



# ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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## MODERN PROBLEMS OF PEDAGOGY AND PSYCHOLOGY

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### ASSESSING UNDERGRADUATE STUDENTS' PERFORMANCE: THE CASE OF TEACHING SPEAKING

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**Annotatsiya:** Ushbu tadqiqot talabalarning nutq qobiliyatini baholashni o'rganishga qaratilgan. Tadqiqot ishning asosiy maqsadi nutqni baholash amaliyoti to'g'risida ma'lumot to'plash va o'qituvchilarning nutq qobiliyatini oshirishda baholash usullarining samaradorligini tekshirishdir. To'plangan ma'lumotlar shuni ko'rsatadiki, og'zaki ifoda o'qituvchilari tomonidan qabul qilingan baholash amaliyotlari o'quvchilarning nutq qobiliyatini rivojlantirishda samaralidir.

**Kalit so'zlar:** Kompetensiya, qobiliyat, nutqni o'rgatish, diapazon, aniqlik, ravon o'zaro ta'sir, ulanish, CEFR tizimi.

**Аннотация.** Краткое содержание: Настоящее исследование направлено на изучение оценки речевых навыков учащихся. Основная цель, лежащая в основе этой работы, - собрать данные о методах оценки устной речи и изучить эффективность методов оценивания учителей в улучшении их речевых способностей. Данные, собранные в ходе этого исследования, показывают, что методы оценивания, принятые учителями устного выражения, эффективны в развитии устной речи учащихся. •

**Ключевые слова:** Компетентность, способность, обучение разговорной речи, диапазон, точность, беглость взаимодействия, коммуникабельность, система CEFR.

**Abstract:** This current study aims to investigate the assessment of students' speaking skill. The main purpose underlying this work is to gather data about the speaking assessment practices, and to examine the effectiveness of teachers' techniques of assessment in improving their speaking abilities. The data collected of this study shows that the assessment practices adopted by teachers of oral expression are effective in developing students' speaking performance.

**Key words:** competence, ability, teaching speaking, range, accuracy, fluency interaction, connectivity, CEFR system.

**Introduction.** The main task in teaching a foreign language is not only mastering the amount of language knowledge, but also the formation of a set of competencies that allow students to apply this knowledge and skills in real speech and life situations. The changed approaches to teaching a foreign language in the Republic of Uzbekistan, starting from preschool education and ending with postgraduate education, have set the task of foreign language teachers to form foreign language communicative competence among ESL students [1:7]. The experience of teaching in the system of higher and secondary specialized education shows that one of the main



reasons that complicate communication in a foreign language is the lack of communicative competence mastery of students, especially in English.

Communicative competence is considered as the ability to communicate in a multilingual world effectively with the other user worldwide. Many researchers and methodologists divide communicative competence into [2:1-7] :

- speech competence (effective use of language as a means of communication and cognition; professional skills: speaking, listening, writing and reading);
- language competence (mastery of language means for communication purposes);
- socio-cultural competence (knowledge of the culture of the language being studied, the ability to interpret linguistic and cultural facts, to understand and build one's speech behavior according to this specificity);
- compensatory competence (the ability to get out of the situation when there is a shortage of language means in the process of foreign language communication);
- educational and cognitive competence (development of special educational skills that allow to improve your knowledge of a foreign language and use for continuing self-education).

**Materials and methods.** In this regard, in order to identify the causes of the above mentioned issues in this article, we have set the goal of finding answers to the following questions:

- What is the goal of teaching speaking classes?
- What are the communication struggles in teaching speaking?
- What criteria should a teacher rely on while assessing the competence of speaking?
- How teachers can correct mistakes in teaching speaking?

Many researchers claim that students can learn to speak only by speaking, if this is the case, then fluency and confidence are equally important goals of conversational practice [4:146], This fact is very important for mastering English as a means of communication. But as Cui notes in his work, "at the same time, they should feel comfortable and confident during classes"[5:24] , Only then they will be able to improve and develop communication skills. Nevertheless, as the experience of teaching English shows, teachers face many problems while teaching and assessing oral speech.

**Results and discussion.** One of the dominant issues in teaching speaking is the question of evaluating and correcting students' mistakes. Teachers face these problems every day, and try not only to evaluate and correct them, but also to prevent the subsequent occurrence of errors, because communicative errors cause difficulties in speaking - misunderstanding of the interlocutor, slurred speech, and more. In learning foreign languages, in our case English, during speaking students must achieve the followings:

- Intelligibility (the speaker pronounces words recognizable as English);
- Clarity (the listener can understand the essence of communication);
- Interpretability (the listener can understand the purpose of communication).

All of the above indicates that in order to develop this skill, English language teachers must correctly formulate students' abilities to express their thoughts freely and accurately in English and focus their attention on methods and ways of evaluation forms of speaking skills.



The CEFR system has been introduced into the educational system of the Republic of Uzbekistan, one of the important goals of which is to provide assessment methods. Following the provisions of the CEFR (can do) system, according to State standards, the teacher should gradually develop the ability of students to maintain a conversation in various situations. Based on this, in the national education system, language skills and speaking skills are divided into 6 levels. They are defined by descriptors (language proficiency requirements), which are aimed at developing evaluation criteria for the certification graduates at all levels of education of the Republic of Uzbekistan:

Based on the above requirements, it is possible to formulate evaluation criteria for testing speaking skills at each level in teaching foreign language. Besides this, during evaluating speaking skills each teacher should take into account such criterias of oral speech as:

- **Range** – the student has sufficient vocabulary to describe something, express a point of view on general issues without explicitly searching for a suitable expression. Knows how to use some complex syntactic constructions.
- **Accuracy** - the student demonstrates a fairly high level of control of grammatical correctness. Does not make mistakes that may lead to misunderstanding, and can correct most of its own mistakes.
- **Fluency** - the student can generate statements of a certain duration with a fairly even pace. It can show fluctuations in the selection of expressions or language constructions, noticeably long pauses in speech.
- **Interaction** - the student can start a conversation, enter into a conversation at the appropriate moment and end the conversation, although sometimes these actions are characterized by a certain clumsiness. He can take part in a conversation on a familiar topic, confirming his/her understanding of what is being discussed, inviting others to participate, etc.
- **Connectivity** - the student can use a limited number of means of communication to connect individual statements into a single text. At the same time, in the conversation as a whole, there are individual "jumps" from topic to topic.

Another important component of the evaluation process in teaching speaking is the correction of mistakes among students in their language acquisition, because the effectiveness of this activity determines the progress in learning and is the leading indicator of the success of language acquisition in general[8:206]. The issue of correcting errors was actually considered by everyone, both foreign and local specialists, in which the following causes of speech errors were identified:

- Interlanguage interference (the influence of the native, and sometimes the first foreign language );
- Intra-language interference;
- Insufficient formulation of skills and abilities.

Many researchers have come to the conclusion that it is impossible to avoid mistakes in language teaching, but keeping them to a minimum remains as the main task of foreign language teachers. Ivitskaya N.D. noted that "a foreign language teacher should know the causes of errors – what are their origins and for the prevention



should find the best ways to solve them" [9:46]. To achieve this goal, it is advisable first of all to identify and analyze errors that present certain difficulties in teaching and learning speaking skill. The following types of errors in speech are classified in the methodological literature:

- the case of interference (interlingual and intralingual);
- errors related to linguistic layer (phonetic, lexical-semantic, grammatical, stylistic errors);
- errors related to insufficient mastery of speech activities (listening, writing, reading and speaking skills).

The question remains debatable: should mistakes in students' speech be corrected or not, how and when? Many experts believe that with the communicative-oriented method of teaching, the correction of students occurs only in some cases, because the purpose of training is to achieve communication - the ability and readiness of students to communicate in a foreign language. The teacher has the right to correct the student, but this should not interfere with his free communication [12:38]. It is necessary to take into account the types of mistakes when teaching the skill of speaking. V.N. Vasilin, divided errors into three types:

1) Slips - reservation errors (errors that the student can correct himself if they are pointed out);

2) Errors – mistakes made in the covered material (mistakes that the student cannot correct on their own, even if they are pointed out, but the study group is familiar with the correct form);

3) Attempts – mistakes made in unfamiliar material (mistakes made in unfamiliar structures, or when it is not clear what the learner wants to say and what form he is trying to use in a sentence to express his thoughts) [13:80].

