - propine-2 $HC \equiv CCH_2N(C_2H_5)_2$	$C_7H_{13}N$	71,5	119-120	1,4296	0,8042
3	1-N-dibutylamino - propine-2 $HC \equiv CCH_2N(C_4H_9)_2$	$C_{11}H_{21}N$	52,1	87-89/19	1.4600	0,8116
4	1-N- piperidino-propine-2 $HC \equiv CCH_2C_5H_{10}$	$C_8H_{13}N$	70-78	72/35	1,4718	-
5	1-N-morpholino - propine-2 $HC \equiv CCH_2C_4H_8O$	$C_7H_{11}NO$	63-65	68/10	-	-

Table 2

Physico - chemical properties of synsisized diamines

№	Name and formular of diamines	Yield, %	Boiling temperature $^{o}C\backslash$mm. Hg st	n_D^{20}	d_4^{20}
1	1,4-di(N,N- dimethylamino) -butine-2 $(CH_3)_2NCH_2C \equiv CCH_2N(CH_3)_2$	51,3	178-179	1,4533	0,8660
2	1,4-di(N,N- diethylamino) butine-2 $(C_2H_5)_2CH_2C \equiv CCH_2N(C_2H_5)_2$	69,7	220-221	1,4582	0,8013
3	1,4-di(N ,N-dibutylamino) butine-2 $(C_4H_9)_2NCH_2C \equiv CCH_2N(C_4H_9)_2$	74,4	180-181/15	1,4563	0,862
4	1,4-di(N,N-pyperidino) butine-2 $C_5H_{10}NCH_2C \equiv CCH_2NC_5H_{10}$	70-80	149/3	1,4954	-
5	1,4-di(N,N-morpholino) butine-2 $OC_4H_8NCH_2C \equiv CCH_2NC_4H_8O$	73-82	150/3	1,4931	-

Halogenation of mono- and diamines.

Halogenation of mono- and diamines has been carried at by mechanism of electrophylic addition and at this nitrogen atoms have formed with halogen atoms – salts, which are thermostable, water- soluble but didn't soluble in organic solvents such as acetone, benzole and in CCI_4 [10]. At bromination and chlorination of mono- and diamines their hydrohaloginated salts were obtained. Reactions were carried out in

polar solvent   CCl$_4$ in the presence Cu$_2$Cl$_2$ as catalyst during 4-5 h at mixing at 25-30ºC.

By results of gaseous-chromotogrophical analysis it was determine that mixture of products has been consisted from cis- and tranc- halogen containing compounds, yield of which has co changen from nature of solvent, concentration of initial compounds and temperature. At relatively high temperatures (higher 30ºC)   tranc-halogencontaining isomers have been formed and at low temperatures (-5-0º) cis-isomers were formed. Reactions of halogenation of mono- and diamines can be presented by following scheme:

$$[H\text{-}C \equiv CCH_2\overset{+}{N}(R)_2]\overset{-}{Cl} + X_2 \xrightarrow[(Na_2CO_3)]{Cu_2Cl_2} H\text{-}\underset{X}{C} = \overset{X}{CCH_2N(R)_2} + H\text{-}\underset{X}{C} = \underset{X}{CCH_2N(R)_2} ,$$

$$\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad trans- \qquad\qquad\qquad cis-$$

$$[(R)_2\overset{+}{\underset{H}{N}}CH_2C \equiv CCH_2\overset{+}{\underset{H}{N}}(R)_2] 2\overset{-}{Cl} + X_2 \xrightarrow[(Na_2CO_3)]{Cu_2Cl_2}$$

$$(R)_2NCH_2\overset{X}{\underset{X}{C}} = CCH_2N(R)_2 + (R)_2NCH_2\underset{X}{C} = \underset{X}{CCH_2N(R)_2} ,$$

$$\qquad\qquad trans- \qquad\qquad\qquad\qquad\qquad cis-$$
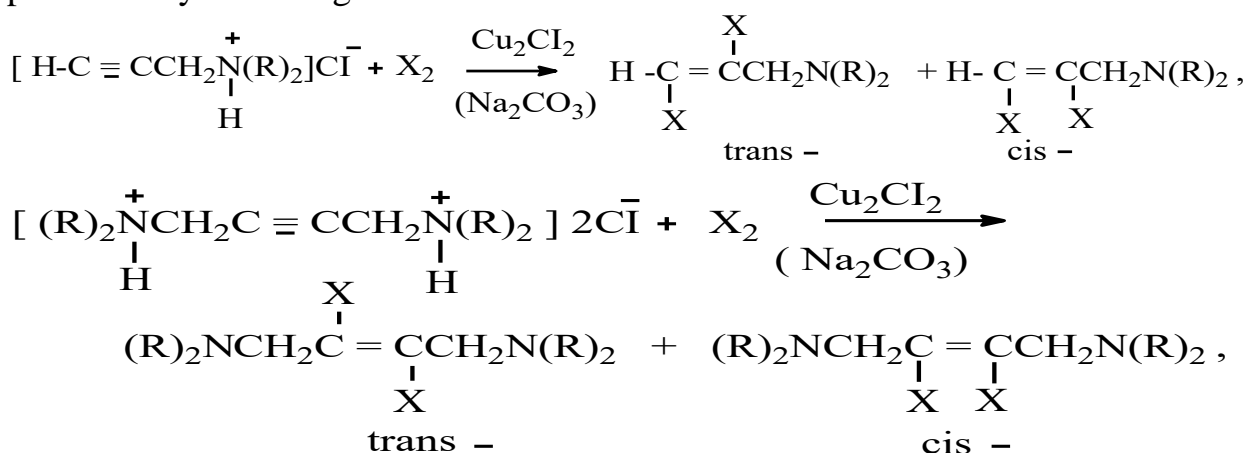
where : - N(R')$_2$ – dimethylamino; – diethylamino; - piperidino; - morpholino groups,   X = - atoms of CI and Br .

Synthesis of hydrochloride salts. Through solution of 8,3g.(0,1 mole) 1-N-dimethylaminopropine-2 in 100 ml of acetone at cooling by ice water gaseous HCl has been passed. Obtained white crystalic salts have been filtrated throught paper filter and were dried at room temperature.

Synthesise of trance-1,2-dibrom-3-N-diethylaminopropen-1. In 50 ml CHCl$_3$ by mixing   14,75 g (0,1 mole) hydrochloride 1-N-diethylamino-propine-2 and 0,1 g Cu$_2$Cl$_2$ ware added and obtained mixture was heated to 35ºC, then to this mixture 16,6 g (0,2 mole) of bromine was added by drops during 1-2 hours and at this decolouration was observed. Reaction mixture has been washed by water solution of thiosulfate soliumn (1,0%) and has been dried by mixture of CHCl$_3$ and MgSO$_4$. After of solvent distillation remained mass was dissolved in hexane and was remainal   on night. Solution of products in hexane has been distilled in diflegmatoral flask (high-1m; diametr-2,0 sm) and of this trance- and cis- brominated derivatives were extracted. In result of reaction 10,4 g (yield 54%) trance-1,2-dibromine-3-N-diethylaminopropen1 and 8,8g (yield 46%) cis-1,2-dibromine-3-N-diethylaminopropen1 have been obtained.

Reaction of halogenation of acetylen diamines was carried out   anologically to monoamines.

Some physico-chemical properties of obtained products and their yields are presented in table 3,4

Table 3

Physico-chemicals characteristics of unsaturated dihaloginated products synthesized on the base of monoamines

№	Name and structural formula of substance	Yield,%	Boiling temperature ^oC/ mm.Hg st.	n^{20}_D	D^{20}_n
1	Cis-1,2-dibromine-3-N-diethylaminopropen-1 $(C_2H_5)_2NCH_2C = CH$ $\quad\quad\quad\quad\ \ \ \|\quad\ \|$ $\quad\quad\quad\quad\ \ \ Br\ \ \ Br$	46,0	92-93 /2	1,5052	1,5167
2	Trance -1,2--dibromine-3-N-diethylamino-propen-1 $\quad\quad\quad\quad\quad\ Br$ $\quad\quad\quad\quad\quad\ \|$ $(C_2H_5)_2NCH_2C = CH$ $\quad\quad\quad\quad\ \ \|$ $\quad\quad\quad\quad\ \ Br$	54,0	81/2	1,5102	1,5294
3	Cis-1,2-dichloro-3-N-diethylaminopropen-1 $(C_2H_5)_2NCH_2C = CH$ $\quad\quad\quad\quad\ \ \ \|\quad\ \|$ $\quad\quad\quad\quad\ \ \ CI\ \ CI$	48,1	86,2	1,4625	1,0603
4	Trance-1,2-dichloro-3-N-diethylaminopropen-1 $\quad\quad\quad\quad\quad\ CI$ $\quad\quad\quad\quad\quad\ \|$ $(C_2H_5)_2NCH_2C = CH$ $\quad\quad\quad\quad\ \ \|$ $\quad\quad\quad\quad\ \ CI$	59,1	74/2	1,4684	1,0719

Table 4

Physico-chemical characteristics of unsaturated dihalogenated and quarternary salts obtained on the base of diamines

№	Name and structural formula of compound	Brutto formula	Yield,%	Boiling temperature, ^oC
1	Trance- 2,3-dibromine-1,4 –di (N,N-dimethylamino) buten-2 $\quad\quad\quad\quad\quad\ Br$ $\quad\quad\quad\quad\quad\ \|$ $(CH_3)_2NCH_2C = CCH_2N(CH_3)_2$ $\quad\quad\quad\quad\ \ \|$ $\quad\quad\quad\quad\ \ Br$	$C_8H_{16}N_2Br_2$	46,7	57- 58
2	Trance -2,3-dibromine-1,4 –di(N,N-diethylamino) buten-2 $\quad\quad\quad\quad\quad\ Br$ $\quad\quad\quad\quad\quad\ \|$ $(C_2H_5)_2NCH_2C = CCH_2N(C_2H_5)_2$ $\quad\quad\quad\quad\ \ \|$ $\quad\quad\quad\quad\ \ Br$	$C_{12}H_{24}N_2Br_2$	38,6	69,0
3	Trance- 2,3-dichlore-1,4-di(N,N-dimethylamino) buten-2 $\quad\quad\quad\quad\quad\ CI$ $\quad\quad\quad\quad\quad\ \|$ $(CH_3)_2NCH_2C = CCH_2N(CH_3)_2$ $\quad\quad\quad\quad\ \ \|$ $\quad\quad\quad\quad\ \ CI$	$C_8H_{16}N_2CI_2$	52,6	60,5

4	Trance -2,3-dichlore-1,4- di(N,N-diethylamino) buten-2 $(C_2H_5)_2NCH_2\overset{\overset{\displaystyle CI}{\mid}}{C} = \underset{\underset{\displaystyle CI}{\mid}}{C}CH_2N(C_2H_5)_2$	$C_{12}H_{24}CI_2N_2$	48,5	64 - 65
5	Hydrochloride-1-N- dimethylamino propine-2 $[\overset{+}{(CH_3)}\underset{\underset{\displaystyle H}{\mid}}{N}CH_2C \equiv CH\ ]\ CI^{-}$	$C_5H_{10}NCI$	78,4	174- 175
6	Hydrochloride-1-N- diethylamino propine-2 $[\overset{+}{(C_2H_5)_2}\underset{\underset{\displaystyle H}{\mid}}{N}CH_2C \equiv CH]\ CI^{-}$	$C_7H_{14}NCI$	80,1	176-177
7	Hydrochloride 1,4-di(N,N- dimethylamino) butin-2 $[\overset{+}{(CH_3)_2}\underset{\underset{\displaystyle H}{\mid}}{N}CH_2C \equiv CCH_2 \overset{+}{\underset{\underset{\displaystyle H}{\mid}}{N}}(CH_3)_2]\ 2CI^{-}$	$C_8H_{18}N_2CI_2$	75,9	186-188
8	Hydrochloride 1,4-di(N,N- diethylamino) butin-2 $[\overset{+}{(C_2H_5)_2}\underset{\underset{\displaystyle H}{\mid}}{N}CH_2C \equiv CCH_2 \overset{+}{\underset{\underset{\displaystyle H}{\mid}}{N}}(C_2H_5)_2]\ 2CI^{-}$	$C_{12}H_{26}N_2CI_2$	77,3	188-189

Chemical structure of obtained compounds has been proved by IR- and NMR^{-13}C spectroschopically. In IR- spectrum of trance -2,3-dibromine-1,4-di(N,N- dimethyl-amino)buten-2 (Fig. 5) new band of absorption of - C=C- band in range 1690 sm^{-1} was observed which was absent in initial diamine. Bands of absorption in range 2900-2700 sm^{-1} were attributed to - CH$_2$- groups. Wide band of deformation vibrations of group - CH$_2$-N= has been observed in range 1440 sm^{-1}. And also in ranges 1296 and 620 sm^{-1} deformation vibrations of -C=C- bond have been observed.
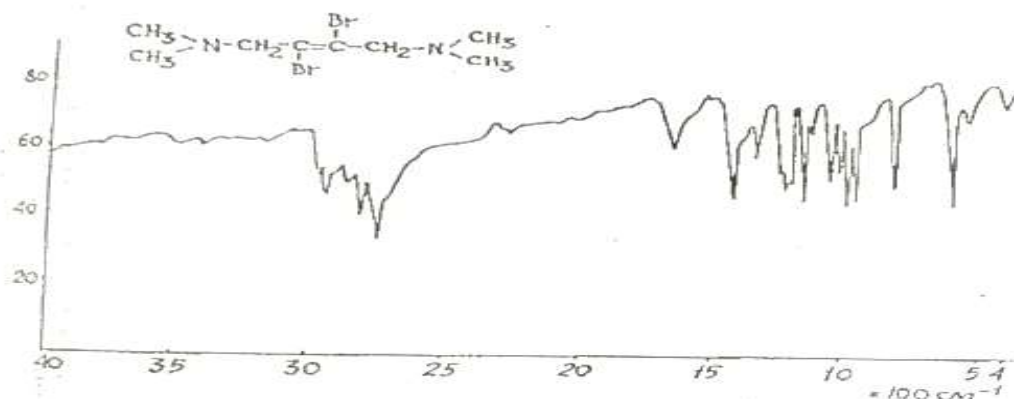

Fig. 5   IR- spectrum of trance -2,3-dibromine-1,4-di(N,N- dimethylamino)-buten-2

In NMR ^{13}C spectrum of trance -2,3-dibromine-1,4-di(N,N- dimethyl - amino)buten-2 (Fig .6) there are signals of carbon atoms $C_{3,6}$(-CH$_2$-N=) at 65,4 m.d; $C_{1,2,7,8}$(- CH$_3$) at 34 m.d and $C_{4,5}$(- C=C-) at 124,3 m.d.
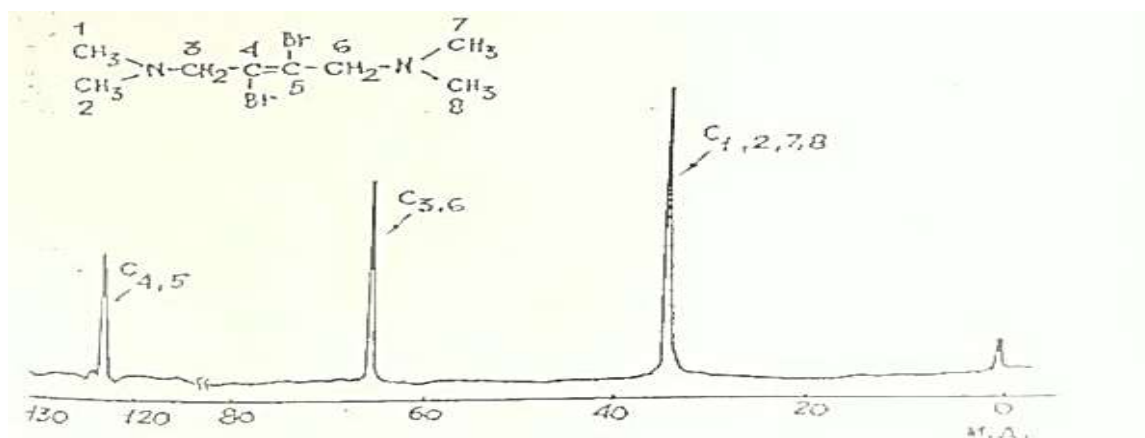

Fig.6 . NMR ^{13}C spectrum of trance -2,3-dibromine-1,4-di(N,N-dimethyl amino)buten-2

Conclusions : Yield of monoamines has depended on molecular mass of acetylenicamino alcohols: with it's increasing they have decomposed lightly. For example, 5-N-dimethylamino-2-methylpentine-3-ol-2 has decomposed hardly in comparision with aminoalchohol 6-N-dimethylamino-3-methylhexino-4-ol-3. Thermal decomposition of aminoalcohols also has depended on nature of catalyst. At using of $Ba(OH)_2$ (160°C) reactions were carried with high yields in comparision with using KOH (160°C) at the same experimental conditions. Decomposition of aminoalcohols in the presence Na_2CO_3 and K_2CO_3 is characterized by lowering yields.

