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THE ROLE OF INVESTMENT IN THE DEVELOPMENT OF THE REGIONAL ECONOMY

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Annotatsiya. Maqola investitsiya faoliyatining nazariy asoslarini o'rganish, o'sish sur'atlarini tahlil qilish, investitsiyalarning hududiy tarkibi, shuningdek, O'zbekiston hududlarida moliyalashtirish manbalari va iqtisodiyot tarmoqlari bo'yicha tuzilishini o'rganishga bag'ishlangan. Aholi jon boshiga investitsiyalar hajmining qiyosiy o'rganilishi o'tkazildi. Mamlakatimiz hududlarida investitsiya faolligini oshirish bo'yicha takliflar berildi.

Kalit so'zlar: Innovatsion jarayonlar, hozirgi tendentsiyalar, tarkibiy o'zgarishlar, investorlar, iqtisodiyotni yaxshilash

Аннотация. Статья посвящена изучению теоретических основ инвестиционной деятельности, анализу темпов роста, территориальной структуры инвестиций, а также структуры по источникам финансирования и секторам экономики в регионах Узбекистана. Проведено сравнительное исследование объема инвестиций на душу населения. Даны предложения по усилению инвестиционной активности в регионах страны.

Ключевые слова: инновационные процессы, современные тенденции, структурные изменения, инвесторы, экономическое улучшение.

Abstract. The article is devoted to the study of the theoretical foundations of investment activity, the analysis of growth rates, the territorial structure of investments, as well as the structure by sources of financing and sectors of the economy in the regions of Uzbekistan. A comparative study of the volume of investment per capita has been carried out. Proposals are given for enhancing investment activities in the regions of the country.

Keywords: Innovative processes, current trends, structural changes, investors, economic improvement.

Introduction. Comprehensive and balanced socio-economic development of regions, districts and cities, as well as the optimal and effective use of their potential are among the main priorities of the Action Strategy for the subsequent growth of the Republic of Uzbekistan in 2017-2021. At the same time, in order to quicken structural changes and increment the living standards of the population, it is necessary to ensure the comprehensive and effective use of the natural, mineral, raw materials, industrial,

agricultural, tourist and labor potential of each region. Affinity of investments from large business associations, loans from banks and private foreign companies will assure fast development through structural innovation and improvement of the economy, incitement of innovative production, creation of new industrial production facilities, service centers and agro-industrial complexes.Temperamental attraction of investment resources and increasing the efficiency of their use in the regions of the country is of great importance in ensuring sustainable economic growth, improvement and diversification of production, structural changes in the economy. This, in turn, contributes to the solution of socio-economic problems, the reimbursement of the vital needs of people and the improvement of the quality of life of the population of each territory. In the context of structural changes in the economy, it is necessary to look for new sources and opportunities for financing production in the regions.

Literature review. Investment activity is an important factor in economic growth. In the modern economy, the level of investment activity is one of the most accurate indicators characterizing the quality of economic growth and the possibility of social progress [1]. Uzbek economist F.U. Dodiev [2] believes that investment is a combination of all types of property, financial and intellectual wealth invested in entrepreneurial activity and other objects of activity by investors in order to obtain a stay (income) or achieve a social effect in the future.

Among the domestic scientists and economists, A.A. Rafiev [3] considered the regional features of attracting investment resources and proposed priority areas for the development of foreign investment based on the analysis of the conditions and factors of capital investment. In his opinion, in view of the different levels of investment potential formed in the regions, it is necessary to apply an individual approach to attracting investments, taking into account the reduction of interregional differentiations.Professor N. Khaidarov [4] believes that an investment is a set of values of the financial, material and intellectual wealth of an investor (state, business entities and individuals) aimed at achieving an economic effect (revenue, income, profit).According to D.B. Krutskikh [5], the investment activity of the region as an economic category is a set of economic and organizational relations that ensure the growth and improvement of the structure of investments, the expansion of promising areas of their application, improvement on the basis of investment activities of the key parameters of the socio-economic system of the subject of the country .

The purpose of this scientific work is to reveal the current trends in the development of investment processes in the regions of Uzbekistan over the past decade. The main objectives of the article are to study scientific approaches to investment activity, analyze the growth rates and structure of investments in the regions, determine the differentiation between regions in attracting investments and develop proposals for enhancing investment activities in the regions. Methods of analysis, synthesis, comparison, statistical method and others were used.Creation of a favorable investment climate and active development of investments, especially in relatively lagging districts and cities, contributes to the expansion of the diversification of the economy of the territories and their accelerated development. This helps to reduce differentiation in the level of socio-economic development of regions. Further development and modernization of the industrial, engineering, communication and social infrastructure

of the territories, in turn, create favorable conditions for the placement of high-tech production facilities, the widespread development of private entrepreneurship and the improvement of the living conditions of the population.

Successful implementation of state and sectoral programs providing for the implementation of large investment projects for the creation of new, as well as the modernization and reconstruction of existing facilities, for 2005-2016. made it possible to ensure the development of a large volume of investments for the development of the fuel and energy and textile complex, the chemical industry, mechanical engineering, and the construction materials industry. Due to the outstripping growth of investments in the economies of most regions, a positive effect has been achieved in ensuring economic growth. By working with the article, I was aware of the following. Growth rates of investments and GRP of the country's regions, 2005-2016, times

A significant increase in the volume of general and foreign investment in 2005-2016: in the Republic of Karakalpakstan (3.5 and 5.5 rubles), Bukhara (10 and 26.5 rubles), Tashkent (4 and 2.9 rubles), Namangan (5.6 and 12.6 rubles) regions reflected in the real growth of investments of the Republic of Uzbekistan (growth by 4.6 times), including foreign (by 4 times). In terms of the level of investment efficiency (the ratio of accumulated economic growth to the accumulated growth of investments in individual regions), the city of Tashkent (coefficient 1.006), the Republic of Karakalpakstan (0.917), Khorezm (1.030), Samarkand (0.712), Jizzakh (0.654), Kashkadarya (0.604) regions.According to the level of investment efficiency (the ratio of accumulated economic growth to the accumulated growth of investments in individual regions) for the period under review, high places were occupied by the city of Tashkent (coefficient 1.006), the Republic of Karakalpakstan (0.917), Khorezm (1.030), Samarkand (0.712), Jizzakh (0.654), Kashkadarya (0.604) regions. At the same time, the economic return from the implementation of large investment projects in some regions (Bukhara, Navoi regions) is transferred to the republic and other regions.

The reason for this is that although the huge amounts of investment in strategic industries are statistically accounted for within a particular region, the products resulting from the implementation of these investment projects are not considered part of the gross regional product of the target area. At the same time, there is a high level of capital intensity of production in the territories where large state investment projects are mainly implemented. The high level of capital intensity in these regions is also explained by the special attention paid to the fuel and energy complex within the framework of government programs, as a priority sector of the country's socio-economic development, the effect of which should be expected in the long term. As a result of the development and implementation of programs for the modernization of the basic sectors of the economy, qualitative shifts have been achieved in the territorial structure of investments.

Measures to attract foreign investment and improve the investment attractiveness of Uzbekistan. Over the past few years, Uzbekistan has gone through an accelerated economic transformation and is increasingly featured in the international community as one of the symbols of openness, innovation and determination in

removing all kinds of barriers to business and investment.For the effective implementation of the Law of the Republic of Uzbekistan "On Investments and Investment Activities", a 4-tier mechanism of interaction between public authorities and investors is successfully functioning, residing of the Ministry of Investment and Foreign Trade, deputy heads of khokimiyats and diplomatic missions abroad and commercial banks, which allows you to respond fast to all investor enquiries and to correctly monitor the effectiveness of the realization of the measures provided for by the law.

In this vein, it is important to note the role of the Council of Foreign Investors under the President of the Republic of Uzbekistan, created with the support of the European Bank for Reconstruction and Development, which provides a direct dialogue with investors operating in the Republic.The development of the institution of international arbitration courts also receives active support, which ensure the rule of law and the proper fulfillment of the obligations assumed by the state and local investors, which is an important and systemic component of the country's investment climate. Investment and innovation activity of business can no longer be solved by simple tools - the provision of preferences or the publication of new declarative norms.

To spur private investment requires the liberation of entrepreneurial activity. We need a constant dialogue with business, painstaking work to identify and overcome barriers that hinder the development of certain sectors. In this concern, active work is being carried out in the following areas.

Firstly, in order to maintain consistently high rates of economic growth, it is necessary to form a stable and competitive model of the country's economy, in which the prevailing share of the banking system's assets should be in the hands of private investors.

Secondly, the stimulation of investment activity through the development of instruments of public-private partnership and project financing to ensure the accelerated growth of investment in infrastructure, which is also one of the key factors in increasing investment attractiveness and sustainable economic growth, is in an active phase. The processes of interaction between investors and the state are being optimized to completely eliminate bureaucratic barriers and obstacles in the implementation of investment projects through digitalization and contactless provision of public services. The quality of the organization of work with appeals and inquiries of foreign investors is improving in order to ensure maximum transparency and prevent corruption.there is a decrease in transaction costs, which lead to the flow of labor and capital from the legal to the shadow sector of the economy. An investment policy strategy is being developed, focused on certain, most promising sectors for Uzbekistan, capable of becoming points of technological breakthrough and laying the foundation for the development of the country's productive forces for the next 20-30 years.

Given the fact that the investment climate affects almost all spheres of the country's activities, the range of reforms covered all areas, including economic, institutional, educational, healthcare, agriculture, water supply, energy, transport and others. Great attention is also paid to practical support of entrepreneurs and initiators of investment projects.

The most striking example in this direction was the activities of the Government Commission for the Development of Exports and Investments, created in 2020, whose tasks are to closely interact with entrepreneurs and exporters, analyze the problems they faced in connection with the restrictions caused by the pandemic, as well as develop and implementation of prompt and effective solutions based on an individual approach to each business entity.As a result of the field work of the Commission members at the end of last year, the activities of more than 98 thousand enterprises were studied in a targeted manner, as a result of which 6,235 problematic issues of 5,902 enterprises were identified, each of which was worked out and resolved in close cooperation of the relevant ministries, departments, commercial banks, local authorities and diplomatic missions of the Republic abroad. Currently, the Republic of Uzbekistan has a valid law on investments and investment activities, which regulates relations in the field of investments carried out by foreign and domestic investors.

"Strategy of the investment policy of the Republic of Uzbekistan until 2025" was prepared by the Ministry of Economy and Industry of the Republic of Uzbekistan on the basis of an analysis of international experience, trends and problems in the development of investment processes, the economy of the republic, its industries and regions.The goal of the investment policy strategy until 2025 is to increase the competitiveness and balance of the economy, develop production and export potential, develop regions and improve the living conditions of the population.

The main objectives of the Strategy are defined in three key areas: improving the investment climate, activating internal sources of investment and increasing the efficiency of using investment resources, implementing effective operational measures and developing new approaches to attracting foreign investment.The main sources of investment by 2025 will be direct investment, including public-private partnerships, public investment and investment from corporate securities. Within the framework of ongoing and promising new investment projects in 2019-2025, it is planned to develop decentralized investments in the amount of over 1,002.5 billion soums. At the same time, about 30% will be financed from the enterprises' own funds.

The share of investments in fixed assets in GDP is expected to increase from 30.5% in 2018 to 37.5% in 2025. At the same time, in 2025, the volume of attracted foreign direct investment and loans will amount to 11 billion US dollars, compared with 1.6 billion US dollars in 2018. The result of the implementation of the Investment Policy Strategy will be to ensure the comprehensiveness of the regional and industrial development of the republic, as well as the formation of value chains of products from raw materials to finished products, the strengthening of existing and the formation of new interregional and intersectoral ties, the development of cooperation between industries, regions, government bodies and private business.

Conclusion. The analysis revealed that there is a high concentration of investment resources in regions with rich natural resources and production potential, where large investment projects are being implemented in the basic sectors of the economy. To intensify the attraction of investments to the regions, it is advisable to expand the powers of local authorities to attract investments, as well as to strengthen the human resources of regional departments of foreign economic relations.

It is necessary to improve the qualifications of employees, create specialized design organizations for the development of business plans, feasibility studies of projects (indicating the return on investment, payback periods of projects, photos, the offer of specific real estate and the right of ownership by investors) in the regions of the republic. Based on the comparative advantages of the regions, it is necessary to intensify the attraction of investments to the lagging territories through the development of secondary sectors of raw materials processing.It is necessary to take a set of measures to stimulate investment resources in such non-resource sectors as light and food industries, mechanical engineering, electronics, microbiology, pharmaceuticals, building materials industry, etc.

The development of unique natural resources contributed to the provision of a high concentration of investment resources in regions with rich natural resource and production potential. Based on the comparative advantages of the regions, it is necessary to intensify the attraction of investments to lagging territories by developing secondary sectors of raw materials processing, to take a set of measures to intensify investment activity in such non-resource sectors as light and food industries, mechanical engineering, electronics, microbiology, pharmaceuticals, building materials industry, etc. etc.

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SOME ISSUES OF FOOD SAFETY IN UZBEKISTAN

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Annotasiya: Mazkur maqola oziq-ovqat-xavfsizligi va uning mamlakatimizdagi o'ziga xos xususiyatlariga bag'ishlangan. Shu jumladan, maqolada O'zbekistonda oziq-ovqat xavfsizligini ta'minlash bo'yicha amalga oshirilgan ishlar amaliy taxlillar asosida yoritib berilgan hamda xulosa va tavsiyalar berilgan.

Kalit so'zlar: oziq-ovqat xavfsizligi, oziq-ovqat mahsulotlari, oziq-ovqat sanoati, qishloq xo'jaligi mahsulotlarini qayta ishlash, iste'mol me'yorlari.

Аннотация: Даннная статья посвящена продовольственной безопасности и ее особенностям в нашей стране. В частности, в статье на основе практического анализа описывается проделанная работа по обеспечению продовольственной безопасности в Узбекистане, даются выводы и рекомендации.

Ключевые слова: продовольственная безопасность, продовольственная промышленность, переработка сельхозпродукции, нормы потребления.

Abstract: This article is devoted to Food safety and its peculiarities in our country. In particular, the article covers the work done to ensure Food safety in Uzbekistan on the basis of practical analysis and provides conclusions and recommendations.

Key words: food safety, food products, food industry, processing of agricultural products, consumption norms.

Introduction. The issue of Food safety in the country is directly related to such factors as socio-economic situation, natural and economic potential, solvency of the population of the state and individual regions, the degree of dependence of the national market on imports, agricultural production and rational use of land, agro-industrial complex depending on. In this regard, ensuring Food safety in the country is of great strategic and topical importance in economic policy. Because the importance of these issues is one of the main conditions for economic and social stability and state independence.

As the President of the Republic of Uzbekistan Sh. Mirziyoyev noted, "… our most important task is to reform the management system of the agricultural sector, the introduction of advanced technologies for the rational use of land and water resources, ensuring Food safety" [1]. Ensuring Food safety is one of the macroeconomic challenges associated with the intensification of agro-industrial production, on the one hand, and the increase in social production efficiency and incomes, on the other. Therefore, in developing solutions to problems, along with market mechanisms, it is necessary to take into account state control. In this context, the analysis of the method and methodology of the formation of the Food safety system and the factors influencing it at different hierarchical levels, the development of national and regional evaluation criteria is an important task today.

From the first years of independence, the issue of Food safety has been at the center of socio-economic policy of Uzbekistan. Now the issues of further improving the welfare and quality of life of the population, the full provision of the population with food are closely linked with the problem of Food safety. Therefore, the need for scientific, theoretical and practical study of the theoretical foundations and priorities of Food safety in Uzbekistan through the implementation of the food program has highlighted the relevance of this research topic.

Literature review. Solving the theoretical and practical problems of Food safety as an integral part of economic security and substantiating its role in the development of society, human well-being by various CIS economists DV Zerkalov in the monograph "Food safety" many practical analyzes are given.

There is an analysis of many official statistical materials on the emergence of Food safety water scarcity in the XXI century and its transformation into a global

economic problem [2]. Another economist, L. Revenko, in his official article "Food safety: There is an opportunity to find a solution" raises the issue of Food safety on the world stage, mainly the distribution of external flows, ie the production capacity and capacity of countries [3].

While some aspects of the problem under study in Uzbekistan are studied in general in the textbook "Economic Security of the State" by H.P.Abulkasimov, another economist N.H.Ergashev shows the importance of insurance in ensuring Food safety in Uzbekistan [4].

Also, economists of our country Sh.Shodmonov, A.Olmasov, T.Juraev, D.Tajibaeva studied some aspects of food safety in their textbooks and manuals.

It should be noted that although research conducted by foreign scholars has used official publications for many years, no practical recommendations and suggestions have been made on how to address them within the national economy. In the studies studied, the issue of Food safety was mainly considered as a factor driving global economic security.

Research Methodology. The study was conducted in order to improve the theoretical and practical aspects of Food safety, and identified clear priorities. The article seeks to shed light on the problem using methods such as analysis and logic, as well as a practical analysis of agricultural lands and products, which are among the leading sectors in ensuring Food safety in Uzbekistan. The information required for the study was obtained mainly from foreign literature, statistical and regulatory databases.

Analysis and results. With the growing population of the country, the decline of agricultural land in the context of intensification of urbanization processes, the issue of expanding opportunities for food production and meeting the needs of the population is becoming more acute from year to year. According to a study conducted by the British Economist Intelligence Unit, Uzbekistan ranks 83rd in the ranking of food safety. Analysts studied and evaluated the quality, safety, adequacy and popularity of food products in 113 countries around the world. [5].

The area of agricultural land in the country increased from 28080.4 thousand hectares in 1990 to 25621.6 thousand hectares in 2015, respectively, the area of arable land from 4176.5 thousand hectares to 4043.6 thousand hectares, irrigated land from 3407.3 thousand hectares to 3288.2 thousand hectares, and agricultural arable land decreased from 4200.1 thousand hectares to 3694.2 thousand hectares. This underscores the urgency of ensuring food security.

From the first years of independence, the country has implemented a strategy aimed at reviewing and improving the structure of agricultural crops on the basis of agrarian reforms to ensure Food safety. In particular, the implementation of the Program aimed at achieving grain independence in our country has acquired great socio-economic and political significance. If in 1990 more than half of the sown area was technical crops, including cotton, by 2019, their area was reduced by 35.1%. At the same time, the share of grain crop areas increased from 24% to 45.2% of total crop area (see Table 1).

The data in Table 1 show that in 2019, compared to 1990, the share of potato crop area increased by 2.0 times, vegetables by 3.2% to 5.3%. At the same time, the share of fodder crops decreased from 14.8% to 8.9%.

Table 1

Dynamics of changes in the structure of agricultural lands in Uzbekistan (1990–2019, (in thousand ha) [6]

	1990	1995	2000	2010	2016	2019
Arable land, total thousand ha	4200,1	3628,1	3778,3	3708,4	3706,7	3309,4
Including						
Grain products	1 008,0	1 625,4	1 586,9	1 676,2	1 675,4	1 505,8
Technical crops	2 322,7	1 375,0	1 560,4	1 416,6	1 371,5	1 191,4
Hence the cotton	2 238,7	1 309,7	1 443,3	1 342,4	1 301,1	1 102,0
Potatoes	37,8	76,2	49,1	70,5	81,5	76,1
Vegetables	134,4	181,4	124,7	170,6	196,5	185,3
Melon food products	75,6	54,4	34,0	51,9	51,9	49,6
Forage crops	621,6	315,6	423,2	322,6	329,9	301,2

As a result of the gradual reform and diversification of agriculture in our country, over the years of independence, grain independence has been achieved, the production of nutritious agricultural products has grown sharply. In 2019, compared to 1991, the production of grain products increased by 4.2 times, potatoes by 847.5%, fruits by 595.5%, grapes by 363.9%, vegetables by 343.9%, melons by 226.2%. increased by%. At the same time, the volume of production of raw cotton decreased by 37.6%. Its share in the total volume of agricultural production decreased from 47.7% to 11%.

Structural changes are also taking place in the livestock sector in our country. During the years of independence, the number of cattle has increased more than 2.4 times, the number of cows has more than doubled. The number of sheep, goats and poultry more than doubled during the same period.

As a result of the increase in the number of livestock, the share of livestock products in the total volume of agricultural production increased from 36.6% in 1990 to 41% in 2019. This was achieved due to the increase in the number of livestock on farms. In 2019, 94% of cattle, 84.8% of sheep and goats, and 61.9% of poultry accounted for the share of farmers. As a result, between 1990 and 2019, meat production (live weight) increased by almost 3.1 times, milk by 3.5 times, eggs by more than 6.3 times (Table 2).

Table 2

Dynamics of growth of production of basic types of livestock products (thousand tons) [7]

	1990	2000	2010	2015	2019	2019 in% compared to 1990
Meat	789,1	841,8	1461,4	2033,4	2 473,6	313,4
Milk	3034,2	3632,5	6169,0	9027,8	10 714,3	353,1
Eggs, million pieces	1231,8	1254,4	3061,2	5535,4	7 771,2	630,8

It should be noted that the measures taken by the government to develop diversified farms and dehkan farms in the country have led to an increase in the volume and share of agricultural food products in agriculture.

As a result of measures taken in our country to intensify and diversify agricultural production, introduce modern agro-technologies, improve seed

production, the productivity of agricultural crops has increased. The average grain yield per hectare increased from 17.3 quintals in 1991 to 45 quintals in 2016, respectively.

Conclusion and recommendations. The mechanism of Food safety in the Republic of Uzbekistan is based on three important areas: regulation and promotion of food production in the agro-industrial complex, ensuring access and consumption of food products and improving the organization of food safety management. In our opinion, the mechanism of food security includes the following measures in the field of regulation and promotion of food production in the agro-industrial complex:

- Establishment and improvement of the legal, regulatory framework for Food safety;
- Encouraging the development of food production through the budget. This includes tax benefits, subsidies and subventions;
- Stimulation of food production through monetary policy support. This includes the introduction of a system of preferential lending;
- Customs tariffs and non-tariff regulation of food exports and imports;
- Encourage investment in the agro-industrial complex (AIC);
- support for food producers. At the same time, support and encouragement of farmers, dehkan farms and landowners, enterprises, food industry enterprises producing agricultural food products.

It is expedient to further increase the volume and accelerate the growth of agricultural food production in the Republic of Uzbekistan, to introduce practical experience of foreign countries in achieving high production efficiency.

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MODERN APPROACHES TO TEACHING FOREIGN LANGUAGES

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Annotatsiya – Maqolada xorijiy tillarni o'rganishda loyiha usulini qo'llash va uni an'anaviy jarayon bilan birgalikda axborot-kommunikatsiya texnologiyalariga integratsiyalash, shuningdek, chet tili sifatini oshirish uchun Internet va veb-texnologiyalardan foydalanish masalalari muhokama qilinadi.

Kalit so'zlar: loyiha usuli, axborot-kommunikatsiya texnologiyalari, veb-kvest, ko'nikmalar, Internet.

Аннотация: В статье рассматривается применение проектного метода в изучении иностранных языков и его интеграция в информационно-коммуникационные технологии в сочетании с традиционным процессом, а также использование Интернета и веб-технологий для повышения качества владения иностранным языком. обучение.

Ключевые слова: проектный метод, информационно-коммуникационные технологии, веб-квест, навыки, Интернет.

Abstract – The article discusses the application of the project method in the study of foreign languages and its integration into information and communication technologies in conjunction with the traditional process, as well as the use of the Internet and web technologies to improve the quality of foreign language learning.

Key words: project method, information and communication technologies, web quest, skills, Internet.

Introduction. The scientific and technological revolution has led to a sharp increase in information, defined the requirements for knowledge of foreign languages, and thus marked a new approach to the methodology of teaching foreign languages.

Traditional pedagogical technologies are not enough to fully master the ever-increasing knowledge and the rapid updating of teaching materials does not contribute to the rapidly changing flow of information. The problem of self-education, independent mastering of educational materials, processing of the received data, drawing of conclusions and support skills on the basis of the necessary information is becoming more and more important. Working with data in foreign languages is especially important given the capabilities of the Internet. The use of information and communication technologies (ICT) reveals the enormous potential of computers as educational technology and allows us to create a wonderful world of knowledge that is open to all. ICT has a number of advantages over traditional learning technologies. They combine audio-visual information of any form (text, sound, graphics, animation, etc.). This type of achievement allows the user to interact with the system, as well

use various forms of independent activity to obtain and process information that significantly affects the quality of student knowledge.

Literature review. Recent research and analysis of publications have shown that the problem of using the project method in the teaching process, its integration with information and communication technologies V. Bikov, R. Khurevich, M. Jaldak, N. Morze, S. Sisoieva, Y. Steel, Polat, M. Buxarkina, M. Moiseieva, O. Petrov, I. Trainiev, Y.Bykhovsky and others. Emphasis on the use of project-based technology and telecommunications projects in foreign language learning.

The purpose of the article is to consider the project method, its integration with ICT and the use of Web 2.0 technologies in foreign language teaching, to influence the formation of information and communication competence and quality of knowledge of a foreign language.

Analysis. Today, the advantages of modern information and communication networks and the possibilities of electronic forms of educational materials are widely used. The use of ICT in the teaching process allows us to reach a qualitatively new level of learning foreign languages. However, it is important to distinguish between the concepts of 'learning through ICT' and 'learning through computers'. In this case, using a computer does not mean using ICT for slide presentations, such as using Power Point [11].

The transition to e-learning in education will lead to changes in the structure of the educational process [9].

Consider the definition of e-learning.

E-learning is an e-learning system that is often used as a synonym for the following terms: e-learning, dis-education, computer-assisted learning, network learning and virtual learning, learning using information or electronic technology.

There is also a definition given by UNESCO experts: E-learning is a form of learning using the Internet and multimedia.

Nowadays, foreign language teachers in Ukrainian universities have gained great independence in the choice of educational technologies. While acknowledging the existence of different methods of teaching foreign languages, it should be noted that the rapid introduction of technologies based on the use of ICT. Most universities, on the other hand, do not abandon traditional teaching methods. Therefore, in the current situation, it is necessary to find a reasonable balance that will allow solving this problem as effectively as possible and thus helping the teacher to take a new approach to the educational process. It is necessary to expand the "narrow scope" of communication in the classroom, relying on practical forms of activity [6]. In order to learn, students need to move "out" of the classroom, demonstrating activism and self-confidence. In other words, it is necessary to activate the cognitive motivation of students to increase the effectiveness of the learning process.

To solve this problem, scientists and experts resort to a project approach [5]. The essence of the project approach is that the student, instead of learning new concepts from the speaker, discovers new facts and understands them for himself (the principle of constructivism). Hence, the role of the teacher is changing: the teacher changes from a teacher to a qualified colleague, a teacher [1].

The use of new teaching methods, such as project-based teaching, can help ensure the quality of education. Thus, in the process of applying the project approach in the educational process, a complex interaction of all the elements of this process, i.e. conceptual, illustrative, and training, control, etc., occurs. Use of game elements, e.g. "Questions" help to better understand and master the learning material.

Discussion. The quest is a computer game in which the player must use his knowledge and experience, as well as interact with the people participating in the quest to achieve the set goal [2].

When specially equipped (computer) classrooms are available, the project approach naturally integrates with the teaching process and at the same time does not affect the curriculum. This will allow you to achieve the expected learning objectives and unlock the potential of each student in the most effective way. Taking into account the peculiarities of the subject of "foreign language", such technology provides the necessary conditions for the activation of cognitive and speech activity of each student, allows him to understand and comprehend new language material, sufficiently practical gives you the opportunity to have fun; teaching the necessary skills. In the study of foreign languages, it is important that students receive independent instruction under the guidance of a teacher. This in turn helps in teaching skills that require systematic, continuous daily work [3].