All of the above indicates that the mistakes made by students should be corrected by the teacher in the form of a reminder. According to the researchers of methodologists, mistakes need to be corrected when they hinder the understanding of speech. Teacher's task to help students master the skill of speaking (fluency and literacy) without interrupting or hindering the communicative activity of students. Corrections in the classroom by the teacher should be carried out at the end of a certain exercise, because the fear of making mistakes during a discussion, monologue, dialogue can cause students to have a "silent student" syndrome. As main goal in teaching speaking is to achieve oral communication, therefore, despite language and speech errors, students should not be afraid and learn to "speak" in English. Here are some examples of ways to correct errors in students' speech:

- the teacher points out an error with a facial expression or gesture, and does not stop the student during a communicative task;
- teacher can repeat a phrase or a speech turn, emphasizing it with intonation, while the student guesses himself about the mistake made and corrects himself (self-correction);
- the teacher records the students' speech using video or audio recordings and notes the mistakes made in a table with specially separated columns: mispronunciation, new vocabulary, you said, you should have said;
- the teacher asks for an explanation if the student expresses himself incorrectly;



➤ The teacher can use audience help and ask students to monitor who is speaking and note the speech mistakes made in writing. At the end of the lesson, 3 minutes are allocated for discussing students' mistakes (mutual correction).

**Conclusion.** Teachers, at their discretion, can use the above methods of correcting mistakes when teaching speaking. In addition, they should not forget about the psychological impact on students when correcting mistakes, because the fear of mistakes is the cause of fear and excitement when speaking a foreign language. There have always been mistakes, and there will be. Each teacher should explain to the student that mistakes in speaking are a natural process, it is necessary to form a positive attitude in communication among students and motivate them to speech activity. Therefore, it will be advisable not only to correct, but also to anticipate speech errors in advance in order to achieve effective speaking training using communicative exercises.

In conclusion, we can note the following:

- the effectiveness of teaching speaking is achieved with the right choice of method and method of error correction;
- the main causes of speech errors are: interlanguage interference, intralanguage interference, insufficient formation of skills and abilities;
- to prevent mistakes in monologue and dialogic speech, a communicative approach should be used;
- in communication-oriented learning, mistakes should be corrected if necessary, when they interfere with the speech activity of students and are the cause of its occurrence;
- the correct organization of error correction will enable students to express their thoughts freely (without fear of making mistakes), provide abundant speech practice, motivate them to the learning process and increase self-esteem.

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## **THE PHENOUGH PERIODIZATION OF THE TEACHER'S PROFESSIONAL ACTIVITY CYCLE AND ITS DAY REGIME**

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**Annotatsiya.** Maqolada mualliflar o'qituvchi shaxsining kasbiy yaroqliligining u tomonidan tuzilgan pedagogik mezonlari bilan tanishadilar. Илмий изланишда o'qituvchining o'ziga bo'lgan ishonchi yoshi va o'qituvchilik tajribasiga qarab ortib borishi, dinamiklikni, ya'ni o'zini va o'quvchilarini nazorat qila olish qobiliyatini shakllantiruvchi kasbiy fazilatlarni shakllantirishi aniqlandi. O'qituvchi kundan kunga o'zining axloqiy va kasbiy me'yoridan xabardor. Turli pedagogik vaziyatlarni tahlil qilish, o'z kasbiy ko'rinishlarida o'zini tuta bilish qobiliyatini egallaydi. Kundalik hayotdan qoniqish va kelajakka intilish bevosita kasbiy qoniqishga bog'liq. Biroq, yosh va ish tajribasining yanada ortishi, muvozanat va o'ziga ishonchga ega bo'lishi bilan o'qituvchi va o'qituvchi talabalar va talabalarni tushunishda qiyinchiliklarga duch kela boshlaydi. Ushbu maqolada o'qituvchining kasbiy faoliyatini davriylashtirishda, xalqaro simpoziumlardan birida qabul qilingan va A. K. Bolotovanning «Psixologiyaning rivojlanishi» kitobida keltirilgan yosh davriylashtirish sxemasi keltirilgan.



**Kalit so'zlar:** kasb, kasb, yosh va jins davri, sikl, fitnes, rejim, ijodiy unumdorlik, omil, salomatlik, yosh davri, dinamika, o'qituvchi, o'qituvchi funktsiyalari.

**Аннотация.** В статье авторы знакомят с составленными им педагогическими критериями профессиональной пригодности личности учителя. Исследования показали, что уверенность учителя в себе увеличивается с возрастом и опытом преподавания, формируя профессиональные качества, которые формируют динамизм, то есть способность контролировать себя и своих учеников. День ото дня учитель осознает свою нравственную и профессиональную норму. Приобретает умение анализировать различные педагогические ситуации, контролировать себя в своих профессиональных проявлениях. От профессиональной удовлетворенности прямо зависит удовлетворенность повседневной жизнью, стремление к будущему. Однако с дальнейшим увеличением возраста и стажа работы, приобретая уравновешенность и уверенность в себе, учитель и преподаватель начинает испытывать трудности в понимании учащихся и студентов. В статье представлена схема возрастной периодизации в периодизации профессиональной деятельности учителя, принятая на одном из международных симпозиумов и представленная в книге А.К. Болотовой «Развитие психологии».

**Ключевые слова:** профессия, профессионал, половозрастной период, цикл, пригодность, режим, творческая продуктивность, фактор, здоровье, возрастной период, динамика, учитель, функции преподавателя.

**Abstract.** In the article, the authors introduce the pedagogical criteria of professional suitability of the teacher's personality compiled by him. Research has shown that teacher self-confidence increases with age and teaching experience, forming professional qualities that shape dynamism, that is, the ability to control oneself and one's students. Day by day, the teacher realizes his moral and professional norm. Acquires the ability to analyze various pedagogical situations, to control himself in his professional manifestations. Satisfaction with everyday life, striving for the future directly depends on professional satisfaction. However, with a further increase in age and work experience, gaining poise and self-confidence, the teacher and the teacher begins to experience difficulties in understanding students and students. The article presents a scheme of age periodization in the periodization of a teacher's professional activity, adopted at one of the international symposia and presented in the book by A.K. Bolotova "Development of Psychology".

**Key words:** profession, professional, age and sex period, cycle, fitness, regime, creative productivity, factor, health, age period, dynamics, teacher, teacher functions.

**Introduction.** It should be noted that one of the main aspects of the biological and social nature of an individual is his psycho-physiological individuality and uniqueness. "I" is the core of a professional's psychophysiological individuality[1]. In connection with the increase in mental, neuro-emotional and physical stress in the professional activities of the teacher and the increasing complexity of the educational process, the subject of rapt attention of physiologists, psychologists, sociologists and educators is increasingly becoming the study of the teacher's professional cycle. In this regard, there is a scientific and practical need. The dynamics of the teacher's



professional cycle as a scientific problem has not yet been studied in any field of science. In this regard, the purpose of this article is to determine the professional suitability, creative productivity and longevity of a teacher's personality based on the age and sex periodization of the professional cycle and daily routine.

It is known in science that the organism functions on the basis of the principle of self-regulation and self-management, as if automatically maintaining, thanks to the mechanism of assimilation and dissimilation, stability under conditions of continuous dynamic changes in the internal environment and the pressure of various external factors[2]. An example of such an external factor in a teacher's activity is the relationship between the "object" and "subject" of upbringing and professional upbringing.

Over time, the process of dissimilation begins to dominate in the body and the relative stability and constancy gradually begin to break. As a result, the influence of external factors on the body "decreases". At the same time, as the functional activity of the organism increases, the anatomical effect of the physiological, social and psychological factors becomes more pronounced as the creative longevity continues, and ultimately each occupational disease will be determined by biological and social processes.

**Materials and methods.** In psychology and pedagogy, there are still no scientifically confirmed conclusions about the causes of the decrease in the high professional performance of the body in the elderly[3].