Halogen derivatives of mono and diamines are formed as cis- and trance isomers. At using CHCl$_3$ and CCl$_4$ as solvents yields of trance-dihalogencon - taining compounds were higher in comparison with cis- isomers (temperature 30°C)

Recommendation : 1. Acethylnic diamines are light to synthesize with high yields by Mannich reaction. Presence of two nitrogen atoms in molecules diamines facilated formation of quartenary salts with organic halogenalkyls such as methylidine, methylbromide and ethylbromide. Their quartenary salts were obtained and also their biological activity was investigated.

2. In molecules of monoamines there is mobile hydrogen atom at triple bond what has allowed to synthesis amino acids by reaction of carboxylation using CO$_2$.

3. Defence of chemically active metals from corrosion is very important task in industry and by this reason it is necessary to investigate inhibitional properties of obtained mono and diamines in process of chemical corrosion of metals with aim of their using as inhibitors.

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SYNTHESIS OF AMINOCOMPOUNDS AND OBTAINE ON THEIR BASE OF SOME BIOLOGICALLY ACTIVE COMPOUNDS

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Резюме: Ушбу   мақолада ацетилен спиртлари ва фенилацетилендан Манних реакцияси асосида аминоспиртлар ва аминобирикмаларнинг ҳосил бўлиши ва синтезланган аминобирикмаларнинг галогенли ҳосилаларининг биологик активлиги ўрганилди . Ацетилен спиртлари А.Е.Фаворский реакцияси

билан синтезланди ва фенилацетилен эса стиролдан олинди. Аминоспиртлар ҳосил бўлиш унумига турли омиллар (температура, катализатор, вақт ва эритувчи табиати) таъсири ўрганилди. Ацетилен аминоспиртлари ҳосил бўлиш меха-низмининг назарий таҳлили ифодаланди. Синтезланган аминоспиртларнинг физик –кимёвий катталиклари аниқланди ва ҳосил бўлиш унуми топилди. Аминоспиртларнинг кимёвий тузилиши ИК –ва ПМР – спектрлари билан тасдиқланди. Аминобирикмаларни хлорлаш ва бромлаш асосида синтезлан-ган бирикмаларнинг биологик активлиги ўрганилди.

Калит сўзлар : катализатор, Манних реакцияси, (N-оксиметил)амин, конден -сатция реакцияси, ИК-спектр, валент тебраниш, деформацион тебраниш, стимулятор, антимикробли активлик.

Аннотация. В статье изучены образование аминоспиртов и аминосоединений на основе реакции Манниха из ацетиленовых спиртов и фенилацетилена и биологическая активность галогенированных производных синтезированных аминосоединений. Ацетиленовые спирты синтезированы по реакции А.Е. Фаворского, а фенилацетилен получен из стирола. Изучено влияние различ -ных факторов (температуры, при разные катализаторов, времени и природы растворителя) на выход аминоспиртов. Дан теоретический анализ механизма образования ацетиленаминспиртов. Определены физико-химические свойст- ва синтезированных аминоспиртов и был найден их выход. Химическая структура аминоспиртов подтверждена ИК- и ПМР-спектрами. Изучена биологическая активность соединений, синтезированных хлорированием и бромированием аминосоединений.

Ключевые слова: катализатор, реакция Манниха, N-оксиметиламин, реакция конденсации, ИК-спектр, валентные колебания, деформационные колебания, стимулятор, антимикробная активность
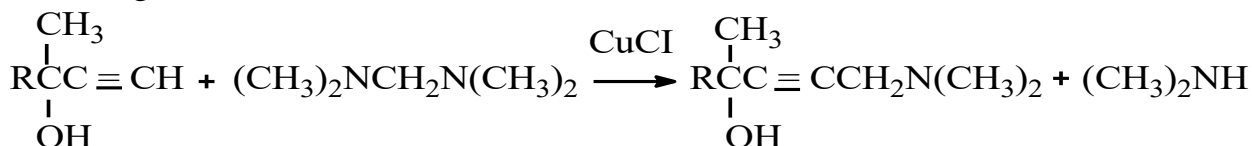
Annotation. In the article formation of aminoalcohols and aminocompounds by Mannich reaction from acetylenic alcohols and phenylacetylene and also biological activity of halogenated derivatives of the synthesized aminocompounds have been inves -tigated. Acetylenic alcohols were synthesized by the reaction A.E. Favorsky and phenylacetylene was obtained from styrene. The influence of various factors (tem -perature, catalyst, time and nature of solvents) on the yield of aminoalcohols was studied. A theoretical analysis of the mechanism of formation of acetylenic amino-alcohols is given. The physico-chemical properties of the synthesized aminoalco-hols and their yields were determined. The chemical structure of aminoalcohols has been confirmed by IR and PMR spectrums. The biological activity of compo -unds synthesized by chlorination and bromination of aminocompounds has been investigated.

Key words: catalyst, Mannich reaction, N-hydroxymethylamine, condensation reaction, IR spectrum, valent vibrations, deformational vibrations, stimulant, antimicrobe activity.

Introduction. Mannich reaction has alloved to synthesise physiologically active com-pounds and aminoalcohols [1] which are used in industry as adsorbents at purify-cation of gases; compounds strengthening process of vulcanization of syn-thetic and natural rubbers; inhibitors of metals corrosion. also they are used for forma-
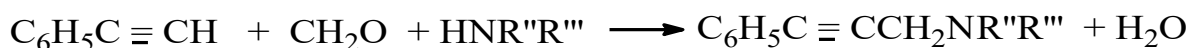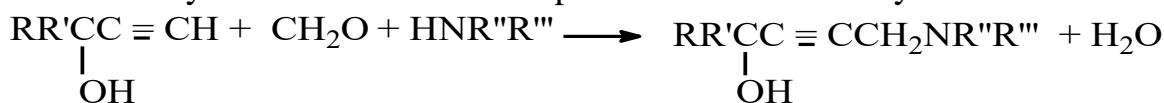
tion of coverings on metallic surfaces and increasing of corrosion stability of different metals [2,3]. Aminoalcohols obtained on of base of acetylene , phenylacetylene and acetylene alcohols are very important compounds because on their base pesticides, medical preparates, bactericides, stimulants and inhibitors are obtained [4- 7]. Many chemists are interested in the synthesis of compounds containing different functional groups in their molecules and investigation of their different properties. Aminoalcohols containing in their composition triple bond have theoretical and practical importance. Aim of this investigation is synthesis of aminoalcohols and aminocompounds on the base of tertiary acetyle-nic alcohols and phenylacetylene and invertigation of physico-chemical proper-ties of obtained compounds and obtaine on their base biologically active substan-ces. Acetylenic alcohols have been synthesized by reaction of A.E. Favorsky [8] and phenylacetylene was obtained by bromination of styrene [9]. Synthesis of aminoalcohols by Mannich reaction from acetylenic alcohols and phenylacetylene.

   Aminoalcohols are synthesized by two methods: breaking of diamines and the Mannich reaction. Yields of aminoalcohols obtaind by breaking of diamines were equaled 84-96% [10]. Reaction was carried out at $80\,°\,C$ and normal pres- sure during 3-5 hours without using solvent. Scheme of obtaine compounds can be presented as following :

$$
\underset{\underset{OH}{|}}{\overset{\overset{CH_3}{|}}{R\,C\,C}} \equiv CH \;+\; (CH_3)_2NCH_2N(CH_3)_2 \;\xrightarrow{\;CuCI\;}\; \underset{\underset{OH}{|}}{\overset{\overset{CH_3}{|}}{R\,C\,C}} \equiv C\,CH_2N(CH_3)_2 \;+\; (CH_3)_2NH
$$

   where : $R = -C_2H_5$; $- C_4H_9$; $-C_6H_{13}$

   Acetylenic alcohols and phenylacetylene have possesed by enough acidic properties owing to presence of mobile hydrogen atom at triple bond. Ions metals such as Cu^+, Cu^{2+} and Ag^+ can substitute hydrogen atom. Intermediate metal - organic compounds have transformed in aminoalcohols by Mannich reaction with paraformaldehyde and secondary amines. In this reaction n-dioxane was used as solvent and salts Cu_2CI_2 and $Cu(CH_3COO)_2$ were used as catalysts. This reaction for obtaine acetylene derivatives can be presented schematically as fol-lows:

$$
\underset{\underset{OH}{|}}{RR'CC} \equiv CH \;+\; CH_2O + HNR''R''' \;\longrightarrow\; \underset{\underset{OH}{|}}{RR'CC} \equiv CCH_2NR''R''' \;+\; H_2O
$$

$$
C_6H_5C \equiv CH \;+\; CH_2O \;+\; HNR''R''' \;\longrightarrow\; C_6H_5C \equiv CCH_2NR''R''' \;+\; H_2O
$$

   where : $R = R' = -CH_3$: $R = - CH_3$, $R' = - C_2H_5$; $R = - H$, $R' = - C_3H_7$

   $R'' = R''' = - CH_3$; $R'' = R''' = -C_2H_5$; $R'' = R''' = - C_4H_9$; $R'' = R''' = - C_5H_{10}$

   It was determined that yield of aminoalcohols has depended on following fac-tors: a) temperature. At temperature 35-45 °C rate of reaction was low but at 45-85 $°$ C yield of aminoalcohols was equaled 50-55% and at 85-100 $°$ C it's yield was equled 66-80%. From fig. 1 it is shown that yield of aminoalcohol has increased with increasing molecular mass of secondary amine. At using hetero-cyclic amines such as pyperidine and morpholine yield of aminoalcohols was equaled 50-64%.

Table 1

Dependence on yield of reaction from temperature

Tempera-ture, ᵒC	30	40	50	60	70	80	90	100	120
Name of substance					Yield of reaction,%				
5-N-diethyl - amino-2-methyl pentin-3-ol-2	-	23	30	40	50	59	62	65	60
5-N-dibutyl amino-2-methyl pentin-3-ol -2	18	27	38	45	55	63	70	73	70
5-N-pyperidil-2-methylpentin-3-ol-2	-	-	25	33	40	49	54	60	54

1. $(CH_3)_2COHC \equiv CCH_2N(C_2H_5)_2$ (5-N-diethylamino-2-methylpentin-3-ol-2)

2. $(CH_3)_2COHC \equiv CCH_2N(C_4H_9)_2$ (5-N-dibutylamino-2-methylpentin-3-ol-2)

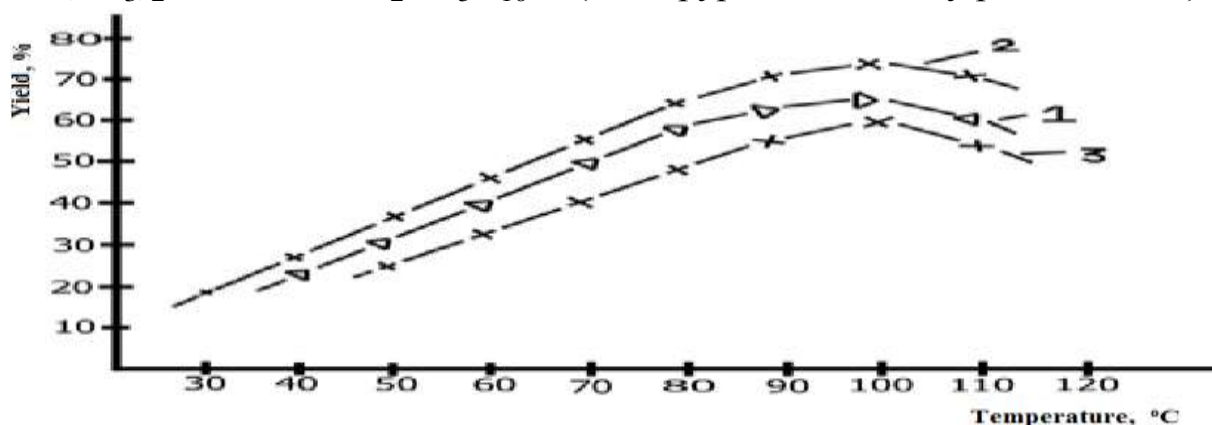3. $(CH_3)_2COHC \equiv CCH_2NC_5H_{10}$ (5- N-pyperidil -2-methylpentin-3-ol-2)

Fig.1. Dependence of aminoalcohols yield from temperature

b) nature of catalysts. Influence of nature of catalysts on yield of acetylenic aminoalcohols was investigated. Results, obtained in presence of withoutoxygen and oxygen salts of d-metal namelly of Cu^+ and Cu^{2+} used as catalysts are presented in table 2 .