Compared with traditional teaching technologies, this teaching technology has the following important advantages:

- develops creative competence as an indicator of a certain level of communicative knowledge of a foreign language [4];
- allows you to teach different aspects of communication and connect them in different combinations;
- helps to know the features and skills of speech;
- promotes the formation of linguistic skills;
- creates communicative situations;
- helps to automate speech movements;
- promotes the implementation of an individual approach;
- activates independent learning of students;
- saves time [5].

In order to effectively organize the learning process from ICT, the teacher should prepare the presentation in advance, provide a list of websites and other resources that can help solve the problem raised, as well as select questions or formulate the problem. The key is to raise issues that need to be addressed. The clearer and more precise the text of the assignment, the better the result. It is also important to discuss the final presentation, the outcome of the work (design, tour, site placement, etc.) [6].

The quality of the assignment largely depends on how well the lesson is organized using ICT methodologies. Performance results can be verified through ongoing monitoring using ICTs using test systems. Thus, the use of ICT and game technologies and the Internet opens up opportunities for the use of Web-quest project technologies [7].

Conclusion. The most important aspects of the use of modern educational project technologies are: the availability of the necessary equipment with access to the

Internet, as well as the training of professors and teachers who have mastered ICT, how to implement these technologies and methods requires relevant knowledge; can be used when learning foreign languages.

Therefore, it is necessary to take into account the great responsibility of the teacher in such lessons, as he is not only a science consultant, but also an organizer of independent learning and cognitive, communicative and creative activities of students. The teacher has the opportunity to improve the learning process, to develop the communicative competence of the students and to develop their personality as a whole.

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SOCIO-CULTURAL ASPECTS OF LINGUOCULTURE "CLOTHING" IN ENGLISH AND UZBEK LANGUAGES

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Annotatsiya – Ushbu maqola ingliz tilining "Liboslar" leksik va frazeologik sohasini tilshunoslik, tilshunoslik va madaniyatshunoslik, lingvosemiotika va madaniy tilshunoslik nuqtai nazaridan har tomonlama tahlil qilishga bag'ishlangan. Ushbu yondashuvning dolzarbligi "Kiyim" lingvokultorologik sohasi utilitar va ramziy jihatlarga ega bo'lgan kommunikativ tizim sifatida belgilar nazariyasi nuqtai nazaridan yetarlicha o'rganilmaganligi bilan bog'liq.

Kalit so'zlar: leksik va frazeologik soha, lingvosemiotika va madaniyat tilshunosligi, kiyim-kechak, ramziy jihatlar.

Аннотация: Статья посвящена комплексному анализу лексико-фразеологического поля английского языка «Одежда» с позиций собственно лингвистики, лингвокультурологии, лингвосемиотики и лингвокультурологии. Актуальность данного подхода связана с тем, что лингвокультурологическое направление «Одежда» недостаточно изучено с позиций теории знаков как коммуникативной системы, имеющей утилитарный и символический аспекты.

Ключевые слова: лексико-фразеологическое поле, лингвосемиотика и лингвокультурология, одежда, символические аспекты.

Abstract – This article is devoted to a comprehensive analysis of the English lexical and phraseological field "Clothes" from the angles of linguistics proper, linguistic and cultural studies, linguosemiotics and cultural linguistics. The relevance of this approach is due to the fact that the linguocultorological area "Clothes" has not been sufficiently studied from the standpoint of the theory of signs as a communicative system that has utilitarian and symbolic aspects.

Key words: lexical and phraseological field, linguosemiotics and cultural linguistics, clothes, symbolic aspects.

Introduction. Based on the peculiarities of motivation, the names of clothes of the secondary nomination of the thematic group "clothes" in the compared languages from a semantic point of view can be divided into two groups: 1) names of clothes formed on the basis of establishing the contiguity of objects in space (metonymic transfer of meaning) and 2) names of clothes, formed on the basis of the associative-semantic principle and metaphoricity [1].

Metonymic connections in the group under study are carried out according to the following models: material - product, place - object, property - object, action - result, author - work, social event - object, whole - part (part - whole). Metaphorical connections are not so diverse, they are represented by models: similarity of form (a significant number of linguistic cultures), similarity of function (isolated cases), character of a feature (isolated cases) [2].

Literature review. A quantitative analysis of the filling of the groups of principles for the nomination of clothing items in the languages of the study showed that, despite the relative homogeneity of the distribution of English and Uzbek names of clothing by semantic zones, each of the compared languages shows its own characteristics.

As a distinctive feature of the Uzbek language, one can note the tendency to reflect in the names of clothing the method of production that is used in their manufacture. This motivational feature, although represented in the Russian language by only 5% of the linguistic culture of the studied thematic group, is completely absent in the English language [3]. The Uzbek language also demonstrates a greater tendency to reflect in the names of clothes the motivational attribute "the purpose of the thing", while in the English language we noted several groups that have the same percentage of representativeness in the studied thematic area.

Analysis. These are groups formed on the basis of the motivational features "social and professional affiliation", "place" and "property" [4].

In the minds of native speakers of English and Uzbek, clothing is less associated with the names of parts of the human body. Categories such as "material", "wearing" and "shape" are equally represented in the languages of the study. The latter is also the most voluminous in terms of the number of linguistic cultures represented in it in both languages. In contrast to the Uzbek language, in the English names of clothing, which were marked by a national-cultural component, proper names were reflected to a much greater extent (imackintosh (from the surname of the inventor Mackintosh) - waterproof raincoat; jack (from his own name Jack) - soldier's leather sleeveless jacket) [5].

The results of ethnolinguistic analysis show a high degree of anthropomorphism of the vocabulary of the compared languages, where the largest number of linguistic cultures is associated with the physical characteristics of a person, his properties and activities [6].

In addition, in the thematic group "clothes" in English, in comparison with Russian, there is a very large share of toponyms (Oxford shoe (from Oxford - the name of the university) - lace-up shoes; Bermuda shorts (from Bermuda - the name of the island) - Bermuda shorts), which, probably testifies to the scrupulousness of the English language mentality, which seeks to reflect all the realities of the surrounding world with maximum accuracy [7].

Discussion. All motivational features that served as the basis for naming clothing items in English and Uzbek can be divided into parametric (external features of items perceived by all human senses) and pragmatic (attitude to clothing items in terms of their functionality and benefits). In percentage terms, parametric features in the study group, both in Uzbek and in English, account for more than 90% of the total

number of motivational features identified in the study group. Such a clear prevalence of parametric features over pragmatic ones indicates that for the thematic group "clothing" it is the external appearance of the object that is dominant and most significant [8].

The most representative feature among the features reflecting the appearance of garments in both languages of the study was the "form" feature. This is due to the fact that most of the information perceived by the human brain is visual images that are striking [9].

In the thematic group "clothes", both in English and in Uzbek, the transfer of the name is more often carried out on the basis of metonymic rethinking. Metonymization is noted in 73% of cases in Russian and in 66% of cases in English. Metaphorical rethinking was recorded by us in 27% of the linguoculture of the Uzbek and 34% of the linguoculture of the English language.

In general, based on the results of the study of the degree of motivation by the linguoculture of the thematic group "clothes" in English and Uzbek, a number of basic provisions can be distinguished, which, in our opinion, are of great importance when considering this problem.

Firstly, it is indicative that the thematic group of clothing names in English is more voluminous and diverse in comparison with a similar group in Uzbek [10].

Secondly, the difference in the dominance of some motivational features over others revealed in the languages of the study indicates a difference in the attitude of native speakers of English and Uzbek to the world around them, and this confirms our assumption that the language is an integral part of the national mentality, lifestyle and national history.

Conclusion. At the same time, the metaphorical transfer in both languages of juxtaposition in the overwhelming majority of cases is based on the similarity of the form. Metonymic transfer of meaning prevails over metaphorical one, and in the English language the number of linguoculture-metonymy not only doubles the number of linguoculture-metaphors, but also almost three times exceeds the number of similar linguoculture-metaphors in Uzbek. As a distinctive feature of word formation in the English language, one can undoubtedly note the phonological and literal methods, as well as the lexicalization of the free combination of words, which is completely uncharacteristic of the Uzbek language. All the results obtained in the course of morphemic analysis were subsequently confirmed by us in the analysis of the motivological basis of the formation of the study group by linguistic culture.

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LITERARY ANALYSIS OF SA'DI SHERAZI'S WORK "BOSTON" AND THE VIEWS OF HIS CONTEMPORARIES

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Annotatsiya – maqolada Sa'diy Sheroziyning adabiyotga qo'shgan hissasi haqida qisqacha ma'lumot keltirilgan, Shu bilan birga Sa'diy Sheroziyning "Bo'ston" nomli asari adabiy jihatlar tahlil qilingan, bundan tashqari tahlilllar misollar yordamida ifodalangan.

Kalit so'zlar: zamonaviy adabiy tanqid, "Bo'ston", mumtoz adabiyot, she'riyat, axloqiy, tarbiyaviy, aforistik, didaktik fikrlar.

Аннотация - статья представляет собой краткий обзор вклада Саади Шерази в литературу. В то же время в произведении Саади Шерози «Бостон» анализируются литературные аспекты, а также анализируются примеры.

Ключевые слова: современная литературоведение, «Бостон», классическая литература, поэзия, нравственные, воспитательные, афористические, дидактические мысли.

Abstract - The article provides a brief overview of Saadi Sherazi's contribution to literature. At the same time, Saadi Sherozi's work "Bo'ston" analyzes the literary aspects, as well as analyzes using examples.

Key words: modern literary criticism, "Bo'ston", classical literature, poetry, moral, educational, aphoristic, didactic thoughts.

Introduction. Ferdowsi. Although Ferdowsi wrote the epic "Shahnameh", and it deals with battles and battles, but in many places in his work he placed instructions and moralizing maxims. This can be seen in all poems. This side of Ferdowsi's creativity has been revealed by many. The influence of Saadi on the work of subsequent writers Fate will dress the poor man in brocade. On the other hand, in "Bo'ston" Saadi shines the image and reveals the character traits of the messenger of God. The Bo'ston also contains borrowings from the Koran (verses) and from hadiths (sayings) of the prophet [1].

Literature review. According to many researchers, the reason for the longevity of "Bo'ston" is that this book was a textbook in a madrassah, contained moralizing, philosophical and social issues. Along with the pronounced artistry "Bo'ston" contains a lot of valuable and useful information on the religion of Islam, and everyone will find a lot of instructive in it. The use of hadiths shows Saadi's skill in narration, that is, the appropriate insertion into the canvas of the work of the required hadith and strengthening the influence of his reasoning, on the other hand, the author himself appears as a devout person who knows all the subtleties of the religion of Islam [2].

Analysis. Saadi managed to convey the meaning of monotheism, divine revelation in his ideal world, depicted in Bo'ston, with figurative expressions, in an elegant language. The tonality and musicality of his poems capture the souls of his readers, whether simple or learned. He believes that no one can fully comprehend the essence of God and contemplate its blinding brilliance; even in the imagination it is impossible to imagine.

Only the heart can comprehend the essence of God. This path is covered with roses in Saadi's "Bo'ston" flower garden and he points his travelers to their true beloved. This is done in short, but all-encompassing, beautiful expressions [3].

Another point that, in our opinion, is of interest is that Saadi took stories and legends as the basis of his work and on this basis through poetry sets out his goals - religious, moralizing, didactic, etc. To express their ideas, this method was used by predecessors Saadi. It is known that the narrative genre was developed in world literature, and in the East, the narrative had a very high development among various segments of the population. In the Middle Ages, individuals appeared who were engaged in the narration of legends and legends. People gathered around them and listened to their story [4].

The storytellers told many stories and legends about the prophets, about the saints of the faith, and the Koran served as the source for such legends. Saadi was an imitator of these storytellers, but his narrative is distinguished by a masterful artistry and expressiveness of language.

As already noted, Saadi's book consists of ten chapters, which touch on the most important moral and social topics. Indeed, Saadi "among scholars and theorists of the past is one of the thinkers who put theory into practice. His reasoning about morality has a scientific basis; they are also based on observation and on practical principles. Contrary to some medieval figures of philosophy, morality and Sufism, Saadi draws attention to the real reality of life in this world, impartially points the way, instructs. By this feature, "Bo'ston" differs from other works of classical literature in its idealism" [5].

Discussion. Considering Saadi's Bo'ston from a structural point of view, one can conclude that when compiling this book, the author was influenced by Nizami's "Treasury of Secrets". In his work, Nizami brings up a topic for discussion and cites a story to confirm his thoughts. This design is also used in Saadi's Bo'ston. This is first encountered in Sana'i's Garden of Truth, but on a broader scale. But Saadi, in all likelihood, was more under the influence of Nizami than Sanoi [6].

On the other hand, it should be noted that in most cases we inherited the narrative genre from the literature of the Middle Ages. The authors, turning to the narrative genre, assessed the stories, legends, and legends of the former in their own way, processed them in a new form and design, presented them to the readers of their era in a new understanding. Some of the stories were examples of folk art. But Saadi made little use of the stories of his predecessors. It seems he did not completely trust the previous sources; some of his stories are the fruit of his imagination or are taken from folk art [7]. Based on statistics, we can say that about twenty to thirty percent of Saadi's stories go back to their predecessors, more than half of Saadi's stories are the fruit of his individual creativity, his imagination.

The story "The learned poor man" mentions the day of the last judgment and talks about the difficulties of this day (Koran, Surah Mudasir, verse 9). A judge (kazi) who disrespectfully treats the learned poor man will be punished on the day of the last judgment [8].

Hyperbole and excessive exaggeration (muboliga va player). In four couplets (beits) of the story, there is hyperbole and excessive exaggeration (9, 45) and average, normal hyperbole (28, 37). The 28 couplet speaks of the judge's turban (kazi), 50 cubits long, and the 37 couplet speaks of a hundred slaves walking after the judge (kazi) [9].

Thougt Level. Realism and accurate description of situations and scenes in the story help the reader to clearly imagine the events taking place and to perceive and feel them with the mind. In the story under consideration, the action unfolds in the era of Saadi, at a time when arrogant and arrogant officials like a judge (kazi) and poor scientists met. Saadi sees himself in the person of such scientists. Everything that happened, the experiences of the poor scientist was part of the life practice of Saadi himself [10].

The main leitmotif of the story, which belongs to didactic literature, is the praise of modesty and humility. A modest scientist with the power of his word and his clear

mind defeats an arrogant, arrogant official. Saadi praises modesty not only in this story, but also in his other works. In his opinion, if a person wants to be higher than others, then he must adhere to modesty. To this he calls upon all the inhabitants of his imaginary city. He is confident that the power of knowledge can achieve perfection, become loved and respected in society.

Conclusion. From the examples given, it can be seen that many couplets (bayts), in addition to the main meaning, have a secondary meaning. This moment indicates that Saadi paid attention not only to the issues of education and instruction, he also did not forget about the artistic design, imagery of his creation, i.e. "Bo'ston" in general and the story in question in particular. He did not lose sight of the principle of presentation - what to say and how to say; its purpose was to grab the attention of the reader. And he achieved this thanks to the simplicity and clarity of the language, using the technique of "detachment". All this constitutes a special manner of his presentation, the main feature of his work.

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THE PROBLEM OF RECREATING THE AUTHOR'S STYLE IN LITERARY TRANSLATION (BASED ON THE WORKS OF SAADI SHIRAZI INTO FRENCH)

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Annotatsiya – maqolada adabiy uslubni tarjimada qayta tiklash muammolari haqida umumiy ma'lumotlar keltirilgan. Shu bilan birga bu muammolarni Sa'diy Sheroziy asarlari orqali tahlil qilingan. Bundan tashqari adabiy uslubning tarjimada tutgan o'rni misollar yordamida tahlil qilingan.

Kalit so'zlar: adabiy uslub, Sa'diy Sheroziy, O'rta asr she'riyati, "Bo'ston", she'riyat, adabiy yodgorliklar.

Аннотация - В статье дается обзор проблем восстановления литературного стиля в переводе. В то же время эти проблемы анализируются в трудах Саади Шерази. Кроме того, на примерах анализируется роль литературного стиля в переводе.

Ключевые слова: литературный стиль, Саади Шерози, средневековая поэзия, «Бостон», поэзия, литературные памятники.

Abstract – The article provides an overview of the problems of restoring literary style in translation. At the same time, these problems are analyzed through the works of Saadi Sherazi. In addition, the role of literary style in translation is analyzed using examples.

Key words: literary style, Saadi Sherozi, medieval poetry, "Bo'ston", poetry, literary monuments.

Introduction. Persian-Tajik poetry, which has worldwide fame for more than a thousand-year history of its development, has presented the treasury of world culture with genetical works of art of Sufi-didactic content, such as "Khadikat al-haqiqa" ("Garden of Truth") by Sanai Ghaznevi, "Mahzan ul-asror" ("Treasury of Secrets") Nizami Ganjavi, "Mantiq ut-Tayr" ("Language of the Birds"), "Asrar-name" ("Book of Secrets") by Faridaddin Attar, "Masnavi Ma'navi" ("Spiritual Mesnevi") by Jalaladdin Rumi etc. Among the masterpieces of medieval poetry in Farsi is Saadi's "Bo'ston", which is an incomparable treasure in the treasury of world literature. Over the centuries, due to the emergence of new views and views in literary studies, the emergence of new directions and schools in the study of literary monuments, Saadi's creations always keep pace with the times, his eternal teachings, especially his educational and moralistic views, also correspond to modern the requirements of the world community [1].

Literature review. "Bo'ston" ("Fruit Garden") or "Saadi-name" Saadi Shirazi is the fruit of reflections, Sufi, didactic and socio-political views of its author, a mirror

that reflects the character traits, behavior, morals and aspirations of a people with an ancient history. The topics touched upon in "Bo'ston", such as justice, wisdom, prudence, charity, beneficence, love for God and love intoxication, humility, modesty, contentment with little, peace, gratitude, repentance, etc., have a great educational, aesthetic, public and political significance in our days [2].

It should be noted that the study of "Bo'ston" in the ideological and artistic aspect, the definition of Sufi, didactic, aesthetic, literary and socio-political views of Saadi, his skill in creating images of the Sufi-didactic poem, can provide the necessary information about the development of artistic thought in the middle Ages, to contribute to the solution of issues of the development of literary styles, the connection of literature with the worldview of the era and artistic comprehension of the surrounding world, to shed light on the stages of the history of the formation and development of the Sufi-didactic poem [3].

Analysis. The relevance of this article lies in the fact that the leading idea of a civilized society and the primary task at the present stage is the attitude towards man as the highest value of being, aimed at developing the personality as a subject of creative activity. The implementation of this task is facilitated by the study of the ideological and artistic features of Saadi's "Bo'ston", which allows us to present the most complete real picture of the socio-political life of the author's era, to trace the features of artistic thinking, creating images, to discover the spiritual foundations that bind whole generations [4].

So far, many books and articles have been written about "Bo'ston" Saadi, and researchers have raised various problems related to this production. Despite this, a number of problems related to "Bo'ston" still remain unbaptized. According to the information of the Iranian scientist Kavus Hasanli, cited in his book "Encyclopedia of Research on Saadi" from 1922 to 1997, 1000 monographs, 576 articles, 52 books devoted to his life and work were written about Saadi, 38 times Saadi's works were published in the form of "Kulliyat" (Complete collection of works), selected works, collections of gazelles, etc [5]. At first glance, the indicated number of studies or publications of Saadi's works seems impressive, but if you look closely, among them, the number of studies devoted to "Bo'ston" is insignificant. Interest in "Bo'ston" Saadi in Europe arose as early as the 17th century with the publication in 1696 of a German translation of Ilyaus called "The Garden of the Persian Tree". In 1762, a book was published in French called "The Eastern Traditions and Teachings of Saadi", which included "Bo'ston" by an unknown translator. In 1850, the German translation of "Bo'ston" was made and published by K.H. Gradam, and in 1852 by Schlecht by Vesserad in 1791-1795, in Calcutta was published "Kulliyat" Saadi, which covered prefaces in English, which expressed the views of the compilers on the life and work of Saadi, including "Bo'ston" [6]. With the publication of the said "Kulliyat", the study and translation of Saadi's creative heritage in English begins. In Europe, the German orientalist Hermann Ete made a significant contribution to the study of Saadi's life and work. In 1904, the fundamental work "Foundations of Iranian Philology" was published in Strasbourg. In his article, included in this book, G. Ete paid attention to the work of Saadi, expressed his views on "Bo'ston". Valuable thoughts and remarks

about "Bo'ston" by Saadi are also found in "History of Persian Literature" by E. Brown and "History of Persian-Tajik Literature" by Czech Iranianists, edited by J. Ripk [7].

The publication and study of Saadi's "Bo'ston" in Iran began in the first half of the 20th century, with the celebration of the 700th anniversary of the creation of "Guliston" and "Bo'ston" and the publication of articles by Muhammad Qazvini, Abbas Iqbal Oshtiyani, Mulikashshuar Bahar, Aliasgar Hikmat, Rizazade Shafak, Badi' Uzzaman Furuzanfar and others. The Kulliyat was published by Saadi Muhammad Ali Furugi, which also included "Bo'ston". Subsequently, separate editions of "Bo'ston" appeared, carried out by Gulamhusain Yusufi, Muhammad Hazaili, Nurullah Iranparast, Muhammadali Nosekh and Khalil Khatib Rahbar [8]. Since 1999, a collection of articles devoted to the life and work of Saadi has been published annually in Iran. In the articles and books of the Iranian scholar S. Nafisi, B. Furuzanfar, A. Hikmat, Z. Safa, M. Muhakkik, A. Dashti, M. Furugi and others, issues related to the structure and content of Saadi's "Bo'ston" were also considered. The "Commentary on "Bo'ston" by Muhammad Hazaili and "Encyclopedia of Studies on Saadi" by Kavus Hasanli were published. In our opinion, Hazaili's commentary on "Bo'ston" is the most valuable and credible from a scientific point of view [9].

Discussion. Research into the life and work of Saadi, including his "Bo'ston" in Russia, begins at the end of the 19th century. One of the valuable studies that have important information about Saadi and his work is the work of the Russian orientalist A.E. Krymsky "History of Persia, its literature and dervish theosophy." The introductory article by K. Chaikin, written to his translation of "Bo'ston", which was published in 1935, is of considerable value. Noteworthy views about Saadi and his "Bo'ston" are also found in the book by I. Braginsky "12 miniatures" [10].

In Tajikistan, the history of scientific research and publication of Saadi's "Bo'ston" is associated with the name of Sadriddin Aini. In 1945 he published the main part of "Bo'ston" with a valuable introduction containing important information about this work of Saadi. In this introduction, S. Aini compares Saadi's "Bo'ston" with Ferdowsi's "Shohnoma".

Starting from the 60s of the twentieth century, along with the publication of Saadi's creative heritage, studies of Tajik scholars such as H. Mirzazade, N. Kakharova, A. Afsakhzoda, N. Kulmatov appeared, who also considered issues related to "Bo'ston". For the first time in Tajik literary criticism A. Nasriddin transposed the stories of "Bo'ston" into prose and published them with a commentary and a detailed introduction under the title "Wonderful stories from Sheikh Saadi's "Bo'ston". From a review of the existing literature on Saadi's "Bo'ston", it turns out that they mainly relate to the translation of this work, and the study of issues related to its structure, content, genre, ideological and artistic features still remain insufficiently studied. Until now, there is no separate monographic work on "Bo'ston", especially studies containing solutions to the problems that we set ourselves in this dissertation.

The methodological basis of this article is formed by the principles of historical-typological analysis, historical-literary determinism of literary principles, problems and questions. At the same time, it mainly relies on the publication carried out by Muhammad Ali Furugi and the comments of Muhammad Hazaili to "Bo'ston",

published in 1985. Also, various editions of "Kuliyat" by Saadi and his "Bo'ston", carried out by Gulamhussein Yusufi, Nurullah Iranparast, Khalil Khatib Rahbar, Rustam Aliyev and other literary critics, have become the subject of article. For the purposes of compilation and comparison, we also used "Kuliyat" and divans of poems by predecessors, contemporaries and followers of Saadi, such as Abdallah Ansari, Sanai Geznevi, Faridaddin Attar, Jalaladdin Balkhi, etc.

The main sources of this article are the editions of Saadi's "Bo'ston", especially its two editions prepared by Muhammad Ali Furugi and Bahauddin Khuramshahi, placed in Saadi's Kulliyat. Saadi's "Bo'ston", published by Rustam Aliyev and Muhammad Khazoili, are also important sources. In the course of our work, we also attracted to the study the comments of Sururi, Sudi, Hawaii Parsui, Riyaz Ali to "Bo'ston", the works of Kavus Hasanli, Abbas Iqbal Oshtiyani, Muhammad Qazvini, Malikushshuar Bahar, Aliasgar Hikmat and other literary scholars and his works of Saadi.

Conclusion. In this article, for the first time in modern literary criticism, the structure, content, themes and ideological and artistic features of Saadi's "Bo'ston" have become the subject of deep and comprehensive research, the principles, reasons and sources of Saadi in the creation of this article have been identified, the place of Saadi and his "Bo'ston" in history has been determined Persian-Tajik literature.

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LINGUISTIC FEATURES OF THE NAME OF THE DISEASES IN THE DICTIONARY (ON MATERIALS OF ENGLISH, RUSSIAN AND UZBEK LANGUAGES)

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Annotatsiya – Maqolada til tasvirining bir qismi bo'lgan, odamlarning tibbiyot haqidagi bilimlarini aks ettiruvchi kasalliklarning nomlari muhokama qilinadi. Kasalliklarning terminologik bo'lmagan nomlariga, ularning zamonaviy ilmiy ma'ruzada tuzilishi va faoliyatiga ahamiyatsiz e'tibor qaratiladi; bu so'zlar alohida tahlil qilinmaydi va faqat boshqa muammolar nuqtai nazaridan ko'rib chiqiladi.

Kalit so'zlar: tibbiyot, kasalliklar, terminologik nomlar, Jahon Sog'liqni saqlash tashkiloti, kasallik nomi.

Аннотация - В статье обсуждаются названия болезней, входящих в языковую картину, отражающую знания людей в области медицины. Незначительное внимание в современном научном отчете уделяется нетерминологическим названиям болезней, их структуре и активности; эти слова не анализируются отдельно, а рассматриваются только с точки зрения других вопросов.

Ключевые слова: медицина, болезни, терминология, Всемирная организация здравоохранения, название болезни.

Abstract - The article discusses the names of diseases that are part of the language picture, reflecting people's knowledge of medicine. Insignificant attention is paid to non-terminological names of diseases, their structure and activity in the modern scientific report; these words are not analyzed separately and are only considered in terms of other issues.

Key words: medicine, diseases, terminology, World Health Organization, disease name.

Introduction. The World Health Organization (WHO) today called on scientists, national authorities and the media to follow best practices in naming new human infectious diseases to reduce their unnecessary negative impact on people, the economy and people.

"Several new infectious diseases have emerged in humans in recent years," said Dr. Keiji Fukuda, assistant director general for health and safety. "For some, this may seem like a trivial matter, but the names of the diseases are important to people who are directly affected." We've seen unnecessary slaughter of food animals. It exists. It has serious consequences for human life and survival. "

Literature review. Written in the middle Ages by the linguist-encyclopedist Mahmud Kashgari, the still-famous "Devonu lug'otit-turk" is an invaluable linguistic and historical monument of all Uzbek-speaking peoples. On the Mahmut Kashgari Dictionary, the scholar Malov: "a wonderful philological compound" [11]. This

valuable dictionary is an important resource for learning Turkic languages, including Kyrgyz. Linguist Boruzbaeva in her article "Mahmud Kashgari's dictionary as a source of historical study of the lexicon of the Kyrgyz language": there is to define some of its specific norms, to form its grammatical and lexical-semantic features" [12].

Therefore, the dictionary plays an important role in the historical study of modern English lexicon. This article collects explanations based on the body structure words described in the dictionary and comparisons with words in modern Uzbek. In addition, the article discusses the similarities and differences in the appearance of some words in other Russian languages [2]. It has been found that most of the body composition words in this work are used in modern English; some of them are phonetically modified; some words are not used in modern Uzbek lexicon and have other meanings.