In the course of the study by a monographic method, we found that with increasing age and pedagogical experience, the teacher gains confidence in himself, develops professionally significant qualities that make up dynamism, that is, forms the ability to control himself and the students. Day by day teacher is becoming or getting moral and professional norms. They acquire abilities to analyze different pedagogical situations and effectively control themselves in professional environment. Norm and professional self control are two sides of professional self-education. Hence the satisfaction with the profession.[4] From professional satisfaction directly depends on satisfaction with everyday life, the desire for the future. However, with a further increase in age and work experience, gaining poise and self-confidence, the teacher and the teacher begin to experience difficulties in understanding students and students. Hence the difficulty in communicating with students, which probably explains the increasing age, and hence the psychological distance between the teacher, teacher and students, students[5].

**Results and discussion.** One of the main factors influencing the work of the teacher was the pedagogical experience, which served as an indirect indicator of the level of pedagogical qualifications. From this one can come to the conclusion that a teacher and a teacher of high school with experience has been able to fulfill his professional duties not only better, but also faster. But, paradoxically, our observations showed that, contrary to the stated assumption, the corresponding expenditure of time and effort increased with increasing length of service. The individual creativity of an ageless teacher is endless, uninterrupted work, without Sunday pleasures and entertainment. This is selflessness, remorse of conscience, dissatisfaction, impotence,



frustration, despair, short as a flash, joy like deception, and again the endless pursuit of the almost impracticable and elusive[6].

To understand the life cycle, it is necessary to determine the sequential change of the state of development, one directionality and irreversibility of the life time, that is, the typological characteristic of this time. At the same time, the duration of existence of an individual, determined by the total life expectancy of all individuals of a given species, the metric characteristic of the life cycle and its individual moments should be taken into account. Both of these characteristics are presented, for example, in the age-periodization scheme adopted at one of the international symposia. In this scheme (scheme 1), the period of development (left) is quantitatively determined by the duration of its existence, measured initially by days, then by years and decades (right):

Newborns	1-10 days (40 days .-X.A.)
Baby breast	10 (40) days - 1 year
Early childhood	1-2 years
The first period of childhood	3-7 years
Second period of childhood	8-12 years for boys 8-11 years old for girls
Adolescence	13-16 years for boys 12-15 years for girls
Adolescence	17-21 years for men 16-20 years for girls
Middle age: first period	22-35 years for men 21-35 years for women
second period	36-60 years for men 36-55 years for women
Elderly people	1-75 years for men 55-75 years for women
Old age	74-90 years for both sexes
Long-livers	Over 90 years (1, pp.89-90).

APN Symposium on age periodization of physiology recommended the following scheme of age periodization:

Newborns	1-10 days (40 days .-X.A.)
Baby breast	10 days - 1 year
Early childhood	1-3 years
The first period of childhood	4-7 years
Second period of childhood	8-12
Adolescence	13-16 years for boys
Adolescence	12-15 years for girls
Middle age: first period	17-21 years for men
second period	16-20 years for girls
Elderly people	22-35 years for men
Old age	21-35 years for women
Long-livers	36-60 years for men

In modern gerontology, anthropology, psychophysiology and pediatrics, more special age classifications are used. The gender-age structures of the teacher's professional cycle, as we stated above, have not yet been the subject of special scientific analysis. As we stated at present, the distribution of secondary school teachers[7].



In the conditions of the university, the distribution is carried out according to the positions: assistant, senior lecturer, assistant professor, professor and academician. On the basis of such a distribution, the level of material support for educators, teachers, and university professors is provided.

One of the main criteria characterizing professional need and job satisfaction is the duration of work in the specialty. During the study of the sex-age periodization of the professional cycle of the teacher and his daily routine, we based on this criterion. It is known that the indicators of creative productivity of teachers depend not on one, but on several factors. On the basis of the main criterion, we will further reveal the pedagogical criteria for teacher's professional fitness. In the process of work, the concepts of "suitability for work" and "professional suitability" are often used. Often these concepts are used as synonyms, but, in fact, they have different meanings.

Suitability to work (working ability) is a broad and common notion. It assumes the presence of the main features that determine the suitability of a person to work. Essentially, it is about the physical and mental ability to work at all.

Occupational fitness is a narrower concept, meaning full compliance with the performance, personal qualities and capabilities of a person with the requirements of a particular job[8].

In working with the teaching staff, professional competence is of paramount importance. On the basis of this is the selection and placement of personnel and individual daily productive work. By productivity is meant the maximum possible human performance. Productivity (productivity) and performance (output) have the same meter. When it comes to productivity, especially creative productivity, it is necessary to state that the process itself and the quality of work are essential for the teacher and the teacher.

The results of labor form a new motivation, cause professional longevity.

The efficiency of the teacher can be determined by the following equation:

$$(1) \quad P = C * M$$

Where P - working capacity, C - ability, M - motivation.

This formula means that the factors causing an increase in creative productivity and professional longevity of a teacher depend on the professional upbringing of a specialist, health status, physical and mental abilities, knowledge of his subject, characteristics of character, temperament and motivation of professional work. In addition to the above subjective factors, there are external factors. This is a wage system, material and moral incentives, the moral climate in the team, equipment (material and technical base) of the school, university, creative environment in the team, etc.

The fluctuation of working capacity during the day is due to the physiological and psychological fitness of the organism to the 24-hour biological rhythm. In accordance with the biological rhythm of the body, physiological and mental functions also change within 24 hours: from physiological functions - blood pressure, pulse, body temperature, electrical conductivity and elasticity of the skin, etc. ; from mental functions - reaction speed, attentiveness in work, that is, mental capacity in general.

The main production of the teacher is his students! In the process of certification, the teacher almost does not take into account who and how the teacher brought up, that



is, the results of his upbringing. In addition, the attestation commission should take into consideration that the teacher's professional mission is in the process of continuing teacher education. Such an approach will strengthen the scientific and theoretical activity of educators, teachers and educators.

One of the characteristic features of the teacher's profession is that the teacher needs a good rest, a daily routine and a scientific organization of work with a high motivation-value orientation. The daily routine and normal rest directly affect the results and quality of work. It has been scientifically proved that a teacher, by the nature of his professional activities, does not always know how to properly rest and abide by the regime, both during work and after it. This is due to the fact that the profession of a teacher, his mission, requires him "abnormal" labor. This phenomenon is considered legitimate and is still observed. Of course, such an approach to assessing the professional activities of a teacher cannot be considered absolutely correct and fair.

In the system of continuous pedagogical education, rest and the mode of the day of the teacher can be regulated by means of various leisure activities, through rooms of psychological relief, etc. As recent studies have shown, the organization of the teacher's free time, especially after work, is important for the health of a specialist and for professional productivity[9].

The type and duration of rest should depend on the gender and age of the teacher. It is necessary to observe a constant rhythm of work and rest (interruption to activity) and an established day regimen as factors for the formation of conditioned reflexes, which it is desirable not to change. It is necessary to provide with rest (interruption in activity) when, under the influence of mental or physical fatigue, the effectiveness of the educational process can decrease.

The advantage of short breaks in the mode of the school, the university and for the teacher himself, the teacher is confirmed by psychologists, doctors and experienced teachers. As a result of a break (rest), the working capacity is stabilized, tiredness is reduced and energy consumption is limited. Monotonous work, emotional stress leads to rapid fatigue and a large expenditure of energy. Therefore, it is not the duration of the rest that is important for the teacher, but the proper distribution of time and the scientific organization of labor[10].

**Conclusion.** In conclusion, I would like to note that during the attestation of teachers, an important role will be played by the study of data on professional suitability and the conditions created for work by teachers, which are described above.

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## **METHODS OF DEVELOPING PRODUCTIVE LANGUAGE SKILLS (WRITING AND SPEAKING)**

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**Annotasiya:** Mazkur maqola produktiv til ko'nikmalarini rivojlan-tirishning samarali usullariga bag'ishlangan bo'lib, unda gapirish va yozuv nutq faoliyati turi va malaka sifatida qo'llanilishi, bu til ko'nikmalarini shakllantirishda va rivojlantirishda o'yinlarning kommunikativ, mashqlar-ning zamonaviy va ilg'or pedagogik texnologiyalardan foydalanishning aha-miyati tahlil qilingan.