Table 2

Dependence on aminoalcohols yield from nature of catalysts

Composin of catalyst	CuI	CuBr	$CuBr_2$	$CuCl_2$	CuCI	$Cu(CH_3COO)_2$	$CuSO_4$
Name of substansces				Yield of reaction , %			
1).6-N-di-ethylamino-3-methylhe- xine- 4-ol-2	34,6	47,8	58,4	67,2	80,6	79,2	70,3
2). 6-N-di-butylamino -3-	33,8	34,9	40,4	45,3	52,9	63,6	56,4

methylhe-xine-4-ol-2							
3). 6-N-pyperidyl-3-methylhexine-4-ol-2	35,7	36,7	51,5	58,7	67	66,8	57,3
4).3-N-di-ethylamno-1-phenyl-propine - 1.	46,3	50,8	59,9	64,8	61,1	62,1	63,4

Solts containing in theis composition ions Cu $^+$, Cu^{2+} and Ag $^+$ have increased yield of reaction. In presence of salts containing in their composition such ions as Br $^-$ and I $^-$ yield of products was low, but in presence of such salts as Cu_2CI_2 and $Cu(CH_3COO)_2$ aminoalcohols have been obtained with high yields.

c) duration of reaction. Yield of aminoalcohols also has depended on duration of reaction. For example, yield of 5-N-dibutylamino-2-methylpentine-3-ol-2 was equaled 30; 41 and 65 % at time 2; 4 and 8 hours. Data by dependence on yield of some synthesized compounds from duration reaction are presented in table 3 and fig. 2.

Table 3

Dependence products yield on duration of reaction

Name of substance	5-N-dibutylamino-2-methylpentine-3-ol-2 (2)	5-N-diethylamino -2-methylpentin-3-ol-2 (1)	5-N-pyperidyl-2-methylpentine-3-ol-2 (3)
Time, h.	Yield, %		
2	34	30	22
3	40	35	29
4	47	41	33
5	53	44	40
6	60	52	41
7	68	59	52
8	75	65	59
10	70	63	50

1. $(CH_3)_2COHC \equiv CCH_2N(C_2H_5)_2$ (5-N-diethylamino-2-methylpentin-3-ol-2)

2. $(CH_3)_2COHC \equiv CCH_2N(C_4H_9)_2$ (5-N-dibutylamino-2-methylpentin-3-ol-2)

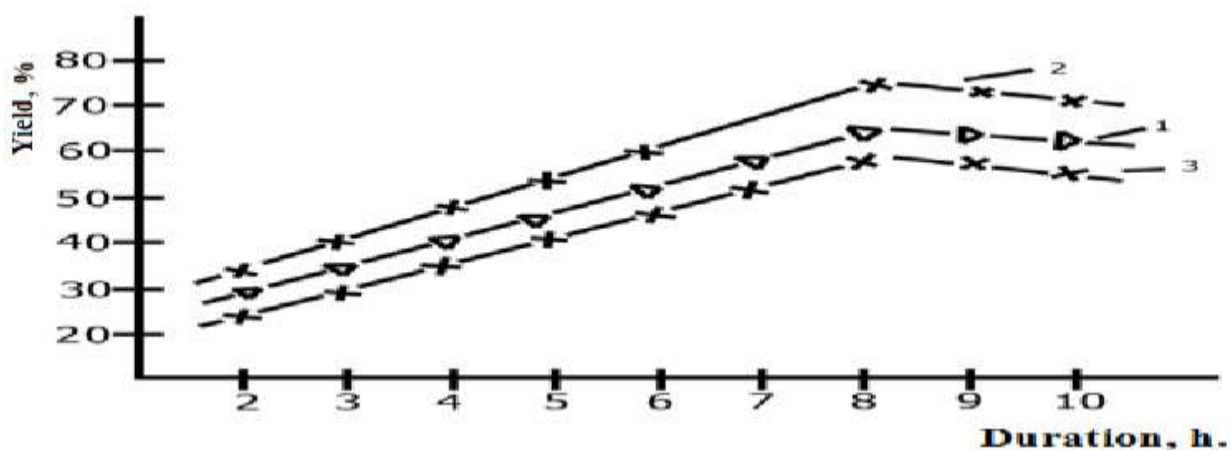3. $(CH_3)_2COHC \equiv CCH_2NC_5H_{10}$ (5- N-pyperidil -2-methylpentin-3-ol-2)

Fig. 2. Dependence on yield of aminoalcohols from reaction time.
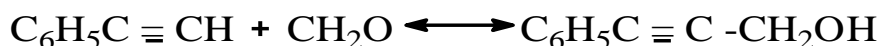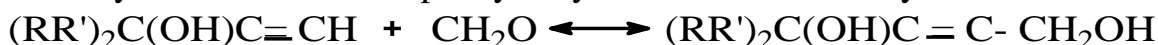
g) Nature of solvent . It was shown that yield of aminoalcohols has depended on nature of solvent : in polar solvents such as dioxane ($t_b = 101,1$) yields of amino-alcohols was hight (83 % and more) and inpolar solvents such as benzole and hexane aminoalcohols were obtained with lower yields. Dependence on aminoal-cohols yields from nature of solvents is presented in table 4 .
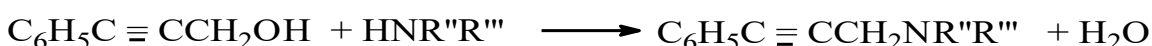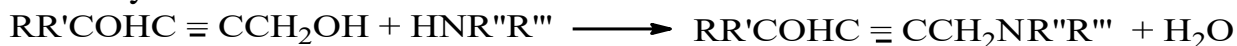
Table 4

Dependence on the aminoalcohol yield from nature of the solvents.

№	Name of substance	Solvent ; yield (%)		
		Hexane	Bensole	Dioxane
1	7-N-diethylaminohexino-5-ol -4	40,6	45,3	49- 52
2	5-N-pyperidil-2-methylhexyl-3-ol-2	48,1	56,4	58-67
3	6-N-dibutylamino-3-methylhexyn-4-ol-3	44,9	47,7	52,9
4	3-N-pyperidil-1-phenylpropyn-1	64,3	72,5	71-83

Mechanism of Mannich reaction didn't determined, but there are two scientical prepositions about it's mechanism : 1) reaction of aminomethylation of acetyle- nic alcohols and phenylacetylane. This process consists from two stages : a) interaction of acetylenic alcohols and phenyacetylene with formaldehyde :

$$(RR')_2C(OH)C \equiv CH \ + \ CH_2O \longleftrightarrow (RR')_2C(OH)C \equiv C\text{-} CH_2OH$$

$$C_6H_5C \equiv CH + CH_2O \longleftrightarrow C_6H_5C \equiv C \text{-}CH_2OH$$

b) Formation of aminoalcohols by condensation of forming intermediates with secondary amines :

$$RR'COHC \equiv CCH_2OH + HNR''R''' \longrightarrow RR'COHC \equiv CCH_2NR''R''' \ + H_2O$$

$$C_6H_5C \equiv CCH_2OH \ + HNR''R''' \longrightarrow C_6H_5C \equiv CCH_2NR''R''' \ + H_2O$$

where : $R = R' = \text{-} CH_3$; $R = \text{-} CH_3$, $R' = \text{-} C_2H_5$; $R = \text{-} H$, $R = \text{-} C_3H_7$

$R'' = R''' = \text{-} CH_3$; $R'' = R''' = \text{-} C_2H_5$; $R'' = R''' = \text{-} C_4H_9$; $R'' = R''' = \text{-} C_5H_{10}$

Second preposition. a) formation of N –(axymethyl) by interaction of secondary amines with formaldehyde :

$$(R''R''')N\text{-}H \ + \ CH_2O \longleftrightarrow (R''R''')N\text{-} CH_2OH$$
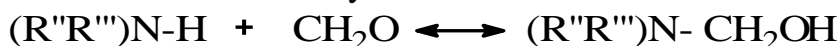
b) condensation throght hydrogen atom at triple bond with intermediate N-(oxymethyl) alcohol:

$$(RR')C(OH)C \equiv CH + HOCH_2N(R''R''') \rightarrow (RR')C(OH)C \equiv CCH_2N(R''R''') + H_2O$$
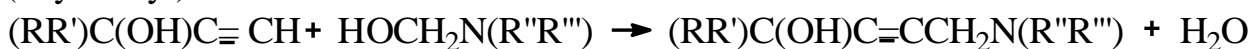
According to first preposition dimethylethynilcarbinol has reacted with parafor-maldehyde in presence of Cu(I) salt in dioxane as solvent. In this case acetyleni-des didn't reacted with paraphorm and reaction of aminomethylation has based on second hypothesis:

$$(R''R''')N\text{-}H + CH_2O \longrightarrow (R''R''')N\text{-} CH_2OH$$
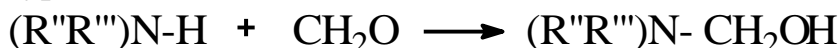
Secondary amines have reacted with formaldehyde with formation of N –(oxy -methyl)-amine :

$$(RR')C(OH)C \equiv CH + HOCH_2N(R''R''') \rightarrow (RR')C(OH)C \equiv CCH_2N(R''R''') + H_2O$$
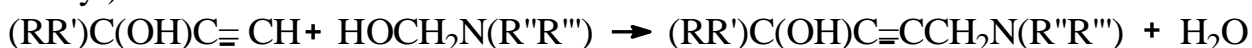
Table 5

Physico –chemical properties of synthesized acetylenic aminoalcohols

№	Structure formule and name of substance	Yield, %	Temperature of boiling,ºC (mm. of Hg st.)	n^{20}_d	d^{20}_n g/sm^3
1	$(CH_3)_2NCH_2C \equiv CCOH(CH_3)_2$ 5-N-dimethylamino-2-methylpentyn-3-ol-2	60	92,7	1,4570	0,9093
2	$(CH_3)_2NCH_2C \equiv CCOH(CH_3)C_2H_5$ 6-N-dimethylamino-3-methylhexyn-4-ol-3	62,0	101/7	1,4590	0,9067
3	$(C_2H_5)_2NCH_2C \equiv CCOH(CH_3)_2$ 5-N-diethylamino-2-methylpeptin-3-ol-2	67,4	92/4	1,4614	0,9011
4	$(C_4H_9)_2NCH_2C \equiv CCOH(CH_3)_2$ 5-N-dibutylamino-2-methylpentyne-3-ol-2	75,0	144-145/17	1,4860	0,9176
5	$C_5H_{10}NCH_2C \equiv CCOH(CH_3)_2$ 5-N-piperidyl-2- methylpentyne-3-ol-2	50-60	112/3	1,4895	-
6	$C_5H_{10}NCH_2C \equiv CCOH(CH_3)C_2H_5$ 6-N-piperidyl-3-methylhexyne-4-ol-3	58-67	124/3	1,4918	-
7	$(CH_3)_2NCH_2C \equiv C-C_6H_5$ 3-N-dimethylamino-1-phenylpropyne-1	61,9	115/8	1,4441	0,9147
8	$(C_2H_5)_2NCH_2C \equiv C-C_6H_5$ 3-N-diethylamino-1-phenylpropyne-1	61,1	140-141/10	1,4321	0,9849
9	$(C_4H_9)_2NCH_2C \equiv C-C_6H_5$ 3-N-dibutylamino-1-phenylpropyne-1	54,5	174/15	1,4040	0,9019
10	$C_5H_{10}NCH_2C \equiv C-C_6H_5$ 3-N-pyperidyl-1-phenyl-propyne-1	71-83	123/3	1,5620	-

IR- spectrums of synlbesized compounds have been obtained on UR-20 in thin layer of KBr. Valent vibrations of methyl and methylene groupes in IR spectrum of 5-N-diethylamino-2-methylpentyne -3- ol-2 (Fig. 3) have been observed at 2900 -2700 sm $^{-1}$; valent vibrations of CO group at 1800 – 1700 sm^{-1}. Absorption of valent

vibrations of – C≡C- group were observed in range 2200 – 2100 sm^{-1}; absorption of deformation vibrations of -C≡C- group were observed at 3315 sm^{-1}.

Wide band in range 3450-3000 sm^{-1} is attributed to valent vibrations of OH- group: deformation vibrations of methylene group were observed at 1400 sm^{-1}. It is necessary to note that absorption at 1400 sm^{-1} can be attributed to deformation vibrations – CH$_2$- N= group.
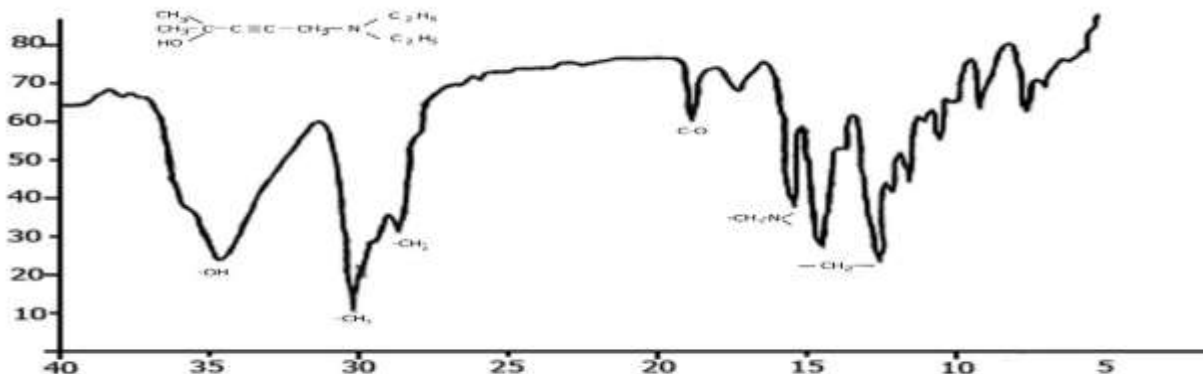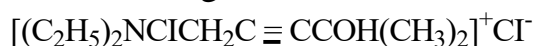

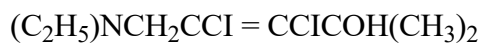Fig.3. IR – spectrum of 5-N-diethylamino-2- methylpentyne -3-ol-2

Spectrums PMR (^{1}H and ^{13}C) of obtaned compounds were obtained on the Varian - 400. PMR spectrums of acetylenic alcohols and phenylacetylene were : in ami-noalcohols there are lines which can be attributed to TMS $^{(CH_3)_4Si}$ NMR of ace-tylenic alcohols and phenylacetylene were obtained in pure type: sectrums of aminoalcohols and aminocompounds were obtained at using CDCI$_3$. In PMR spectrum of 5-N- diethyl-2-methylpentyne -3-ol-2 signals of methyl group were observed at 0,9-1,0 m.d.(9H) ; signal of protone at OH- group was observed at 3,20 m.d. with chemical displacement (1 H); signals of protons of methylene group were observed at 1,5-1,7 m.d. (2 H).

Synthesis of herbicids and biostimulators from aminoalcohols.