Analysis. Conditions to avoid include geographical location (e.g. Middle East respiratory syndrome, Spanish flu, Rift Valley fever), names of people (e.g. Kryuttsfeldt-Jacob disease, Chagas disease), animals or food, food species (e.g., swine flu), bird flu (influenza, monkey flu), cultural, population, industrial, or occupational data (e.g., legionnaires), and terms that cause extreme fear (e.g., unknown, fatal, epidemic) [3].

The new best practices do not replace the existing ICD system, but provide a temporary solution before giving the final name of the ICD disease. These advanced experiments apply only to common names of diseases that do not affect the work of existing international bodies responsible for the scientific taxonomy and nomenclature of microorganisms [10].

The final name of any new human disease is determined by the International Classification of Diseases (ICD), which is administered by the World Health Organization. The ICD classifies diseases and other health problems by physicians, nurses, researchers, health data managers and coders, policymakers, insurers, and patient organizations around the world, and classifies them as health and death, classifies, is the standard for classification into certificates. This allows the storage and retrieval of diagnostic data for clinical, epidemiological and qualitative purposes. These records are also used by WHO member states to compile national statistics on mortality and morbidity. Finally, the ICD is used to make payments and decide on the allocation of resources across countries [4].

Mankind has long been concerned with health and longevity, and with the diagnosis and treatment of disease. Naturally, the medical dictionary plays an important role in the lexical system of the Russian language.

Therefore, the problem of medical vocabulary does not leave linguists indifferent as a complex interaction of terminology and generally accepted colloquial names of certain phenomena related to this area of human activity. Thus, based on the materials of special concepts of different fields of medicine, an attempt is made to distinguish typological terminology as a relatively stratified linguistic discipline [9].

Such as linguists G.A. Abramova, E.A. Akimova, N.E. Ma-zalova, V.T. Katerinich, V.A. Merkulova, A.B. Yudin, O.A. Cherepanova, it should be noted that the characteristics of the most common diseases and the accompanying symptoms, as well as a set of treatment methods of traditional Russian medicine V.F. Demich

(Russian Traditional Medicine Essays, 1942) and G.I. Popov ("Russian folk medicine", 1953), medical scientists of the first quarter of the XX century [5].

E.A. Akimova studies non-terminological names of diseases from a linguistic and cultural point of view. The researcher, who focuses on the study of motives based on the names of concepts in the dictionary of folk medicine, analyzes the cognitive side of naming, taking into account the axiological component [6].

V.T. Katerinich describes how the Christian component manifests itself in the field of medical vocabulary: considers the sources and timing of the emergence of such a nomenclature in diseases, body parts, folk and terminological names of medicines [8].

The origin of the folk dictionary belonging to the semantic field of medicine is V.A. Merkulova. His articles ("Famous Names of Diseases", 1972 and "Three Russian Medical Terms", 1988) cover the etymology, comparison, penetration, and history of combining non-terminological names of diseases that work with similar names in other Slavic languages takes the known name of the disease in Russian; interpreting the meanings of a number of non-terminological names of diseases and related events. A.V.'s monograph, Yudin's Onomastics of Russian Conspiracies (1997) is a complete description of the corpus of appropriate names found in magical Russian folklore texts [7].

Conclusion. According to foreign linguists Pius Ha-ken and Renata Panokova, "the use of medical language is an important area of research in modern linguistics, focusing on the interaction between physician and patient, the establishment of morphological and lexical issues 'includes'. Thus, a more comprehensive study of non-terminological names of diseases allows us to present this dictionary as part of the linguistic description of the world of Russian speakers, reflecting the knowledge of man about medicine.

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STRATEGIES FOR TRANSLATION OF THE IMPLICATURE EXPRESSED IN LITERARY DISCOURSE

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Annotatsiya – maqolada badiiy diskursda ifodalangan implikatura haqida ma'lumotlar keltirilgan, shu bilan birga badiiy diskursda ifodalangan implikaturani tarjimada voqelantirish strategiyalari haqida ham fikrlar keltirilgan. Bundan tashqari misollar keltirilgan va fikrlar dalillangan.

Kalit so'zlar: badiiy diskurs, implikatura, tarjima, voqelantirish strategiyalari, tarjimon, noaniq ma'no.

Аннотация – В статье представлена информация об импликативном выражении в художественном дискурсе, а также идеи о стратегиях трансляции импликативного выражения в художественном дискурсе. Приводятся также примеры и обосновываются мнения.

Ключевые слова: художественный дискурс, импликация, перевод, стратегии реализации, переводчик, неоднозначное значение.

Abstract - The article provides information about the implicative expressed in artistic discourse, as well as ideas on strategies for translating the implicative expressed in artistic discourse. Examples are also given and opinions are substantiated.

Key words: artistic discourse, implication, translation, realization strategies, translator, ambiguous meaning.

Introduction. The implicitness of the statements of the source text plays an important role in conveying the content of the original in translation. Problems with the transmission of the implied meaning arise if the implicitness of the original is inaccessible for perception by the receptors of the translation and if without its transmission it is impossible to understand the general meaning of the original text. When translating, it is necessary to determine whether the utterance in the host culture can retain the original implied meaning. The translator decides which parts of the implicit meaning of the statement in the translation need to be explicated, and which can be kept unexpressed. This is connected with the solution of the question, which parts of the cognitive environment of translation receptors should be attracted by the utterance and which language means should be used for this.

Literature review. Implication was understood as an unexpressed meaning, as a conclusion of an unexpressed meaning, and as an unexpressed logical-semantic relationship between two or more statements. Different names have been assigned to this implied meaning in the works of different researchers.

E.H. Starikova considers "implicit predication", which means the implied meanings of words, as well as the organization of a statement or a text with omitted

logical connections, on the basis of which several additional statements can be derived that describe additional unexpressed signs of a given situation.

V.A. Kukharenko calls implication "additional semantic or emotional content, realized through nonlinear connections between text units", to which she refers to additional content, which unites phenomena from the subtext of the text to the implicit meaning of the statement and to the content of the implication of individual words. Such content arises in context - from a sentence to a whole piece of art. Additional unexpressed content is formed mainly due to artistic techniques and methods of organizing textual material: articles, word order, the use of words that violate the logic of presentation, etc.

Analysis. Translation problems arise from the fact that incentives with the same language content may not be understood by representatives of another culture. All three parts of the cognitive environment required to interpret a statement can create translation problems. As a result, you have to add information or replace some of the content in order to:

1) the linguistic content of the stimulus was clear. Two cases are possible here:

- the presuppositions of the stimulus coincide both in the source language and in the target language;

- due to the lack of presuppositions in the target language, it is necessary to carry out pragmatic adaptation, for example, add information.

2) the second part of the meaning of the statement was clear - the specific contextual meaning, which contains knowledge about a specific situation and about the author's intentions.

This meaning is incomprehensible if the receptor can ask the question "What follows from this?", "Why am I saying this?" etc. Such expressions show that when understanding the linguistic content in the cognitive environment of the receptor, there is no knowledge that can help it understand the meaning of the stimulus in specific conditions. The intention of the author of the message may include the desire to calm down, scare, puzzle the interlocutor, etc.

3) enable the receptor to understand the thought "hidden" behind the stimulus, i.e. give the opportunity to display the implicative. This part of the implicit meaning of the utterance appears if the stimulus is used interpretively to indirectly convey other content.

In translation, it is necessary to replace part of the vocabulary or all of the linguistic content, since the receptors may draw the wrong conclusions or may not deduce the implicative lay down by the author of the message.

The analysis of translations from English into Russian, carried out in the course of this dissertation research, revealed the following patterns of transmission of the implicit layer of the semantic structure of a statement in translation.

If the original text does not contain background knowledge unknown to the translation receptors, on the basis of which the implicit meaning of the original is formed, then most of the implicit meaning of the original is preserved during translation.

Then the transfer of the linguistic content of the utterance by means of the target language ensures the preservation of the original implicit meaning. This is determined

by the fact that the similarity of the surrounding reality (and as a result - the similarity of the situations described in the original and in the translation) generates the similarity of the conceptual systems of communicants [1]. Consequently, the verbal stimulus of the original and its adequate translation determines the attraction of similar presuppositions and leads to coinciding semantic inferences from the content of the utterance. Such cases were observed quite often in the examples studied by us. The difference between both implied and expressed components of meaning under these conditions turns out to be irrelevant for successful interlingual communication [2].

Discussion. Preservation of various parts of the implicit meaning of the original statements was observed in 55.6% of the analyzed cases. Presupposition components were retained in 12% of cases of their total investigated amount. The specific contextual meaning was retained in 40%. The implicatures persisted in 84% [3].

Some units of the source text (individual words and phrases) have a greater implicit presupposition meaning. These components of the implied meaning can be included in the semantics of the original linguistic units, be realized in the context of these units, or belong to the background knowledge of the original receptors. The transfer of such presupposition components of meaning in translation is associated with the derivation of the linguistic content of the utterance and may require, firstly, their explication, and secondly, their replacement [4]. Cases of explication and replacement of presupposition components are associated with the absence of dictionary equivalents in the translation language, and in the presence of the latter, with the impossibility of their use due to the greater implicitness of the lexical units of the original. These translation activities are driven by linguistic and cognitive reasons. Linguistic reasons include the norms of the target language that determine the explicit expression of the original implicit meaning and its parts. Cognitive causes are determined by discrepancies in the background knowledge of receptors. Sometimes the need to explicate presupposition components can lead to a stylistically undesirable increase in the volume of the utterance [5]. Then, in order to convey the presupposition content, translators use the replacement of the expressed meaning. Quite regularly, the replacement is carried out according to the principle of semantic development, when not the dictionary equivalents of the original units are used in the translation, but their contextual synonyms associated with the original units by logical, cause-and-effect and other connections. In some cases, such substitutions are combined with the explication of this part of the implicitness of the original [6].

Explication and substitutions of presupposition components show that their transmission is subject to the preservation of the general meaning. If it is impossible to use dictionary equivalents in a specific context, an adequate replacement of units with these presupposition components is carried out [7]. This forms the linguistic content that provides a communicative effect - an appropriate perception and understanding of the linguistic content and the pragmatic potential of the source text in the conditions of the host culture. In the studied examples, the presupposition components of the original were explicated in 60% of cases. Replacement of presupposition components in translation was carried out in 26% of cases.

Another type of implicit meaning of the utterance - the concrete contextual meaning - is derived from the linguistic content and recognized on the basis of the

context and the described extra linguistic situation. Therefore, in most cases, it is preserved with an adequate translation and does not require explication and replacement of the expression plan [8].

Cases of replacement of a specific contextual meaning are associated with ensuring adequate understanding and perception of the translation text and are caused by linguistic (norms of the target language) and cognitive reasons (differences in background knowledge) [9].

Conclusion. Thus, the implicit meaning of an utterance is formed by presuppositions, concrete contextual meaning and implication. Presuppositions, cognitive context and additional cognitive assumptions are elements of the cognitive environment - cognitive assumptions, the use of which in the minds of communicants contributes to the derivation of the general meaning of the statement.

For a long time there was no unambiguous understanding of what is an implicit meaning, and there were a number of terms to denote this phenomenon, such as "implication", "implicit content", "implicit meaning", "implicate", "implicative". In the traditional sense, implication included both the presence of the implicit meaning of the statement and the process and result of its derivation. In our work, the implicit meaning is the entire implied meaning of the statement, and the implication is the final stage of interpretation, the derivation of the last part of the implicit meaning - the implicative.

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ANALYSIS OF MORAL-DIDACTIC THOUGHTS IN SA'DI SHERAZI'S WORK "BO'STON"

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Annotatsiya - Bu maqolada birinchi marta zamonaviy adabiy tanqidda Sa'diy "Bo'ston" ining tuzilishi, mazmuni, mavzulari va mafkuraviy -badiiy xususiyatlari chuqur va har tomonlama tadqiq qilinadigan mavzuga, tamoyillari, sabablari va manbalariga aylandi. Bu asarni yaratishda Sa'diy va uning "Bo'ston" ining fors-tojik adabiyoti tarixdagi o'rni aniqlandi. Eron, Tojikiston, Rossiya va boshqa mamlakatlarda mumtoz fors-tojik adabiyoti matnlarini o'rganish va tahlil qilishdagi so'nggi yutuqlarni hisobga olgan holda, bu mavzu bizning maqolamiz mavzusiga aylandi.

Kalit so'zlar: zamonaviy adabiy tanqid, "Bo'ston", mumtoz adabiyot, she'riyat, axloqiy, tarbiyaviy, aforistik, didaktik fikrlar.

Аннотация: В этой статье впервые в современной литературоведении структура, содержание, темы, идеологические и художественные особенности «Бостона» Саади стали предметом глубокого и всестороннего исследования, принципы, причины и источники Саади при создании этого произведения были определены, место Саади и его «Бостона» в истории было определено персидско-таджикской литературой. Эта тема стала предметом нашей статьи с учетом последних достижений в изучении и анализе текстов классической персидско-таджикской литературы в Иране, Таджикистане, России и других странах.

Ключевые слова: современная литературоведение, «Бостон», классическая литература, поэзия, нравственные, воспитательные, афористические, дидактические мысли.

Abstract – In this article, for the first time in modern literary criticism, the structure, content, themes and ideological and artistic features of Saadi's "Bo'ston" have become the subject of deep and comprehensive research, the principles, reasons and sources of Saadi in the creation of this work have been identified, the place of Saadi and his "Bo'ston" in history has been determined Persian-Tajik literature. This topic has become the subject of our article, taking into account the latest achievements in the study and analysis of the texts of classical Persian-Tajik literature in Iran, Tajikistan, Russia and other countries.

Key words: modern literary criticism, "Bo'ston", classical literature, poetry, moral, educational, aphoristic, didactic thoughts.

Introduction. The theoretical and practical significance of the article lies in the fact that it covers one of the important stages in the development of Persian-Tajik literature - the literature of the period of the Mongol rule in Iran, provides an opportunity for a deeper understanding of the features of the structure, content, genre-stylistic and artistic-aesthetic features of "Bo'ston" Saadi and reveals his place in the history of poetry in Farsi [1].

Literature review. The theoretical significance of the article also lies in the fact that it is associated with the study of medieval Persian-Tajik poetry and creates the basis for a step-by-step study of the historical development of poetic genres, especially Sufi-didactic poetry in Farsi literature of the classical period [2].

The results of the article can be used in writing generalizing works on the history of medieval Persian-Tajik poetry, when comparing Saadi's "Bo'ston" with other medieval poetic monuments, which, of course, will fill our understanding of the history of the development of Persian-Tajik poetry, its genres, themes and styles.

Analysis. The materials of the article can also be used when writing textbooks and teaching aids on the history of Persian-Tajik medieval literature, when giving lectures and conducting special courses and seminars on the theory of the history of medieval Persian-Tajik poetry, as well as on poetic genres of Saadi's work [3].

The article analyzes the following:

Saadi's "Bo'ston" reflects the historical and social truth of the life of the period of the Mongol invasion through the artistic word;

Saadi's sources when writing "Bo'ston" were "Shahnoma" by Firdousi, "Khadaik ul-hakaik" by Sanoi, "Mahzan ul-asror" by Nizami, "Kitab at-Taj" by Jahiz, poetry by Abutayyib al-Mutanabbi, also the works of Sufi thinkers Suhrawardi, Ahmad and Muhammad Gazzali, etc. [4];

the structure of "Bo'ston" Saadi was created under the influence of the "Sirlar xazinasi (Treasury of Secrets)" by Nizami Ganjavi. The main difference between Saadi's work and his predecessor is that more than half of Saadi's stories are the fruit of his individual creative imagination;

in "Bo'ston", intertwined with each other, set forth the questions individual and social life, spiritual and physical education, matrimony, parenting, relationships between people, management household, city, country, etc. [5];

some stories of "Bo'ston", including the story "The Poor Scientist" are written in the genre form of makama, and they show the main signs of this genre;

Saadi's presentation style in "Bo'ston" is close to the Khorasan style. In form, his poems are highly artistic, outwardly they seem simple, but they fully correspond to the style of sakhli mumtane '- ingenious simplicity.

Reasons for the creation of "Bo'ston"

As our prophet in the days of Anushirvan, the protected place, which these two rulers of the Fars province created, served as a refuge for the cultural treasures of Iran, and here Saadi was able, on the basis of his rich life experience, to create his priceless creations, including two didactic works "Guliston" and "Bo'ston" and present them to humanity [6].

In an era when many centers of knowledge, science and culture were destroyed, when the literary Persian language fell into decay, many legends, traditions, national

and religious traditions were forgotten, when the decline in the moral and ethical foundations of society was noticeable, Saadi based on the acquired rich life experience and his divine talent as a creative person, on the basis of everything he saw, noticed during his long and long travels around the world, undertook the composition of the poetic work "Bo'ston", which is full of subtle moral, educational, aphoristic, didactic thoughts [7].

The prevailing social situation in the Saadi era demanded a great reformer from Shiraz, who was supposed to acquaint the rulers, their governors and ministers to the people with the policy of the state system and the individual and social moral foundations of society. Such a reformer was the great Sheikh Saadi, the mentor of morality, the leader of scholarship, who passed and studied all the lessons of life, love and devotion. He accomplished this mission with his "Bustan", which, according to him, was sweeter than sugar from Egypt [8].

Discussion. According to the researchers of Saadi's work, it was the demand of the era that caused Saadi to turn to topics that were important in that era, as well as with a look at future times. On this occasion, the words of one of the editors and compilers of "Bo'ston, Dr. Muhammad Khazoili, are appropriate in this regard: "This poem expounds thoughts on the principles of politics, on government, on the structure of the economy; and all this is dressed in the artistic form of Sufi and mystical expressions of thought, an exposition that is quite far from duplicity, the baseness of meanness" [9].

Here are named the topics, interest in which will become the reason for the observance of moral principles by the people and society, political calm, measures for the organization of the state and home, the spiritual purity of a perfect person, knowledge of the world and the environment. All the questions posed are necessary at all times. This explains the idea that Saadi's addressee is not only the inhabitants of the then Fars, but his word is directed through time and space to all societies of all times and eras, to everyone who will listen and follow his word [10].

Saadi's appeal to the work of predecessors

As you know, Saadi traveled for many years, visited different countries, including Hejaz, Egypt, Maghreb; in some of these countries, he stayed for a short time. Probably, according to him, he visited India and Koshgar. In each of these countries, he was interested in artistic creations in poetry and prose, studied the scientific works of the country's scientists, met and talked with many representatives of literature and art, and religious figures. Here we intend to consider the question of the influence of Arab, Persian authors on the work of Saadi. The influence of the following poets and writers is noticeable in Saadi's work:

Jahiz. Amru ibn Bahr ibn Mahbub ibn Fazor Kanoni Basri, nicknamed Abuusman, was known as Jahiz (777-869). He lived and worked in Basra. He was familiar with many writers, Persian and Syrian translators. He was ugly in appearance, but he had a beautiful handwriting, he was an excellent conversationalist. He wrote the following works: "The Book of Animals", "The Crown", "The Book of Location and Evidence", "The Book of the Stingy" and books on style and rhetoric.

Conclusion. We can confirm our vision on this issue with the words of the researcher of Saadi's work, Dr. Muhammad Khazoili: "Jahiz in his work created a

special style, which consisted of a synthesis of Persian and Arab artistic styles. Legends about the ancient Iranian kings first of all penetrated into Persian literature through the books of Jahiz. Probably, in the creation of "Bo'ston" Saadi used the book of Jahiz - "The Crown". Jahiz in his work mixed the funny, the entertaining with the serious. Saadi follows this style of presentation, he laid the foundations of this style in Persian literature, gave it attractiveness and grace. When he addresses a moralizing topic, brings up some humorous story, this distracts the reader, listener, gives him relief, relief from difficulties, and also when he brings a humorous story, starts a serious conversation on an educational and moralizing topic.

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REPRESENTATION OF THE CONCEPT "FRIEND OR FOE" IN THE WORK OF JAMES ALDRIDGE

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Annotatsiya – maqolada Jemes Aldridge hayoti va asarlari haqida ma'lumotlar keltirilgan, shu bilan birga ijodkorning asarlari har tomonlama tahlil qilingan. Bundan tashqari Jemes Aldridge asarlari namoyishi haqida ham fikrlar keltirilgan.

Kalit so'zlar: Jemes Aldridge, asarlar namoyishi, ijodkor, drama, roman, ijod mahsuli.

Аннотация - В статье представлена информация о жизни и творчестве Джеймса Олдриджа, а также дан всесторонний анализ творчества художника. Есть также комментарии к выставке работ Джеймса Олдриджа.

Ключевые слова: Джеймс Олдридж, произведение искусства, художник, драма, роман, творчество.

Abstract – The article provides information about the life and work of James Aldridge, as well as a comprehensive analysis of the works of the artist. There are also comments on the James Aldridge work show.

Key words: James Aldridge, artwork, artist, drama, novel, creative work.

Introduction. The work of James Aldridge aroused interest in the acuteness of the theme of anti-colonial struggle and national liberation movements, which was relevant for the post-war period.

As a journalist, Aldridge was in 1944-1945, in the USSR, witnessed the heroic struggle of the Soviet people against Nazi Germany. Later, he also came to the Soviet Union more than once, published his articles in Soviet newspapers and magazines.

During the Second World War, Aldridge's anti-fascist novels "A Matter of Honor" (Signed with Their Honor, 1942) and "The Sea Eagle" (1944) were published [1].

Literature review. The novel "A Matter of Honor" traces the fate of a whole group of people - the British pilots of the eightieth squadron, who fought against the Italo-German fascists in Greece. The novel is full of dramatic events and intense experiences. This drama is also reflected in the artistic form: most of the novel consists of completed dramatic scenes and dramatized dialogues, similar in their external simplicity, artlessness and deep inner meaning to the dialogue in Hemingway's novel [2].

The novel "The Sea Eagle" is significant for the theme of folk character, folk heroism. If in "A Case of Honor" the focus was on the collective image of a group of British pilots, then in "The Sea Eagle" the image of a group of Australians and the British gives way to the mass image of Greek patriots - Littosian fishermen [3]. The drama of the novel "The Sea Eagle" is determined by the intense struggle, the growing tragedy of the situation, the heroic death of many participants in the struggle, the movement of the heroes to the realization that at the heart of everything is a political struggle. Aldridge's novels about World War II call for vigilance, to fight to prevent a new war [4].

Analysis. Aldridge's post-war work is characterized by the further development and deepening of the political issues that were clearly expressed in the "Case of Honor" and "The Sea Eagle". The anti-fascist theme of these books finds a logical continuation in the theme of the struggle for peace in the novel "The Diplomat" (1949), which was awarded the gold medal of the World Peace Council [5]. Aldridge condemns the "cold war" started by the Anglo-American imperialist circles. This political novel with anti-imperialist content includes the most important topic of post-war literature - the topic of the national liberation struggle.

Lord Essex is a cold-blooded, witty diplomat who maintains composure in any environment. But these features characterize only the outward appearance of the English aristocrat, who, behind a decent mask, hides the predatory interests of British imperialism, reactionary convictions, and hostility to the forces of progress. McGregor is a geological scientist who found himself in a diplomatic mission as an expert on Iranian affairs. MacGregor lived in Iran for a long time, knows the country well and loves its people [7]. Having learned about the insidious intentions of Lord Essex to disrupt the national liberation movement in Iranian Azerbaijan, he begins to actively oppose the intrigues of the self-confident diplomat.

Discussion. A modest and shy person, McGregor unexpectedly for those around him discovers independence of spirit and independence of decisions. Calmly and firmly, he makes a choice in his life, supporting the interests of the national liberation movement. Acquaintance with the leader of the movement, Javat Gochali, convinces him of the correctness of his decision. McGregor writes a letter to the English newspaper The Times, in which he exposes the essence of the secret mission of Essex. Despite harassment from reactionary circles, McGregor holds a press conference during which he boldly criticizes Britain's imperialist policies [8].

This courageous man was able to stir up the general public. Under pressure from public opinion, debates begin on this issue in the British Parliament. In a clash with Lord Essex, MacGregor wins a political and moral victory. In the course of the struggle against the intrigues and adventures of British diplomats, he acquires strength of character, the courage of a fighter; the formation of his ideological convictions takes place. MacGregor sided with the Iranians and Kurds fighting for freedom [9].

He treats the Soviet Union with great interest and goodwill, realizing its role in the development of the revolutionary events of the era.nMcGregor speaks about the significance of the socio-historical experience of the Soviet Union for the development of the national liberation struggle of the Iranians and Kurds: "Glory to the Russians for opening the way for them to revolt, and curse us for trying with all our might to disrupt this uprising " [10].

From a large-scale political pamphlet novel, Aldridge moves on to the psychological narrative of a man of the people in The Hunter (1950).

In his subsequent works: "Heroes of the Empty View" (1954), "I Wish He Would Not Die" (1957), "The Last Exile" (1961) - the writer combines political acuteness with psychological depth. The main theme is the national liberation struggle in the Arab countries. The political and anti-colonialist novel takes on philosophical significance [11].

The novel "The Last Exile" is full of political dialogues and disputes. Its main character, Captain Scott, says: "Now everyone has one thing in their language - politics, politics, politics." You can feel the confident pace of history in the book.

The novels "Captive in the Land" (1962), "The Big Game" (A Statesman's Game, 1966) again raise major social and political issues. The drama of our time is reflected in the ideological clashes that became the main theme of these books. The writer stands up for peace, for the need for mutual understanding between people and peoples, as an ideal he puts forward the lofty goals of the Soviet people and the moral qualities of the Soviet person. The hero of these books is the English pilot Rupert Royce, a man of a

rebellious, stubborn, energetic character. The writer tells about the bravery of Reis, who is thrown from an airplane onto an ice floe in the Arctic Ocean to help a pilot in a plane crash. Royce showed even greater courage later in a clash with the British and American authorities, who began to persecute him for his friendship with the Soviet people.

The story "My Brother Tom" (1966) continues the theme of Aldridge's previous works, the theme of the search for purpose and meaning of life. The hero of the story Dick lives in a society where there is no goal; there is no hope for a life full of meaning and meaning. In a capitalist society, the goal of life must be sought only in protest against the cruelty and injustice of the bourgeois foundations, in the struggle for a better society. The life of Tom, a young Australian in the 1930s, serves as an example for Dick in this respect. The narrator Keith reports that he raises moral, social, and political issues in the story of Tom. The Tale of Tom is a love story. But in connection with this central theme, the author touches on a number of important socio-political problems.

Conclusion. The posing of problems of international importance in Aldridge's novels and stories determines their vast geography. The action in his works takes place in Greece, Egypt, the Soviet Union, England, Iran, Canada, Australia, and China. The movement of heroes from country to country is associated with the most acute problems of our time, world politics, relations between countries and peoples. Aldridge's hero is distinguished not only by his involvement in important political issues of an international nature, he thinks about his place in the modern world, about his role in society, seeks to realize his moral duty, to understand the meaning and purpose of his life. The topic of choosing the path is covered in Aldridge's novels with great skill. The realism of the writer stands out in the English literature of our day for the pathos of the assertion of the heroic in life.

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TYPES OF NEW METHODS OF FOREIGN LANGUAGE TEACHING

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Annotatsiya - Ushbu maqolada maktablarda qo'llaniladigan FLTning asosiy usullari muhokama qilinadi, ularning asosiy xususiyatlari haqida ma'lumot beradi.Shuningdek quyidagi usullar tahlil qilinadi: Grammatika-tarjima usuli, Strukturaviy usullar va kommunikativ yondashuv.

Kalit so'zlar: uslublar, til nazariyasi, asosiy xususiyatlari, faoliyati, texnikasi, grammatik-tarjima usuli, strukturaviy metodlar, kommunikativ yondashuv.

Аннотация: В статье рассмотрены основные методы FLT, используемые в школах, приведены сведения об их основных особенностях. Также анализируются следующие методы: грамматико-переводческий метод, структурные методы и коммуникативный подход.