**Kalit so'zlar:** Produktiv bilim ko'nikmalari, gapirish, yozish, zamona-viy texnologiyalar, usullar;

**Аннотация:** Данная статья посвящена эффективным способам развития продуктивных языковых навыков, а также решению вопросов, связанных с умением говорить и писать как речевая деятельность и умение, а также роль реализации игр, коммуникативной деятельности и современных педагогических технологий при формировании анализируется продуктивность языковых навыков.

**Ключевые фразы:** производственные навыки, речь, письмо, методы, современные технологии;

**Annotation:** Given article is devoted to the effective ways of developing productive language skills and it deals with the issues about speaking and writing skills as a speech action and a skill, as well as, the role of implementing games, communicative activities and modern pedagogical technologies in forming and improving productive language skills is analyzed.

**Key phrases:** Productive skills, speaking, writing, modern technologies, methods;

**Introduction.** The adoption of Resolution PQ 1875 [1] "On measures to further improve the system of learning foreign languages" in our country has further strengthened the interest of young people in the diligent study of English. Realizing that language skills are the key to a new era of globalization in education, science, economics, politics and social life, today's young people are developing their mental maturity. Their thirst for knowledge, independent thinking and scientific and creative research, unbounded interest in news and discoveries, and demand for educational



content are the main motives for English language teachers to work on themselves, improve their skills and become more aware of all the innovations in the education system.

**Research and methodology.** The main goal of an English teacher is to develop language skills in accordance with international educational standards, through the widespread use of language. The main methods of language learning - memorization, reading aloud, reading or writing essays requires the involvement of skills in project work, debates, essays, presentations, problem-solving, and small-scale research. Scientists have expressed different views on the relationship of methodology to the science of psychology. According to V. I. Rakhmanov [2], firstly, it is manifested in the study of psychology as a specific type of human speech activity, and secondly, in the implementation of the methodology using the psychological laws of the educational process. Psychology divides speech into oral and written forms of speech, emphasizing that oral speech takes place in oral form, written speech takes place in written form, and that the same process takes place as they occur. In both forms, first the internal speech occurs, then the external speech, but in the first the external speech is expressed orally, in the second the written expression.

Receptive speech is speech that occurs through the reception of information. Relying on them is achieved through the reception of information, listening comprehension, reading a book, a text. In this case, the speech code is first accepted, then re-encrypted.

In reproductive speech, the student provides information through speaking and writing. This article outlines the importance of developing productive language skills in students' language learning and the challenges of exploring effective ways to do so.

Productive language skills - the use of communicative exercises, tasks in the formation and development of speech and writing, the need to know what modern and advanced pedagogical technologies to use, to analyze communicative exercises, tasks, what modern and advanced pedagogical technologies.

The theoretical significance of the article lies in the fact that students and graduate students can receive scientific and methodological recommendations on the importance and effective methods of developing productive language skills in the educational process, the practical significance of this article is a necessary guideline in its implementation. [3]

The methodology is based on the principle of communicativeness in foreign language teaching. When a foreign language teaching methodology deals with the teaching of activities, it is necessary to know the psychology of speech. In doing so, one first thinks, prepares, and then makes an external speech. Speaking without thinking before often leads to illogical speech.

Internal speech occurs mainly on the basis of the student's thinking, reasoning. They differ in appearance. If the inner speech is formed inside, the outer speech is formed outside. First the internal, then the external speech is the guarantee that the speech will be meaningful, logical [4]. Therefore, the method offers students to create an internal speech before teaching speech, and then an external speech based on it. Students perform two types of activities: the first involves speaking, expressing their



thoughts in writing, that is, giving information, and the second involves listening comprehension and reading.

The same action occurs when a student expresses his or her opinion in writing. The student first thinks, that is, the inner speech takes place, and then he expresses this thought verbally or in writing to the external environment through words. It is important to teach the types of speech activities in English. Through them, information is received, information is given. This is the purpose of teaching English. While information acquisition is accomplished through listening comprehension and reading, it is accomplished through informing, speaking, and expressing an idea in writing. [5]

**Discussion.** There are 2 forms of speech activity: oral and written speech. Oral speech training - includes listening comprehension and speaking training. They are integral parts. It is difficult, if not impossible, to teach them in isolation. Oral speech can take the form of listening comprehension and speaking. Teaching written speech includes reading and writing. Informing involves speaking and expressing ideas in writing, and they are productive speech activities, such as listening comprehension and reading, and they are types of receptive speech activities. [6]

Speaking English is also a type of speaking activity. The better the student's listening comprehension skills, the faster the speech will develop, otherwise the opposite will happen. A student who is able to receive information in English will provide information in English tailored to its content. If the reader cannot understand the content, it is difficult to respond. When information is received in listening comprehension and internal speech occurs, internal speech occurs before speaking, followed by external speech. It is interpreted in both, but before speaking, and later in listening comprehension. Thinking, memory, and perception play an important role in these inner discourses. Reading is about speech, it is about it. The reader speaks through the information he reads, gives information. The more he reads, the more information he has to speak. For this reason, the student gathers information to read and speak aloud, aloud. Reading is a source of information for speaking.

Writing and written speech is a type of productive speech activity in which learning to write involves mastering the graphic representations of sounds in a foreign language alphabet, turning letters into sounds, words, sentences, spelling them correctly and using them to express an idea in writing. Thus, teaching writing is understood as the acquisition of phonetic units such as sounds, letters, syllables, lexical units such as words, phrases, sentences, paragraphs, text, reading and writing, the formation of skills and competencies in the preparation of written information.

Writing mediates the formation and development of other speech activities. Through writing we can write down someone else's opinion, if we write down what we read, it will be well remembered, we will gather information to speak, it will be easier for us to speak. We also learn to read by studying writing. Psychologists point out that coding information in writing in any language is a much more difficult activity. In the creation of written information, the recording mechanism consists firstly of the elements in the formation of audio information, and secondly of the conversion of the sound code into the recording code [7].

According to the famous Russian methodist, scholar, the founder of communicative technology of foreign language teaching E. I. Passov, play is an



activity, the content of such activity is to teach knowledge, speech actions [8]. E. I. Passov describes the game activity as a teaching tool and shows its following positive aspects [9]:

- motivation of activity;
- absence of external pressure in the learning process;
- the study is of a voluntary individual nature;

Games can be used in foreign language teaching for the following purposes: to form certain communicative skills and abilities on the topic, to teach speech movements in communication, to develop the necessary skills and mental functions, to consciously master the content of communicative tasks in the game.

During the game, students' cognitive activity is modeled, their attention, memory, level of thinking, imagination, cognitive process are formed and improved. The pedagogical and didactic importance of games is explained by the fact that they help students to self-understand, how to perform speech actions in communicative situations, self-examination. [10]:

**Conclusion.** In conclusion, it is important to increase the effectiveness of foreign language lessons in secondary, secondary special and higher education, increase student activity and communication skills in the teaching process, improve not only productive but also receptive language skills, as well as develop independent, creative skills. The main factor is the formation of innovative activities, the ability to use interactive methods in the classroom.

One of the important requirements in the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort.

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## CRITERIA AND INDICATORS FOR ASSESSING THE FORMATION OF CARTOGRAPHIC COMPETENCE IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS OF TECHNICAL DIRECTION

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**Annotasiya.** Ushbu maqolada texnika yoʻnalishi oliy taʼlim muassasalarida “Kartografiya”, “Topografiya” va “Geodeziya” kabi umumkasbiy fanlarni oʻqitish jarayonida talabalarda shakllanadigan kartografik kompetentlikni oʻlchash mezonlari va koʻrsatkichlari haqida fikr yuritiladi.

**Kalit soʻzlar.** mezon, koʻrsatkich, kartografik kompetentlik.

**Аннотация.** В данной статье рассматриваются критерии и показатели измерения картографической компетентности, которые формируются у студентов в процессе преподавания в высших учебных заведениях технического направления таких общеобразовательных дисциплин, как “Картография”, “Топография” и “Геодезия”.