Aminoalcohols for obtaine biologically active compounds were undergone to clorination ; such reaction of 5-N-diethylamino-2-methylpentyne -3-ol-2 was carried out in flask by volume 50 ml under action of light in polar solvent (CCI$_4$) during 5-6 h. at temperature 60-70 ^{o}C ; stream of gaseous chlorine obtained under action of acid HCI on KMnO$_4$ was directed in solution of aminoalcohol in CCI$_4$. Formation of trans – dichlorine products was observed what was proved by gas – chromografical mothod. At low temperature molecules of chlorine have been connected to aminoalcohol in form N- halogenide :

$[(C_2H_5)_2NCICH_2C \equiv CCOH(CH_3)_2]^+CI^-$ and at high temperature in form $(C_2H_5)NCH_2CCI = CCICOH(CH_3)_2$. Chemical structure of synthesized halogencon - taning compounds was proved by IR and PMR- 1H spectrums. Valent vibrations of methyl and methylene groups in IR- spectrum of 3,4-dichlor-5-N- diethylami-no-2-methylpentene -3-ol-2 were observed in range 2900 – 700 sm^{-1}; valent vibra -tions of CO – group- in range 1800 -1700 sm^{-1}; valent vibrations of C=C- group were observed in range 1645- 1600 sm^{-1}; wide brand in range 3450-3000 sm $^{-1}$ has been attributed to OH- group. Also there are absorption attributed to deformation vibrations

of methylene group in range 1400 sm $^{-1}$. It is necessary to note that absorption at 1440 sm^{-1} was attributed to group – CH_2- N = and absoption in range 600 –800 sm^{-1} - to group C- CI .

Threeplated signal corresponding to methyl group was observed in PMR 1H spectrum of obtained 3,4-dichlor-5-N- diethilamino-2-methylpentene -3-ol-2 in range 0,9 – 1,0 m.d.(9H). Signal of proton of OH- group was observed at 3,20 m.d. with chemical displacement. Chemical structure of syntherized trans – 1,2 – dichlor-3-N-pyperidyl-1-phenylpropene -1 has been confirmed by IR-spectros- copically (fig.4.) and mass – spectroscopically (fig.5).
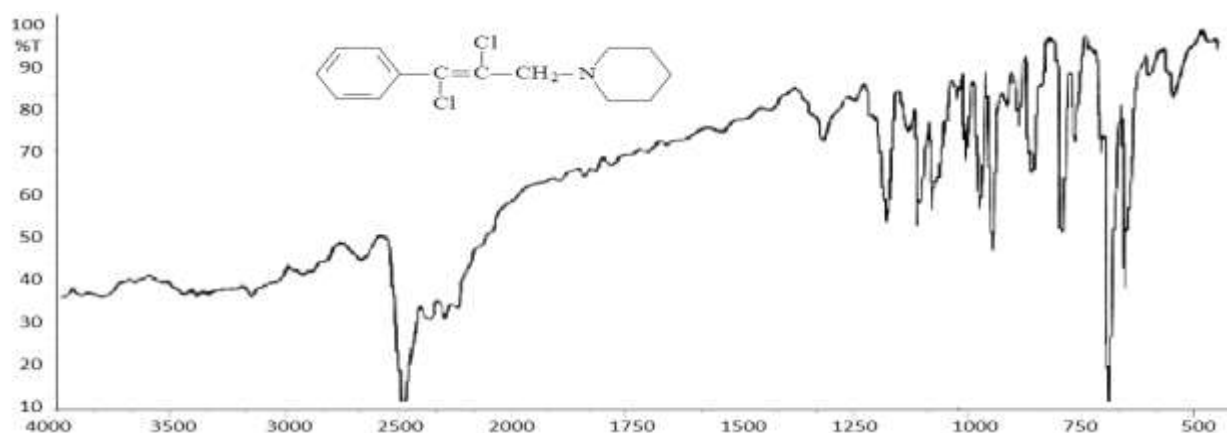

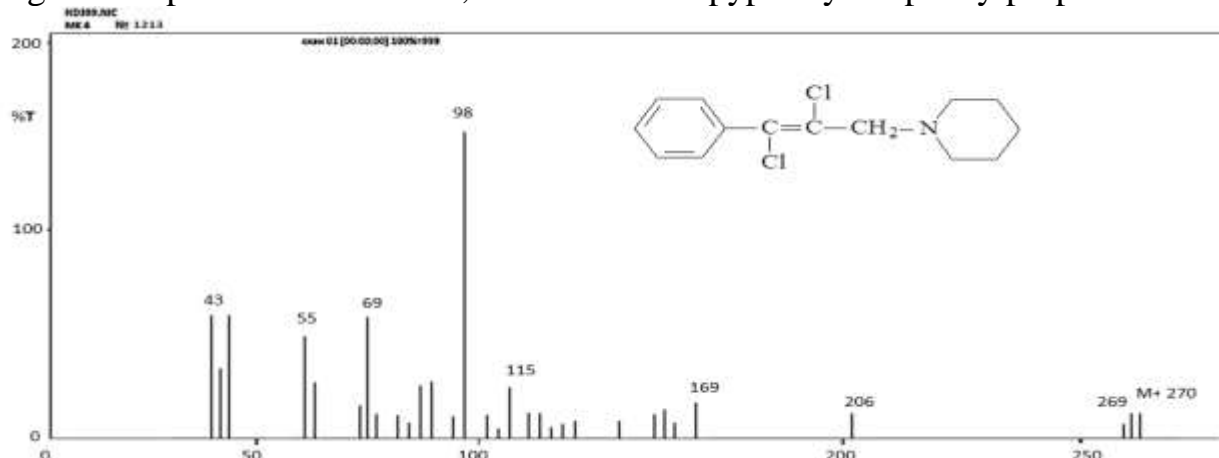Fig.4. IR- spectrum of trans -1,2- dichlor -3-N-pyperidyl-1- phenylpropen-1

Fig.5. Mass – spectrum of trans – 1,2 – dichlor-3-N- pyperidyl-1-phenylpropen -1

Table 6

Synthesized chlorinecontaining compounds.

№	Name of compounds and their structural formulas	Yield of reaction, %	Temperature of boiling,ºC(mm.of Hg st.) and temperature of melting , ºC.
1	3,4-dichlorine-5-N-diethylamino-2-methylpentyne-3 -ol-2 $(C_2H_5)_2NCH_2CCI = CCICOH(CH_3)_2$	82,7	85/10
2	4,5-dichlorine- 6 –N-pyperidyl -3-methylhezen -4- ol-3 $C_5H_{10}NCH_2CCI = CCICOH(CH_3)C_2H_5$	87,9	95/ 10

3	trans -1.2 –dibromine-3-N-dimethylamino -1-phenylpropen-1 $(CH_3)_2NCH_2CBr = CBrC_6H_5$	66 -71	74- 75
4	trans -1.2 –dichlorine -3 –N-pyperidyl-1-phenylpropen-1 $C_5H_{10}NCH_2CCI = CCIC_6H_5$	70 -80	39 -40

Biological activity of obtained compounds was studed and at this laboratory tests have shown that 4,5-dichlorine- 6–N-pyperidyl -3-methylhezen -4- ol-3 has possessed by herbicidal properties; 6-N-piperidyl-3-methylhexyn-4-ol-3 and 3,4-dichlorine-5-N-diethylamino-2-methylpentyn-3 -ol-2 have possessed by biostimy -lational properties what have provided by growth of cotton roots and also impro -vement of germination of cotton seeds. In result cotton harvest, physico- mecha -nical properties and dimentsions of cotton fibers were increased. For dihalogen containing compounds on the base of phenylacetylene such as trans -1.2 –dibro -mine-3-N-dimethylamino -1-phenylpropen-1 and trans -1.2 –dichlorine -3 –N-pyperidyl-1-phenylpropen-1 antimicrobal activity was determined. It was shown that these compounds can be used in fight with stafiloccocal infection, para- typ-heses A and B, abolominal tuphes and some other diseases.

Conclusions. 1. In reactions of synthesise of aminoalcohols on the base of acetylenic alcohols and phenylacetylene yield of products has depended on nature of solvents, catalysts, temperature and duration of reaction.
2. Yield of aminocompounds obtained from phenylacetylene by Mannich reaction was higher in comparision with aminoalcohols, obtained from acetylenic alcohols.
3. Acetylenic aminoalcohols and phenylamines are yellow transparent liquides soluble in water.
4. Obtained aminocompounds are biologically active and they can be used in medi -cine and agroindustry.
Recomendations : 1. It is necessary to investigate obtained o-, m- and p- methyl -phenylacetylenes ; to synthesise from them aminocompounds by Mannich reaction and to determine biological activity of the obtained aminocompounds;
2. it is necessary to use aminoalcohols and aminocompounds obtained on the base of acetylenic alcohols and phenylacetylene as inhibitors for decreasing of metals corrosion ;
3. it is necessary to investigate syntheses of monoamines by decomposition of aminoalcohols and aminocompounds, to determine conditions of conversion of monoamines in aminoacides and to investigate obtaining halogen - derivativese of aminocids.

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UDC 545.297+547.519

STUDY OF THE REACTION OF PRODUCTS OF N-CHLOROACETYLATION OF ISOMERIC AMINOPHENOLS WITH PSEUDOEPHEDRINE

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Аннотация: Мақолада псевдоэфидрин алъколоидининг изомер аминофенолларни N- холрацителаш маҳсулотлари билан реакцияларини ўрганиш натижалари келтирилган. Реакцияларнинг боришига таъсир этувчи омиллар тадқиқ этилган.

Калит сўзлар: хлорацетилхлорид, псевдоэфидрин, 2-хлоро-N-(2-гидроксифенил)ацетамид, 2-хлоро-N-(3-гидроксифенил)ацетамид.

Аннотация: В статье представлены результаты реакции продуктов N-хлорацетилирования изомерных аминофенолов с алколоидом псевдоэфедрин. Исследованы факторы, влияющие на протекание реакции.

Ключевые слова: хлорацетилхлорид, псевдоэфидрин, 2-хлоро-N-(2-гидроксифенил)ацетамид, 2-хлоро-N-(3-гидроксифенил)ацетамид.

Abstract: The article presents the results of the reaction of the products of N-chloroacetylation of isomeric aminophenols with the alcoloid pseudoephedrine. The factors influencing the course of the reaction have been investigated.

Keywords: chloroacetyl chloride, pseudoephedrine, 2-chloro-N- (2-hydroxyphenyl) acetamide, 2-chloro-N- (3-hydroxyphenyl) acetamide

Introduction. As a part of the program to develop new antifungal agents, a series of fluconazole analogues were designed and synthesized wherein one of the triazole moieties in fluconazole were replaced with 2H-1,4-benzothia- zin-3(4H)-one or 2H-1,4-benzoxazin-3(4H)-one moiety. The new chemical entities thus synthesized were screened against various fungi and they were observed that the result compounds are potent inhibitors of Candida strains [1]. Studied describes the synthesis of 2-(9-oxoacridin-10(9H)-yl)-N-phenyl acetamide derivatives through condensation of 2-chloro-N-phenyl acetamides with acridone molecule. All the synthesized compounds were screened for their anti-cancer activity against three diverse cell lines including breast (MCF-7), cervical (HeLa) and lung adenocarcinoma (A-549) employing standard MTT assay [2]. Three series of novel AHL analogs were synthesized and evaluated for their in vitro cytotoxic activity against four human cancer cell lines. The SARs investigation indicated that AHLs with a terminal phenyl group, especially those with the chalcone scaffold had remarkably enhanced cytotoxicity than those with the hydrophobic side chains [3]. A series of acetaminophen (APAP) analogs, 2-(1,1-dioxido-3-oxo-1,2-benzisothiazol-2-(3H)-yl)-N-(4-hydroxyphenyl)alkane-carboxamides, bearing a heterocyclic moiety linked to the p-acylaminophenol fragment, were prepared in a general project to develop APAP analogs with modulated pharmacokinetic profiles. Unexpectedly, the products described maintained the in vivo analgesic profile, while the characteristic hepatotoxicity of APAP was consistently reduced. One of the products, it was studied in vivo in comparison with APAP. Compound 5a displayed an analgesic efficacy comparable to that of APAP [4,5]. Some cancers, like acute myeloid leukemia (AML), they use reactive oxygen species to endogenously activate cell proliferation and angiogenic signaling cascades. Thus many cancers display increases in reactive oxygen like hydrogen peroxide concentrations. To translate this finding into a therapeutic strategy we designed new hydrogen peroxide-activated agents with two key molecular pharmacophores. The first pharmacophore is a peroxide-acceptor, the second is a pendant amine [6,7]. Additionally, other work describes the synthesis of few hydroxylated amide derivatives as melanogenesis inhibitors. In vitro, in vivo and computational studies proved that compound is a highly potent melanogenesis inhibitor compared to standard kojic acid. [8,9].

Analysis and results. The reaction of chlorocytolation of isomeric aminophenols with chloroacetyl chloride, N-chloroacetyl products were obtained [10]. The reactions of nucleophilic substitution of the obtained products with the alcoloid pseudoephedrine were carried out and also the role of solvents in the reaction was studied.
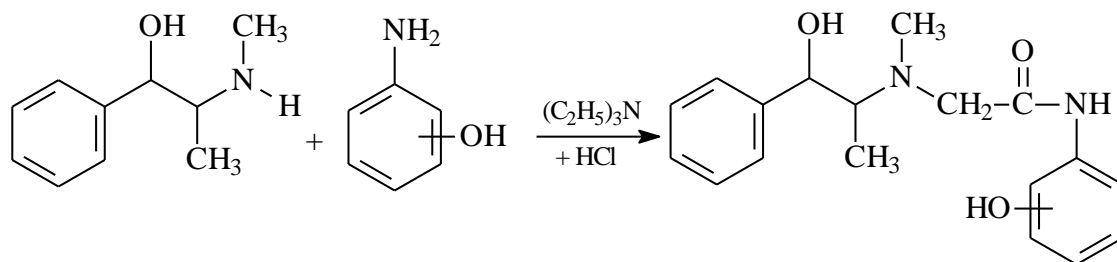
Obtained products:

The used solvents were DMF, acetone, 1,4-dioxane, which are widely used in nucleophilic assays. Triethylamine was used as a proton acceptor. The reactions were carried out at the boiling point of the solvents acetone and 1,4-dioxane. There are two different temperatures in DMF 20^0C, 40^0C. The table shows the results of the behavioral reactions.

Results of the reaction of N-chloroacetyl products of isomeric aminophenols with the alcoloid pseudoephedrine.

1- table

№	Reaction mixture	Solvents	Reaction temperatures, ^{0}C.	The duration of the reaction, hours.	Outputs %.
1	2-chloro-N- (2-hydroxyphenyl) acetamide, pseudoephedrine, triethylamine. 1:1:1.	Acetone	56	6	70
2		1,4-Dioxan	101	4	72
3		DMF	20	5	75
4		DMF	40	3	75
5	2-chloro-N- (3-hydroxyphenyl) acetamide, pseudoephedrine, triethylamine. 1:1:1.	Acetone	56	5	92
6		1,4-Dioxan	101	2	90
7		DMF	20	3	94
8		DMF	40	1	90
9	2-chloro-N- (4-hydroxyphenyl) acetamide, pseudoephedrine, triethylamine. 1:1:1.	Acetone	56	4,5	91
10		1,4-Dioxan	101	2	89
11		DMF	20	2,5	96
12		DMF	40	1	95

It was known that the yields of the reaction with 2-chloro-N- (2-hydroxyphenyl) acetamide are lower than the rest due to the side reaction of intramolecular rearrangement in the presence of polar solvents.