Ключевые слова: методы, теория языка, основные черты, деятельность, приемы, грамматико-переводческий метод, структурные методы, коммуникативный подход.

Abstract - This article discusses the main methods of FLT used in schools, provides information about their main features. Also analyzes the following methods: Grammar-translation method, Structural methods and communicative approach.

Key words: methods, language theory, basic features, activities, techniques, grammatical-translation method, structural methods, communicative approach.

Introduction. Looking back, this method has obvious shortcomings, which will be summarized later:

Disadvantages of the grammar method

1. There is currently no information on language use. Norms are set by great writers.

2. Great attention is paid to the 2nd level grammatical points, the list of forms and examples; some definitions and explanations are not the same because they are not the same. As a result, facts about language confuse students.

3. It gives preference to morphology but ignores syntax. For this reason, no rules have been given to allow learners to systematically correct complex sentences.

4. It emphasizes the perceptual and mechanical aspects of language, with a strong emphasis on errors and exceptions that the reader should avoid [1].

5. Translations are often unsatisfactory because they are done verbatim.

6. Students have to learn many grammatical phrases and their memory is burdened. The frustration of the students and the lack of demand for teachers is a result of this method.

Literature review. The various methods analyzed in this section provide an overview of how to learn a foreign language as a process of mastering its structure or pattern through the formation of habits. We consider the approach, as well as the

origin and subsequent development of these methods: the oral or situational approach and the audiolingual method.

a) approach: language and learning theory

Linguistic theory based on these methods is structural linguistics, and although there are some differences between English and American structuralism, both movements are systems of structurally related elements, phoneme elements, meaning of language, words are morphemes for encoding species, structures. and sentences. "Grammar is no longer a set of rules, but a list of structures. Consequently, learning a language means mastering all the building blocks of language and the rules for combining them [2].

Analysis. One of its main features is the emphasis on the oral aspects of the language, violating the relevance of the written language. In fact, these concepts seem to offer a scientific basis for FLT, which claims to have transformed teaching from art to science. They are summarized in the following five paragraphs:

1. Language is speech.

2. Language is not something that someone has to say, it is a word they say in their native language [3].

3. Languages are different.

4. Language is a set of habits.

5. Teach the language, not about the language.

Both schools base education theory on the concepts that shape behavior. The behavior of the American school of psychology described by Skinner had an antimentalistic and empirical approach to social life, such as structuralism in relation to language. Behavior can be described by three elements: motivation, which triggers the behavior, responds as a result, and ultimately intensifies [4].

b) verbal approach.

The verbal approach was the first movement in the structuralist direction and emerged in English applied linguistics in the 1920s and 1930s, as described by Palmer and Hornby. This was the first attempt to apply the scientific basis to the FLT and ruled from the 1930s to the 1960s. In the 1960s, this approach was called the "Situation". An approach because of the emphasis on situational language presentation and practice. Pitman says the main difference from American structuralism lies in the British concept of "situation" and purpose [5].

Situations that have always been the main goal of the speaker and give more attention to meaning.

The features of the oral approach are as follows:

a) its curriculum is structured in a step-by-step sequence, in a sentence scheme;

b) vocabulary is a very important aspect of FLT [7];

c) the teacher is a role model, creates a situation and teaches by answering students' questions;

d) students are expected to take the meaning of a word out of context without translation and explanation into their native language;

e) grammatical structures are studied using oral procedures: repetition, substitution, practice, reading aloud [6];

f) grammar is studied through the same inductive process, as in the Direct-direct method from simple to complex forms;

g) correct pronunciation and grammar are crucial, so students should avoid mistakes [8];

h) first spoken language, then written language:

i) Textbooks and visual aids are very important.

c) Audio-lingual method [9]

Discussion. The sound language method is in line with the systemic traditions of the FLT, which became the dominant Orthodoxy in the United States after World War II. Its origins go back to Bloomfield's main work, which, based on the foundations of systematic linguistics, divides words into phonological and grammatical components. Fries, Brooks, Rivers, and Lado had a serious relationship with behavior until the 1970s and continued to apply these principles. Bloomfield became the main source of the military method to meet the needs of military personnel after the U.S. entered World War II. His main command was imitation and repetition [10].

The most important assumptions about FLT in voice language:

The basic concept of audiolingualism

1. A foreign language is the same as other types of education and can be interpreted by the same laws and principles.

2. Learning is the result of experience and is evident in changes in behavior.

3. Learning a foreign language is different from learning a first language.

4. Learning a foreign language is a process of forming a habit.

5. Language learning continues through analysis (deductive learning of rules as a grammatical-translational method) rather than analysis (habit-forming involving comparison and generalization).

6. Errors are the result of L1 interference and should be avoided.

Based on the approach and assumptions discussed above, the basic procedures used in audiolingualism focus on the oral approach to FLT and clear speech, but grammatical explanations do not play a significant role. Training departments are organized on the following three methodological points:

Nothing was said before it was heard.

Nothing is read before speaking.

Nothing was written before reading.

A simple lesson includes the following procedures:

1. Students first hear the dialogue with the main structures of the lesson, repeat and remember them. The teacher pays attention to pronunciation and fluency. The correction will be made immediately.

2. Communication is tailored to students 'interests or situations.

3. Some basic structures are selected from the dialogue and used first as a basis for choral and then individually repetitive and patterned exercises.

Conclusion. I do not suggest that education should be based on the assumptions in this article the recipe should be applied in a certain way, but as a set rather, it is a dynamic and reflective process that represents an interaction curricula include teachers, students, tutorials, and instruction materials. What happens in Classroom, plan carefully and assessment becomes the most important thing teachers need to think

about related to theory or other experiments. I therefore suggest an active role teachers discuss their content and responsibilities, classroom interactions, instead of a passive role that means meaning materials, methodology, evaluation, and so on dependence on other people's styles and designs. Then, instead teachers need to introduce a critical and non-eclectic teaching methods analyze and interpret what is happening in the classroom. Of course it is the best way to develop the curriculum, teachers and educators.

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MATHEMATICAL MODELS THAT DISTINGUISH HOMONYMY IN THE FRAMEWORK OF A WORD SERIES

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Annotatsiya. Mazkur maqolada yaratilajak Oʻzbek tili semantic analizatorining muhim vazifalaridan biri boʻlgan bir soʻz turkumi doirasidagi omonim soʻzlarni ma'nolarini farqlovchi omillar, matematik modellar haqida soʻz yuritiladi. Ushbu muammoning yechishda ehtimollar nazariyasiga bevosita murojaat qilamiz. Semantik analiz uchun berilgan matndagi omonim soʻz bilan brikib kelgan so'zlarni aniqlash, aynan shu soʻz bilan brikish ehtimolligini hisoblash masalalari toʻgʻrisida ushbu maqolada soʻz yuritiladi.

Kalit soʻzlar. Matematik model, shartli ehtimollik, lingvistik model, omonim, ketma-ketlik, teglar ketma-ketligi, Markov modellari, Trigramm Yashirin Markov modeli.

Аннотации: В этой статье мы поговорим о факторах, которые различают значения омонимических слов внутри категории слов, математических моделях, которые являются одной из важных функций создаваемого семантического анализатора узбекского языка. Решая эту проблему, мы обращаемся непосредственно к теории вероятностей. В этой статье мы поговорим о вопросах определения слов, которые приходят на ум при слове-омониме в тексте, предоставленном для семантического анализа, о вычислении вероятности этого с этим словом.

Ключевые слова: Математическая модель, условная вероятность, лингвистическая модель, омоним, последовательность, последовательность тегов, Марковские модели, триграмма, Скрытая Марковская модель.

Abstract: In this article we will talk about the factors that distinguish the meanings of homonym words within a category of words, mathematical models, which are one of the important functions of the Uzbek language semantic analyzer to be created. In solving this problem, we turn directly to the theory of probability. In this article we will talk about the questions of determining the words that come to mind with the word homonym in the text given for semantic analysis, the calculation of the probability of this with this word.
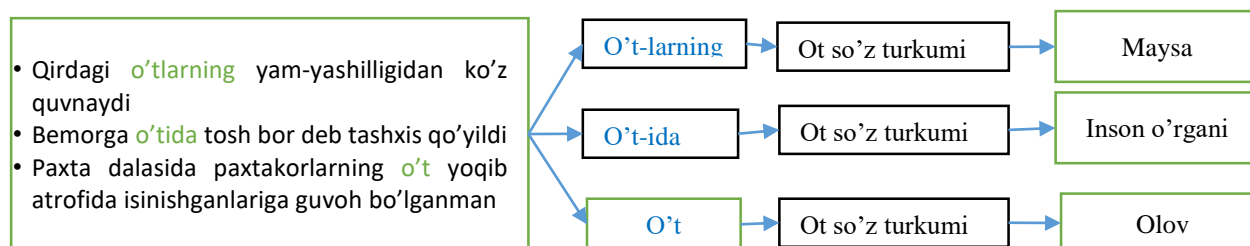
Key words: Mathematical model, conditional probability, linguistic model, homonym, sequence, tag sequence, Markov models, Trigram Hidden Markov model.

Introduction. Linguistic modeling is important in computer linguistics. On the basis of the created model, the software is created and the issue of the issuance of the language unit in the body finds a solution. One of such important tasks of the natural language processing process is the creation of a system that distinguishes the meanings of homonyms. In order to carry out this task through the system, of course, it will be necessary to use linguistic models, mathematical models based on them, algorithms created on mathematical models, database management systems, the programming language for creating the application interface, associating it with the necessary data, and its capabilities. The creation of this system increases the level of excellence of the National Uzbek language Corps.
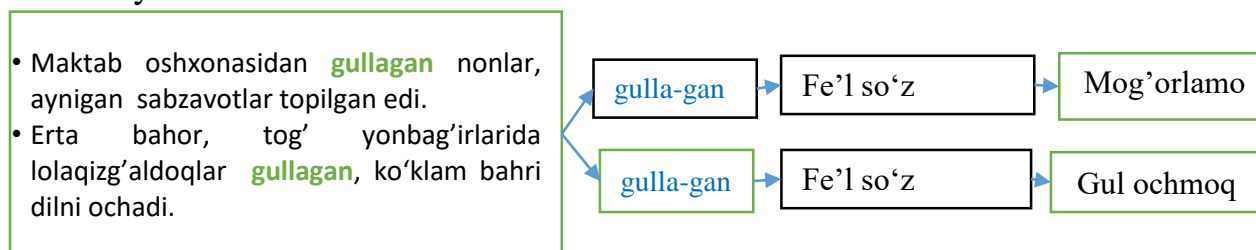
Literature review. This problem in various foreign language Corps has its own solution. In the English National Corps, homonym was used as a way of touching sentences in differentiating words [1]. This method is much more convenient for English grammar, since there are practically no syntactic and lexical form-building suffixes to English. This is evident in the research of the English scientist Michail Collins. Russian researchers Ladanova E.O. His research has recommended addressing the theory of artificial intelligence in the semantic analysis of mantles. Omonim in the Uzbek language on the words Z. Holmonova, O. Khalyarov, Sh. Gulyamova number of linguists, such as, was in search. In order to distinguish the formative words in the scientific dissertation of Sh. Gulyamova, they were cited linguistic models, which emphasized and distinguished the greater efficiency of determining the circle of

categories, O.Kholyorov analyzed until the homonyms between the suffixes. Z. And Kholmonova studied the Explanatory Dictionary of homonym words.

Research Methodology. Having studied the works done in the framework of the foreign and Uzbek language, we propose to divide them into two types in the spiritual differentiation of homonyms in the Uzbek language: different categories of words and homonyms in the same category of words'. And in this article we will consider the process of distinguishing homonyms within the same category of words (noun only, adjective, verb,...). For example:

• Qirdagi o'tlarning yam-yashilligidan ko'z quvnaydi • Bemorga o'tida tosh bor deb tashxis qo'yildi • Paxta dalasida paxtakorlarning o't yoqib atrofida isinishganlariga guvoh bo'lganman	O't-larning → Ot so'z turkumi → Maysa O't-ida → Ot so'z turkumi → Inson o'rgani O't → Ot so'z turkumi → Olov	

The noun *o't*, which is presented in these sentences, is a homonym word in the context of the noun constellation, which in each sentence means different meanings. Below are the homonyms in the context of the word series.

• Maktab oshxonasidan **gullagan** nonlar, aynigan sabzavotlar topilgan edi. • Erta bahor, tog' yonbag'irlarida lolaqizg'aldoqlar **gullagan**, ko'klam bahri dilni ochadi.	gulla-gan → Fe'l so'z → Mog'orlamo gulla-gan → Fe'l so'z → Gul ochmoq	

It is necessary to model the processes of distinguishing the meanings of homonyms in the context of adjectives, pronouns and other word categories, such as the above examples. And for this, if we look at the linguistic and mathematical methods used in the process of foreign experiments and determination of homonyms in them. Markov models, generative, Noisy channel model, relying on Viterbi algorithms in distinguishing homonymy in English [2-3]. These models can also be used in the Uzbek language. And for this, it will be necessary to separate each word into its core and suffixes and touch them.

In the sentence given to us for semantic analysis, we divide words into words by the designation x₁, x₂,..., xₙ, and these words into cores and suffixes, denoting the tags of the separated cores, that is, within what category of words they are, we define y₁, y₂,..., yₙ.

The problem of replacing the x₁, x₂, ..., xₙ sequence of sentences into the y₁, y₂, ..., yₙ sequence of labels is referred to as the problem of marking or touching the sequence.

Let's assume we have $(x^{(i)}, y^{(i)})$ there is a set of examples, (in here, $(x^{(i)}, y^{(i)}), i = 1..m,$ each $x^{(i)}$ Collection $x_1^{(i)}, x_2^{(i)}, ..., x_{n_i}^{(i)}$ consists of sentences and each $y^{(i)}$ AND $y_1^{(i)}, y_2^{(i)}, ..., y_{n_i}^{(i)}$ a set consisting of a sequence of labels (n_i −i – sample length). Thus $x_j^{(i)}$ while i-in the example j- word, $y_j^{(i)}$ while I is the tag of the J - word in the example.

As X $x_1, x_2, \ldots, x_n$ as a set of sequences and Y $y_1, y_2, \ldots, y_n$ a set of labels sequences is determined. At the moment our task is to put the sequence of sentences corresponding to the sequence of labels $f: X \to Y$ it consists in learning the function. Sentences in each x source given in machine translation (Chinese e.g.) [3] and each "label" (sign) is perceived as a sentence in the language. Our task is given all the X's and their labels consist of y characters all ($x^{(i)}, y^{(i)}$), (i=1..n) it consists in studying the function that determines the.

$f(x)$- Another way to determine the function is to look at the conditional model Method. In this, we define a model that determines the conditional probability of any (x, y) pair.

$$p(y|x)$$

And the model parameters are evaluated using the texts contained in the body. Sample of the result sample from the new x included

$$f(x) = arg \max_{y \in Y} p(y|x) \qquad (1)$$

Y label from this model, the greatest value of the characters. $p(y|x)$ f(x) function is optimal if our model is close to the actual conditional distribution of the given samples. Machine language and natural the fastest used and most alternative model in processing is this generator model. In most cases, we divide the probability p(x, y) by the following.

$$p(x, y) = p(y)p(x|y) \qquad (2)$$

and $p(y)$ and $p(x|y)$ the probabilities for the models will be separate. The components of these two models are interpreted as follows:

$p(y)$ - y Initial probability of distribution of labels.

$p(x|y) - y$ Given that the main tag is, the probability of forming a given x. Joint probabilities p(x) and p(x|y) separation models for conditions Noisy-channel (noisy channel) is called models. Intuitively, we see that the x given as an example is created in 2 different stages:

First, the probability that each y tag is selected p(y);

Second, given X samples p(x|y) the fact that it is formed from distribution.

p(x|y) as a model, if we take the Y tag and assume that the result is X, then this model does not come to hand. Our task, however, is to form y labels with the acceptance of x value.

In conclusion:

- Our task is given x $y = f(x)$ learning the function of a replacement for labels. Examples given to us and values consisting of their labels ($x^{(i)}, y^{(i)}$), (i=1..n);

- The Noisy channel (noisy channel) approach is based mainly on using given x examples *p(x)* and *p(x/y)* we make models. And these models are joint models as follows

$$p(x, y) = p(y)p(x|y)$$

- We determine the given x value by using the formula y

$$f(x) = arg \max_{y} p(y|x) \qquad (3)$$

The process of identifying the F(x) tags of those entered in X is also called Decoding. It is considered to calculate the greatest values of this joint probability in

distinguishing the meanings of homonymy within the framework of a given series of words from the above. To do this, the Trigram is used from The Hidden Markov model (HMM). The Trigram consists of a finite set of possible words HMM, ϑ and K is a finite set of possible tags of these words, and the following parameters:

- $q(s|u,v)$ Parameter each $s|u,v$ for Trigram $s \in K \cup \{STOP\}$ and $u, v \in \vartheta \cup \{*\}$. $q(s|u,v)$ probability (u,v) after the bigram of the tags, the S tag represents the probability of occurrence, *- denotes the beginning of the sentence.

- $e(x|s)$ Parameters, for each $x \in \vartheta, s \in K$. $e(x|s)$, x it determines the probability that the observation will be paired with the S condition.

- $S\ (x_1, \dots, x_n, y_1, \dots, y_{n+1})$ a collection of pairs of words sequence and sequence of labels, here $n \geq 0, x_i \in \vartheta, i = 1 \dots n, y_i \in K\ i = 1 \dots n\ \ va\ \ y_{n+1} = STOP$
We each $(x_1, \dots, x_n, y_1, \dots, y_{n+1}) \in S$ for the following

$$p(x_1, \dots, x_n, y_1, \dots, y_{n+1}) = \prod_{i=1}^{n} q(y_i|y_{i-2}, y_{i-1}) \prod_{i=1}^{n} e(x_i|y_i) \quad (4)$$

We need to determine the probability. Here $y_0 = y_{-1} = *$.
$$p(x_1, \dots, x_n, y_1, \dots, y_{n+1})$$
$$= q(N|*,*) \times q(N|*,N) \times q(Adj|N,N) \times q(N|N,Adj)$$
$$\times q(V|Adj,N) \times q(STOP|N,V) \times e(Qir|N) \times e(yam-yashil|Adj)$$
$$\times e(ko'z|N) \times e(quvnamoq|V)$$
This model noise-channel
$$q(N|*,*) \times q(N|*,N) \times q(Adj|N,N) \times q(N|N,Adj) \times q(V|Adj,N)$$
$$\times q(STOP|N,V)$$

When calculating the value of *n*, we use the second-order Markov model(trigram model) to determine the probability of the sequence of *N N Adj N V STOP* labels.
$e(Qir|N) \times e(yam-yashil|Adj) \times e(ko'z|N) \times e(quvnaydi|V)$- -
$p(Qirdagi\ o'tlarning\ yam-$
$yashilligidan\ ko'z\ quvnaydi|N\ N\ Adj\ N\ V\ STOP)$ denote conditional probability,

In here $p(x|y)$ "$Qirdagi\ o'tlarning\ yam-yashilligidan\ ko'z\ quvnaydi$" give information *x* and *N N Adj N V STOP* indicates the conditional probability of y from the labels. And for us to calculate this probability, we will need some parameters. Now we will evaluate these parameters. The data given for the analyzer is a set of samples, each sample contains a sequence of $x_1 \dots x_n$ sentences and $y_1 \dots y_n$ tags respectively.

Analysis and results. How do we evaluate the model parameters taking into account the above information? We see that there is a simple and very intuitive answer to this question. c(u, v , s) in the given data, u, v, s determine the number of cases in the sequence, for example, c (N, N, Adj) -when the noun homonym in the given sentence came up in the function of the noun constellation, *the N, N,* of the words that come before and after this word indicates the number of 3 sequences of labels. And so c (he, v) means how many times (he, v) bigram meets the signs. While c(s) determines how many times s has been seen in a given data body.

The maximum-probability, taking into account these comments, is given as follows

$$q(s|u,v) = \frac{c(u,v,s)}{c(u,v)} \qquad (5)$$

and

$$e(x|s) = \frac{c(s \rightsquigarrow x)}{c(s)} \qquad (6)$$

For example, for our example, this probability is calculated as follows

$$q(Adj|N,N) = \frac{c(N,N,Adj)}{c(N,Adj)}$$

and

$$e(o't|N) = \frac{c(N \rightsquigarrow o't)}{c(N)}$$

Thus, to evaluate the model parameters, it is sufficient to count the numbers from the Language Body and calculate the maximum probability by formulas. And below we bring a program that will find of the word asked from the given source in the python programming language.

```python
def search_string_in_file( string_to_search):
    line_number = 0
    list_of_results = []
    data_of_line=[]
    word_num=0
    x=0
    with open(sources.txt', 'r', encoding='utf8') as read_obj:
        for line in read_obj:
            line_number += 1
            if string_to_search in line:
                list_of_results.append((line_number, line.rstrip()))
                for j in line.split():
                    word_num+=1
                    data_of_line.append(j)
                    if string_to_search[1:]  in j:
                        x=data_of_line.index(j)
                        if(len(data_of_line)==x):
                         print(data_of_line[x-1],' ',data_of_line[x])
                        else:
                         print(data_of_line[x-1],' ',data_of_line[x],' ', data_of_line[x+1])
                data_of_line.clear()
    return list_of_results
```

Conclusion. The above program optionally extracts the required word from the quoted source, as well as a list of words that come before and after this word. Signing up is formed as a result of the program $c(N,N,Adj)$, $c(N,Adj)$, $c(N \rightsquigarrow o't)$, $c(N)$ values are calculated and it is determined that their probability is the greatest value from within. With the greatest probability, the explanation of the word homonym in the database is transferred to the user interface. In this way, the meanings of homonyms in the framework of one word series differ.

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METHODS OF TEACHING A FOREIGN LANGUAGE: SOME PROBLEMS AND NEW WAYS

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Annotatsiya - Ushbu maqolada maktablarda qo'llaniladigan FLTning asosiy usullari muhokama qilinadi va til nazariyasi nazariyasi va ularning asoslari, ularning asosiy xususiyatlari, faoliyati va texnikasi, ularning asosi va pasayishi, shuningdek maqsadni umumiy baholash bilan tanishtiriladi. Quyidagi usullar tahlil qilindi: Grammatika-tarjima usuli, Strukturaviy usullar va kommunikativ yondashuv. Ta'lim sohasidagi innovatsiyalarga biroz e'tibor qaratilgandan so'ng, alternativa sifatida vazifalarga asoslangan va jarayonli modellar taklif etiladi. Nihoyat, o'quv dasturining yangiligi va o'zgarishi bilan o'qituvchining rivojlanishi o'rtasida bog'liqlik o'rnatiladi.

Kalit so'zlar: uslublar, til nazariyasi, asosiy xususiyatlari, faoliyati, texnikasi, grammatik-tarjima usuli, strukturaviy metodlar, kommunikativ yondashuv.

Аннотация – В этой статье обсуждаются основные методы FLT, используемые в школах, и вводится теория теории языка и их основы, их основные особенности, виды деятельности и методы, их основы и упадок, а также общая оценка цели. Были проанализированы следующие методы: грамматико-переводческий метод, структурные методы и коммуникативный подход. После некоторого внимания к инновациям в образовании в качестве альтернативы предлагаются модели, основанные на задачах и процессах.

Наконец, устанавливается связь между новизной и изменением учебной программы и развитием учителя.

Ключевые слова: методы, теория языка, основные черты, деятельность, приемы, грамматико-переводческий метод, структурные методы, коммуникативный подход.

Abstract – This article discusses the main methods of FLT used in schools and introduces the theory of language theory and their foundations, their main features, activities and techniques, their basis and decline, as well as the overall assessment of the goal. The following methods were analyzed: Grammar-translation method, Structural methods and communicative approach. After some focus on innovation in education, task-based and process models are proposed as an alternative. Finally, a link is established between the novelty and change of the curriculum and the development of the teacher.

Key words: methods, theory of language, main features, activities, techniques, grammar-translation method, structural methods, communicative approach.

Introduction. The main purpose of this article is to critically evaluate the role of methods in the learning process, although there are various basic methods of teaching a foreign language teaching (FLT) available today. Knowing the different methods will help foreign language teachers better understand their perspectives on pedagogical issues and lessons and help them understand the FLT process, especially in this century. Considering FLT as a process means that teaching is not sustainable, but changes in a way that meets the new needs and requirements that teachers, applied linguists, and teachers can prove [1].

This article discusses the differences between approaches, methods, and techniques, as well as three key issues that are recurring! Then, the main features, psychological foundations and pedagogical features of the main methods of FLT are considered chronologically, with the contributions and imitations of different approaches and methods. Eventually, FLT methods, innovations, and classroom research were introduced as a way to develop and improve teachers.

Literature review. Updates, methods and technical concepts in the current FLT and three common problems.

First, it is useful to briefly explain the concepts or principles, methods, and techniques of the interrelated and hierarchically related approach. In fact, they are three analyzes that represent the teacher's decision to teach and teach English in the classroom. An approach or strategy is the most abstract of the three concepts and refers to linguistic, psycho, and sociolinguistic principles that study style and technique [2]. Indeed, each teacher has unique theoretical principles that serve as the basis for their ideas about their style and technique. The technique is the narrowest of the three; the only procedure used in this class. Methods mediate between approaches and techniques, only between theory (approach) and class practice. Some methods can have multiple techniques, and while some techniques are developed autonomously, the most basic ones start with the basic methods.

Analysis. The three main language problems that have been unresolved for centuries and have always belonged to the research and teaching professions are

inappropriate to talk about language pedagogy and FLT. Stern describes them as follows [3].

1. The L1-L2 relationship, i.e., the imbalance in the reader's mind between the inevitable dominance of the mother tongue and the weaknesses of second language knowledge.

2. Open-closed option, i.e. the choice between conscious methods of learning a foreign language and unconscious or automated methods. This issue remains unresolved and often raises a dilemma for the FLT profession and research, for example, in the debate between cognitive and audio-lingual approaches in the 1960s and later with Krashen monitor theory; the difference between language separation (explicit and conscious) and language acquisition (hidden and unconscious) [4].

3. The code-communication dilemma has recently become a major problem. This means that students have to decide when learning a new language because they have to focus on linguistic forms (code) on the one hand and real communication on the other.

Methods as part of the paradigm

Any other method of FLT shown here was not replaced by another method as soon as it appeared; on the contrary, it was new, preferred over the first. We can say that the emergence of a new style loses hope from the former with the development of theory, research, and school practice. In general, there is no clear boundary between the different methods, but there is often an eclectic interference between the methods [5].

In this sense, methods are seen as a demonstration of linguistic knowledge for pedagogical purposes and are part of a paradigm (unit of theory, research and practice) that represents the main method of formulating, researching and teaching theories in the classroom. All of this has happened through values related to society and human relations. It can be said that as these aspects begin to change, the model will change [6].

Traditional or grammatical-translation method

This method was used in the study of Latin and Greek grammar in the study of foreign languages from the XVII century to the XX century. In the 19th century, this method was common for learning foreign languages, but by the end of the century there was a transition to a direct method. Despite its obsolescence even today, it has not completely disappeared, as some textbooks are still in use and the practice of some lessons proves it [7].

a) Principles of grammatical-transition method.

Discussion. The most important principles of this method can be summarized as follows:

1) It emphasizes learning and translating written language because it is superior to spoken language.

2) Successful learners are those who translate each language into another, but they cannot communicate orally [8].

3) Reading and writing are basic language skills.

4) Teachers play an authoritarian role in the classroom, and teacher-student interaction predominates.

5) Students should clearly study grammar rules and compile their own applications for exercises.

6) Students must know verb combinations and other grammatical paradigms.

7) The basic unit of education is speech.

8) The student's native language is used both as a teaching tool and for comparison with the language learned [9].

b) Basic techniques used in the grammatical-transition method.