**Ключевые слова.** критерий, показатель, картографический компетентность.

**Abstract.** This article discusses the criteria and indicators for measuring cartographic competence, which is formed in the process of teaching general subjects such as “Cartography”, “Topography” and “Geodesy” in technical higher education institutions.

**Keywords.** criteria, indicator, cartographic competence.

**Introduction.** A competent approach to assessing the effectiveness of students' preparation for future careers in higher education is the most promising. According to him, competence and the competencies included in it are the criteria of readiness for professional activity.

Cartographic competence is an important part of the professional competence of bachelors in the field of education 5311500 - "Geodesy, cartography and cadastre (construction)." Today, serious attention is paid to the development of cartographic competence in students of higher education institutions 5311500 - "Geodesy, Cartography and Cadastre (construction)". This means, first of all, that in modern society topography and cartography play an important role as a space of spatial information about nature, society and their interrelationships. A geographic map cannot be replaced with text or a live word because it does not provide a spatial image that allows you to see the area and compare the properties of any objects in space at the same time.

Map language is a special language. Because it is characterized by such qualities as perseverance, precision and showmanship. In modern conditions, the language of the map is the most economical.



The cartographic method is the most effective tool for knowing the structure of geographical objects and phenomena, their relationships, means of monitoring and forecasting.

The growing role of the geographical map as a means of communication that reflects the development of society, its culture and level of understanding of the world is leading to the growing importance of general education subjects in higher education, such as cartography and topography. Unlike other means of communication, the map presents information not as a series, but as integrated graphical images in the form of integrated spatial graphic combinations that are immediately received at the same time.

**Materials and methods.** A number of general professional disciplines, such as cartography, geodesy and topography, are an integral part of the training of future engineers in the field of 5311500 - "Geodesy, cartography and cadastre (construction)". Therefore, cartographic competence can be considered as part of the professional competence of graduates of this field of study.

A. V. Of particular importance is Khutorsky's view of competencies and definitions of competence. The researcher draws attention to the Latin roots of these concepts: from the Latin "competentia" - a translation of the word, which is a range of issues that are well known, known and experienced by man [4].

Thus, according to the idea put forward by AV Khutorsky, a person with the necessary knowledge and skills that allow him to work in a particular field is called a competent person.

V. A. Bolotov and V. V. When Serikovs call competence in their work "a way to be educated, knowledgeable, skilled, it is a set of concepts that allow them to express their personal identity" [2].

Hence, competence, as part of the learning process, depends on the personal quality of the learners. A. N. Shchukin believes that "competence is a characteristic of a person that determines his ability to act on the basis of formed competence" [3]. In his opinion, competence is characterized by the fact that a person possesses a certain type of activity.

Thus, in this case, competence is considered not only as a category of knowledge, but also as a category of personality. Many researchers associate the concept of competence with an understanding of the purpose and means of carrying out an activity. From the above, different views on the concept of competence prove that this concept should be interpreted as a complex structure. This structure includes the following elements: acquisition of necessary knowledge, skills and competencies; personality traits that determine the ability to perform an activity; a set of professional characteristics; the person has the appropriate competencies.

**Results and discussion.** Based on the above definitions, in this study we understand that competence is the ability of an individual to effectively compete in any activity on the basis of the competencies formed.

Yu. G. Tatur described competence as follows. Competence is an integral feature that characterizes an individual's aspiration and ability to realize their potential (knowledge, skills, experience, personal qualities, etc.) for successful activity in a particular field [1].



In all of the above definitions, knowledge is the basis of competence. They can be used in the following situations: when solving complex problems in different situations; in the process of communication; acquisition of new knowledge, skills, attitudes and values. In such an understanding of competence, it is seen as a general ability based on knowledge, experience, values and tendencies, and skills as actions in certain situations, i.e. the appearance of competencies. At the same time, the sources highlight the following features that distinguish competence from traditional concepts, ie knowledge, skills, competencies and experience: the integrative nature of competence; compatibility with a valuable meaningful description of the person; practical-oriented orientation.

Yu.G. Tatur demonstrated the competence of a highly educated specialist for successful creative (productive) activity in the professional and social spheres, its social significance and personal responsibility for the results of this activity, "to realize their potential (knowledge, skills, experience, personal qualities, etc.). understands the need to constantly improve their desires and abilities "[1, p. 9]. This definition of a highly educated specialist competence is, in fact, intended to form the ability to see, understand, and evaluate various problems in a person. Based on this, it should be concluded that the results of cartographic training of graduates of the direction (profile), 5311500 - "Geodesy, Cartography and Cadastre (construction)" can be fully described using the concept of cartographic competence.

Summarizing all of the above, we define the content and essence of the concept of cartographic competence for students of 5311500 - "Geodesy, Cartography and Cadastre (construction)".

Higher education institutions of technical direction 5311500 - "Geodesy, cartography and cadastre (construction)" student's cartographic competence is the ability to mobilize a set of knowledge, skills and competencies in general professional disciplines such as cartography, geodesy, topography to perform the following educational activities and readiness: creation, analysis and practical application of cartographic developments of different views and levels of complexity; compile and perform descriptions of various measurements on cartographic objects; draw topographic speeds of places.

**Conclusion.** Cartographic competence is a measure of knowledge, as well as the creation of appropriate motivation through cartographic skills.

Criteria, indicators and levels of its formation have been developed in accordance with this definition.

In the process of teaching general subjects such as cartography, geodesy, topography, the main criteria that allow a sufficiently objective assessment of the level of formation of cartographic competence in students can be presented as follows: motivational criterion; conical meson; activity criterion.

This system of criteria involves the identification of indicators that assess the level of formation of cartographic competence in students. Indicators should be objective and dimensional. Let's look at them:

Motivational criterion - it allows to determine the ability and readiness to apply a set of cartographic knowledge, skills and abilities in educational and professional activities. To use it, it is advisable to use the following set of indicators:



- 1) expression of educational, professional and cognitive motives;
- 2) Motivational-valuable attitude to general professional disciplines such as "Cartography", "Topography" and "Geodesy";
- 3) Satisfaction with the process of studying general professional disciplines such as "Cartography", "Topography" and "Geodesy";
- 4) striving to solve problems of different levels of complexity;
- 5) professional growth and self-development;
- 6) creative activity in the study of the studied general professional disciplines.

Cognitive criteria:

- 1) knowledge of the language of the map (methods of describing events, the system of symbols, etc.), the essence and appearance of cartographic projections, methods of compiling and formalizing cartographic developments;
- 2) know the content and characteristics of the main types of geographical images; know the location, relative size, shape of the most important objects on earth;
- 3) know the map analysis scheme;
- 4) knowledge of the theoretical foundations of cartometric work;
- 5) know the theoretical basis of the principles of operation of geodetic instruments and equipment.

The activity criterion is an objective criterion for assessing the level of cartographic knowledge, skills and abilities of students. To do this, it is advisable to use the following indicators:

- 1) creation of cartographic developments of different types and levels of complexity;
- 2) practical use of cartographic developments;
- 3) perform map analysis, create descriptions of map sources;
- 4) perform various measurements on maps;
- 5) topographic surveys of the area;
- 6) formation of skills of rational organization of research work in cartography.

In order to check some indicators in one form or another, it is advisable to use the following tools: questionnaire; test assignments; current assignments; expert evaluation.

The competency-based approach is the basis of professionally oriented technology of teaching general subjects such as "Geodesy", "Cartography", "Topography" and helps to improve the cartographic training of students majoring in 5311500 - "Geodesy, Cartography and Cadastre (construction)".

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**ENRICHMENT OF THE LEXICAL COMPOSITION OF THE LANGUAGE THROUGH BORROWINGS**

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**Annotatsiya:** Maqolada tilning leksik tarkibini o‘zlashtirish jarayoni orqali boyitish masalalari muhokama qilinadi. Unda ingliz va o‘zbek tillarida matematikaga oid ba’zi o‘zlashma atamalarining o‘zlashtirilishi haqida ayrim tilshunoslarning fikrlari bayon qilinadi. Maqolada Ingliz va o‘zbek tillarida matematikaga sohasiga oid ayrim o‘zlashtirilgan atamalar kuzatilib, ularning etimologiyasiga e’tibor qaratiladi.