Result and discussion. In a round-bottomed flask equipped with a reflux condenser, the reagent was added: chloroacetyl product: pseudoephedrine: triethiamine 1: 1: 1 mol ratio. The reactions with 1,4-dioxane and acetone solvents were carried out at the boiling point of the solvents. With a solvent DMF the reactions were carried out at temperatures of 200 C and 400 C. The reaction times were verified by TLC every 10 minutes. The reaction products with 1,4-dioxane and acetone were purified by the following methods. The solvents were evaporated from the reaction mixture, and the reaction products were recrystallized with absolut ethanol. To purify the reaction product with DMF, the reaction mixture was added with water and extracted twice with chloroforum. Chloroforum was evaporated and the reaction products were obtained.

Conclusion. Carried out the reactions of pseudoephedrine with the products of the chloro-citlation of isomeric aminophenols: 2-chloro-N- (2-hydroxyphenyl) acetamide, 2-chloro-N- (3-hydroxyphenyl) acetamide, 2-chloro-N- (4-hydroxyphenyl) acetamide. The effect of the reaction solvents has been studied. The structure of the products obtained has been proven by IR and Mass spectroscopy.

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SEED PRODUCTIVITY OF *HYSSOPUS OFFICINALIS* L. UNDER THE CONDITIONS OF KARSHI

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Аннотация. Мақолада Қарши шароитида *Hyssopus officinalis* L. нинг уруғ маҳсулдорлигини ўрганиш натижалари келтирилди. *H.officinalis* L. нинг уруғ маҳсулдорлигини ўрганиш учун генератив фазадаги ўсимликлар танланди ва бир ўсимликдаги тўпгуллар сони, бир тўпгулдаги гуллар сони, тугунчадаги уруғкуртак сони аниқланди ва уруғ маҳсулдорлиги кўрсаткичлари: потенциал уруғ маҳсулдорлиги (ПУМ), ҳақиқий уруғ маҳсулдорлиги (ҲУМ), уруғ маҳсулдорлиги коэффициенти (УМК) ҳисоблаб чиқилди. Натижаларга кўра учинчи ва тўртинчи вегетация йилида маҳсулдорлик кўрсаткичи юқори бўлиб, уруғ маҳсулдорлиги коэффициенти 52,5% ни ташкил этди.

Калит сўзлар: *Hyssopus officinalis* L., доривор ўсимлик, гул, уруғ, уруғкуртак, тўпгул, вегетация, уруғ маҳсулдорлиги.

Аннотация. В статье рассматривается результаты изучения семенной продуктивности *Hyssopus officinalis* L. в условиях Карши. Для изучения продуктивности семян *H.officinalis* L. были отобраны растения в генеративной фазе и было определено количество соцветий на растение, количество цветков на соцветие и количество семенных почек на завязь и рассчитаны показатели продуктивности семян: потенциальную семенную продуктивность (ПСП), реальную семенную продуктивность (РСП) и процент полноценных семян (ПС). По результатам на третьем и четвертом году вегетации продуктивность была высокой, коэффицент продуктивности семян составил 52,5%.

Ключевые слова: Hyssopus *officinalis* L., лекарственное растение, цветок, семя, семяпочка, соцветие, вегетация, семенная продуктивность.

Abstract. The article deals with the results of studying the seed productivity of *Hyssopus officinalis* L. in the conditions of Karshi. To study the yield of *H.officinalis*

L. seeds, plants in the generative phase were selected and the number of inflorescences per plant, the number of flowers per inflorescence and the number of seed buds per ovary were determined. According to these data, the indicators of seed productivity were calculated: potential seed productivity (PSP), real seed productivity (RSP) and the percentage of full-value seeds (PS). According to the results in the third and fourth years of the growing season, productivity was high, the seed productivity ratio was 52.5%.

Key words: *Hyssopus officinalis* L., medicinal plant, flower, seed, ovule, inflorescence, vegetation, seed productivity.

Introduction. *Hyssopus officinalis* L. – medicinal hyssop, one of the most widely used medicinal species of the family *Lamiaceae* Lindl. is valuable because it retains a large amount of essential oils on its surface. Since ancient times, many peoples have considered medicinal hyssop a sacred plant and was widely cultivated in the national economy as a medicinal, essential oil, spice [1]. Infusions and decoctions are used for diseases of the respiratory tract, chronic gastritis and profuse sweating, the decoction is recommended to develop appetite, normalize the gastrointestinal tract, improve digestion [2]. In addition, medicinal hyssop is a dietary supplement that treats and prevents respiratory diseases [3].

Homeland of the Mediterranean (Western Europe, Crimea, Caucasus, Iran) and Central Asia (South Kazakhstan and Kyrgyzstan). Naturally grows on dry mountain slopes, on small rocky cliffs, in the foothills and in the middle of mountains, among trees and bushes. The literature also mentions that it is found in the forest-steppe, desert regions of Europe and in some countries at an altitude of 2500 m above sea level [2].

H.officinalis L. was not found in the flora of Uzbekistan [4]. It was first brought to Central Asia in the 1930s, and the first studies were carried out [2]. The Tashkent Botanical Garden was planted in 1948 with seeds brought from the Botanical Garden of the Moscow Pharmaceutical Institute [5]. Planted from seeds brought from the Latvian Botanical Garden to the conditions of the Karshi oasis. Under these conditions, experiments were carried out to study the yield of *H.officinalis* L. seeds, which completely passed the generative period.

Seed productivity is one of the important indicators that a species is fully adapted to living conditions. The dependence of this indicator on a number of environmental factors has been repeatedly noted in the literature [6]. The total number of seeds produced on one plant is the productivity of the seeds [7].

Seed productivity is divided into potential (PSP) and real seed productivity (RSP). PSP – is the total number of seed buds formed on a plant, and how many of these reach the seed is important for agricultural practice. Because several factors show their influence in the development of the seed bud to seed [7]. The number of ripe seeds and fruits is an important indicator and criterion for determining the real seed productivity (RSP). According to the literature, RSP is always much lower than PSP [6, 7].

The purpose of the study - study of the seeds productivity of *H.officinalis* L. in the Karshi oasis.

Research methodology. To study the seed productivity of *H.officinalis* L. in the Karshi oasis, the plants in the generative phase were analyzed and the following

were determined: the number of inflorescences per plant, the number of flowers per inflorescence, the number of ovules per ovary. Based on these data, the following indicators of seed productivity were calculated: fruit yield, potential seed productivity (PSP), real seed productivity (RSP), seed productivity coefficient (PS). The seed productivity ratio was calculated by finding the ratio of RSP (number of seeds) to PSP (number of ovules (number of flowers multiplied by 4)) [6, 7]. The morphological characteristics of seeds are given according to generally accepted criteria [8, 9]. The results were analyzed statistically [10]. Seed productivity studies were carried out on plants in the generative period. For the experiment, 10 bushes were selected from 2, 3 and 4-year-old plants.

Analysis and results. In the conditions of the Karshi oasis, *H.officinalis* L. bloomed in the second year of the vegetation. Under these conditions, *H.officinalis* L. flowers are two-lipped, dark blue in color, collected in spike-shaped inflorescences. Flowers are arranged in 12-20 rings on the inflorescence axis, 10-22 flowers in one ring. The fruit is a coenobium; four eremes (seeds) develop in the coenobium [8, 9]. We described it as a nut resulting from the growth of 4 fruits together [11]. Coenobium is green in color and contains 4 ovules. Depending on the living conditions, from one to four seeds can develop from these ovules. Seeds are long-ovoid, dark brown in color, lumpy surface, 2-2,5 mm long and 1-1,2 mm wide.

When determining the PSP of the *H.officinalis* L., 4 seed buds were taken into account in the ovary formed from one flower.

During 2014-2017, the potential and real productivity of seeds formed in one *H.officinalis* L. bush was determined. Depending on the age of the plant, the number of ripe seeds in one bush and in one inflorescence was calculated, and the productivity of the seeds of the plant was determined. In our study, the generative phase was not observed in the plant in the first year of the vegetation in 2014.

In 2015, in the second year of the vegetation (n=10), 32-38 inflorescences ripened from one *H.officinalis* L. bush, from 53 to 242 flowers on each inflorescence, and up to 6265,8 seeds from each bush. The weight of 1000 seeds was 1,1–1,3 grams, the potential seed productivity was 16708±3278,2, the real seed productivity was 6265,8±1229,3, and the seed productivity coefficient was 37,5%. In 2016, in the third year of vegetation, ripen (n=10) 74-90 inflorescences per bush, from 82 to 260 flowers per inflorescence, up to 26761,4 seeds per bush. It turned out that the weight of 1000 seeds was 1,2-1,4 grams. At this time, the potential seed productivity was 50974,1±6160,5, the real seed productivity was 26761,4±3234,3, and the seed productivity coefficient was 52,5%. In the fourth year of the vegetation 2017, ripen (n=10) 72-86 inflorescences per bush, from 84 to 200 flowers per bush and 22035,5 seeds per bush. The mass of 1000 seeds was 1,2-1,4 grams, the potential seed productivity was 41972,4±4134,5, the real seed productivity was 22035,5±2170,6, and the seed productivity coefficient was 52,5% (Table 1-2).

As can be seen from the table, it was found that there is a difference between the potential and actual seed productivity of *H.officinalis* L. The law that the actual seed yield is always much lower than the potential seed yield [6, 7] is also confirmed in our experiments. The decrease in seed numbers can be caused by a number of internal and external factors, including the inability of some buds to form and bear fruit, the inability

of some flowers to pollinate due to insufficient pollinators, as well as the loss of some in unfavorable conditions and damage to seeds by insects.

Table 1

Seed productivity of one bush *H.officinalis* L., (n=10)

Observed years	The number of inflorescences in the bush, pcs.	PSP	RSP	SP, %	Seed weight, gr (1000 pcs.)
2015	35,4±0,7	16708±3278,2	6265,8±1229,3	37,5	1,1-1,3
2016	83,4±1,9	50974,1±6160,5	26761,4±3234,3	52,5	1,2-1,4
2017	78,6±1,7	41972,4±4134,5	22035,5±2170,6	52,5	1,2-1,4

Table 2

Seed productivity of a single inflorescence of *H.officinalis* L., (n=10)

Observed years	Number of flowers per inflorescence, pcs.	The number of ripe seeds in fruits, pcs.	PSP	RSP	SP, %
2015	118,3±23,1	1,5±0,34	473,2±92,6	177,0±34,7	38,2
2016	152,8±18,5	2,1±0,31	611,2±73,9	322,9±38,4	52,8
2017	133,5±13,2	2,1±0,23	534,0±52,6	280,4±27,6	52,5

Observations show that plants produce more flowers and more seeds in the third year of the vegetation. In the fourth year of the vegetation, relatively few seeds were observed. However, in the third and fourth years of cultivation, the productivity index was the same, and the seed yield ratio was 52,5%.

Conclusion. The study of seed productivity under conditions of introduction makes it possible to assess the degree of adaptation of a species to new conditions. The high rates of fruit and seed yields in the studied species indicate a very good adaptability of the species.

Thus, the yield of *H.officinalis* L. is highest in the third and fourth years of the vegetation, when the seed yield coefficient is 52,5%. High growth, development and seed productivity of *H.officinalis* L. under the conditions of Karshi show that he was able to adapt to these conditions. Study of the seed productivity of *H.officinalis* L. under conditions of introduction, it serves as a scientific basis for the creation of territories for its reproduction and cultivation, as well as their effective use.

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PHENOLOGICAL OBSERVATIONS IN AVAILABLE TREES IN KARAKALPAKSTAN

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Аннотация.Ушбу мақолада Нукус шаҳрини кўкаламзорлаштиришда фойдаланилаётган дарахт ва буталарнинг ҳаётидаги фаслий ҳодисаларнинг муддатларини аниқлаш бўйича ўтказилган тадқиқот натижалари келтирилган. Бу жараёнлар шу ҳудуднинг табиий иқлим шароитларига чамбарчас боғлиқ. Тадқиқот ишлари Қорақалпоғистон Республикаси Нукус шаҳри шароитидаги маҳаллий ва интродукцияланган дарахт-бута ўсимликларида фенологик кузатишлар бўйича олиб борилди ва натижалар махсус жадвалларга қайд этилди.

Калит сўзлар: кўкаламзорлаштириш, дарахт, бута, фенологик баҳолаш, табиий шароитлар,Catalpa speciosa Engelm, Sophora japonica L, вегетация давомийлиги, манзаравий, нинабаргли, япроқбаргли.

Аннотация. В статье представлены результаты исследования, проведенного с целью определения сроков наступления сезонных явлений в жизни деревьев и кустарников, используемых в озеленении города Нукус. Эти процессы тесно связаны с природно-климатическими условиями региона. Исследования проводились по фенологическим наблюдениям за местными и интродуцированными деревьями и кустарниками в городе Нукус Республики Каракалпакстан, результаты заносились в специальные таблицы.

Ключевые слова: ландшафтный дизайн, дерево, кустарник, фенологическая оценка, природные условия, Satalra speciosa Engelm, Sophora japonica L, продолжительность вегетации, декоративный, листопадный, листопадный.

Annotation. This article presents the results of a study conducted to determine the timing of seasonal events in the life of trees and shrubs used in the landscaping of the city of Nukus. These processes are closely related to the natural climatic conditions of the region. The research was carried out on phenological observations of local and introduced trees and shrubs in the city of Nukus, Republic of Karakalpakstan, and the results were recorded in special tables.

Keywords: landscaping, tree, shrub, phenological evaluation, natural conditions, Satalra speciosa Engelm, Sophora japonica L, vegetation duration, ornamental, deciduous, deciduous.

Introduction. Seasonal events in the life of trees and shrubs are closely related to climatic conditions. The study of these phenomena and their interrelationships is of great practical importance. Because they go through different periods in different climates.

It is impossible to know their biological, ecological and other characteristics without knowing the seasonal changes of tree-shrub plants. In order to study the seasonal changes, observations are made on the developmental stages of trees and shrubs in different seasons [1], [3].

Analysis of the literature on the subject. In the Republic of Karakalpakstan, one of the most important measures to increase green areas, gardens, landscaping and beautification of urban and rural centers and other settlements, improving the hot and dry climate of the country and increasing soil fertility is to cover our environment with green areas [5], [6].

I.T. According to Remiskevich (1967), the intensity of carbon dioxide absorption by trees and shrubs varies, depending on the type and age of the tree. Twenty-five-year-old poplars reported 44 kg of carbon dioxide, 20 kg of oak, 16 kg of linden, 18 kg of ash, 21 kg of maple and evergreen conifers.

Phenological observations are of great importance in the introduction of trees, shrubs and plants. In addition to the observation of seasonal changes in trees and shrubs, the flight of harmful insects from the wintering grounds, laying eggs, hatching and the development of fungal diseases are also recorded. These observations allow the development of countermeasures against them [8].

The flowering of trees and shrubs, the duration of flowering, the yellow-red color of the leaves are of great importance in landscaping, they are selected for landscaping according to these properties. These, in turn, indicate the climatic conditions under which the species can be grown and how it can be used [10], [11].