The grammar-transfusion method focuses on teaching the grammar of a foreign language and provides a list of some exceptions and dictionaries translated into the native language. Translation is his most important activity in the classroom. The basic procedure of a simple lesson was to follow this plan: a presentation of a grammar rule, then a dictionary list, and finally translation exercises from selected texts [10].

Other activities and procedures may include the following.

-reading questions related to the text;

-students find antonyms and synonyms in the text;

-vocabulary is selected and memorized from the read texts;

- sentences are formed with new words;

- students recognize and memorize their peers and fake relatives;

-exercises to fill the gap;

-write compositions on a given topic.

c) The main shortcomings of the grammatical-translation method.

Conclusion. We have considered the basic approaches and methods of FLT as a model or paradigms of theory, research, and school practice. It could be some of them while others are considered more obsolete from a scientific point of view current, but in fact all of them were innovated at a certain time, eclectic loading of flourishing ones. However, all methods are available at least two things in common: 1) belief that they are the best, and 2) a set prescriptions that teachers must follow.

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USAGE OF SPEECH ACTS IN THE ENGLISH AND UZBEK MEDICAL SPEECH

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Annotatsiya – maqolada nutqiy aktlar haqida umumiy ma'lumotlar keltirilgan. Shu bilan birga ingliz va o'zbek tilida nutqiy aktlarning voqelanishi haqida ham fikrlar bildirilgan va misollar yordamida tahlil qilingan.

Kalit so'zlar: nutqiy aktlar, faylasuflar, tilshunoslar, nutqiy aktlarning voqelanishi, nutqiy etiketlar, dunyoqarash.

Аннотация - В статье дается общая информация о речевых актах. При этом высказывались и анализировались мнения о возникновении речевых актов на английском и узбекском языках на примерах.

Ключевые слова: речевые акты, философы, лингвисты, возникновение речевых актов, речевой этикет, мировоззрение.

Annotation - The article provides general information about speech acts. At the same time, opinions on the occurrence of speech acts in English and Uzbek were expressed and analyzed with the help of examples.

Key words: speech acts, philosophers, linguists, occurrence of speech acts, speech etiquette, worldview.

Introduction. At the end of the last century, the system-structural and static paradigm was replaced by anthropocentric, functional, cognitive and dynamic paradigms in linguistics. The anthropocentric paradigm is that the researcher's interests are analyzed from the object of knowledge to the subject, that is, in human language and language through man. Within modern anthropocentric paradigms, a number of new directions have developed in modern linguistics. The formation of the anthropocentric paradigm in linguistics is associated with the study of the factor of the language owner - the speaker. "The emergence of an anthropocentric shift in linguistics has shifted the focus of structuralism from the study of language itself and for itself, focusing on the individual." [1]

Literature review. In world linguistics, the study of the language system in relation to the individual has been reflected in research in cognitive linguistics, psycholinguistics, pragmatic linguistics, and lingvoculturology. In particular, language in the works of linguists such as V. von Humboldt, L. Weisgerber, E. Sepir, B. Wharf, A. Potebnya, J. Lakoff, M. Johnson, N. Chomsky, N. Karaulov, L. Shcherba, F. Sedov Although the researches of Uzbek linguists on linguistic semantics, pragmatics, cognitive linguistics show anthropocentric tendencies, the researches on this subject are not enough yet. Professor N. Mahmudov states the following about the formation of the anthropocentric paradigm [2]: Experts quote the well-known Russian writer S. Dovlatov, who said that "90% of the human personality is language." As V. A. Maslova

points out, the human mind cannot be imagined without the human being, without language, without the ability to create speech and perceive speech."

Analysis. Antropocentric linguistics is one of the directions of cognitive linguistics. Cognitive linguistics studies language as a cognitive mechanism that plays an important role in coding and transformation. Cognitive linguistics aims to understand and know the world, how to understand the processes of classification, categorization, how knowledge is accumulated, what systems provide different types of activities through the reception of information [3].

Linguoculturology is also a branch of anthropocentric linguistics. Linguoculturology is a complex scientific science that emerged as a result of the intersection of linguistics and culturology. This science explores the existence of a process of interaction and interaction of language and culture, both linguistic and non-linguistic, as a holistic system using systematic methods that reflect new values. Many experts agree that cognitive linguistics and linoculturology develop in a common scientific field - the Federation of Cognitive Sciences. The birth of the science of cognitive linguistics was triggered by a symposium held at the University of Massachusetts in 1956, at which scientists said: will learn [4]. The term "cognitive linguistics" includes the study and application of a system of organized and accumulated knowledge, a range of specific scientific disciplines combined to study collaborative processes, as well as the formation of these structures in the human brain. .Each of them has its place and potential in cognitive linguistics.

The real stage of cognitive linguistics reflects the period of its development to such an extent that the scope of solving important problems of conceptual analysis is seen in the sequential study of language appearances in the activities of the human mind. In cognitive linguistics, the concept of concept is one of the basic concepts, under which the whole world is reflected in the human mind, the smallest unit of operative meaning of memory, mental lexicon, conceptual system and brain language [5].

From the point of view of cognitive linguistics, a concept is localized in the mind: concepts are a complex discrete unit of consciousness, through which the process of human cognition takes place. Concepts participate as a unit of storage of human knowledge. There is a generally accepted case in cognitive linguistics that these concepts have the objectivity of language, that is, that this or that language is expressed by means of language [6].

Lingvoculturology is believed to have emerged in the last quarter of the twentieth century as a product of the anthropological paradigm in linguistics. Wilhelm von Humboldt was one of the first to comment in detail on the relationship between the nature of language and the character of the people in his book "Differences in the structure of human languages and its impact on human spirituality." and is a truly different worldview phenomenon in that it affects the senses, and the specificity of that language affects the content of the nation. That is why in the comprehensive study of linguistic phenomena it is necessary to cover everything; definitions such as the connection of history and philosophy with the inner world of man have become widespread. Humboldt's ideas developed in Russia in the nineteenth and twentieth century's in the context of neo-Humboldtism, A.A. Potebnya developed his idea of "Language as an Activity." [7]

L. Weisgerber, H. Glints, H. Goltz, representatives of the idea of neo-Humboldtism in Europe - in the middle of the twentieth century studied the content of ideas arising from the structural features of language and issues related to the logical structure of ideas. Neogumboldists' research is marked by an interest in the "content" side of language: they have analyzed the semantic domains of different languages, their similarities and differences. L. Weisgerber defined the perception of the world and its object of knowledge as a process of language, introduced the concept of "verbalization of the world", as well as the need to create a "new grammar" that defines the semantic side of language and language as a "driving force" put forward the thesis about [8].

Discussion. Speech movement theory is a subfield of pragmatics that studies how these words are used not only to convey information but also to perform actions.

The theory of speech acts was developed by the Oxford philosopher J.L. Austin introduced How to do things with words and was later developed by the American philosopher J.R.Searl. It examines the extent to which statements are made to localize, commit illegal acts, and / or disperse actions [9].

Many philosophers and linguists study the theory of speech acts as a way to better understand human communication. "Part of the joy of implementing the theory of speech acts is, in terms of my personality, that it reminds me more and more of the things that are surprisingly different when we talk to each other".

Searle's five illustration points

Philosopher J.R. Searl is responsible for developing a system for classifying speech acts. "In the last three decades, the theory of speech acts has become an important branch of modern language theory, largely due to the influence of J.R. Searl and HP Grice.

According to Searl, there are only five illustrative points that speakers can use to make suggestions in a speech, namely: affirmative, commissioner, directive, declarative, and expressive illusion. Speakers get the confirmation point means what they will be like in the world The commission point is when they are forced to do something, the instruction point is when they encourage the audience to do something, the declaration point is when they do something in the world while they speak the only expressive point for saying what they do and do is when they express their attitudes to world objects and facts [10].

Theory of speech acts and literary criticism

"Since the 1970s, the theory of speech acts has influenced the practice of literary criticism, provides a structural "basis" for identifying the secret, well-rounded readers and critics have always been unsystematic.

Speech act theory has also been used in a more radical way as a model for reviewing literary theory and especially prose narratives. Narratives invented by the author of an imaginary work or by another author should be designed by the author and constitute a set of "claimed" affirmations designed to free the speaker from simplicity, understood by the competent reader, thing fidelity to the truth of what he says.

Within the imaginary world in which the story is set up in this way, the words of the imaginary heroes — these words or promises or marriage vows — are responsible for simple illegal obligations".

Criticisms of the theory of speech acts

Although Searl's theory of speech actions had a major impact on the functional aspects of pragmatics, it was also heavily criticized.

The function of words

Some argue that Austin and Searl based their work largely on intuition, focusing only on sentences that were separated from the context in which they could be used. In this sense, one of the main contradictions to the typology proposed by Searl is that the illusory power of this definite speech act cannot take the form of sentences as Searle calculated.

On the contrary, researchers say that sentences represent a grammatical unit in the formal system of language, and in a speech act it involves a non-specific communicative function".

Conclusion. In the theory of speech acts, it is said that the listener plays a passive role. The disturbing power of a particular speech is determined by the linguistic form of the speech as well as the intellectual attitude, the seeking parties are ignored.

However, dialogue is not just a chain of independent destructive forces, but speech acts have a broader context with other speech acts. The theory of speech acts does not take into account the functions expressed in driving speech, so it is not enough to take into account what is actually happening in the conversation.

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ANALYSIS OF TEACHING MATERIALS ON SIMPLE SENTENCE SYNTAX

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Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablari o'quv darsliklarida ishlatiladigan sodda gap sintaksisiga oid material va mavzularning tahlili hamda ularning ishlatilishi va o'qitish metodikasi bo'yicha xulosa va tavsiylar berilgan.

Kalit so'zlar: o'quv materiali, ta'lim mazmuni, sodda gap sintaksisi, g'aliz qolipli gaplar.

Аннотация: В статье представлен анализ материалов и тем, связанных с синтаксисом простых предложений, используемых в общеобразовательных учебниках средней школы, а также выводы и рекомендации по их использованию.

Ключевые слова: учебный материал, учебное содержание, простой синтаксис предложений, клише.

Annotation: This article provides an analysis of materials and topics related to simple sentence syntax used in general secondary school textbooks and conclusions and recommendations for their use.

Keywords: learning material, educational content, simple sentence syntax, cliches.

Introdaction: Granting Uzbek the status of the state language has opened wide opportunities for a new era of relations with the mother tongue. Updating the content of mother tongue education has been scheduled for the work that needs to be done in this area. The first President of the Republic said that we are facing problems in the field of education: not given. "The concept of educational content is interpreted differently in scientific and methodological sources on education"[1].

Literature review: In particular, Russian pedagogues I. Y. Lerner and M. N. Skatkin view the content of education as part of a rich social experience that has been selected for study and is intended for students to master [2].

In the sources, the concept of "educational content" and the term "teaching material" are used interchangeably. In didactics, the concept of teaching material in the broadest sense is equivalent to the concept of "educational content", while in the narrow sense it is the knowledge that needs to be studied to a certain extent, adapted to the acquisition of students. explained as a system of nicknames and skills. Curriculum refers to curricula, syllabi, textbooks, and teaching aids. Native language programs and textbooks include language materials selected for students' learning and tailored to their mastery. There is a greater need than ever to improve the teaching aids [3].

The inclusion of a teacher in the content of education by Doctor of Pedagogical Sciences K. Husanbaeva is a very correct approach. Because the role of the teacher is

so important in teaching phonetics and orthoepy from the language level, students learn literary pronunciation directly from the teacher [4].

Research methodology: Although the study of syntax in general secondary schools' Mother Tongue textbooks has been updated, there is a need for a modern approach to deepen (practical) topics in them. However, the syntactic structure of the Uzbek language has its own complexities, and mastering it is a problem not only for foreigners but also for local Uzbeks. The fact that some TV presenters and radio correspondents use obscene language and irregular pronunciations in their speeches today is frustrating, and this is due to the fact that they do not understand the essence of literary language.

Speech is the basic unit used by people to communicate ideas to each other, and is the simplest and most typical form of expression. Speech is a means of expression and information for the speaker, a means of receiving information for the listener. Thoughts are restored in the human mind on the basis of concepts. This idea emerges as speech in speech. Just as an idea is made up of concepts, so a sentence is made up of words and phrases that are listed as forms of concepts. The components of a sentence are phrases. Even if the means of changing the purpose of a sentence are included in the sentence, they do not impair the syntactic structure (for example, interrogative pronouns, prepositions). Ownerless sentences In sentences, the person-number meaning of the participle in the sentence is greatly weakened, resulting in the absolute absence of the possessive in the sentence. The semantically-functionally formed sentence is also a special form of the possessive sentence: 1. - Do you want to go today? - Yes. 2. - Does he want to go too? "Of course." 3. - Will you get the book? "If I don't!" [14].

It is important to teach Uzbek students not only the general rules of the textbook and short texts and exercises, but also special science-based additional exercises and assignments, qualifying and motivating tests. It is worth noting that the engine.

Syntax exercises are not included in the school's Mother Tongue textbooks or in higher education textbooks. This is one of the reasons why the syntactic norms of the Uzbek literary language are not sufficiently mastered by students. If we look at the history of mother tongue education, we can see that such exercises are not found in textbooks published in the early years of the Uzbek language as a science (1930-1940) [5].

It is important to distinguish between the terms "exercise" and "assignment" and their place and importance in linguodidactics. Methodist M. Saidov distinguishes between three types of learning tasks in the teaching materials, and often, teachers in their work mix the concepts of "exercise", "task" and "problem". emphasizes that they send [6]. The scientist agrees with the doctor of pedagogical sciences A. Gulyamov that "exercise is both a form of learning task and a certain way of teaching", and the task is part of the exercise, which is mainly in the context of the exercise. [7] He admits that he finds his expression, that the task represents a narrower concept than the exercise. A similar approach is reflected in the views of modern educators. In our opinion, the assignment includes an exercise, the assignments guide the student, stimulate thinking; repetitive exercises serve to build skills and competencies [6].

Since the Syntax section of linguistics is directly related to Sound and Punctuation and Spelling, their teaching aids are also closely related. From this point of view, it is advisable to take a different approach to the terms exercise and assignment. Although the terms "exercise" and "assignment", which are common in textbooks and manuals, are synonymous, they are not synonymous. However, based on our observations, we can say that a number of textbooks and manuals that have been in use for many years show confusion in the presentation of these two concepts, such as the use of one instead of the other.

The following examples from the 8th grade "Mother Tongue" textbooks of the secondary school confirm our opinion:

Exercise 86 Copy the sentences. Identify the parts of speech and underline them. Please tell, whats the story of them big puppys…[8].

Exercise 87 Create two 5-sentence texts on the topic "Flower of Virtues". Let the first text consist only of possessive, participles and adverbs. In the following text, expand these sections with fillers and descriptors [8].

Questions and assignments

1. What is forgiveness?
2. Is forgiveness preferable or revenge for peace of mind?
3. Under what circumstances can both the sinner and the pardoner rejoice?
4. What did the publisher say about forgiveness?
5. What other good qualities do you know? [8]

From the examples given, it is clear that the content of the exercises and assignments in the textbooks do not differ from each other. In both cases there is a "separate" task.

The term "exercise" is defined in the "Explanatory Dictionary of the Uzbek language" as follows: Exercise 1. [Arabic - calligraphy, examples for drawing] uloti. Military exercise. Exercise. Siddiqjon put his chest in the sandals and practiced the letter, while Kanizak was sitting in front of him reading a book. A. Qahhor, Koshchinor lights. "It's a bad thing," said the policemen who had arrived. S. Ayniy, Slaves. 2. A specific action, action, performed for a specific purpose. Spelling exercises. Exercise. The children hold each other's hands and do gymnastics easily and beautifully. From the newspaper [9].

The Encyclopedia of Pedagogy provides a more sophisticated and educational version of the definition of exercise:

Exercise (Arabic - calligraphy, drawing patterns) - repetition of an activity many times in order to master or improve its quality. For example, reading, writing. M. plays an important role in the development of skills and competencies in education [10].

The term "task" is defined in the "Explanatory Dictionary of the Uzbek language" as follows: "Assignment 1. A task assigned to someone. Government assignment. Give homework. The detective was also a hit. He didn't come here to **play. He came on a special mission to separate white from white and black from black"** [11]**.**

This is a logical conclusion, given that each term is accepted by science because it has its own meaning. That is, an exercise involves the acquisition of a particular

action, the skill and competence intended for that exercise, by repeating exactly the same task over and over again, with the task being performed once by the individual, including the student, in order to reinforce a content. the work given represents the task.

It turns out that exercise is a means of developing skills or competencies. A task is like a device that stores data. It has a guiding feature. Assignments can be used to teach students to think and work independently.   After all, both exercises and assignments are an important part of the textbook "Mother tongue".   Theoretical information, that is, grammatical rules, creates knowledge and understanding in the context of a given topic. The skills and competencies that students are expected to acquire in the context of education are largely shaped by exercises. Assignments are intended to enrich the knowledge of more students.

In school, a textbook on a particular subject is usually the main means of teaching and learning about the subject, both during and after the lesson. Therefore, the main focus should be on the content, structure and, of course, the content of the textbook. The emphasis on the fact that school textbooks should reflect the most advanced examples of the nation's thinking and ideology is, in our view, more relevant to Mother Tongue textbooks [12]. Proverbs, proverbs, wise sayings, figurative expressions, phrases, which are the most advanced products of thinking that have come down to us from our ancestors and human genius in general, should form the content of mother tongue education, not every now and then. In the lesson, it is advisable to make effective use of the content of each study assignment. It should be noted that such folk, national masterpieces, instilled in the minds of students at the time, allow them to deepen their thinking, expand their worldview and express the product of their creative thinking in a fluent, clear and understandable way.

Analysis and Results: Current curricula and textbooks should encourage students to do independent research in accordance with the objectives of mother tongue education. In this context, the most important part of the textbook should be not the theoretical database, but the learning tasks that teach the student to use the countless possibilities of our native language effectively and appropriately [6]. (Because mother tongue education in school is not the goal of training a linguist, but to bring to the community a creative thinker who can make the most of the language.) Some of the textbooks in the current national textbooks do not meet the requirements. For example, "Find and describe vowels in the text" that are common in native language classes cannot be assessed at the level of learning tasks, because they are difficult to develop enough skills that can serve to form and develop creative thinking in students.

By comparing the textbook to a steam locomotive and using it as its wagons, specially examined texts, dictionaries, spelling dictionary, explanatory dictionary for lexicon, morpheme dictionary for morphology, etc. can be achieved. In the age of information technology, databases are not a problem. Therefore, it is important that the assignments in the textbooks are well-structured, well-structured, and well-developed, and that additional innovative software is developed.

Pedagogical scientist Gafur Hamroyev said that the use of proverbs, riddles, rhetoric, anecdotes, rhymes, poems and epics as analytical material in teaching the

native language is important not only in teaching phonetics, but also in teaching all levels of language. can serve as a vehicle.

Native language textbooks provide many exercises and explanations on how to develop syntax skills. However, the old-fashioned way of teaching, and the use of such an approach to prepare additional exercises and assignments, can present a variety of challenges.

At the other end of the spectrum is the issue of mother tongue teaching in secondary schools.

From a psychological point of view, human memory, including student memory, is divided into certain types. A single read of data is temporarily stored in normal memory and quickly forgotten. If it is repeated continuously, it will be transferred to permanent memory. E. Ebbingauz's conclusions about the content, quantity and quality of information that the reader can remember are worth quoting here. He recalled 38 meaningless syllables when the student repeated them 55 times; He found that 6-7 repetitions were enough to memorize 38-40 words [13]. In order to transfer to the student's long-term memory the necessary information that can serve in the correct implementation of communication in social life, it is necessary to repeat and repeat that information many times. It should be noted that in the teaching of the level of phonetics, if the content and wisdom of the texts that make up the learning material of the exercises and tasks are used appropriately, the student "writes" them in long-term memory with one or two repetitions. The more continuous exercise is required to automate a physical movement, the more exercise is required to develop a particular speaking skill.

The effective use of advanced pedagogical technologies is also important in improving the teaching of simple speech syntax in 8th grade. It is known that in today's school teaching of the subject "Mother tongue" many innovative technologies are used by talented teachers in accordance with modern requirements. Of course, this is very useful in teaching syntax, including the correct use of language by the student. However, the current work is not enough, because the problems with syntax in the speech of students have not been completely eliminated, or as a solution to this problem, sound recommendations and guidelines have not been developed and put into practice.

Conclusion: There is another aspect of this issue that in any situation, native language teachers will explain this section based on their capabilities and potential. Usually, not all the rules of the native language are difficult for the student. The exercises and assignments given in the textbooks are difficult to achieve in practice. The formation of teaching materials on speech syntax, based on the analysis of historical development, allows a comprehensive study of the problems in this area and find solutions to them.

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COGNITIVE-DISCURSIVE ASPECTS OF THE IMPLEMENTATION OF METONYMY IN THE MEDIA TEXT

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Annotatsiya – maqolada metonimiyalarning berilishi haqida umumiy ma'lumotlar keltirilgan. Shu bilan birga metonimiyalarning meditekstda berilishi va ularning kognitiv-diskursiv xususiyatlari haqida fikrlar keltirilgan.

Kalit so'zlar: metonimiya, meditekst, kognitiv-diskursiv xususiyatlar, stilistik uslub, ma'no hosil qiluvchi funktsiya.

Аннотация - В статье приведены общие сведения о присвоении метонимов. При этом высказываются мнения о представлении метонимов в медицинском тексте и их когнитивно-дискурсивных особенностях.

Ключевые слова: метонимия, медиатекст, когнитивно-дискурсивные особенности, стилистический стиль, смысловая функция.

Abstract - The article provides general information about the assignment of metonyms. At the same time, opinions are given on the presentation of metonyms in the medical text and their cognitive-discursive features.

Key words: metonymy, media text, cognitive-discursive features, stylistic style, semantic function.

Introduction. Throughout the history of linguistic stylistics, starting from the moment of its formation and development as one of the disciplines of linguistics, the stylistic resources of the language - "special language aids capable, carry additional aesthetic information" - always remain in its problematic field. The study of these means has its origins in ancient rhetoric. The concepts formed in the era of antiquity and the taxonomies developed during this period have remained the basis of stylistic observations for many centuries.

A qualitative change in the study of stylistic means as linguistic categories is carried out within the framework of linguistic stylistics, where stylistic means acquire ontological significance and for the first time are seriously developed from linguistic positions. In the XX century, stylistic resources are beginning to be explored along the lines of linguistic traditions and expectations. Studying stylistic resources in the XX century, focuses within several interrelated and complementary approaches, the most notable of which are structural-semantic, pragmatic and cognitive. These approaches prompted stylists to explore new problem areas, and also made it possible to return to already studied phenomena, but from a different point of view. Such studied phenomena include stylistic devices that make up a significant part of the stylistic resources of the language.

Literature review. New principles and techniques allow us to reveal those aspects of them that until that moment were felt intuitively and did not receive a scientific explanation.

Thus, the relevance of the article is determined by the need to find and implement adequate ways to describe the ontological nature of stylistic techniques, the study of which is one of the fundamental tasks of linguistic stylistics. In this article, the study of the stylistic technique of metonymy is carried out using a whole complex of parameters: structural-semantic, functional, pragmatic, socio-cultural, cognitive.

Analysis. Special emphasis is placed on the currently emerging cognitive-discursive aspect, which is a special integration of the two leading paradigms of our time - cognitive and communicative, their rational synthesis. Article within the framework of the cognitive-discursive paradigm clarifies the important parameters of the stylistic method of metonymy, without which its integral picture cannot be formed: the polyphonic nature of the stylistic method of metonymy, functioning in discourse, national-cultural conditioning, and its meaning-forming function.

The choice of the stylistic method of metonymy as an object of research is due to the fact that this method was not considered within the framework of the cognitive-discursive approach, although many researchers pointed to the discursive nature of metonymy.

The theoretical significance of the article lies in the fact that a comprehensive examination of the stylistic device of metonymy against the background of previous

development and in the context of modern linguistic thought revealed a number of discursive features that reveal the ontological nature of this stylistic device.

The practical value of the article lies in the fact that its theoretical provisions regarding the discursive properties of the stylistic device of metonymy can be used in theoretical courses on the stylistics of the English language and interpretation of the text. The data obtained as a result of the analysis can be used in seminars on the stylistics of the English language, in practical lessons on text interpretation.

The article is based on the traditional descriptive method of linguistic and stylistic analysis by V.V. Vinogradov and I.R. Halperin, based on observation, analysis, classification and subsequent synthesis of the phenomena under study. In addition, the article used the principles and analytical procedures characteristic of modern cognitive research (frame analysis, conceptual analysis). To identify the national-cultural specifics of the stylistic method of metonymy, elements of culturological analysis were used. Comparative semantic-definitional analysis of lexical units as part of the stylistic method of metonymy was carried out using Webster's Third New International Dictionary of the English Language, Longman Dictionary of English Language and Culture, Longman New Universal Dictionary, The Random House Dictionary of the English Language [1].

Discussion. Metonymy is a discursive phenomenon, that is, it is realized only within the framework of discourse and does not exist outside of it. This approach to the stylistic reception of metonymy allows us to understand it more broadly due to the inclusion of specifically discursive types in it: the metonymic designation of a situation through one of its elements and a metonymic sentence [2].

The mechanism of metonymic replacement of a situation through one of its elements is based on the derivational and / or lexical repetition of this element. Sometimes the title can act as a metonymic designation of the situation presented in the text [3].

The sentence - metonymy is characterized by a multifaceted semantic structure. Two types of metonymic sentences can be noted: with a referent - an object and with a referent - a situation presented in a context [4].

The most significant factors influencing the functioning of the stylistic device of metonymy in discourse are pragmatic, stylistic (the interaction of metonymy with other stylistic devices in discourse) and sociocultural.

The content of the stylistic device of metonymy reflects the peculiarities of the culture itself, and the verbal expression is subject to the laws and means of a given language, which determines their national specificity. The stylistic device of metonymy may contain a national-cultural component in its meaning in the form of immediate reality, concept or culturally significant connotation [5].

The study of the stylistic technique of metonymy was carried out using a whole complex of parameters: structural-semantic, functional, pragmatic, socio-cultural, cognitive. Particular emphasis was placed on the cognitive-discursive aspect that is currently emerging [6].

Article within the framework of the cognitive-discursive paradigm helped to clarify the important parameters of the stylistic device of metonymy, which could not find adequate expression from the point of view of the traditional linguistic-stylistic

approach: the polyphonic nature of the stylistic device of metonymy, functioning in discourse, national-cultural conditioning, and its meaning-forming function [7].

The article proposed an expanded interpretation of the stylistic device of metonymy, which includes not only subject metonymy, but also metonymy of attribute words (adjectives and verbs) [8].

The metonymy of feature words has significant stylistic potential. The stylistic technique of metonymy of feature words is a more complex phenomenon, since the concept of contiguity, which underlies subject metonymy, differs from the concept of contiguity in adjectives and verbs [9]. So, the stylistic method of metonymy of adjectives is based not only on the subject contiguity, but also on the contiguity of the object's attributes or the contiguity between concepts grammatically expressed by a noun and other parts of speech (verb, participle, adverb).

The verb, which is a designation of a collapsed situation, offers its characteristic types of stylistic metonymic uses: displaying an action through some accompanying sign and a special image of movement, when the movement of one object is transmitted as reflected in another [10].

The linguistic mechanism of functioning of the stylistic device of metonymy, common for nouns, adjectives and verbs, was determined [11]. This mechanism is based on functional categorization, which is defined as the categorization of a word at the time of its use in speech, i.e. at the moment of the formation of the meaning of the statement.