**Kalit so‘zlar:** o‘zlashtirish, o‘zlashma so‘zlar, terminologiya, leksik tarkib, so‘zlarning yasalishi, etimologiya.

**Аннотация:** В статье рассматривается обогащение лексического состава языка за счет заимствований. В нем представлены взгляды некоторых лингвистов на заимствования, а также наблюдаются некоторые заимствованные термины, касающиеся математики в английском и узбекском языках, и указывается на их этимологию, поскольку изучение терминов в любой области науки неотделимо от этимологии.

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

**Abstract:** The article discusses the enrichment of the lexical composition of the language through borrowings. It provides the views of some linguists about the borrowing and also it is observed some borrowed terms concerning mathematics in English and Uzbek languages and it is pointed out to their etymology as the studying of terms in any field of science is inseparable from etymology.

**Key words:** borrowing, borrowed words, terminology, lexical content, formation of words, etymology.

**Introduction.** Nowadays, the terms in the field of mathematics in Uzbek and English languages have become a complex system and the use of other language elements in the expression of new mathematical concepts is common.

There is no any language in the world that has no any borrowed words or not mixed to a certain extent.

The opinion that in all languages borrowing of words from the outside is also suitable for a terminology [1].

It will be easier to study any science only if we understand the meaning of the terms of the particular field. It is important to analyze the words which are borrowed from other languages and learn their meanings.



To analyze and learn is one of the most important steps in the study of the lexical content of any language. Borrowing is considered to be a linguistic phenomenon and one of the ways to enrich the lexical layer of any language.

The process of learning borrowings affects the vocabulary of a language. Because this process directly leads to the formation of words in the language. In this way, a lexical layer of the language is formed, which receives a certain amount of borrowed words. Today, almost every language is getting expanded by enriching its vocabulary.

**Literature review.** As derivational process the phenomenon of borrowing is rather well studied in linguistics. The term “borrowing” has different interpretations that have been explained by L. P. Krisin, N. M. Shansky, A. V. Kalinin, M. I. Fomina, V. V. Akulenko, N. Sharopov and other different linguists in various ways, Russian linguist L.P.Krysin considered “borrowing” as transition of elements from one language in system of other language as a result of more or less long contacts between these languages, he defined the term that “Borrowing is the process of passing a word or elements of a word from language to language.” [2].

According to E.F. Volodarskaya, "Borrowing is a linguistic phenomenon in which one language receives linguistic material from another as a result of extralinguistic interactions between languages that differ in shape and degree." [3].

It is written by S. Akabirov that “In all languages for expression of new concept or the ready term from other language is accepted, or the word or the term which are available in this language is used or the new term is formed” [4].

There is such a type of borrowings that retain the maximum sound similarity with a foreign language word, the function of which in the borrowing language is reduced to designation with the help of an explanatory definition of specific concepts and phenomena of foreign language.

The process of borrowing is often the same as the principles of derivation in terms of function. The terms also have their own ways of enrichment, so the terms concerning mathematics do also.

The analysis of the lexicon that has entered the field of mathematics through the process of borrowing, allows to classify this lexicon taking into account the peculiarities of the phenomenon of borrowing and its results.

**Research methodology.** The work is based on general linguistic method of historical-etymological analysis.

In the study of word meaning through the method of historical-etymological analysis, it is addressed to the etymological dictionaries of a particular language. In fact, the process of learning the etymology of a certain word and addressing to the history of it, all these are based on the method of historical-etymological analysis.

In order to analyze some terms concerning mathematics we used several etymological dictionaries of mathematics terms. It contributes to the purposeful study of the object from a certain point of view. Consequently, we have dealt with the lexicographic method and it appears as a way to study language units from the point of view of the science of lexicography. It includes techniques and procedures, aimed at the study of units of language by lexicography.

**Analysis and results.** Nowadays, the terms in the field of mathematics in Uzbek and English languages have become a complex system and the use of other language elements in the expression of new mathematical concepts is common.

Many mathematical terms are easy to understand. However, it is sometimes difficult to approve the above statement about the meaning of some mathematical terms, especially mathematical terms borrowed from other languages. For example,

“differential” (Eng) – “differensial” (Uzb);

“discrete” (Eng) – “diskretlik” (Uzb);

“radius” (Eng) – “radius” (Uzb);

“symmetry” (Eng) – “simmetriya” (Uzb);

and so on. It is difficult to think of these terms without analyzing their etymology and their original meanings. Let's look at the etymology of these terms:

1. - Differential – 1640s, “making or exhibiting a difference”, from Medieval Latin “differentialis”, from Latin “differentia”, - “diversity, difference”. Related: “differentially”, as a noun in mathematics, “an infinitesimal difference between two values of variable quantity”, from 1704 [5].

- Differensial – (lotincha – differentia – farq, tafovut) matematikada funksiya orttirmasining argument orttirmasiga nisbatan bosh chiziqli qismi[6]

e.g. Differential equation (Eng) – Differensial tenglama (Uzb).

2. - Discrete – means “separate” while discreet means “unobtrusive”. Both words have the same etymology coming from the Latin “discretus” which means “to keep separate” or “to discern” [7].

- Diskretlik – (lotinch “discretus” – “ajratilgan, uzlukli”); matematikada butun sonlar tizimi haqiqiy sonlar tizimiga nisbatan uzlukli (diskret) hisoblanadi [8].

e.g. Discrete mathematics (Eng) – Diskret matematika (Uzb).

3. - Radius – 1590s, “cross-shaft, straight rod or bar”, from Latin “radius” – “staff, stake, rod; spoke of a wheel; ray of light, beam of light; radius of a circle” , a word of unknown origin.

- Radius – (lotincha “radius” – “nur”) – aylana yoki sferaning ixtiyoriy nuqtasini uning markazi bilan tutashtiruvchi kesma [9].

e.g. Radius of a circle (Eng) – aylana radiusi (Uzb).

4. - Symmetry – 1560s, “relation of parts, proportion”, from French “symmetrie” and directly from Latin “symmetria”, from Greek “symmetria” “agreement in dimensions, due proportion, arrangement”, from “symmetros”- “having a common measure, even, proportionate, “From assimilated form of syn - “together” + metron “measure”.

- Simmetriya – (yunoncha – “symmetria” – “o’lchovdosh”) fazoning a tekislikka (tekislikdagi a to’g’ri chiziqqa) nisbatan unga tegishli har bir M nuqtaga shunday M’ nuqtani mos qo’yuvchi almashtirish yoki “simmetriya” geometrik F shaklning shunday xossasiki, harakatlanish va qaytishlar natijasida F ning shakl ko’rinishi o’zgarmay qoladi[10].

In the course of the analysis, most borrowed words in the English and Uzbek terminology of the mathematical field corresponds to the contributions of Latin, Greek and French languages.



Borrowed words are also differentiated according to the time of arrival in the receiving language. These classifications are associated with the identified historical periods of linguistic and social development. So, in the most languages it is distinguishes between:

- the most ancient (up to the 7th century),
- ancient (7th-14th centuries),
- early (XY-17th centuries),
- medial (18th century),
- new (19th century)
- newest occurrences (XX c.) periods [11].

**Conclusion.** In short, in the system of terms, the formation of terms by borrowing is quite active. This means that today the introduction of new terms in study of mathematics leads to the enrichment of terms in the field of mathematics.

Since English is a language based on Latin, most of the words in this language are etymologically related to Latin.

Most of the terms related to mathematics in Uzbek language are also the words that borrowed from other languages.

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## PRAGMATIC ASPECTS OF THE APPLICATION OF EUPHEMISMS IN LANGUAGE

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**Abstract** – The last decades, both in foreign and domestic linguistics, have been marked by a change in direction. The study of language from the point of view of its "internal structure" gave way to the study of "language in action" - speech, speaking. The problems of its functioning in society, the problems of language as an instrument of human communication came to the fore.

**Key words:** domestic linguistics, internal structure, human communication, linguistic theory, textual pragmatics, euphemisms, dysphemisms.

**Аннотация:** Последние десятилетия, как в зарубежной, так и в отечественной лингвистике отмечены сменой направления. Изучение языка с точки зрения его «внутреннего устройства» уступило место изучению «языка в действии» - речи, говорения. На первый план вышли проблемы его функционирования в обществе, проблемы языка как инструмента человеческого общения.