Research methodology. The research was carried out on phenological observations of trees and shrubs, which are widely used in landscaping of Nukus. Experimental sites were located in the central streets of Nukus 3, in industrial areas 2, in Nukus State Forestry 1 (control option). A total of 23 species were studied in 3-5 model trees by species every 5-7 days to identify seasonal events. The following observations were made to study the seasonal events of each tree:

☐ The beginning of the movement of aphids in the body of plants,
☐ Embossing and writing of buds,
☐ leaf formation,
☐ Growth of branches,
☐ The appearance of flower buds,
☐ The beginning and end of flowering,
☐ Beginning and full ripening of fruits,
☐ The onset of leaf shedding and complete shedding.

The results obtained were recorded in special tables.

Analysis and results: In order to study the growth and development characteristics of trees and shrubs during the growing season, phenological observations were carried out on deciduous and coniferous species present in the conditions of Nukus. Depending on the biological characteristics and weather conditions in the studied species of trees and shrubs, it was found that the growing season begins in late March or the first ten days of April. In 2018, in some rounds, it started 5-6 days later than in previous years. This phenomenon has been observed in the following species: Fraxinus excelsior L., Sophora japonica L., Ailanthus altissima Swingle., Ulmus pinnato-ramosa Dieck., Salix alba L., Hippophae rhamnoides L., Berberis integgerima Bge., Populus alba and others.

The annual averages of the results obtained are given in Table 1.

The growth duration of the tree-shrub branches studied was 76 days in the virgin spruce (Juniperus virginiana L.) from the coniferous species, and 74 days in the eastern biota (Platigladus orientalis S.). This figure was 60 days in the Crimean pine (Pinus Pallasiana Lamb.).

The duration of growth of twigs in deciduous trees ranged from 58 to 76 days. Most of the species of trees and shrubs included in our conditions will bloom for several years and produce seeds and fruits that will germinate well. The results of phenological observations show that the beginning and end of the growing season of all species differ in terms of growth period.

As a result of experimental work on the cultivation of some deciduous tree species, it was found that the most effective method of propagation is propagation from this seed. A study of the growth biology of the Eastern biota has shown that the most intensive growth is observed in May, June, and July, while the slowest is observed at the beginning and end of the growth period. In the conditions of Nukus, the eastern biota bloomed for the first time at the age of 4-5 years. It tolerates dry weather, high

summer and low winter temperatures, and the yield is also high, which indicates its good flexibility.

Conclusions and suggestions. According to the results of the study, the following conclusions were drawn.

1. Without knowing the seasonal phenomena in tree-shrub plants, it is impossible to know their biology, ecology and important phases in landscaping.

2. Scenic flowering Satalra speciosa Engelm. the flowering period on the tree was 15 days, while the flowering period on the Sophora japonica L. tree was 19 days.

3. Differences in general seasonal phenomena were observed in trees and shrubs of other species.

4. The duration of vegetation in tree species was 196 to 231 days, while in shrubs it was found to be 188 to 223 days.

Table 1.

Period of seasonal changes in the life of existing trees and shrubs in Nukus
(2018-2020)

№	Tree and shrub species	age	Buds		Appearance of leaves	Growth of branches		The emergence of flower buds	Flowering			Ripening of fruits		Leaf shedding			Vegetation duration, days
			bulge	spelling		beginning	finish		beginning	gross	finish	beginning	finish	beginning	gross	finish	
1.	*Juniperus virginiana L.*	15	-	-	-	04.IV	20.VI	23.III	09.IV	23.IV	29.IV	25.IX	03.XI	-	-	-	-
2.	*Platigladus orientalis S.*	16	-	-	-	01.IV	14.VI	21.III	03.IV	17.IV	24.IV	29.IX	30.X	-	-	-	-
3.	*Pinus Pallasiana Lamb.*	15	-	-	-	06.IV	05.VI	15.IV	02.V	10.V	27.V	04.X	10.XI	-	-	-	-
4.	*Fraxinus excelsior L.*	17	22.III	01.IV	04.IV	09.IV	14.VII	23.IV	08.V	14.V	21.V	28.VI	07.IX	10.X	18.X	28.X	220
5.	*Sophora japonica L.*	19	14.IV	17.IV	25.IV	29.IV	28.VII	07.VI	11.VI	18.VI	30.VI	08.VII	03.X	06.X	14.X	28.X	197
6.	*Robinia pseudoacacia L.*	17	22.III	30.III	05.IV	12.IV	19.VI	22.IV	24.IV	29.IV	05.V	14.VIII	09.IX	03.X	14.X	02.XI	225
7.	*Catalpa speciosa engelm.*	18	19.III	25.III	02.IV	10.IV	24.VI	05.V	18.V	25.V	03.VI	25.IX	09.X	04.X	24.X	05.XI	231
8.	*Morus alba L.*	14	17.III	22.III	26.III	06.IV	01.VII	09.V	14.V	19.V	26.V	08.VI	24.VI	02.X	10.X	22.X	219
9.	*Maclura aurantiaca N.*	21	19.III	26.III	03.IV	14.IV	18.VII	24.IV	01.V	12.V	18.V	22.IX	14.X	18.X	28.X	05.XI	230
10.	*Salix babylonica L.*	19	23.III	31.III	04.IV	09.IV	26.VI	18.IV	01.V	12.V	18.V	22.IX	14.X	18.X	28.X	05.XI	227
11.	*Elaeagnus orientalis L.*	16	27.III	10.IV	18.IV	21.IV	09.VIII	14.V	24.V	01.VI	06.VI	18.VI	01.VII	02.X	14.X	26.X	212
12.	*Ailanthus altissima Swingle.*	17	21.III	02.IV	05.IV	10.IV	11.VII	20.IV	07.V	15.V	26.V	02.VI	02.IX	16.X	24.X	01.XI	224
13.	*Ulmus pinnato-ramosa Dieck*	14	26.III	01.IV	16.IV	01.IV	09.VII	03.IV	05.IV	09.IV	12.IV	22.IV	16.V	09.X	24.X	10.XI	228
14.	*Crataegus sanguinea*	20	10.IV	19.IV	23.IV	26.IV	14.VI	23.IV	02.V	08.V	13.V	23.VII	07.VIII	19.IX	10.X	23.X	196
15.	*Gleditsia triacanthos L.*	12	04.IV	14.IV	17.IV	28.IV	19.VI	29.IV	11.V	17.V	22.V	20.VIII	16.IX	20.IX	12.X	27.X	206
16.	*Salix alba L.*	26	27.III	04.IV	07.IV	10.IV	30.V	09.IV	13.IV	16.IV	21.IV	07.V	18.V	10.IX	05.X	18.X	205
17.	*Populus alba*	13	02.IV	06.IV	09.IV	15.IV	17.VI	18.IV	22.IV	25.IV	02.V	-	-	20.IX	10.X	25.X	204
18.	*Ligustrum vulgaris L.*	7	22.III	03.IV	09.IV	10.IV	25.VI	21.V	05.VI	09.VI	11.VI	14.IX	25.IX	02.X	08.X	14.X	207
19.	*Hippophae rhamnoides L.*	8	24.III	09.IV	18.IV	21.IV	05.VII	20.IV	22.IV	29.IV	05.V	22.IX	25.X	14.X	26.X	02.XI	223
20.	*Rosa canina L.*	8	25.III	03.IV	07.IV	11.IV	03.VII	17.V	25.V	02.VI	02.VII	11.IX	09.X	21.X	28.X	04.XI	223
21.	*Berberis integgerima Bge.*	8	06.IV	18.IV	23.IV	26.IV	17.VI	23.IV	16.V	22.V	28.V	23.VII	22.VIII	17.IX	13.X	25.X	188
22.	*Buxus sempervirens L.*	10	25.III	29.III	02.IV	05.IV	19.VI	07.IV	11.IV	18.IV	29.IV	03.IX	22.IX	-	-	-	180
23.	*Amorfa*	8	05.IV	15.IV	21.IV	25.IV	03.VII	08.V	16.V	30.V	03.VI	16.VIII	03.IX	04.X	14.X	23.X	201

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ACTUAL PROBLEMS OF GEOGRAPHY

UDC: 528. 855

IDENTIFICATION OF SUSTAINABLE LAKES IN KHOREZM REGION BY COMPARING DATA FROM TRADITIONAL AND MODERN SOURCES

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Annotatsiya: Глобал иқлим ўзгариши қурғоқчил ҳудудлардаги кўлларнинг қуриб кетишига, улар майдонининг қисқаришига сабаб бўлмоқда. Ушбу тадқиқот ишида Хоразм вилояти кўлларининг барқарорлиги ГАТ ва масофадан маълумотлар олиш усуллари ёрдамида аниқланган. Бунинг учун 1980 ва 2020 йиллардаги кўллар географик таққосланиб, йўқолиб кетган, янги пайдо бўлган ва нисбатан барқарор кўллар кўрсатилган.

Калит сўзлар: Географик таққослаш, ГАТ, масофадан маълумотлар олиш, кўллар, барқарорлик.

Аннотация: Глобальное изменение климата привело к высыханию и уменьшению размеров озер в засушливых регионах. В этом исследовании устойчивость озер в Хорезмской области была определена с помощью ГИС и методов дистанционного зондирования. С этой целью были географически сопоставлены озера, имевшиеся в 1980 и 2020 годах, и были указаны исчезнувшие, вновь образовавшиеся и устойчивые озера.

Ключевые слова: Географическое сравнение, ГИС, дистанционные зондирование, озера, устойчивость.

Abstract: Global climate change has causing drying up and shrinking the lakes in arid regions. The sustainability of the lakes in the Khorezm region was identified by GIS and remote sensing methods in this research. The lakes available in 1980 and 2020 years were geographically compared for this purpose, and disappeared, newly formed, and sustainable lakes were indicated.

Key words: Geographical comparison, GIS, remote sensing, lakes, sustainability.

Introduction.

The main water source that supplies the national economy of the Khorezm region is the Amudarya. The irrigation system with a long history is the main reason of formation lakes in the Khorezm oasis. The formation of lakes in the region also depends on the irrigation methods and planning agricultural crops too. The application of water-saving technologies in the region has led to decreasing water levels and drying of

existing lakes. The assessing sustainability of lakes is essential for developing fish farms and recreational use of lakes. The simplest and the most effective way to determine the sustainability of lakes is a periodic comparison of their presence. GIS and remote sensing images may give the chance to easily determine the sustainability of the lakes in the areas.

Literature review.

The reason for the intensive irrigation that began in the first half of the 1900s most of the lakes is less than 100 years old, although irrigated agriculture has existed in the province for over 2,000 years [1, 2, 3]. Analysis of samples of stable nitrogen isotope, dissolved inorganic nitrogen, and residues of dissolved oxygen taken from the sediments of the lake showed that water from irrigation is the main source of the formation of lakes [4]. The transformation of forest and tugai landscapes of the Khorezm region into agricultural landscapes has led to the appearance of hundreds of lakes saturated with irrigation flows. Chemical analysis of samples of cesium-137 and Pb-210 taken from a Shurkul lake showed that the age of lake sediments is about 100 years [5]. Analysis of sediments from 12 lakes in the region showed that the maximum age of the studied lakes was over 450 years, and the minimum is less than 70 years [6]. The underground water table is one of the sources that has protected the lakes from shrinking for hundreds of years if the artificial irrigation and drainage canals will not be counted [7]. The underground water table has risen by more than 10 meters in 2000 years in comparing to the 1950s [8]. It is 2 meters from the surface in recent years [9]. Above mentioned researches determined the age of the lakes, the sources of their saturation in the region. There are more than 400 big lakes that have an area of more than 1 hectare, and experiments were taken from 2 to 12 lakes [5,6,10]. Those research experiments tested in laboratories and so it required more funds. The methods have used this research more based on geographical comparison and it requires fewer expenses.

Study area.

The Khorezm region is located between 41^0 and 42^0 northern latitudes, 60^0 and 61^0 eastern longitudes, in the central part of the Turan lowland, on the territory of the ancient Khorezm-Sarikamysh alluvial delta of the Amudarya. The area of the region is 6.3 thousand km^2 and it is surrounded by the Karakum desert in the southwest and the Kyzylkum desert in the northeast. The surface decreases from east to west and southwest (Fig. 1).
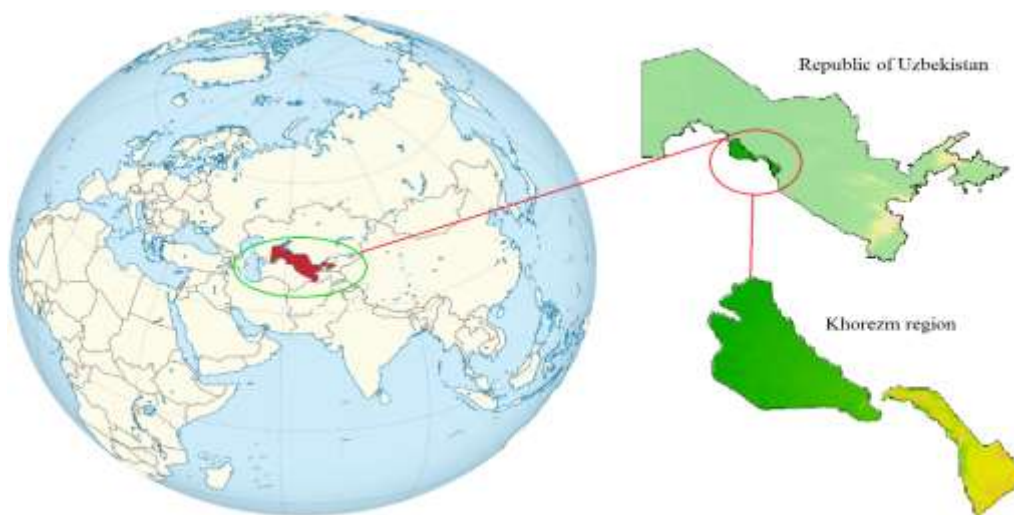
Figure-1. Location of the study area, Khorezm region, Uzbekistan.

Khorezm is located in a temperate climate zone, dominated by the desert climate. The average annual rainfall in the region between 79 mm to 160 mm, of which 6% falls in summer, 14% in autumn, 43% in spring, and 37% in winter. Due to the lack of precipitation in Khorezm, irrigation systems play an important role in the formation of water bodies. Therefore, the region's water resources have long been at the center of discussion.