Conclusion. This phenomenon is accompanied by the complication of the discursive mechanism, since in this case the metonymic designation often goes beyond the limits of a word or phrase and covers the whole sentence. Thus, the concept of a stylistic device of metonymy can be expanded to include specifically discursive types: a metonymic designation of a situation through one of its elements and expansion to the level of a sentence. It seems that the data obtained on the discursive characteristics of the stylistic device of metonymy in artistic discourse can be used to analyze it in other types of discourse (for example, poetry, journalism, advertising). The study of the stylistic device of metonymy within the framework of the cognitive-discursive paradigm opens up new ways of understanding it, gives a deeper understanding of its various aspects and dimensions.

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SYNCRETISM IN THE LANGUAGE SYSTEM AS A FUNCTION

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Annotatsiya - Til - bu insoniy muloqotning eng muhim va hayratlanarli darajada mukammal vositasi, bu xilma -xil va murakkab vazifalarni bajara oladigan fikr almashish vositasi, chunki bu juda moslashuvchan va ayni paytda yuqori darajada uyushgan tizim. Til bo'yicha kuzatuvlar shuni ko'rsatadiki, bu tilning hayotiyligini va uning rivojlanish dinamik xususiyatini belgilaydigan o'tish davri hodisalari.

Kalit so'zlar: insoniy muloqot, o'tish hodisalari, dinamik tabiat, lingvistik nazariyalar, grammatik kategoriya, nutq faolligi, sifat atamalari.

Аннотация – Язык является наиболее важным и удивительно совершенным средством человеческого общения, средством обмена мыслями, которое может выполнять эти разнообразные и сложные функции, поскольку это очень гибкая и в то же время высокоорганизованная система. Наблюдения за языком показывают, что именно переходные явления определяют живость языка и динамичный характер его развития.

Ключевые слова: человеческое общение, переходные явления, динамическая природа, лингвистические теории, грамматическая категория, речевая деятельность, качественные термины.

Abstract – Language is the most important and surprisingly perfect means of human communication, a means of exchanging thoughts that can perform these diverse and complex functions because it is a very flexible and at the same time highly organized system. Observations on language show that it is transitional phenomena that determine the liveliness of the language and the dynamic nature of its development.

Key words: human communication, transitional phenomena, dynamic nature, linguistic theories, grammatical category, speech activity, qualitative terms.

Introduction. Modern linguistic theories based on the structural description of a language are increasingly turning to the study of phenomena that go beyond the strict framework of even the most detailed classifications and are characterized by the absence of a complete set of differential features of any one grammatical category.

For effective functioning, a natural language must be a self-sufficient system in all types and spheres of speech activity, therefore, the processes of constant development, enrichment and improvement of its resources and expressive-visual means are an integral part of the functional life of the language. They cover all its levels, although the degree of impact on multilevel units, the intensity and speed of systemic and structural changes in linguistic subsystems are of a different nature in quantitative and qualitative terms.

Literature review. Various aspects of syncretism in the grammar of English, Russian, German and other languages were studied in the works of such scholars as J.L. Elmslev (1960), V.V. Vinogradov (1978), S. Bally (2001), O. Espersen (1958), V.V. Babaytseva (1967, 1973), V. Skalichka (1967), V.V. Buzarov (1998, 2001), M. Aronoff (1994), S.N. Daniel (1999), T. Petterson (1988), J.P. Blevins (1995), B. Bloch (1966), A. Calabreese (1995). There are many works devoted to the description of the essence, nature and typology of syncretism (V.V. Babaitseva (2000), I.V. Vysotskaya (2006), G. Meiser (1992), S. Luraghi (1987) [10], J. Johnston (1997), M. Wheeler (1993)). In many modern works, scientists describe the characteristic features of the manifestation of syncretism at the syntactic level (N.A. Kobrina (2007), T.E. Anoshkina (1981), V.V. Babaitseva (1984, 1997), Z.V.), P.V. Chesnokov (1992), L.D. Chesnokova (1988), L.L. Bezobrazova (1993)). The largest number of studies is devoted to the description of the syncretism of case forms (B. Milan (1988), T. Petterson (1988)) [9].

Analysis. Many linguists were concerned with the definition of the essence, nature, nature of syncretism as a phenomenon, the study of its varieties. Nevertheless, linguistics is characterized by a shift in emphasis towards the study of syncretism at the level of syntax, while foreign researchers pay more attention to the issues of manifestation of syncretism at the morphological level. It can be stated that the systemic-grammatical approach dominated the study of syncretic phenomena for a long time [8].

One of the difficulties arising from the ambiguity of linguistic positions regarding the issue of the objective content of the concept of syncretism is the ambiguity of the concept itself and the absence of a unified terminology [7].

A new direction in the interpretation of syncretism was formed as a result of the development of the ideas of Manfried Biervich. In his work "Syntactic features in morphology: general problems of the so-called system of nominative endings in the German language", assumptions were made about a special system of relationships between the level of morphology and syntax, which is reflected in the phenomenon of syncretism [6].

The most controversial issue is the need to distinguish between syncretism and related phenomena (I.V. Artyushkov, A. Y. Bauder, K.E. Stein). Also noteworthy are studies that touch on the problem of the relationship between syncretism and the mechanisms of thinking (L.S.Vygotsky). A new direction in the interpretation of syncretism from the point of view of cognitive grammar, which considers the meaningful means by which the speech-thinking processes of the generation and understanding of speech are verbalized), contributes to the deepening of our ideas about the hidden mechanisms of language [5].

Diachronically, the process of development and renewal of various means of expression is endless. A language is theoretically inexhaustible in its ability to consistently renew and develop in a natural way if it functions continuously and serves all the main communicative spheres of society [1].

However, the language should not be an overly complex formation, exorbitant in resources and limitless for the knowledge and mastery of it. G. Paul in his book "Principles of the History of Language" wrote: "In general, linguistic activity is characterized by a certain tendency towards frugality. In accordance with this tendency in the language, for all cases, methods of expression are developed that contain exactly as much as is necessary for understanding.

The number of means used depends on the situation, the speech context and on the greater or lesser similarity in the spiritual warehouse of the speakers. In addition, it should be borne in mind that "the richness of linguistic forms and especially the rules for their use is limited by the amount of memory of people for whom language is, first of all, a means of communication and transmission of thoughts". Therefore, the language has not only a mechanism for updating, increasing and developing its resources, but also a mechanism for saving, compressing and optimizing expressive means in all its subsystems [2].

Discussion. In linguistic research in recent years, there has been a tendency to regard linguistic economy as the hallmark of the modern state of the language. A characteristic feature of almost all foreign studies (O. Jespersen, A. Martine, V.I.Kurakov, V. Havers, K. Brugmann, etc.) is the consideration of language economy as one of the basic laws of language development, which may be due to the desire of a person to improve linguistic forms in order to reduce the cost of mental and physical energy in the exchange of information. Economy as a linguistic phenomenon involves such a use of means in acts of communication, which leads to saving time in pronunciation, space in writing and simplifies the process of mutual understanding. "The development of economical means, of course, is one of the reasons that induce speakers to change their language," V.I. Kodukhov, however, considering this reason "to a certain extent subjective and multidirectional". However, the problematics of linguistic economy proper in modern linguistics is on its periphery due, as it seems to

us, to the narrowing of the theoretical and factual basis of this phenomenon, the absence of the latter in the range of issues that must be considered when describing any particular language [3].

One of the special cases of the implementation of linguistic economy, observed at various levels of the language system, is syncretism, which is understood as "combination (synthesis) of differential structural and semantic features of language units (some categories of words, meanings, sentences, sentence members, etc.), opposed to each other in the system of language and connected by the phenomena of transitivity. These are all sorts of hybrid (contaminated, intermediate, diffuse) formations".

Syncretic phenomena in the English language have so far remained in the field of view of researchers only within the framework of morphology, although they represent the linguistic reality of the interaction of the level of morphology and syntax, and therefore their analysis is necessary for a more complete and in-depth description of the language system and its functioning. Moreover, as N.A. Kudrin, "such units are characteristic of any language and all language levels." [4]

Despite the large amount of literature on this topic, syncretism constantly attracts the attention of research and at the present time, its complex functional analysis at the level of morphology and syntax remains a relevant research direction. Not enough attention is paid to such a dynamic phenomenon as syncretism, both in general and in private linguistics, therefore, in our dissertation research, an attempt is made to comprehensively study the features of the manifestation of syncretism at the level of morphology and syntax of the English language, which it acquires at these levels as a means of linguistic economy. These facts determine the relevance of the selected issue.

Conclusion. In the article on the linguistic material, elements of a number of linguistic methods were used: system-grammatical, complex functional analysis, transformational and statistical analysis, classification of factual material, and the method of elimination.

The material for the analysis was contexts with syncretic units, obtained through a continuous sample of works of fiction by British and American authors of the 19th and 20th centuries, with a total volume of about 27,000 pages. The research file contains 3000 units of analysis. Dictionaries of synonyms and explanatory dictionaries were also involved in the research.

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LEXICO-PHRASEOLOGICAL UNITS IN MODERN FRENCH LANGUAGE

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Annotatsiya – maqolada zamonaviy fransuz tili haqida umumiy ma'lumotlar keltirilgan. Shu bilan birga fransuz tilidagi leksiko-frazeologik birliklar haqida fikrlar keltirilgan va misollar yordamida tahlil qilingan.

Kalit so'zlar: leksiko-frazeologik birliklar, iboralar, jumlalar, lingvistik va ekstalingvistik omillar, tasodifiy iboralar.

Аннотация - в статье представлены общие сведения о современном французском языке. При этом даются мнения о лексико-фразеологических единицах во французском языке и анализируются с помощью примеров.

Ключевые слова: лексико-фразеологические единицы, словосочетания, предложения, лингвистические и экстралингвистические факторы, окказиональная фраза.

Abstract – the article provides general information about modern French language. At the same time, opinions on lexico-phraseological units in the French language are given and analyzed with the help of examples.

Key words: lexico-phraseological units, phrases, sentences, linguistic and extralinguistic factors, occasional phrase.

Introduction. In recent decades, there has been an active process of studying French phraseology in various aspects: structural-semantic, functional-pragmatic, cognitive, linguocultural.

The issues of the origin of phraseological units, the problems of related meanings of words - components of phraseological units, the semantic structure and the internal form of stable phrases and sentences [1].

Special attention is paid to the study of phraseological units in the cultural aspect: phraseological units (hereinafter PU) are considered as signs of national and universal culture. The problems of expressing thoughts and ideas about the world through phraseological units are solved in cognitive phraseology. Scientific interest in the problems of phrase-mongering is not waning either.

At the junction of linguocentric and anthropocentric scientific paradigms, the author considers the transformation of the structure and semantics of linguistic phraseological units in the processes of individual author's phrasemaking.

Literature review. The author's intentions, linguistic and extralinguistic factors of occasional phrase formation are investigated; the mechanisms of transformation processes of phraseological units are studied. In the works of phraseologists, descriptions of individual author's systems with occasional phraseological units functioning in them are presented in the texts of literary works of scientists, in modern journalism [2].

A number of scientific works are devoted to the study of individual methods of the occasional transformation of PU: replacement of the component composition, double actualization, phraseological ellipsis, expansion and distribution of the component composition, inversion, etc.

Nevertheless, despite the research carried out, the mechanisms of the occasional transformation of phraseological units in the text, the conditionality of occasional transformations by various linguistic and extralinguistic factors, the patterns of the formation of phraseological units and occasional phraseological units in oral and written speech, certain methods of occasional conversion of phraseological units remain insufficiently studied [3].

Analysis. The article is devoted to the study of one of the methods of occasional transformation of phraseological units - phraseological contamination.

The relevance of article is determined by the need for a more complete, deeper study of transformation processes in phraseology, which determine the dynamic state and development of the phraseological system and language as a whole [4].

Description of the features (conditions, mechanisms, results) of one of the methods of the occasional transformation of phraseological units makes it possible to identify, on the one hand, the pragmatic possibilities of occasional phraseological units as expressive signs that are a vivid expressive means, and on the other hand, the creative speech-generating abilities of native speakers as users of the language, striving for the most accurate expression of thoughts and the most complete manifestation of evaluativeness and expression in relation to the phenomena of the surrounding world [5].

The object of the article is linguistic phraseological units entering the process of contamination, and contaminants - occasional derivatives resulting from the contamination of language phraseological units.

Under the phraseological unit in the article following A.M. Melerovich and V.M. Mokienko we understand "a relatively stable, reproducible, expressive phrase with a

relatively holistic meaning." Along with the term phraseological unit, the study uses synonymous terms phraseological unit, idiom, and stable combination [6].

To designate linguistic phraseological units that enter into the contamination process, the terms conventional phraseological unit, initial phraseological unit, basic phraseological unit are used; to designate an occasional derivative - the terms phraseological contaminant, contaminated phraseological unit, occasional phraseological unit.

The subject of the article is the grammatical and semantic properties of phraseological units that determine the process of their contamination, models of phraseological contamination, as well as features of the semantic structure and grammatical composition of contaminants.

The purpose of the article is to study the processes of phraseological contamination, to identify the properties of conventional phraseological units that determine and activate the contamination process, as well as to describe the features of the semantic, grammatical structure, imagery, as well as the functioning of occasional phraseological contaminants [7].

The tasks set in the article led to the use of the following research methods:

- the method of semantic analysis of phraseological units, aimed at establishing regular links between phraseological meaning and the form of phraseological units, at identifying the psycholinguistic mechanisms of phraseological unit transformations [8];
- methods of structural and semantic modeling of phraseological units and etymological analysis, used in modeling the semantic structure of phraseological units, in identifying the degree of productivity of various types of transformation of phraseological units;
- the method of analysis by the environment and the contextological method, which made it possible to analyze the functioning of phraseological units in close relationship with the context [9];
- the method of phraseological identification of phraseological units, as well as the method of component analysis of phraseological units and the method of seed analysis in the study of the component composition and semantic structure of phraseological units.

The methodological basis of the article is the structural-semantic and communicative-pragmatic approaches to the study of phraseological units, which accordingly imply the description of phraseological units from the point of view of their systemic-structural organization, as well as their use in the speech activity of native speakers [10].

Structural and semantic analysis of phraseological units that have been contaminated contributes to the development of a versatile approach to the article of occasional phraseological units, allows a deeper study of the mechanisms of the formation of the meaning and component composition of occasional phraseological units, expands the understanding of the evaluative, expressive possibilities of phraseological units, helps to scientifically comprehend the conditions and possibilities of phraseological units transformations in the process their use in speech [11].

The results of the article can be used in the development of the theoretical foundations of phrase formation, identification and description of the originality of

contamination as a complex method of occasional transformation of phraseological units [12].

The practical significance of the artice is determined by the possibility of using the results obtained in phraseographic practice when compiling dictionaries of individual author's transformations of 8 phraseological units; when reading courses on phraseology, text stylistics, special courses on phraseography problems, on the stylistics of artistic speech, as well as when studying idiostyles of writers; at school with an in-depth study of the phraseology of the modern literary language [13].

Conclusion. Phraseological derivation is quite often in the field of attention of language researchers. One of the important aspects of phrase formation is occasional phraseological derivation, the subject of which is phraseological units that function in different contexts in a transformed form. Occasional phraseological derivatives are formed using the techniques of the occasional phraseological transformation of phraseological units. Phraseological contamination in synchronicity is one of the methods of structural and semantic transformation of phraseological units, leading by combining two linguistic units to the formation of a new, speech unit.

Thus, the semantic and grammatical features of linguistic phraseological units determine the choice of the contamination model, according to which the unification process takes place.

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ACTUAL PROBLEMS OF NATURAL SCIENCES

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EFFECTS OF MULCHING ON COTTON PLANT DEVELOPMENT IN SALINE AREAS OF SYRDARYA REGION

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Annotatsiya. Ma'lumki, qishloq xo'jaligida yaxshi hosil olish uchun tuproq namligini normal darajada ushlab turish muhim ahamiyatga ega. Ekin qoldiqlari tuproqdan bug'lanishni kamaytirib, o'simliklar uchun zarur bo'lgan namlikni saqlab turishga yordam beradi. O'rim-yig'imdan keyin qoldiqlarni dalalarda saqlash tuproq kuchsizlanishini kamaytiradi, tuproqni eroziyadan himoya qiladi va tuproqqa organik moddalar qo'shadi. Tuproq tarkibini o'simlik qoldiqlari bilan yaxshilash ekinlarning rivojlanishiga ta'sir qiladi. Tadqiqotimizdan maqsad ham - mulchalashning g'o'za o'simliklarining rivojlanishiga ta'sirini o'rganishdir. Bundan tashqari, tadqiqotlar doimiy pushta va uch xil tekislangan dalalarda olib borildi.

Kalit so'zlar: resurs tejamkor qishloq xo'jaligi, mulchalash, laserli tekislash, doimiy pushta, g'o'za, fenologiya

Аннотация. Известно, что для получения хорошего урожая в сельском хозяйстве важно поддерживать влажность почвы на нормальном уровне. Остатки урожая уменьшают испарение, почва остается влажной, а урожай требует меньше воды. Хранение растительных остатков на полях после сбора урожая снижает потери почвы, защищает почву от эрозии и добавляет в почву органическое вещество. В свою очередь, улучшение содержания в почве пожнивных остатков повлияет на развитие сельскохозяйственных культур. Цель исследования - выявить влияние мульчирования на развитие хлопчатника. Кроме того, исследования проводились на полях с постоянными грядками и тремя видами планировок.

Ключевые слова: ресурсосберегающее земледелие, мульчирование, лазерная планировка, постоянные грядки, хлопчатник, фенология

Annotation. It is known that in order to get a good yield in agriculture, it is important to keep the soil moisture at a normal level. Crop residue reduces evaporation, and the soil stays wet and the crop requires less water. Keeping the residues in fields after harvest reduces soil losses, protects the soil from erosion and adds soil organic matter to the soil. In its way, improving the soil content with crop residues will affect the development of crops. The aim of the research is to screen the effects of mulching on the development of cotton plants. Besides, researches were conducted in the fields with permanent beds and three types of leveling.

Key words: conservation agriculture, mulching, laser leveling, permanent beds, cotton, phenology

Introduction. Various factors effect on plant development, such as air, soil, water, sunlight, temperature, and etc. For cotton plant higher temperature and more soil moisture is required. But when the soil is wet and temperature is higher and the land is

bare, more water evaporates and this increases soil salinity. However the soil is wet, in any way, salt doesn't give plant the required water. And also land degradation and erosion is caused by conventional tillage technologies. There are useful technologies of reducing soil salinization all over the world. Mostly these methods are about conservation agriculture. Conservation agriculture is a concept for resource-saving agricultural crop production that strives to achieve acceptable profits together with high and sustained production levels while concurrently conserving the environment [1].

According to FAO, conservation agriculture is "a concept for resource-saving agricultural crop production that strives to achieve acceptable profits together with high and sustained production levels while concurrently conserving the environment. Conservation agriculture is based on enhancing natural biological processes above and below the ground. Interventions such as mechanical soil tillage are reduced to an absolute minimum, and the use of external inputs such as agrochemicals and nutrients of mineral or organic origin are applied at an optimum level and in a way and quantity that does not interfere with, or disrupt, the biological processes." Conservation agriculture consists of different crop cultivation practices such as zero tillage, sowing of crops on permanent beds, strip tillage, plant residue management, adequate crop rotation management, and others [2].

According to the Conservation Technologies Information Center (ATIC) in conservation agriculture in fields after harvest at least thirty percents residue must be left. And farmers leave different amount of crop residues, who deals with conservation agriculture. Conservation technologies don't bother the soil environment [3].

Material And Methods. The study area is situated in old irrigated hungry steppe of Syrdarya with irrigation period of more than 100 years. It is situated in the centre of Uzbekistan on the left bank of the Syrdarya river, and has a total area of 5100 km^2. This Province borders with Tashkent and Jizzakh Provinces. The economy is based on agriculture, especially cotton and cereal growing. The climate is typically arid continental climate with extreme differences between winter and summer temperatures. There are thousands of hectares of virgin soil and mostly desert, with the hungry steppe taking up a significant part of the Province's area.

During the long irrigation period, due to irrigation regimes and extra pressure the ground water level lift up till 1-2 m. This formation is the consequence of increase of irrigated territory in hungry steppe of Syrdarya. Saline ground water causes repeated salinization of soil. This characterized by high content of total dissolved solid and the presence of gypsum which requires realization of engineering and agrotechnical activities for improvement of cotton crop production.
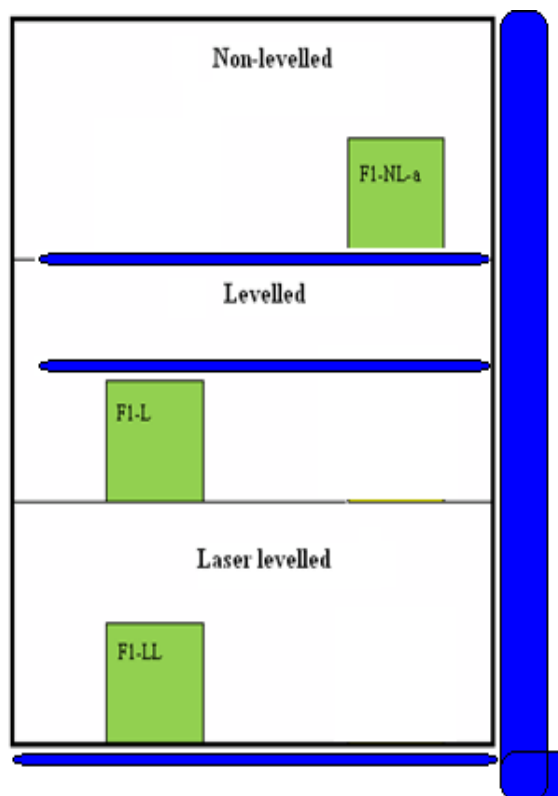
Figure 1. Experimental plots in Pakhtakor farm

Experiments were conducted in Pakhtakor farm in Bobur WUA. There are 3 plots delivered for experiments of Minimal Tillage Technology. The size of each plot is 86x100m, total area is 2.58 ha. The experiments were carried out in three kinds of field leveling: laser leveling (LL); traditional leveling (TL); and non-leveled (NL) (fig. 1).

Experimental design. The randomized complete block design is used for the experimental plots. The randomized complete block (RCB) design is one of the most widely used experimental designs in agricultural research. The design is especially suited for field experiments where the number of treatments is not large and the experimental area has a predictable productivity gradient. The primary distinguishing feature of the RCB design is the presence of blocks of equal size, each of which contains all the treatments [4].

The primary purpose of blocking is to reduce experimental error by eliminating the contribution of known sources of variation among experimental units. This is done by grouping the experimental units into blocks such that vary ability within each block is minimized and variability among blocks is maximized. Because only the variation within a block becomes part of the experimental error, blocking is most effective when the experimental area has a predictable pattern of variability. With a predictable pattern, plot shape and block orientation can be chosen so that much of the variation is accounted for by the difference among blocks, and experimental plots within the same block are kept as uniform as possible [5].
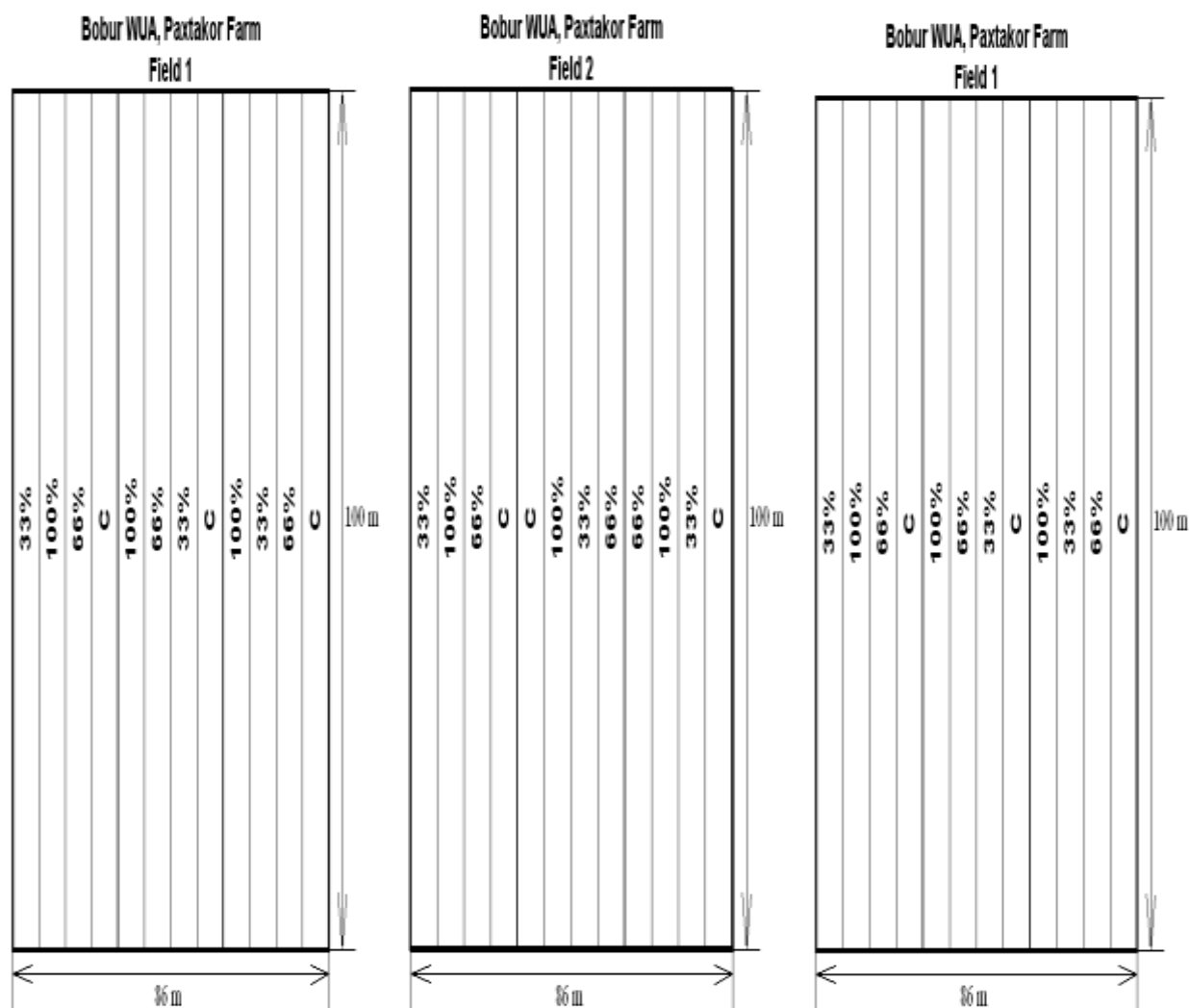
Figure 2. Randomization of treatments

In our experiment there are three blocks in every plot – A, B and C. Each has 4 treatments including control plot. 1st experiment is mulching with 6 tons of straw (M-100), 3888 kg straw required for the experiment; 2nd experiment is mulching with 4 tons of straw (M-66), 2592 kg straw required; 3rd experiment is mulching with 2 tons of straw (M-33) 1296 kg straw required, and the last one is the control plots. For the total experiment 7776 kg straw mulch is required. Each treatment's size is 7.2x100 m^2 and there are 12 experimental in every plot (fig. 2).