**Ключевые слова:** отечественная лингвистика, внутренняя структура, человеческое общение, лингвистическая теория, текстовая прагматика, эвфемизмы, дисфемизмы.

**Annotatsiya** - So'nggi o'n yilliklar xorijiy va mahalliy tilshunoslikda ham yo'nalishning o'zgarishi bilan ajralib turdi. Tilni uning «ichki tuzilishi» nuqtai nazaridan o'rganish o'z o'rnini «harakatdagi til» - nutq, nutqni o'rganishga bo'shatib berdi. Uning jamiyatda faoliyat ko'rsatish muammolari, tilning insoniy muloqot quroli sifatidagi muammolari birinchi o'ringa chiqdi.

**Kalit so'zlar:** mahalliy tilshunoslik, ichki tuzilish, odamlarning muloqoti, tilshunoslik nazariyasi, matn pragmatikasi, evfemizmlar, disfemizmlar.

**Introduction.** As the main means of communication, natural language serves society in all spheres of activity, is a reflection of public consciousness, reacts subtly to all changes in the life of the human collective, and is also created and shaped by society. This means that, as T. van Dijk and V. Kinch note, the actual use of language in a social context should become the empirical object of linguistic theory.

In particular, for the first time a comparative analysis of euphemisms and dysphemisms was carried out as two pragmatically differently directed linguistic means, common semantic fields for them were revealed, and factors influencing the realization of their pragmatic potential, or imposing restrictions on their speech use, were investigated.



**Literature review.** The textual pragmatics of euphemisms and dysphemisms is determined by the type of text and the communicative strategy modeled by it. Two basic types of texts can be distinguished - impersonal and personal addressing, or VA-texts and JIA-texts, - correlated with communicative strategies of non-free and free self-presentation.

Scientific and official texts of the areas of regulatory impact can be attributed to VA-text. They are pragmatically labeled as a means of conveying factual information and are correlated with the strategy of non-free self-presentation, which excludes the use of taboo vocabulary, dysphemisms and reduced euphemisms in them. Substrate and superstrate euphemias of a terminological nature are possible in them depending on the topic.

**Analysis.** Media texts are of both types. The pragmatics of the euphemisms and dysphemisms presented in them is determined by the interaction of pragmatic vectors. The latter are:

- belonging of the text to the communicative sphere with a typical repertoire of themes and restrictions on the stylistic register [1];
- the genre of the text.

The greatest discrepancies in the use of euphemisms and dysphemisms can be traced in the texts belonging to the spheres of regulatory influence, on the one hand, and mass culture, on the other, respectively.

The texts of the spheres of regulatory influence model communication at a social distance. They are sensitive to substratum and / or superstrate taboos, tend to overcorrection, and are oriented toward O-prestigious forms. They increase the likelihood of using politically correct and terminological euphemisms [2].

The texts of the sphere of mass culture are more often referred to as JIA-texts. They imitate communication at a personal distance, and emotive influence comes to the fore in them. Such texts are more often focused on C-prestigious forms, which remove restrictions on "trickster" euphemisms and dysphemisms of varying degrees of decline.

Genre acts as the second pragmatic vector, the action of which can be either unidirectional or multidirectional with the pragmatic vector of the theme [3]. When the vectors coincide, euphemisms and dysphemisms are part of the main pragmatic vector, acting as pragmas of positive emphasis, when they do not coincide - main or contrastive. In the case of belonging to the main vector, the above-mentioned units act as pragmas of positive emphasis, in the case of belonging to the contrastive one - negative.

Depending on their belonging to the main or contrastive pragmatic vector in the expanded text, they also act as components of the interpretational framework [4].

**Discussion.** In the dictums of the author's direct narration, the belonging of a euphemism or dysphemism to one or another vector is determined by the idiostyle of the writer. Their functioning as part of citation dictates will be complicated by the peculiarities of citation as a contrasting structural-semantic text category. In the context of the game of stylistic register, neutral euphemisms belong to the contrastive vector, acting against the general reduced background in the role of pragmas of negative emphasis, and serve as means of realizing irony. Dysphemisms often act as a means of



additional, verbal (socio-, or idiolectal) characteristics of the character [5]. Quasi-quotation has a dual, pragmatic nature. Its use is dictated by the intention to strengthen the illocutionary potential of the text through the metaphorical switching of the code. The main task of hidden citation is to intimate communication with the reader by including "recognizable" sociolectal units into the text tissue [6]. Such citation creates an attitude of trust, intimates communication with the reader, and allows the author to camouflage his position.

The pragmatism of euphemisms and dysphemisms stems from their nature [7]. Both are words-periphrases, i.e. units of the secondary nomination, and their denotations refer to intensional, anthropocentric objects, that is, those whose names are not so much based on their objective characteristics as reflecting the speaker's subjective point of view. While euphemisms "improve" the denotation, marked by a negative attitude towards it, dysphemisms "worsen", "coarse" the denotation, regardless of its real qualities. Moreover, in the latter case, simultaneously with the emergence of negative connotation, the stylistic register also decreases [8]. Thus, both euphemisms and dysphemisms are "tied" to the value-normative picture of the world - both in terms of their subject-logical content and the rules of use. Consequently, they can be attributed to pragmatically marked linguistic means, whose semantics and pragmatics, that is, the rules of context-appropriate use, are determined by the culture of society, its value-normative attitudes [9].

In general, both those and others in their use reveal dependence on a complex set of factors. The leading role in this is played by the culture of the language community, which, among other things, includes the rules of communication, dictating how to behave in a given situation. The studied units are sensitive to both macro- and micro-situations of communication, and their use by the speaker obeys a number of rules, even if not always conscious [10]. Depending on the type of culture of the linguistic community and the immediate situation of the speech act, this standard may either require maintaining the distance between the communicating parties ("negative politeness"), or allow its significant reduction ("positive politeness"), and in some cases a complete rejection of it.

**Conclusion.** In general, we can conclude that in the texts of mass communication, the use of such pragmatically marked means as euphemisms and dysphemisms is determined by the addressee factor. From this point of view, both those and others are able to perform facial (contact-establishing and contact-supporting) function, imitating the communication style typical for representatives of this target group or accepted as a standard in this communicative sphere. At the same time, even in reputable publications, the rejection of the strategy of untrue self-presentation ("negative politeness") is increasingly observed and "positive politeness" comes to its place as a standard of communication. At the same time, intensive use and the associated pragmatic "abrasion" of the studied units leads to the fact that over time, some of them lose the character of the marked text elements.

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## **THE ROLE AND IMPORTANCE OF LEXICAL DUBLETS IN THE DICTIONARY**

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**Annotatsiya** - Ushbu maqola ingliz tilini chet tili sifatida o'qitish kontekstida leksik-semantik ikkilanish hodisasini ko'rib chiqadi. Ikkilik yoki variatsiya tushunchasi, xususan, leksemaning stilistik differentsiatsiyasi invariant tushunchasiga yoki adabiy til me'yoriga, ya'ni lingvostilistik abstraksiyaga qarshi. Oxirgisi, ingliz tilini chet tili sifatida o'qitish kontekstida haqiqiy matnlardan foydalangan holda nafaqat tilga xos, balki uslubiy ahamiyatga ega. Shu tariqa yozuvchilarning dublet juft



soʻzlarini leksikologiya, tarix va stilistika kabi mavzular nuqtai nazaridan tekshirish leksemalarning farqlovchi xususiyatlarini sintez qilish va variatsion maʼno va meʼyor oʻrtasidagi bogʻliqlik darajasini tahlil qilish imkonini beradi.

**Kalit soʻzlar:** leksik-semantik ikkilik, ingliz tili chet tili sifatida, fanlararolik, lingvo-stilistik abstraksiya, adabiy til meʼyori.