Research data and methodology

There is some information about the Khorezm water bodies between BC to the 20th century in the historical sources including the works of the Arab historians Istakhri, and Abu Raikhan Beruni, as well as the works of Russian and local researchers. Large-scale topographic maps of the region were created during the period of the former Soviet Union. Data related to the present situation of the lakes can be monitored, downloaded, and analyzed through Google Earth data basis. The methodology of this work is carried out in a simple step, shown in Figure 2. Data related to water bodies from ancient sources on the Khorezm, on large-scale topographic maps in 20th-century, and the current state were compared with Google Earth data by ArcMap. As a result, a clear view of the lakes from the past to the present was taken, and disappeared, newly formed and sustainable lakes database were developed.
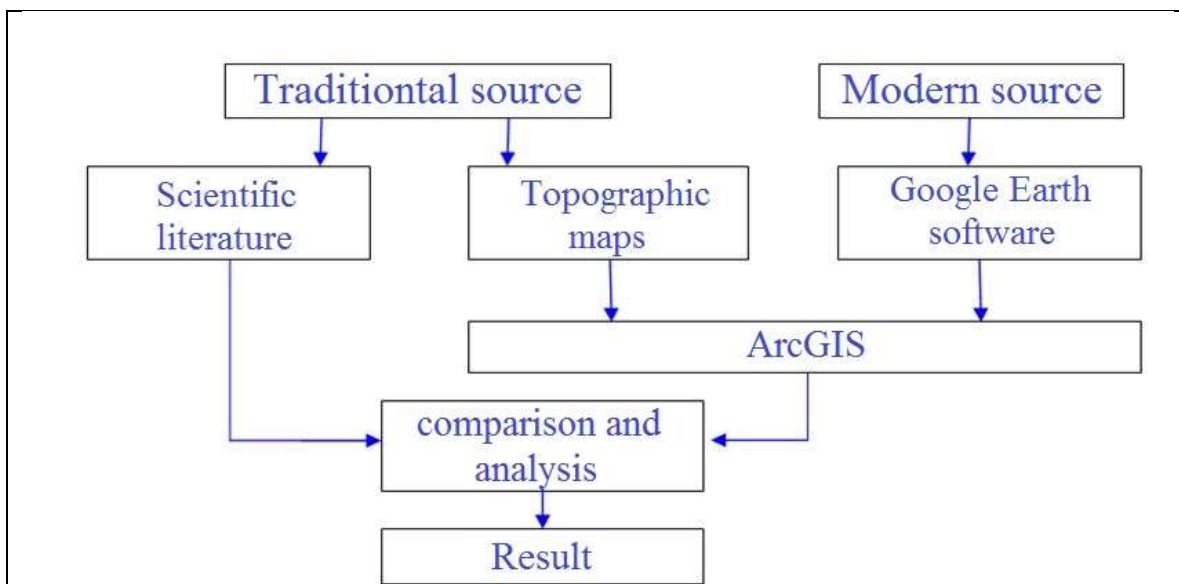
Figure-2. Flowchart of methodology.

Analysis and results

There are some interesting ideas about the formation of the Khorezm lakes. There are many long-dried streams and canals crossed through the southern edge of the cultural line of the oasis near the Karakum Desert. It is the result of the ancient water flow direction of Amudarya when it reached Sariqamish depth. In the ninth century, Abu Rayhan Beruni wrote about the oldest tributary of Amudarya that is known as the Mazbudast network, and it flowed into Sariqamish. There was not formed an oasis in that period. Also, the legend of Sultan Sanjar and Turabekkhanim says that after the Amudarya blocked its way near Pitnak, flooded water began to flow to Karakum along the edge of the oasis, so that a series of lakes formed. These lakes are also considered as the result of the old riverbed of the Amudarya and are called "Daryo ag'nagan" (the place where the river is broken). Local historians call this chain of lakes an artificial canal built by the legendary king Faridun. It corresponds to the system of lakes known in the literature of the XIX century as "Turundaryo" or "Zeykash". In 1871, N. Petrusovich called these places "Turundaryo" (a river that stopped flowing). V. Lohutin writes: -"The Turundarya began near Khazarasp city and flows through the southern edge of the Khiva city, and later disappeared at the height of Beshikkir and the height of Chigilikirish. Near the Yassiqir, Qalaliqir, and Duzqir heights, it reappeared and reaches the Ajinquyi wells". These lakes also considered as the result of Dovdon floods [2].

Topographic maps at a scale of 1: 100,000 containing 1980-1981 years data were added to ArcGIS. The database of lakes of the Khorezm region for 1980-81 was created by digitizing the shore of the lakes. There were only 505 lakes and other water bodies in the Khorezm region. The total area of these lakes was 109.02 km^2 and the average area was 0.21 km^2. The largest of these lakes is Ulugshurkul lake, with an area of 27.4 km^2, while the smallest is Otolikkol lake, with an area of only 0.007 km^2. All of the 505 identified water bodies are not single lakes. The old large lakes divided into 2 to 16 small pieces in learned 50 cases. For example, Dongizuldi lake, which is located in

Khazarasp district with a total area of 0.7, was divided into 15 water bodies with an average area of 0.05 km^2 (Figure 3).

216 lakes of that database are saltwater lakes with an average area of 0.26 km^2 and a total area of 56.8 km^2. There are some unnamed lakes on the topographic map. There are 196 unnamed lakes with an average area of 0.08 km^2 and their total area of 17.4 km^2. Such water bodies were labeled with the name of the nearest geographical objects. For example, "unnamed lake northern part of Khiva".
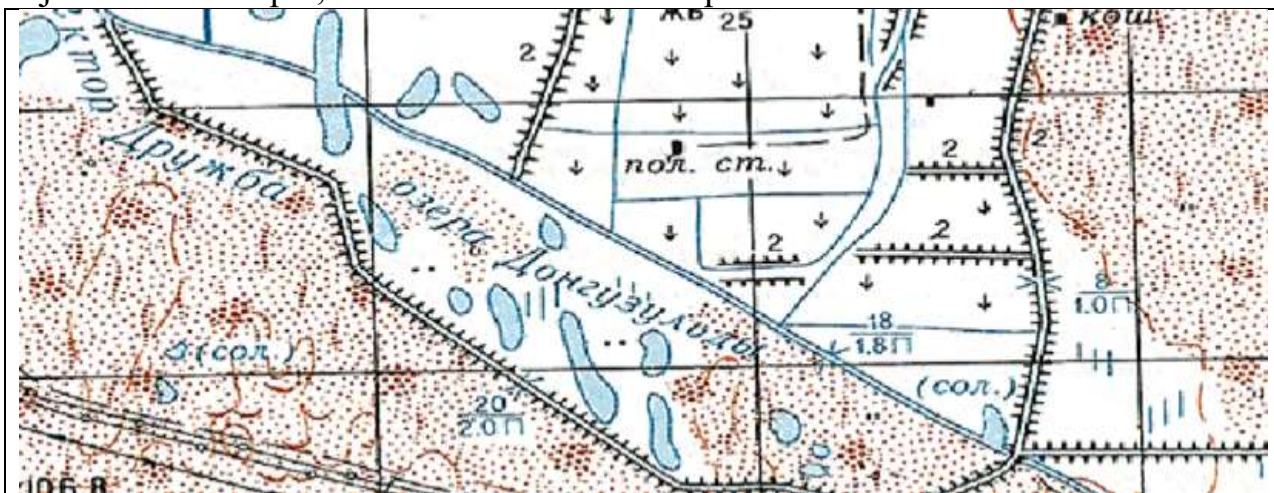
Figure 3. Dongizoldi lake was divided into 15 water bodies.

Another example, the map shows 13 unnamed lakes with an average area of 0.06 km^2 and a total area of 0.83 km^2 near Naimanqir territory in the Yangiaryk district. These lakes are labeled as unnamed lakes 1, 2 .... 13 in Naimanqir (Figure 4).

Figure 4. Unnamed lakes near the Naimankir territory.

Google Earth gives a chance to digitizing recent lakes with high-resolution images. The existing lakes and artificial reservoirs in the territory of the Khorezm region in 2019 were digitized based on the shoreline and created Google Earth lakes database. There are some lakes labeled with the name of farmers' lands in the Regional state agriculture and water resources departments, Land resources and state cadastre departments, the Statistics Committee, and the regional branches of the Uzbekbaliksanoat association database. Some others have no names, fragmentation of named lakes into dozens of small parts, and the other unnamed thousands of artificial water bodies formed. Thus, they were coded with special numbers. The special codes consist of the initials of the district names and the sequence of numbers to be included. For example, GL_1,2, ... 88 lakes in the Gurlan region, YQL_1,2 ... 75 lakes in the

Yangiarik region, etc. Using the software capabilities and comparing the images belong to different periods, seasons from 2005 to 2019 years the lakes separated from flooded fields. When analyzing the data of existing water bodies based on the Google Earth program, it was determined that there are 2030 lakes and artificial water bodies in total. The average area of these reservoirs is 0.09 km^2, and the total area is 180.6 km^2. 162 of them are small artificial pools with an area of 0.01-0.05 hectares. There are 868 water bodies with a surface area of over 0.01 km^2, with an average area of 0.2 km^2. The scale of the map was the reason for the small number of water bodies in the 1980s. However, the smallest bodies of water could be well-identified using Google Earth.

Using the both database from the 1980s and the Google Earth the following results were obtained:

1. Data on 181 water bodies with an average area of 3.79 m^2 and a total area of 6.86 km^2, which existed in the 1980s and have dried up and disappeared present date, have been restored.

2. A database of 1670 newly formed water bodies with an average area of 0.02 km^2 and a total area of 31.8 km^2 was identified. These lakes are widespread in the region and are concentrated along the banks of the Amudarya, as well as in the southern and southwestern parts of the region.

3. Relatively stable water bodies that existed in the 1980s and have survived to the present have been identified. Determination of stable water bodies was carried out by two contrasting comparison methods.

In the first method, lakes from the 1980s were selected and compared with overlapping lakes available in the present days. It was found that 360 of the existing lakes existed in the 1980s, and their average area at that time was 0.29 km^2 and the total area was 107.6 km^2. In the second method, the above process was performed in reverse order. That is, the current lakes were selected and compared with the lakes of the 1980s, and a database on the current state of the existing lakes in both periods was formed. In this way, 360 of the lakes that existed in the 1980s have survived to the present day. However, their current average area is 0.4 km^2 and their total area is 148.5 km^2 (Figure 5). The total area of water bodies in both periods has now increased to 40.4 km^2 in comparison to the 1980s. For example, in the Khiva fish farm in the 1980s (Fig. 8, highlighted in green) the catchment area was 13.7 km^2, and in 2019 years (Fig. 8, highlighted in red) the catchment area has increased to 26.1 km^2.
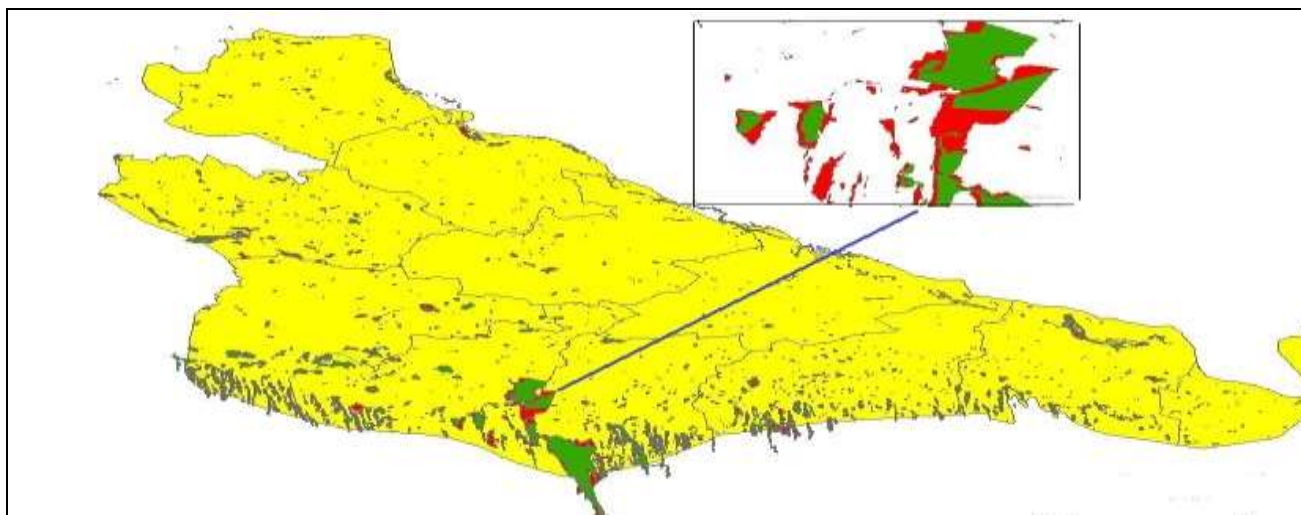
Figure 5. Sustainable lakes.

To see this more clearly, we describe the area of the lake in the 1980s in a vector file, and the area today in a raster file. Comparing the current (raster) image of the lake with the Google Earth program and the vector file of the 1980s, we can clearly see that the lake area has expanded (Figure 6).

Figure 6. The territory of the Khiva fish farm in the 1980s (in a brown vector file) and today (in raster file).

The areas where the lakes are reported in historical sources are consistent with the lakes that existed in the 1980s and today. Based on these analyzes, recommendations for the use of lakes in various sectors of the economy can be developed.

Conclusions

Sustainable lakes can be recommended as reliable for developing fish farms. Lakes area that dried, disappeared, and changed to agricultural lands more reliable for fish farming than creating any unstable areas. The methods used in the work can be useful to carry out monitoring, assessing for fishing, and registering to the database of lakes. These analyzes can be highly effective if the irrigation system based on flood irrigation. When water-saving technologies use in the whole region then it needs

detailed investigations. Further investigations can include the distance from irrigation canals, altitude in comparison collectors' elevation, and the other sources.

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UDC 538.91
SIMULATION OF THE EFFECT OF A SINGLE INTERFACE TRAPPED CHARGE IN FINFET WITH A GATE LENGTH OF 10 NM ON THE SHORT CHANNEL EFFECTS

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Rezume. Maqolada kanal uzunligi 10 nm izolyatsiyalangan zatvorli vertikal maydoniy tranzistorning oksid-yarimo`tkazgich chegara sirtida qamralgan yakka zaryadning SS va DIBL effektlariga ta`siri modellashtirish orqali o`rganilgan. Bunda chegara sirtida qamralgan zaryadning kanal tomi va yon sirti o`rtasida joylashgan vaziyati L_{gx} ga bog`liq holda SS va DIBL ning o`zgarishlari hisoblangan.
**Kalit so`zlar:** Vertikal MOY transistor, MOY transistor, qisqa kanal effektlari, qaralgam yakka zaryad, potentsial,oksid-yarimo`tkazgich qatlam, stok tomonidan potensial to`siqni kamayishi (DIBL)

Аннотация. В статье рассматривается влияние единичного заряда, встроенного на верхней и боковой поверхности канала FinFET транзистора на такие коротканальные эффекты (DIBLэффект и SS). Исследуется зависимость указанного влияния от положения заряда на верней и боковой поверхности вдоль канала.
Ключевые слова: Вертикаль МОПТ, МОПТ, коротканальные эффекты, пойманный в ловушку один заряд, потенциал, оксидно-полупроводниковый слой, Слив-индуцированного барьера снижение (DIBL)

Abstract. In the article, the effect of a single charge on the surface of the oxide-semiconductor boundary of a vertical field-effect transistor with an isolated gate length of 10 nm is studied by modeling the effects of SS and DIBL. In this case, the change in SS and DIBL depending on the position L_{gx} of the charge on the surface of the boundary, located between the roof of the channel and the side surface.
Key words: FinFET, MOSFET, short-channel effects, trapped a single charge, potential, oxide-semiconductor layer, Drain-induced barrier lowering (DIBL)

Introduction. In 1965, Gordon Moore, one of the founders of Intel, discovered that two years after the advent of new chip models, the number of transistors in them

had almost doubled each time. He predicted that by 1975 the number of elements in the chip would be 2^5 times higher than in 1965. [1]

He concluded that if this trend continues, the performance of computing devices could grow significantly in a relatively short period of time. This observation is later called Moore's Law. Moore's law continues in almost the same direction to this day. As a result, the number of transistors on each chip increases and their geometric dimensions decrease. However, the reduction in the geometric dimensions of the transistors on the chip causes them to have various degradation effects, including short-channel effects. Reducing such degradation effects in nanoscale transistors is one of the most pressing issues in nanoelectronics.