Phenological observations. Phenological observation carried out in 4 middle rows from the 8 rows of the plot. 1st and 2nd rows, 7th and 8th rows are excluded, they are buffering rows. The plant phenology begins from 10 meter of row 3 and ended before 10 meter of row 6. The beginning and the end must be marked with stakes and every plant that is observed must be also marked with paper or ropes, because every time the same plant must be observed. In Pakhtakor farm the plot length is 100 m. and 10 meter from the beginning and 10 meter from the end is out and there is left 80 meters. On each of middle 4 rows step by step 20 meters are chosen and 1 plant in each meter is observed. It will be 80 plants in one treatment (fig. 3).
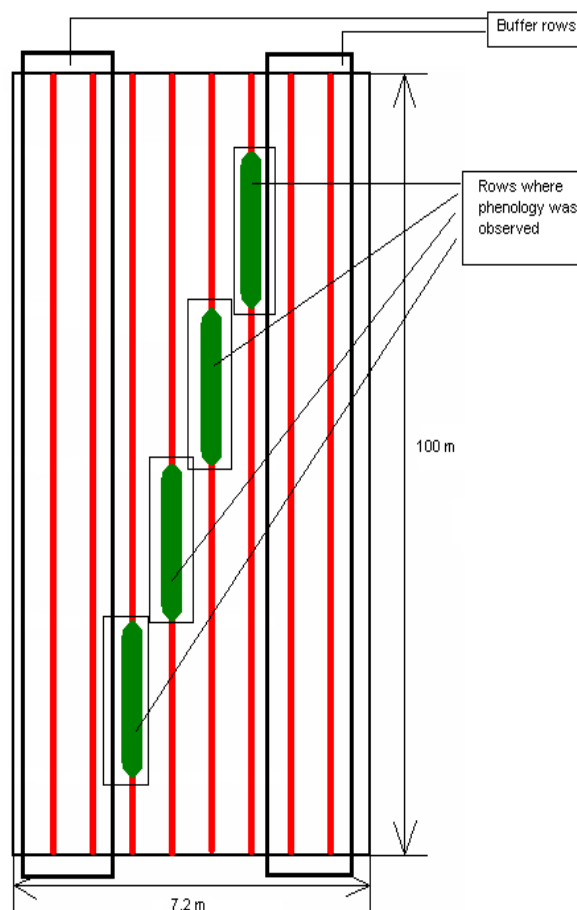
Figure 3. Rows of phenological observation

Results And Discussion. *Plant height*

Plant height characteristics well differentiated at non-leveled and laser leveled systems. But non-leveled and traditional leveled systems have almost similar values. Also mulching concentration impacts do not influence to height of cotton plants. Only control and M-100 concentration values have significant differences (fig. 4).
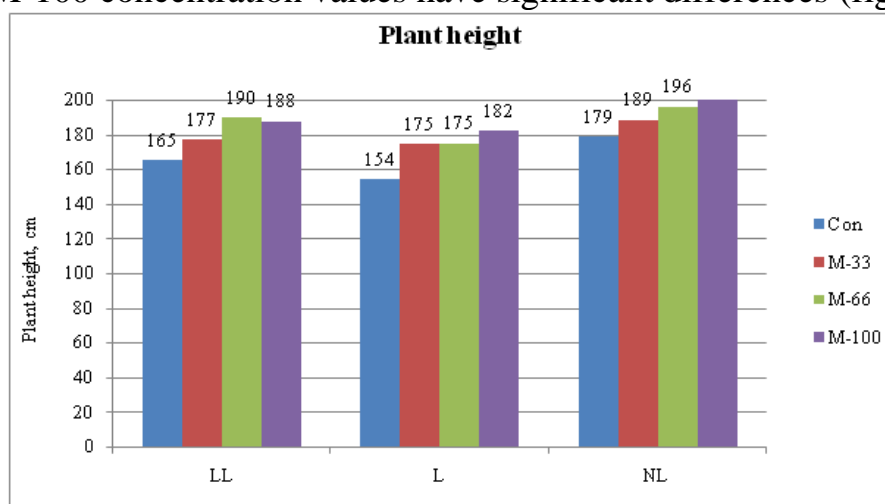

Figure 4. Cotton plant height in Pakhtakor farm, Syrdarya region

Cotton root depth

Root developed better in the laser leveled plot. The root length is shorter in M-

33 treatments, the average is 31.1 cm and the longer root system developed in M-100 treatments with the average 39.1 cm. The results show that, the effect of mulching affected approximately 10 cm (fig. 5).
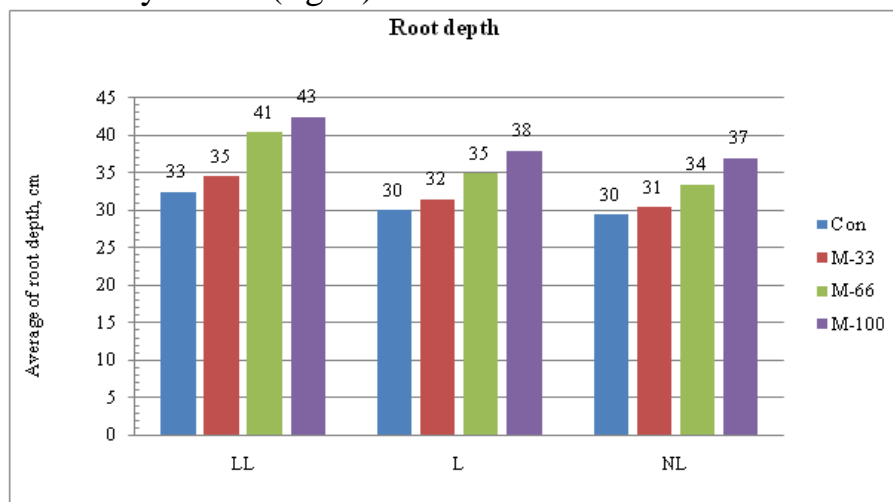
Figure 5. Cotton plant root depth in Pakhtakor farm, Syrdarya region
Cotton sympodial branches

Amount of cotton sympodial branches also were increased due to laser leveling and larger mulch concentration. The highest indicator was determined in the experiment M-66 with average amount of sympodial branches 15.8 per plant. This value increased to approximately 2-3 due to mulch concentration and leveling system. The results show that impacts of mulching concentration and leveling system is not largely affect to sympodial cotton branches (fig. 6).
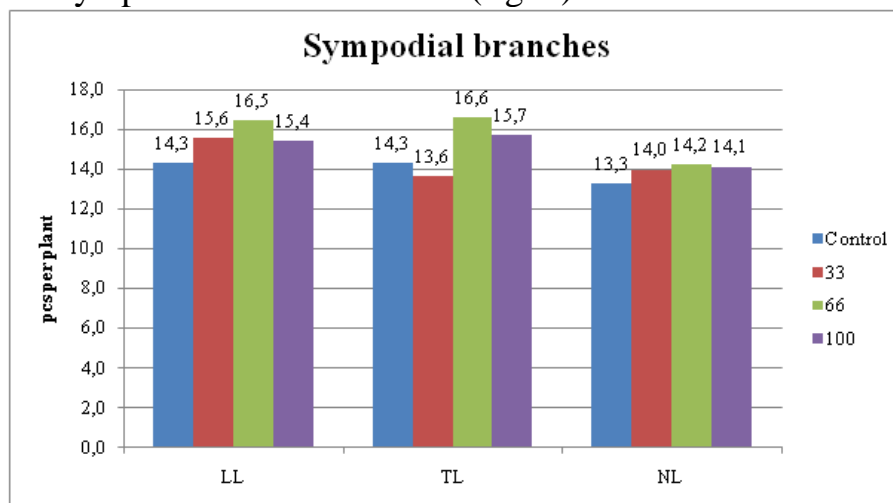

Figure 6. Sympodial branches of cotton in Pakhtakor farm, Syrdarya region
Cotton bolls

Amount of cotton bolls changed due to impact of laser leveling and mulch concentration. Average amount of cotton bolls in control group is 19 per plant. This value increased approximately from 2.0 to 3.5 units due to mulch concentration and leveling system. The best value can be seen at M-33, M-66 mulch concentration in laser leveling system and M-100 mulch concentration in non-leveling system. The results show that, impacts of mulching concentration and leveling system affect to amount of cotton bolls (fig. 7).
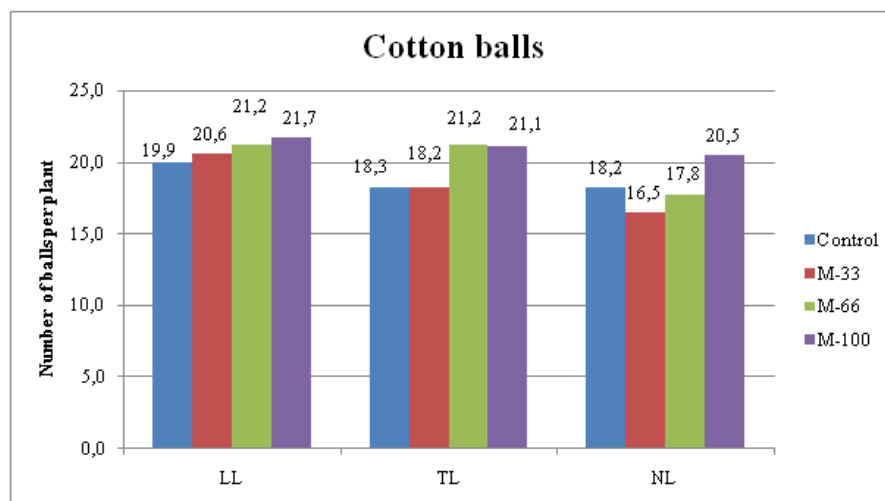
Figure 7. Cotton balls per plant in Pakhtakor farm, Syrdarya region

Crop yield measurements

Crop yield values indicate that mulching concentration and leveling system significantly affect to amount of crop yield. Average cotton crop yield is 2993 kg/ha in control groups with different leveling systems. This value increased from approximately 300 kg due to mulch concentration and leveling system. The best value was seen at M-66 mulch concentration in laser leveling system and M-66 mulch concentration in leveling system. The results show that M-66 mulching concentration and laser and ordinary leveling system have good impacts to cotton crop yield (fig. 8).
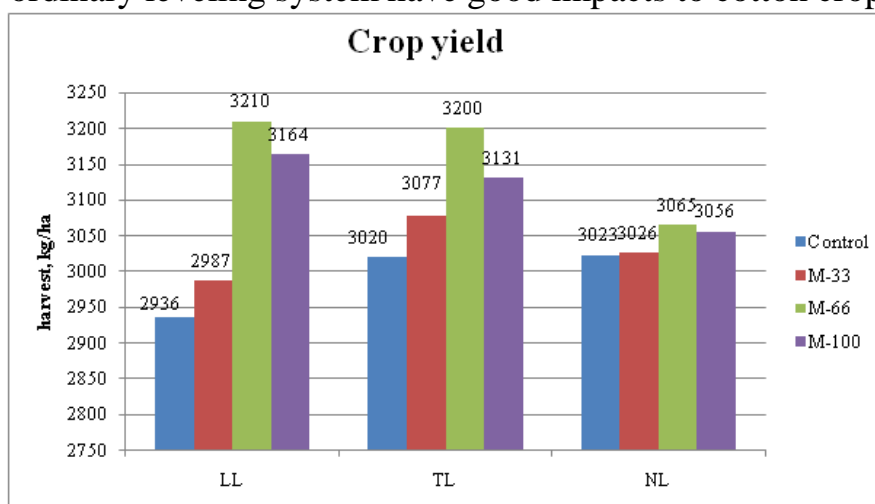

Figure 8. Raw cotton yield height in Pakhtakor farm, Syrdarya region

CONCLUSION

Most of the results indicate that, land leveling systems differ significantly. Mulching treatments also showed significant difference but not in all measures. Higher results were obtained mostly in the treatment M-66 (4 tons mulching).

From the experiment it was defined that *plant height* got higher in the non-leveled field up to 13cm. higher than laser leveled field and 8cm. higher than traditional leveled field. Within the mulching experiments M-66 and M-100 treatments were to 6cm. higher than control plot and 1.5cm. higher than M-33 treatment. According to the

analysis of variance land leveling and also mulching treatments showed difference at 1% level of significance.

Root length developed well in laser leveled plot, the root got longer in laser leveled field to 5-6cm. than traditional and non-leveled fields. It was determined that, among the mulching experiment in M-100 treatments the root system got longer to 10 cm. in Control plots, 7-8cm. in M-66 treatments and 3-4cm. in M-66 treatments. Statistical analysis showed that the land leveling and also mulching treatments showed high significant difference (1% level of significance).

Higher amount of *Sympodial branches* was observed in laser leveled field. Number of sympodial branches was to 1.3 times more in laser leveled field than in traditional and non-leveled fields, and from the statistical analysis we can see the difference is at 1% level of significance. Among the mulching experiment number of sympodial branches was more in M-100 treatments, but there isn't any significant difference according to the analysis of variance.

Cotton bolls also couldn't show any significant difference, neither within the land leveling nor within the mulching experiments. Better results can be seen in traditional leveled field with a bit more cotton bolls and within the mulching in M-100 treatment 1.07 times more than in control plot.

Amount of *crop yield* was higher in traditional leveled field and within the mulching experiment in the M-66 treatment. Raw cotton in traditional leveled field is to 64kg more than non-leveled field and 33kg more than laser leveled field. Within the mulching experiment in the M-66 treatment amount of raw cotton is more up to 165kg than control plots, 128kg than the M-33 treatments and 41kg than the M-100 treatments. But the statistical analysis show that there is no any significant difference, neither in land leveling, nor in mulching treatments.

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NATIONAL TRADITIONS IN THE FORMATION AND DEVELOPMENT OF THE ARCHITECTURE OF RESIDENTIAL BUILDINGS OF KARAKALPAKSTAN

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Annotasiya. Maqolada Qoraqalpog'ston Respublikasida turar-joy binolari arxitekturasini shakllantirishda va rivojlantirishda milliy an'analardan foydalanish masalalari ko'rib chiqilgan. Qoraqalpog'stondagi turar – joy binolari arxitekturasida milliy an'analardan foydalanish jamiyat tarraqiyotining hozirgi bosqichida shaxar maydonini va individual binolarni uyushtiradi, ularni ruhlantiradi, kuchli mafkuraviy- majoziy zaryad beradi

Kalit so'zlar: an'analar, milliy, arxitektura, binolar, loiyha, madaniyat, shaxarsozlik.

Аннотация. В статье рассматриваются вопросы использования национальных традиций в формировании и развитии архитектуры жилых зданий Республики Каракалпакстан. Использования национальных традиции в архитектуре жилых зданий Каракалпакстана на современном этапе развития общества организует городское пространство и отдельные здания, одухотворяет их, дает мощный идейно-образный заряд.

Ключевые слова: традиция, национальная, архитектура, здания, проект, культура, градостроительства.

Annotation. The article discusses the issues of using national traditions in the formation and development of the architecture of residential buildings in the Republic of Karakalpakstan. The use of national traditions in the architecture of residential buildings of Karakalpakstan at the present stage of development of society organizes the city space and individual buildings, spiritualizes them, gives a powerful ideological and imaginative charge.

Key words: tradition, national, architecture, buildings, project, culture, urban planning.

Introduction. World civilization in its modern development creates scientific, technical and economic conditions for new forms of human community, which has a global character. Scientific and technological progress and the socio-economic development of society constantly pose new challenges to architecture and construction, determine their new capabilities and requirements for the formation of the design of public and residential buildings. When designing public and residential buildings, an important task is to preserve national characteristics, culture and traditions in architecture.

When designing modern public and residential buildings, scientifically grounded architectural and spatial techniques, constructive and technical methods, and methods of creating comfortable conditions for human life in cities and buildings should be taken into account.

This modern direction is especially important in the formation of public and residential buildings, taking into account the national traditions of Karakalpakstan.

During the years of independence in Karakalpakstan, the construction of numerous objects of socio-cultural and national-economic significance has been implemented: residential buildings, public buildings and structures, institutions of cultural, domestic and social services. In the new buildings, one can notice the aspirations of architects to bring to life the truly historical decorative and artistic roots and features of the national architecture of the Karakalpakstan.

Literature review. There are a number of scientific works devoted to some aspects of the formation and development of public and residential buildings, as well as illuminating and developing national and regional features, styles and stylistic features of architecture in various regions and countries - these are the works of A. Aalto, I.N. Agisheva, S.S. Aydarova, A.V. Antyufeeva, Sh.D. Askarova, M.I. Astafyeva-Dlugach and others. It should be noted that, in general, the architecture of Karakalpakstan has been studied very little in the national-traditional aspect. The first study on the history of urban planning and housing architecture in Karakalpakstan was carried out by the architect K.M. Molutov, A. Masharipova, M. Zhdanko, N.A. Tleubergenova, E.E. Nerazik, S.P. Tolstov, G.A. Pugachenkova. V.N. Yagodin, G. Khozhaniyazov, M.Sh. Kydyrniyazov, M. Turebekov, E.B. Bizhanov.

Research Methodology. When collecting materials for this work, we used research methods such as analysis and comparison of static materials obtained from the Internet and systemic observation, study, generalization of the achievements of architectural projects in this area. The materials of sketches, measurements and photographs of the most characteristic examples of the architecture of residential buildings in Karakalpakstan were used. Dialectical methods of analysis, archival materials, and architectural projects were also used.

Analysis and results. During the years of independence in Karakalpakstan, the construction of numerous objects of socio-cultural and national economic importance has been implemented: residential buildings, public buildings and structures, institutions of cultural, domestic and social services. The broad application of national traditions in the architecture of new dwellings and public buildings is noted.

The use of national traditions in the architecture of residential buildings of Karakalpakstan at the present stage of development of society organizes the city space and individual buildings, spiritualizes them, gives a powerful ideological and imaginative charge.

For the Republic of Karakalpakstan, most of whose territory is included in the zone with extreme natural and climatic conditions, the construction of urban housing, taking into account protection from harmful environmental influences, is a top priority today.

Since the second half of the twentieth century, in the territory of the Republic of Karakalpakstan, according to the state program, several series of standard residential buildings have been built.

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 67 dated August 3, 2009, for the period 2009-2016, on the basis of standard projects for rural residents, a total of 65,557 residential buildings of superior comfort 17 with a total living area of 9,573,000 sq.m. were built.

Karakalpakstan accounts for more than 5,000 comfortable residential buildings out of the total number of constructed residential buildings.

The second stage of construction of typical rural residential buildings began after the adoption of the Resolutions of the President of the Republic of Uzbekistan dated October 21, 2016 No. PP-2639 "On the Program for the construction of affordable residential buildings according to updated standard projects in rural areas for 2017-2021." The main purpose of this Resolution is the construction of affordable housing in rural areas in 2017-2021 according to updated standard projects, the formation and development of modern engineering and communication infrastructure.

The design of urban and rural residential buildings in accordance with modern requirements and the introduction of project proposals based on the study of the natural and climatic conditions of the area has become the main task of the architects.

As a result of the study and analysis of existing standard and individual projects, as well as on the basis of field studies of typical residential buildings built over the past half century in cities, towns and districts of Karakalpakstan, as well as local national and domestic features, many architects of the Republic have developed a number of new project proposals for residential houses for experimental construction.

According to this project, since 2009 to date, more than 1000 houses, one-story 3, 4, 5-room residential buildings have been built (authors: O. Toreniyazov, Zh.K. Shnekeyev). The advantage of the project is that the height of the covered aivan is 0.7 m higher than other premises. Its front part is in the form of a "bay window" and has a lot of illumination.

In 2016, construction began on one-story 2, 3-room (authors: the team of "QISHLOQQURILISHLOYIHA" LLC) typical residential buildings, which are interlocked in one row.

Also recommended were low-rise 4-apartment rural residential complex with a gym and an eco-yard (author: Zh.K. Shnekeyev). The total land area for the four apartments was 12,000 m2 and each apartment has 300 m2. On the area adjacent to the courtyard of each apartment, the organization of an eco-yard is envisaged. The basis for the creation of an eco-yard was a sharp deterioration in the ecology of the region over the past 10 years. Frequent sand and salt storms raise millions of tons of harmful substances from the bottom of the dried up part of the Aral Sea.

Architect Zh.K. Shnekeyev (2016) proposed a project of a 4-apartment (with four rooms in each apartment) residential complex with an atrium. The development of such a project was considered very important, first of all, for the rural population living in the coastal zone of the Aral Sea next to a large chemical plant. The main goal of organizing the atrium is to reduce the harmful effects of frequent sand and salt

blizzards, to reduce morbidity due to the deterioration of the region's ecology, to reduce migration and preserve the workforce for local chemical enterprises.

A 5-apartment residential complex (with four rooms in each apartment) of this type is intended for rural areas, Muynak and Kungrad districts. That is why such residential complexes will become the most popular for the population of this region. The winter garden unites five apartments, in the center of each dwelling there is a traditional dalon-type premise - such an arrangement will provide end-to-end ventilation of the entire residential building.

In the course of our research, we analyzed the above projects of residential buildings, studied useful design solutions and disadvantages in using traditional methods of housing construction in the design and construction of modern standard residential buildings.

As a result, the study of these projects, taking into account their shortcomings, we offer architectural and planning solutions, which take into account rational proposals for improving the construction of modern residential buildings.

Thus, based on the above, for the further development of the architecture of residential buildings in the Republic of Karakalpakstan, it is important and necessary to conduct a study of the problems of the current stage in the development of architecture [5]. Problem research can be organized in the following order:

- Establishing a sequence of stages in the development of the architecture of a residential building with the definition of the characteristic features of each period in directions;
- identification of social and social factors in the shaping of the architecture of residential buildings;
- implementation of projects for the construction of residential buildings aimed at improving comfort, individualization of solutions, architectural and functional organization;
- consideration of the classification of the systematization of architectural and spatial indicators and functional types of residential buildings;
- generalization of the main architectural and spatial forms and compositions of residential buildings, taking into account the socio-economic conditions;
- development of criteria for the harmonious inclusion of modern architecture of residential buildings in the urban planning environment;
- to reveal the restrictions created by the economic opportunities of society, as well as the prospects and directions for the development of the architecture of residential buildings in modern conditions.

In order to further improve the architectural appearance and beautification of the regional and urban centers of the Republic of Karakalpakstan, the construction of modern facilities on the main tourist routes, as well as expand the list and improve the quality of services provided for the population and guests of the republic, it is planned to create new buildings and structures that create the modern look of the Republic.

Conclusion / Recommendations. The main feature of modern architecture is the rejection of previous styles, the mixing of styles and the search for new images and materials. Integration of folk traditions into the architecture of public buildings can

increase economic benefits by optimizing processes, attracting tourists and visitors, efficiently using resources and creating the most comfortable conditions for people.

In order to further improve the architectural appearance and beautification of the regional and urban centers of the Republic of Karakalpakstan, taking into account all the climatic and natural conditions of the region, we recommend projects of modern residential buildings using the national tradition in the following styles:

- minimalism style;

  - organic architecture style;

-   during the construction of multi-storey and low-rise residential buildings, actively use elements of applied folk art, include such innovative elements of landscape design as "green walls" and "art landscapes";

- in the decoration of the exteriors of residential buildings (their main facades and end walls), search for and use of national ornaments of folk applied art of Karakalpakstan, and for the main facades, entrance and crown parts of buildings, use ornamental decors that will correspond to the functional content of these buildings;

- in the design of city squares and transport stops, it is recommended to use benches, gazebos, urns, lampposts, as well as pots for plants with a national Karakalpak ornament.

Among the priority problems of the socio-economic policy of our state that require urgent solutions are meeting the growing needs of the population in improving the comfort of the living environment, modernizing housing and communal infrastructure and services, increasing their energy efficiency, increasing the level of security of the housing stock and engineering and technical infrastructure, as well as the energy security of the city.

In the architectural organization of landscaping and landscape design of residential and public buildings in the Republic of Karakalpakstan, landscape architecture plays an important role, which includes artistic design and landscape design of garden and park art. Since, landscape design and landscape architecture is closely related to the solution of environmental, social, urban planning problems.

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ACTUAL PROBLEMS OF MATHEMATICS, PHYSICS AND MECHANICS

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MAGNETIC PROPERTY OF THE SUPERPARAMAGNETIC FLUID CONTAINING $Ni_{0.5}Co_{0.5}Fe_2O_4$ NANOPARTICLES

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Annotatsiya: Ushbu ishda $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanozarralar asosidagi magnit suyuqliklar kimyoviy kondensatsiya usulda olingan. $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanozarralarning morfologik tahlili, element tarkibi va magnit suyuqlikning magnitlanishi, elektron mikroskop (TEM), energiya-dispers rentgen nurlar tahlil (EDX) va tebranishli magnetometr bilan o'rganildi.

Kalit so'zlar: superparamagnit suyuqlik, nanozarra, magnetometr, EDX tahlil, morfologik tahlil.

Аннотация: В данной работе магнитные жидкости на основе наночастиц $Ni_{0.5}Co_{0.5}Fe_2O_4$ были получены методом химического соосаждения. Морфологический анализ, элементный состав наночастиц $Ni_{0.5}Co_{0.5}Fe_2O_4$ и намагниченность магнитных жидкостей было изучено с помощью просвечивающего электронного микроскопа (ПЭМ), энергодисперсионного рентгеновского анализа (ЭДС) и вибрационного магнитометра (ВМ).

Ключевые слова: суперпарамагнитная жидкость, наночастица, магнитометр, ЭДС анализ, морфологический анализ.

Abstract: In this work the magnetic fluids based on the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles have been obtained by the chemical co-precipitation method. Morphological analysis, elemental composition of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles and magnetization of the magnetic fluid were studied by transmission electron microscope (TEM), energy-dispersive X-ray (EDX) analysis and vibrating sample magnetometer (VSM).
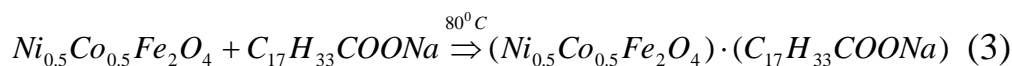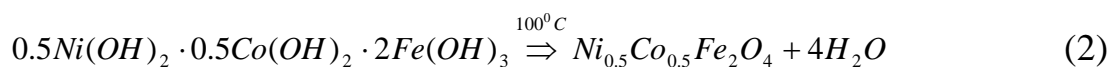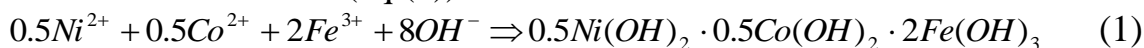
Key words: superparamagnetic fluid, nanoparticle, magnetometer, EDX analysis, morphological analysis.

Introduction. In recent years, the magnetic properties of magnetic fluids containing Ni, Co, Fe nanoparticles are studied with interest. Magnetic fluids are a colloidal solution consisting of single-domain ferro or ferrimagnetic nanoparticles dispersed in a carrier liquid[1]. Due to their magnetic, viscosity, electrical properties these fluids are using in medicine, electronics, industrial fields, machinery and other fields[2,3]. Nowadays, there are different methods of synthesizing magnetic fluids: for example, sedimentation, hydrothermal, sol-gel, thermal decomposition, solvothermal,

sonochemical, electrochemical, mechanical milling and other methods[3,4,5]. Due to simplicity, convenience, low cost, and most importantly, the ability to control the size of the particles the chemical co-precipitation method was used to the synthesis of the magnetic fluid containing $Ni_{0.5}Co_{0.5}Fe_2O_4$.

If we consider the width of the field of application of magnetic fluids, the study of the dependence of its physical properties on external influences is actual. For this purpose in this research work magnetic fluid based on $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles were synthesis and morphology, element composition, magnetization of this fluid were studied.

Materials and methods. The two-step method was used to synthesize the $Ni_{0.5}Co_{0.5}Fe_2O_4$ magnetic fluid [6]. Initially, the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles were synthesized using chemical co-precipitation method. Each of the salts of $Fe(NO_3)_3 \cdot 9H_2O$, $Co(NO_3)_2 \cdot 6H_2O$, $Ni(NO_3)_2 \cdot 6H_2O$ with the molar ratio of $Ni^{2+}: Co^{2+}: Fe^{3+} = 0.5 : 0.5 : 2$ were dissolved separately in 100 ml of double distilled water. Afterward 1M NaOH as the precipitating agent was slowly added to the resulting salt solution drop by drop until the pH 10 and stirred at $100\ ^0C$ 1 hours. Thereafter, the metal ions are converted into hydroxides, and then under the influence of temperature, the hydroxides are transformed into ferrites (eq.(1), (2)) [7]. Then the precipitated nanoparticles were washed with double-distilled water several times to remove the impurities. Then 0.02 gr/ml of sodium oleate was added to the sediment as a surfactant, then mixed well at $80\ ^0C$ for 1 h (eq.(3)):

$$0.5Ni^{2+} + 0.5Co^{2+} + 2Fe^{3+} + 8OH^- \Rightarrow 0.5Ni(OH)_2 \cdot 0.5Co(OH)_2 \cdot 2Fe(OH)_3 \quad (1)$$

$$0.5Ni(OH)_2 \cdot 0.5Co(OH)_2 \cdot 2Fe(OH)_3 \overset{100^0C}{\Rightarrow} Ni_{0.5}Co_{0.5}Fe_2O_4 + 4H_2O \quad (2)$$

$$Ni_{0.5}Co_{0.5}Fe_2O_4 + C_{17}H_{33}COONa \overset{80^0C}{\Rightarrow} (Ni_{0.5}Co_{0.5}Fe_2O_4) \cdot (C_{17}H_{33}COONa) \quad (3)$$

Morphological analysis of the nanoparticles of the magnetic fluid have been examined using a transmission electron microscope (model: TEM LEO 912 AB) and elemental composition of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ powder were studied by energy dispersive X-ray spectroscopy (EDX, model : X-ACT Silicon Drift Detector). The magnetization of the fluid was measured with a VSM magnetometer.

1. Results and discussion

1.1. TEM studies.

The shape, size and morphology of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles were investigated using transmission electron microscope. The obtained results are shown in Fig.1. From TEM images it can be seen that almost all of the particles of the fluid are spherical in shape. Also the average size of the particles are $10 - 35$ nm.
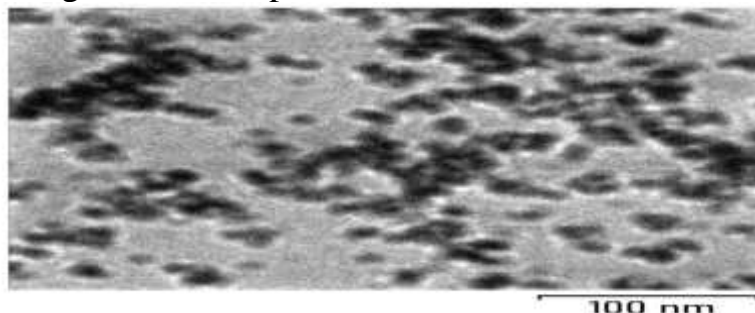

Fig.1. TEM images of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles

1.2. Chemical composition studies

The elemental compositions of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles were analyzed by the energy dispersive X-ray (EDX) measurements. The measurement results are shown in Fig.2. As can be seen from the
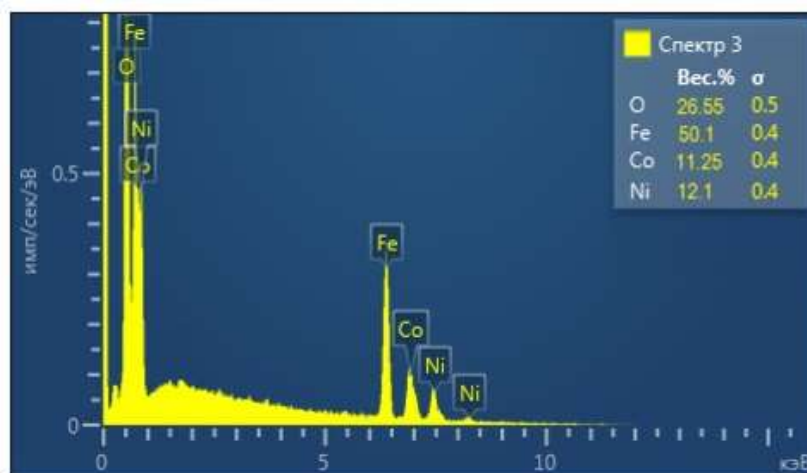

Fig.2. EDX spectra of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ powder.

Fig.2 the presence of Fe, Co, Ni and O elements in the $Ni_{0.5}Co_{0.5}Fe_2O_4$ powder and weight percentage values of the Fe and O are higher than Ni and Co.

1.3. Magnetic properties

The dependence of the specific magnetization of the magnetic fluids of concentration 1 vol % of $Ni_{0.5}Co_{0.5}Fe_2O_4$ on the magnetic field was measured at the room temperature by vibrating sample magnetometer. The results of the measurements are shown in Fig.3. From the magnetization hysteresis loops of the Fig.3 we can determine the saturation magnetization, remnant magnetization and the coercivity values. The saturation magnetization value for the $Ni_{0.5}Co_{0.5}Fe_2O_4$ magnetic fluid is 2,26 emu/g.

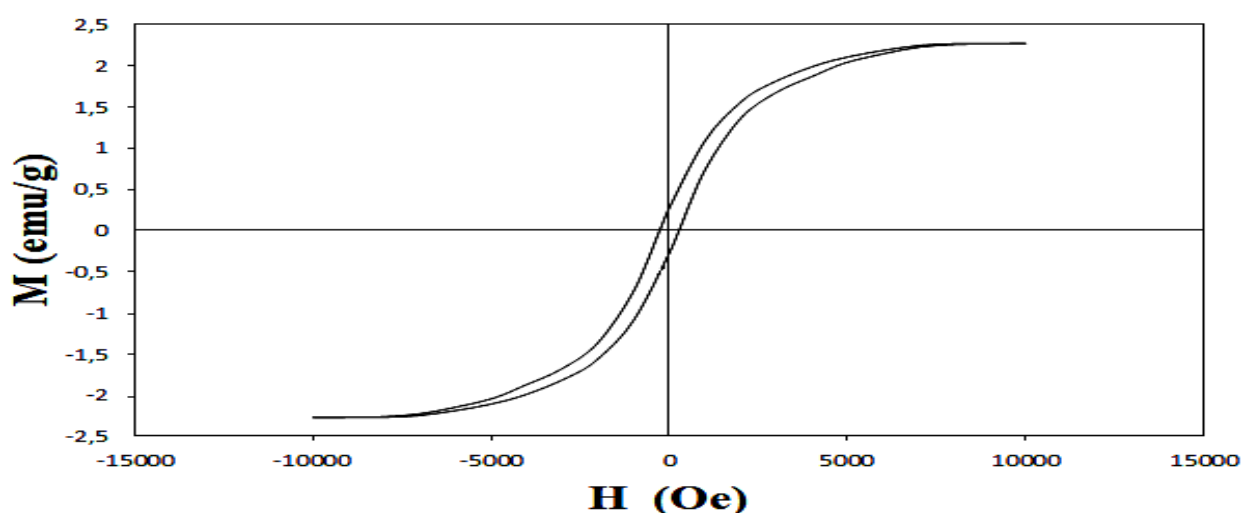**Fig.3**. Hysteresis loops of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ magnetic fluid

2. Conclusion

Magnetic fluids based on $Ni_{0.5}Co_{0.5}Fe_2O_4$ synthesized at were obtained by the chemical co-precipitation method. Based on EDX analysis it was confirmed that the synthesized

particles were $Ni_{0.5}Co_{0.5}Fe_2O_4$. TEM measurements revealed that the sizes of the $Ni_{0.5}Co_{0.5}Fe_2O_4$ nanoparticles of the magnetic fluid are about $10 – 35$ nm. We have also revealed that the magnetite magnetic fluid shows superparamagnetic nature, and the saturation magnetization value of its was 2,26 emu/g.

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MODERN PROBLEMS OF PEDAGOGY AND PSYCHOLOGY

UDK 372.851

FACTORS OF E-LEARNING RESOURCES IN TECHNICAL UNIVERSITIES

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Annotatsiya. Texnika oliy o'quv yurtlarida tahsil olayotgan talabalarning mustaqil ta'lim olish ko'nikmalarini shakllantirishda elektron resurslarning o'rni beqiyosdir. Shuning uchun elektron ta'lim resurslarini modellashtirish jarayoni va modellashtirish bo'yicha fikrlar keltirilgan.

Kalit so'zlar: mustaqil ta'lim, modellashtirish, modellashtirish, motivatsiya, shaxslararo ta'lim, avtonomiya, axborotlashtirish, interaktivlik tamoyili.

Аннотация. Роль электронных ресурсов в формировании навыков самостоятельного обучения у студентов, обучающихся в технических вузах, неоценима. Поэтому приводятся мнения о процессе и моделировании моделирования ресурсов электронного обучения.

Ключевые слова: самостоятельное обучение, моделирование, моделирование, мотивация, личностно-ориентированное обучение, автономия, информатизация, принцип интерактивности.

Abstract. The role of electronic resources in the formation of independent learning skills of students studying in technical universities is invaluable. Therefore, opinions on the process and modeling of e-learning resource modeling are provided.

Key words: independent learning, modeling, modeling, motivation, person-centered learning, autonomy, informatization, the principle of interactivity.

Introduction. Current changes in production, competition between industrial enterprises, the widespread introduction of new technologies without environmental waste, the growing demand for quality, energy and resource-saving technologies, require in-depth knowledge, skills and abilities of specialists in this field. Therefore, representatives of the industry, ie engineers, are required to constantly research, improve their skills and work on themselves. The role of rational use of electronic resources in the development of such qualities in engineers is invaluable. It is clear that one of the current challenges for future engineers is to develop the ability to learn independently using e-learning resources.

Literature review. The problem of pedagogical modeling N.V. Bordovskaya, N.M. Boritko, V.I. Zagvyazinskiy, V.V. Krayevskiy, I.Y. Lerner, A.M. Novikov, V.G. Rindak, G.P. Shedrovitskiy, V.A. Well-known scientists such as Shtoff have done research.

Research Methodology. Given that prospective engineers will study for four years at a higher education institution to earn a bachelor's degree, the process of developing independent learning skills in students should be time-limited, goal-oriented, structured, and integrated. The process of developing independent learning

skills in future engineers through electronic resources should be organized as a logically interconnected, structured scheme or model. It is necessary to consider the concepts of "model" and "modeling" in order to create a model for the formation of independent learning skills in future engineers through e-learning resources.

Scientific novelty of the article. The model is considered to be a system that can be imagined or materially realized by giving new information about the object, having the ability to perform the task of demonstrating or processing or reflecting the object of research. [1]. Based on the considered classification, a model is a system that includes elements that reflect the main aspects and relationships of the process of formation of independent learning skills in future engineers.

The models can be classified according to the following types:

- development of pedagogical conditions and models of professional activity on improvement of educational practice;

- in terms of completeness and content: cognitive (descriptive, structural, functional) models;

- convertible and mixed models.

In pedagogical research, models of structural functional, procedural, meaningful, substantial processes are discussed [2].

The main features of the model are: object similarity, simplicity, clarity and the availability of a user-friendly interface for working with the model. These features should be taken into account in the modeling process. Modeling is not only an opportunity to study an object and analyze the results obtained, but also provides a process for learning a new aspect of an object and creating it perfectly[3]. Modeling allows to represent the main elements of the objects, processes and events considered in the research work with conditional schematic symbols.

Analysis and results. Based on general information about the process being studied, the model is structured and broken down into key elements. It is then studied by obtaining the properties corresponding to the structural elements of the model, the analysis of the interrelationships, interactions and relationships of the model elements, the main possibilities of model development in the context of interaction with the external environment are diagnosed.

As a result, the availability and development conditions of the model elements are considered. The main link of the target block is to determine the goal of developing the ability to train independently in future engineers. The goal is the main element of the developed model, which affects its direction, structure, content, choice of tools, forms, methods and this expected result.

The methodological block includes a description of the principles and scientific approaches, and in their implementation provides the formation of independent learning skills in future engineers in the process of the higher education system.

It is assumed that the individual component of the approach is at the center of the process under consideration, the student himself, that is, the motives, needs, goals of the future engineer. A person-centered approach to developing independent learning skills assumes that the future engineer is focused on the individual's attitudes and guidelines for self-learning and independent learning.

The activity component of this approach serves as a basis for shaping the personal qualities and skills of future professionals in the course of their activities. E-learning resources should consist of the formation of the ability to learn independently, the action of learners in independent learning activities based on certain specific desires and motives aimed at a specific goal. This approach allows future engineers to contribute to the preparation of their goals, planning and organization of their activities, management, control, self-analysis and evaluation of the results of their activities.

Successful independent learning activities of learners: interest, passion, purposefulness, responsibility, creativity, diligence, self-organization, independent thinking, independent learning, self-criticism, skills such as learning reflexiveness, self-management and control depend on a complex of specific characteristics of students[4]. Given these circumstances, it is believed that the outcome of students' independent learning activities will largely depend on their personal orientation and personal qualities.

Individual-subject interactions and collaborations play an important role in the formation of independent learning skills between the educator and the future engineer within the framework of the individual activity approach. The teacher's work is aimed at helping students in the form of coaching and counseling to identify and reveal their potential in the process of independent learning.

The following are the guiding principles that ensure the process of developing independent learning skills in future engineers using electronic resources:
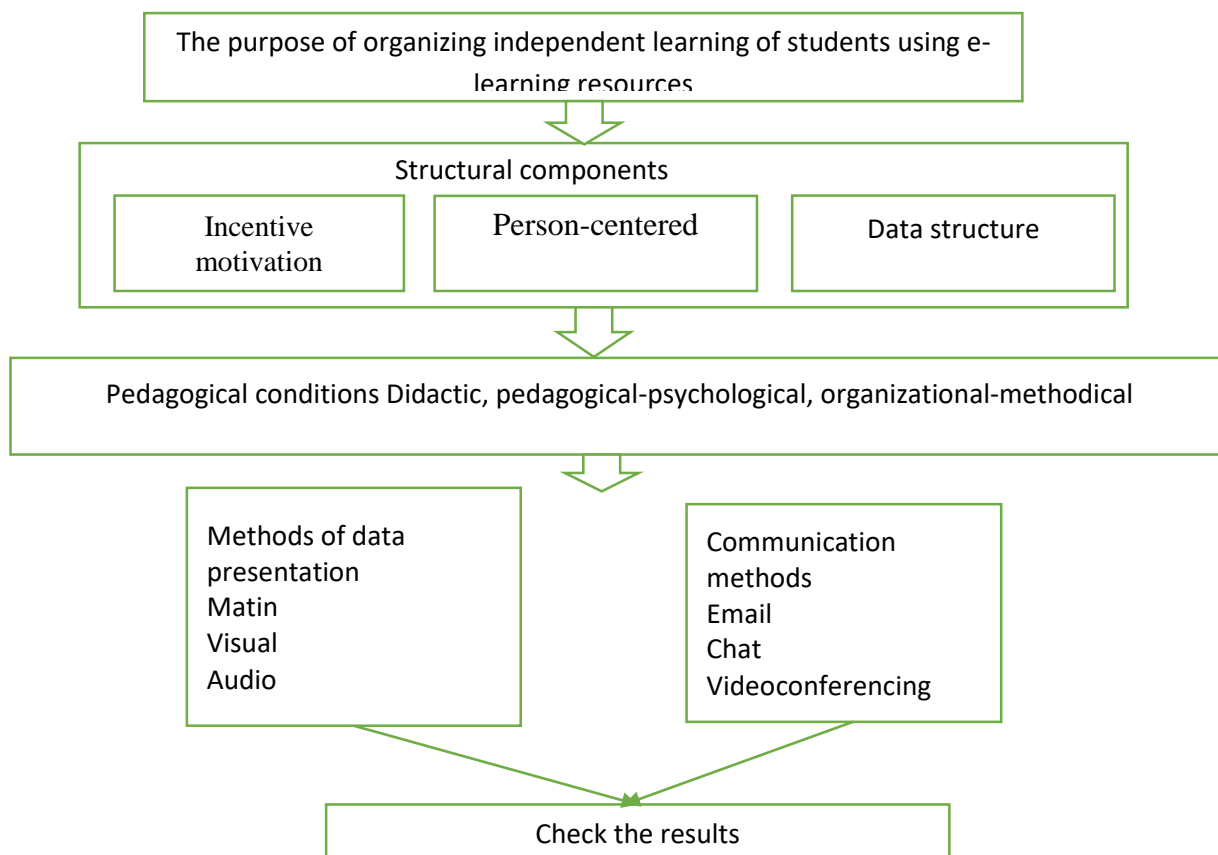
Scheme 1: Components of e-learning resources.

- The principle of self-organization implies that the professional training of a future technical engineer will guide them to acquire the skills to organize independent educational activities. This principle is implemented in the organization of independent work of students on the development of software products using a set of electronic resources;

- The principle of person-centered education is focused on the specific features and capabilities of future engineers, taking into account their initial training to work with electronic resources. This is done by the speaker in the form of assignments aimed at students using different types of electronic resources to use teaching materials of different complexity;

- The principle of autonomy presupposes the independence of future technical engineers in the implementation of independent educational activities for the development of the project program, its relations, goals and objectives of the activity, methods of its organization and planning. Project development technology is done by students selecting and using the necessary information from electronic resources;

- The principle of informatization includes professionally oriented information required for the study of disciplines and professional modules provided for in the curriculum for the training of highly qualified specialists, using the electronic information educational environment of the higher education institution involves the training of future engineers, as well as anticipates its application in solving practical tasks;

- The principle of interactivity is based on a friendly interface and remote access on-line and off-line and active interaction of subjects of the educational process (prospective engineers and teachers) in the electronic information learning environment of the higher education institution provides the effect. The focus is on solving these problems together, teaching each other and helping each other.

The content block of the model presents the types of independent learning skills of future technical programmers, organizational and pedagogical conditions, their stages of formation, basic tools, forms and methods. This model block consists of the following types of independent learning skills for future engineers: organizational, information analysis, reflex, formation process. Organizational skills of independent learning of engineers - this is the understanding of the social significance of the future profession and the importance of this activity in it, the goals necessary for the conscious management of independent learning activities in the development of projects for students are identified and planned.

Information-analytical skills of independent training of future engineers Ability to develop projects based on technological assignments using various sources of necessary information and to search, analyze and use special software for projects. These types of skills are necessary for the rational use of electronic resource data to optimize project models created by future engineers and to solve professional problems related to the practical implementation of developed projects. The analysis of projects developed on the basis of given technical assignments using e-learning resources is linked to the reflexive skills of independent learning in future engineers. Developing the reflexive skills of independent study will help future engineers to adequately assess their professional performance.

The formation of independent learning skills in future engineers is determined by the following tasks [5]:

- to develop the ability of future engineer   s to meet their knowledge needs and interests through independent learning;

- to develop skills in searching, analyzing and using sources of information for knowledge in future professional activities;

- develop skills in analyzing and evaluating independent learning outcomes;

- Ensuring a positive attitude to independent learning among future professionals, providing computer design through the use of various pedagogical methods and techniques;

- Determining the attitude of future engineers to continuing education - the most important aspects of his career are the formation of independent learning skills [6].

Conclusion. In short, e-learning resources need to be flexible enough for students to use. The use of such teaching in the teaching process plays an important role in the development of students' knowledge and skills in the formation of independent learning skills.

It is advisable to use e-learning resources for students to study independently.

It is advisable to constantly improve e-learning resources, taking into account the needs and desires of users.

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UDK 004.43:042.4

METHODS OF TEACHING PARALLEL PROGRAMMING METHODS IN HIGHER EDUCATION

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Annotatsiya. Ushbu maqolada axborot kommunikatsiya texnologiyalari (AKT) mutaxassislarini o'qitishning dolzarb muammolari, parallel dasturlarni o'qitishning zarur jixatlarini shakllantirish yoritilgan. Yuqori samarali tizimlarga parallel hisoblashlarni tashkil qilish bo'yicha amaliy ko'nikmalariga ega bo'lish uchun uslubiy texnologiyalar keltiriladi. AKT yo'nalishlari bo'yicha tahsil olayotgan talabalar uchun kompyuter va uning qurilmalarida parallel dasturlash tajribasini qo'llash metodlari taklif etiladi.

Kalit so'zlar: informatika, dasturiy ta'minot, parallel hisoblash, yuqori samarali tizimlar, o'qitish usullari, MPI, hisoblash klasteri, MPICN.

Аннотация. Эта статья содержит текущие вопросы специалистов по преподаванию информационно-коммуникационных технологий (ИКТ), формирование необходимых извигов параллельных программ. Высокоэффективные системы предоставляют методические технологии для получения практических навыков на организацию параллельных расчетов. Для студентов, обучающихся в направлениях, предлагаются методы применения параллельного опыта программирования на компьютере и его устройствах.

Ключевые слова: Информатика, Программное обеспечение, параллельные вычисления, высокопроизводительные системы, методы обучения, MPI, вычислительный класт.

Abstract. This article contains current issues of teaching information and communication technologies (ICT) specialists, the formation of the necessary frills of parallel programs. High-effective systems provide methodical technologies to acquire practical skills on the organization of parallel calculations. For students studying in directions, methods of applying the parallel programming experience on the computer and its devices are offered.

Keywords: computer science, software software, parallous calculation, high efficient systems, teaching methods, MPI, computing cluster, MPICN.

Introduction. Moltrocessor computational systems have led to the rapid development in computer technology and software, led to the active and manufacturing activity of the information society. Parallel Calculation ideas and technologies also respond to personal computers and laptops. Calculation methods of solving problem solving are improving and software technologies are improving. The parallel calculation and parallel programming have become an integral part of the computing mathematics and programming[1].

The information is required of the Information and Communication Technologies (ICT) in accordance with the educational stand of developed countries in the current countries:

• high-efficiency should know the foundations and architecture of construction;

• canecloge of someating calss in high-yielding computational systems;

• effective methods of organizing simple parallel calculations.

Literature review. Knowing modern trends in the development of highly effective computers and technical means to achieve parallel should be able to develop programs to parallel data processing problems. The necessary conditions and an important qualification of a modern specialist in the necessary conditions and applied mathematics, computer science and computer engineering should have an important qualification of the necessary conditions and practical mathematics, computer science and computer engineering[2].

Research Methodology. Research on parallel programming technologies and methods has been carried out by researchers such as A.Shemetova, V.P. Gergeya, A.A. Labutina, V. P.Gergeya, R.G.Strongim, A.A.Sokolskaya, T.A.Stepanova, A.S.Antonov, K.Ye.Afanasyev, A.V.Basov, G.K.Selevko, K.Y.Bogachev, K.Ye.Borisovs. This article lists some of the literary sentences of the above researchers.

Scientific novelty of the article. However, when they begin to study the above issues in computers and external m eans, parallel programming, practice shows that students are difficult to understand, because it differs significantly from common logical and systematic programming methods[1].

Research shows that the problem of teaching students parallel to students in higher education is not not only didactic, but also a psychological and pedagogical problem. The ability of students to have the skills of students, as well as the skills of their worldview, and the ability to develop data and develop algorithms for supercomputer parallel thinking methods. In parallel thinking, the method of algorithmical mental activity is understood. This will allow the parallel algorithm to create a special actions specific [3].

Thus, the development of methodological approaches to the formation of petters is a need for parallel programming to develop and prepare specialties in the future.

Methods and means of parallel programming. The most appropriate methods of teaching parallel programming to students are:

• at the stage of acquaintance - large volume and visual use of visual material;

• partial search and research - partial search and research - partial search and research

• In the process of laboratory work - research and design.

Analysis and results. Introduction to students with some methods of parallel programming, and in the process of high education, in the process of higher education, it helps to have practical skills in the organization of parallel calculations in high-efficiency systems.

The first phase of teaching is access. The theoretical study of the maintenance and architecture of many processor computational systems, as well as the basic study of the main paralleling methods of solving problems, is offered to use the software system (short name).

In concluding the efficiency of the parallel computational methods, it can be established on ordinary computers (in multidisciplinary mode of simplification of parallel calculations) that operate in the operating system. In addition to simulation mode, in current parallel calculation mode, this is a special connection to a multi-processor calculation system, which contains a parallel system. Many Processor System at the initial preparatory system is provided virtually to students. The environment and personal computer works as a remote access terminal[4].

Using the simulating experiences using the parallel system, the user will have the following features:

• Identify the topology of the parallel computing system for the experiment, set the number of processors in this topology, determines the performance of processors, selects the features of the processor and the method of communication;

• Palpable system formulates the formation of calculation functions of parallel solution algorithms, define task parameters;

• Choose a parallel method to address the selected problem;Tanlangan ish haqining parallel echimi uchun tajriba o'tkazish; bir vaqtning o'zida (vaqtni taqsimlash rejimida) bajarilishi mumkin bo'lgan turli xil protsessor tizimlari, zaryadlash yoki parallel hisoblash usullari bilan tajriba o'tkazish uchun ParaLab tizimida bir nechta turli xil vazifalarni yaratish mumkin;

• collection and analysis of the results of the experiments; Based on the saved results, the system has the ability to create graphs that describe the dependence on the parameters of the task and the calculation system.

In practical training, students are invited to study parallel methods to address the following calculation problems:

• data sorting (conducting experience in calculating the bubble sheltering, calculation and computing system of the system);

• increasing the matrix (conducting experiments with the tape method of matrix with methods of the calculation system with Fox and Cannon methods).

• graphic processing (Calculation experiments using algorithms. Finding the reason for the minimum length of the tree and finding short ways);

• increase the matrix into vector;

• solve the system of linear equations (conducting calculations with Gauss and Konukt Gradians).

The second stage of the training is the construction of the system. The system is invited to create the simplest computing cluster on several computers based on Microsoft Server 2008.

It is known that the cluster is a group of connected computing systems (nodes), which form a single user acceptable resource resource. Computational clusters can shorten calculations by dividing the task through the connected network to the parallel networks that share data.

During the process, students make the installation and adjustment of head and calculation nodes. The cluster and diagnostic built at the end of the work will be done.

The third stage of training is that parallel applications in the computing cluster are available to send messages model. This means that the program consists of many processes, each of which works in its own processor and has their own address area. In

addition, direct access to the other process is impossible and the exchange of information between processes using the receipt and sending operations [2].

The created clusters use the MPI (Message Passing interface) to send MPICH (Message Passing Interface Chameleon). There are several MPI implementations, including free and commercial, portable and directed to a particular communication network. Selection MPICN The technical characteristics of computer equipment (the ability to create a domain, domain) were associated with the possibility of its free availability and ability to install the operating system. The organization of such a system has allowed the launch of programs to make parallel algorithms for calculating and processing data. During the conduct of classes, the 9 processes were tested to parallel 3 computers.

In the process of practical work, students perform parallel algorithm for matrix-vector breeding. The classic area used for the parallel calculation parallel to calculate the calculation time, which requires a matrix calculation. Thanks to its simplified formula, matrix transactions create a great opportunity to display many of the most tricks and methods of parallel programming.

During the process, students will get acquainted with the scheme of students, make programs, get acquainted with a series and parallel assignments. In addition, a good motivational effect allows you to compare the performance time of seeloped and vector multiplication algorithms. Practice shows that the comparison will allow us to demonstrate a decrease in the processing due to the potential efficiency of the parallel software and the incorrect organization of messaging resources or incorrectly formation of messages[5].

In addition, students are invited to study the parallel methods of solving the following calculation problems: data sorting, matrix, processing, system of linear equations, system of linear equations.

Conclusion. In conclusion, we will conclude that the methodological methods of training effective programs in parallel programming of future ICT specialists. An important feature of the use of these teaching methods is that they become parts that are logical related. In this case, users are prepared to work with high effective systems and have sections on the study of the basics of parallel calculation.

The formation of the algorithmic method, in which the stages of the development of parallel algorithm, i.e., the formation of parallel thinking forms naturally correspond to the thinking process of forming algoriths. Development of parallel algorithic skills to solve the problems of education, including divisions of the task, identify and analyze the dependence between complex lines, to organize information ties between subclassks.

Parallel Computational Systems and their programming methods, and mastering the knowledge of the use of the main functions of the MPI library using various parallel programming technologies, using MPI technology.

In the selection and implementation of methods at different stages of education, such an integrated approach ensures the systematic and successful development of practical skills in the organization of work in high efficiency systems.

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