This article is about one of the most important issues in nanoelectronics. The effect of SS (subthreshold swing) and DIBL (Drain-induced barrier lowering), one of the short-channel effects that occur in nanoscale vertical field-effect transistors, is the effect of a single charge on a defect at the boundary surface of an oxide-semiconductor layer using Sentaurus TCAD studied through modeling.

Methodology calculating of DIBL and SS. The DIBL effect is mainly a short-circuit effect on the surface of nanoscale transistors. Its physical meaning is as follows: how much does the voltage across the transistor stock Vd change when the transistor threshold voltage changes by one unit, i.e.

$$DIBL = \frac{\Delta V_{th}}{\Delta V_d} = \frac{V_{th2}(V_{d2}) - V_{th1}(V_{d1})}{V_{d2} - V_{d2}},$$

here,

V_{d1}- it is the low current voltage applied between the stock and supply fields.

V_{d2}- it is the high current voltage applied between the stock and demand fields.

$V_{th1}(V_{d1})$- it is the threshold voltage corresponding to the low current Vd1 applied between the stock and supply fields.

$V_{th2}(V_{d2})$ - it is the threshold voltage corresponding to the high current Vd2 applied between the stock and supply fields.

When calculating the various parameters of FinFET, it is necessary to determine the threshold voltage. Threshold voltage V_{th} is defined as the gate voltage corresponding to the threshold current of the transient volt-ampere characteristic.

For nano-sized FinFET transistors, the threshold current is found using the following formula using the geometric dimensions of the transistor.

$$I_{th} = \frac{W_{eff}}{L_g} \cdot 2 \cdot 10^{-7} \ [A],$$

where Lg is the gate length, the effective width of the W_{eff} transistor channel, and in three-gate transistors it is calculated as follows.

$$W_{eff} = 2 \cdot T_{si} + W_b,$$

where T_{si} is the height of the transistor channel layer, W_b is the width of the transistor channel layer, and L_g is the length of the transistor channel.

Short-channel effects include, in addition to the DIBL effect, a decrease in the verticality of the transition characteristic. Typically, to evaluate the effect of such a short channel, the magnitude inverse of the verticality of the transition volt-ampere characteristic in the area below the threshold is considered and is denoted by SS (Subthreshold swing).

The magnitude of SS is the inverse of the slope of the field below the threshold voltage, and its calculation formula is:

$$SS = \frac{\Delta V_g}{\Delta lg I_d} = \frac{V_{th} - (V_{th} - 0{,}2)}{lg I_{th} - lg I_{off}} = \frac{0{,}2}{\lg(\frac{I_{th}}{I_{off}})} \qquad [\frac{mV}{dec}],$$

where ΔV_g - is the difference between the threshold voltage V_{th} and the gate voltage corresponding to the closed state of the transistor. In our study, a voltage less than 200 mV was obtained from the threshold voltage as the gate voltage corresponding to the closed state of the transistor. $\Delta lg I_d$ is the difference of the I_{off} current corresponding to the closed state of the threshold I_{th} corresponding to the threshold voltage.

Simulation procedure and FinFET structure. The classical diffusion-drift physics model was used to model the transistor under study. This model uses the following Poisson and continuity equations:

$$\nabla \, \varepsilon \nabla \varphi = - \, q \, (p\text{-} \, n + N_D \, - N_A \,) - \rho_{\text{trap}} \, ,$$

where $\boldsymbol{\varepsilon}$ – it is the dielectric constant, q – it is the electron charge, p – and n – these are the concentration of electrons and poplars respectively, N_D– and N_A– these are the concentration of ionized donors and acceptors respectively, ρ_{trap}– it is the charge on the defect, and charge density generated from fixed charges. The continuity equation is given by:

$$\nabla \cdot J_n \, = q R_{net} \, + q \, \partial n \, / \partial t \; ;$$
$$\text{-}\nabla \, J_p = q R_{net} \, + q \, \partial p \, / \partial t \, ,$$

where J_n – and J_p – these are current density for electrons and poplars respectively, R_{net} – it is electron-poplar recombination rate. The current density for electrons and poplars is determined by the following expressions:

$$J_n \, = -nq\mu_n \nabla \Phi_n \; ; \qquad J_p \, = \text{-}pq\mu_p \nabla \Phi_p \, ,$$

where Φ_n – and Φ_p – these are the quasi Fermi potential of the electron and the poplar respectively, μ_n – and μ_p – the mobility of the electron and the poplar [7-13].

This requires quantum effects to be taken into account in the modeling because the transistor being modeled is in nanometer sizes outside the classical diffusion-drift physical model used. To account for the quantum effects, the quantum correction Λ_n is included in the expression n of the current carrier density:

$$n = N_c F_{\frac{1}{2}}\left(\frac{E_{F,n} - E_c - \Lambda_n}{k T_n}\right)$$

The quantum correction Λ_n expression is based on the density gradient model commonly used in FinFET transistors and has the following form:

$$\Lambda_n = \frac{\gamma \hbar^2 \nabla^2 \sqrt{n}}{6 m_n \sqrt{n}} \quad,$$

where γ - is the convergence factor, m_n - is the electron mass.

The transition based on the applied model is given in the voltammeter characteristic [2], calibrated by experimental results. In this case, the transistor parameters were selected in accordance with the production technology as follows: $L_{gate}=10$ nm in length of the silicon substrate (G), HfO_2 with equivalent thickness $t_{ox}=0.35$ nm as the substrate oxide layer, the length and width of the substrate oxide layer, respectively, $L_{box} = 30$ nm and $W_{box} = 100$ nm [3].

The width W_t of the roof is taken as a parameter to represent the shape of the channel, and varies between 5 nm for a trapezoidal channel and 10 nm for a rectangular channel. The transistor channel is alloyed with boron up to a concentration level of 10^{15} sm^{-3}, the width of its base is $W_{fin} = 10$ nm, and the stock areas are alloyed according to the Gaussian distribution with phosphorus with a maximum concentration of 10^{20} sm^{-3}. The length of the istok and stock fields is 10 nm. The radius of the field charged with a single charge (single electron charge) covered at the oxide-semiconductor boundary is 0.5 nm, and the charge density is $1.27 \cdot 10^{14}$ sm^{-2}. In modeling, the charged field is modeled with a uniformly charged circle. The radius of the circle is close to the distance between the atoms, which is typical for crystalline silicon, ie 0.543 nm [4-6]. The structure of this modeled transistor is shown in Figure 1.
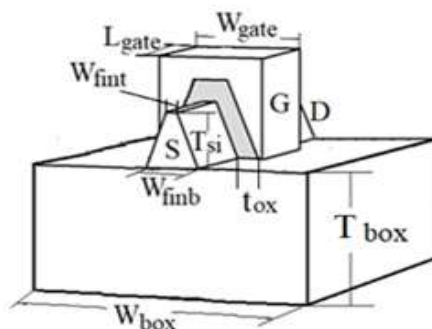

Figure 1. The geometric structure of the modeled vertical field-effect transistor

Results and Discussions. In this case, the position of the single charge covered at the oxide-semiconductor boundary of the vertical field-effect transistor depends on the two positions (between the roof and the side of the channel) and the cross-sectional shape of the channel (rectangular and trapezoidal). The effects on the DIBL effect and SS were modeled. For the SS and DIBL effect, the L_{gx}-dependent change in the position of the single charge channel along the channel between the roof and side surfaces of the single charge channel covered at the oxide-semiconductor boundary was calculated by modeling. The results obtained are shown in Figures 2-3.
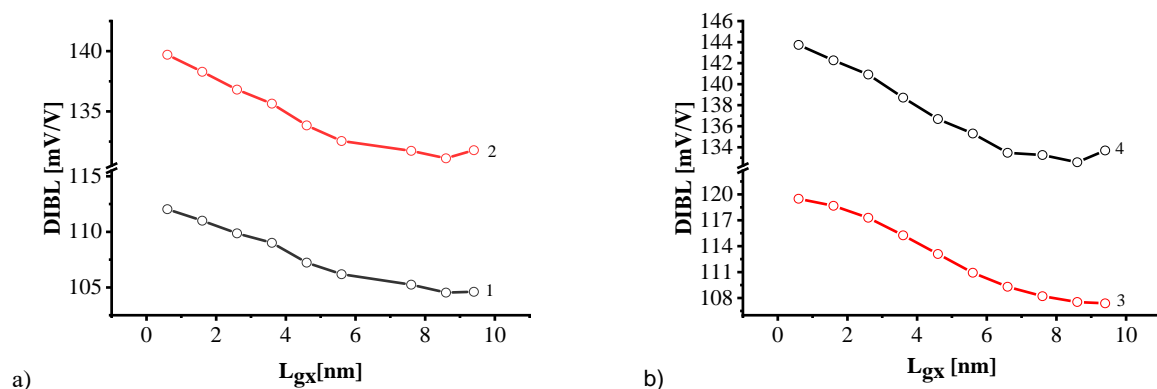
Figure 2. For the two cross-sectional forms of the DIBL effect, the position of the single charge channel covered at the oxide-semiconductor boundary between the roof and the side surface along the channel is related to L_{gx} a) between the roof surface of the covered single charge channel, 1- trapezoidal 2-rectangular cross-sectional transistors b) 3-trapezoidal 4-rectangular cross-section transistors located in the middle of the side surface of the covered single charge channel.
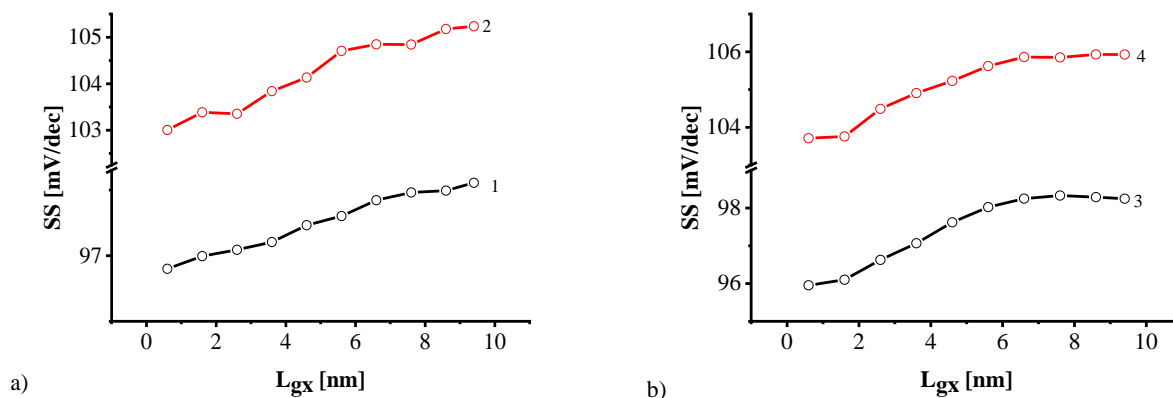

Figure 3. For two cross-sectional forms of SS, the position of the single charge channel covered at the oxide-semiconductor boundary between the roof and the side surface along the channel is related to L_{gx} a) the trapezoid 1 located between the roof surface of the covered single charge channel 2 rectangular cross-section transistors b) 3-trapezoidal 4-rectangular cross-section transistors located in the middle of the side surface of the covered single charge channel.

The results show that in vertical field-effect transistors with a rectangular and trapezoidal channel shape, single charge, when the top surface of the channel of the

transistor is covered between the oxide-semiconductor boundary, the SS and DIBL effects are shown to be smaller than when the channel is enclosed between the side surfaces.

With displacement the single trapped charge along the channel from the source side to the drain side the DIBL effect is decreased and SS is increased. Such behavior of DIBL and SS is connected with position of single trapped charge relative point of maximal surface potential. Surface potential distribution (Figure 4) show that point of maximal surface potential is placed at source side relative the center of the channel. When the single charge is trapped at source side DIBL effect is higher and SS is lower than in case when charge is trapped at drain side.
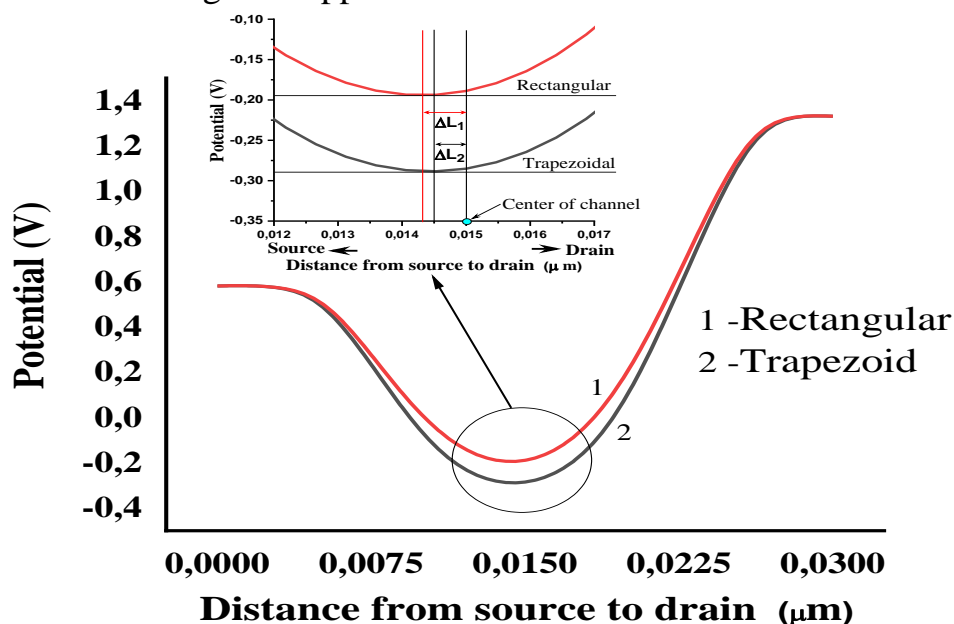

Figure 4. Potential distribution along the channel in FinFET with rectangular (1) and trapezoid (2) channel cross section.

Conclusion. For both types of channel cross-sections, an increase in the DIBL effect and a decrease in SS were found with an approach from the source to the drain of the position of a single charged defect located on the upper and lateral surfaces of the channel. And it was determined that when a single charge is embedded both on the top and on the side surface, the DIBL effect and SS are greater for a transistor with a rectangular cross section than with a trapezoidal cross section.

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