**Аннотация:** В данной статье исследуется феномен лексико-семантической двуличности в контексте преподавания английского языка как иностранного. Концепция двойственности или вариативности и, в частности, стилистической дифференциации лексемы противопоставляется концепции инварианта или стандарта литературного языка, то есть лингвостилистической абстракции. Последнее, например, в контексте обучения английскому языку как иностранному с использованием аутентичных текстов, имеет не только языково-специфическое, но и методическое значение. Таким образом, изучение пар словосочетаний писателей с точки зрения таких предметов, как лексикология, история и стилстика, позволяет синтезировать отличительные черты лексем и проанализировать степень корреляции между значением дисперсии и стандартом употребления. Литературный язык, т.е. лингвостилистическая абстракция.

**Ключевые слова:** лексико-семантическая двуличность, английский как иностранный язык, междисциплинарность, лингвостилистическая абстракция, эталон литературного языка.

**Abstract** – The present article examines a phenomenon of lexico-semantic duplicity in the context of teaching English as foreign language. The concept of duplicity, or variance, and in particular the stylistic differentiation of a lexeme, is opposed to the concept of an invariant, or the standard of literary language i.e. linguo-stylistic abstraction. The last one as in the context of teaching English as a foreign language by using authentic texts not only has a lingua-specific, but also a methodic significancy. In this way, an examination of writers' doublet pairs of words from the point of subjects as lexicology, history and stylistics allows to synthesize the differentiating features of the lexemes and to analyze the extent of the correlation between the variance meaning and the standard of the literary language i.e. linguo-stylistic abstraction.

**Key words:** lexico-semantic duplicity, English as foreign language, interdisciplinarity, linguo-stylistic abstraction, standard of literary language.

**Introduction.** A linguistic doublet, or just a doublet (from the French doublet, or the adjoint double - double) - in linguistics, doublets are understood as lexical units and groups of units that are the same or close in meaning, associated with the same generating basis etymologically, but in the process of evolutionary development of language differentiated semantically and / or stylistically.

Also, on the contrary, doublets are words (or combinations) that differ phonetically, morphologically or syntactically, but carry completely the same meanings: curd - cottage cheese, pebble - pebble, (cup) of tea - tea, commitment science - commitment to science.

The class of lexemes called etymological doublets has long attracted the attention of Soviet and foreign linguists.



Since the writing of the first work devoted to this linguistic phenomenon, a large number of articles, dissertations and monographs have appeared in which the class of etymological doublets (ED) is considered from the point of view of the content of the term "etymological doublets", in the historical and semasiological aspect ^ and from the point of view the influence of linguistic contacts on the formation of the lexical composition of a given national literary language. It is quite obvious that the range of the problems that the authors of works devoted to ED tried to solve is quite wide; therefore, it is no coincidence that etymological doublets have become the focus of lexicologists' attention.

**Literature review.** The difficulties associated with considering ED begin when defining the content of the term "etymological doublets". The tradition of undifferentiated use of the term "doublet" in relation to variants of one Y N. Catherinot appeared quite early and continues to this day. A detailed analysis of works on these issues is contained in the first chapter of V. Fadeev's dissertation "Etymological doublets of common origin in English and Russian" / 1970 / and the same word or actual doublets and in relation to different words, which were once variants of one lexeme, but as a result of phonetic and semantic divergence lost the status of variants and became etymologically identical lexemes, that is, etymological doublets [1].

In addition, "any words associated with a common origin are arbitrarily included in the ED class; at the same time, it is assumed that they may not have a common etymon in the form of an integral lexeme, or they may go back to a common root or stem of a word. Thus, etymologically related, but non-identical words are referred to ED. Such a mixture of lexical units that have external similarity and differ in their status makes the boundaries of the class of words under consideration very fuzzy [2].

**Analysis.** In the definition of the term "etymological doublets", the fundamental meaning is: there is a solution to questions about the relationship of three types of identity of linguistic units - actual, historical and etymological, about the limits of variation of a word, provided that its identity is preserved to itself and about the role of word formation and borrowing acts in preserving/leveling lexeme identities. Consequently, revealing the content of the term "ED", the researcher is faced with the need to resolve one of the main problems of the doctrine of the word - the problem of word identity. This does not limit the range of issues related to etymological doublets [3]. Due to the ratio of ED at the initial stage of development as variants of one lexeme later - after the formation of a doublet pair - doublets in the composition: this pair, as a rule, exhibit one or another degree of semantic and sound similarity. Sometimes the similarity of etymological doublets in the semantic plane is so significant that it approaches the semantic identity or equivalence of their lexical-semantic structures; in this case, the question arises of the possibility of delimiting word variants from independent lexemes that retain a certain degree of synonymy [4]. In other words, we are talking about the differentiation of synonymy and variation of a word on the material of ED. At the same time, the degree of synonymy preserved by etymologically doublets can be different. Consequently, ED is a material quite suitable for highlighting various gradations of synonymy and determining the center and periphery of the linguistic phenomenon under consideration based on a comparison of the identified subgroups of synonyms [5].



**Discussion.** The issues of linguodidactics and linguistics as such are closely related not only due to the contiguity of disciplines and objects of their study, as well as due to the characteristic fact that the object studying linguistics can be presented as a method of study or teaching language, transformed into the form of presentation of educational material. So, in the context of this work, the concept of lexical-semantic duplication, or variance, has the potential transition from a linguistic context to a methodical one [6].

Based on the opinion of T.V. Foals suggesting the use of linguo-stylistic abstraction, or invariant, as a research method in general linguistics, “Linguistic units exist in the language as an integral formation, representing a certain complex of integral elements connected by the laws of relations and located along relation to each other in mutual correlation” [7]. That is, according to this position, in the process of analyzing language as a transformed form - regulating and ensuring the life of the system by replenishing and replacing with new relationship of cut-off links and mediations - it is proposed to use its functional-stylistic invariant (in the context of this study - the norm of the literary language - approx. author) and its modifications: information models functional styles, stylistically differentiated texts, communicative speech quality and models of word-formation types [8].

In the context of this work, the method of linguo-stylistic abstraction, or invariant, underlies the development of an interdisciplinary approach to teaching the English language as foreign language through the identification of correlations between the concepts of language, in particular, lexico-semantic, norms and its modifications, that is, variants, or lexico-semantic doublets. The purpose of this work is to describe the principle the use of lexical-semantic duplication in an interdisciplinary approach to teaching English as a foreign language [9].

In turn, mobility, dynamics, fluctuations between options are inherent linguistic norm in any of its expressions. Turning to the method of linguo-stylistic abstraction, it is the norm of the literary language that can be considered an invariant, which is the starting point correlations of all modifications of linguistic units, both among themselves and with respect to the norms. Text, syntactic, derivational constructions used as unadapted, authentic teaching material in foreign language lessons, represent stylistically differentiated compositions, semantic units which are often polar in connotative and functional filling lexemes, that is, words that mean the same thing, but have different shades due to different origins, geocultural and sociolinguistic nature of use and estimated value [10].

**Conclusion.** Thus, on the one hand, working with dictionaries synthesizes differentiating signs of lexemes of a doublet pair (such as historical, territorial, stylistic, author's context); on the other hand, it analyzes the degree of correlation of the value of the variant by relation to the norm of the literary language, that is, to the aforementioned linguo-stylistic abstraction.

It follows from the above that an interdisciplinary approach to working with lexicosemantic doublets has a methodological potential for the formation of students' skills to differentiate the concepts of the norm of the literary language and its variants, that is, to the development culture of speech in the study of English as a foreign language.



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### FITRAT'S VIEWS ON LITERATURE

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**Annotatsiya:** XX asr boshlarida o'zbek adabiyotining shakllanishi Abdurauf Fitrat nomi bilan chambarchas bog'liq. Uning "Adabiyot qoidalari", "Aruz haqida" risolalari bu borada muhim ahamiyatga ega. Maqolada "Adabiyot qoidalari" tahlili asosida Fitratning adabiyot haqidagi qarashlari o'rganiladi.

**Tayanch so'zlar:** badiiy so'z, tur, janr, "Adabiyot qoidalari", mazmun, mavzu, tartib, soch, tizim.

**Аннотация:** Узбекская литература XX века тесно связано с именем Абдурауфа Фитрата. Важна в этом отношении его произведения «Правила литературы», «Об Арузе». В статье исследуются взгляды Фитрата на литературу на основе анализа Правил литературы.

**Ключевые слова:** художественное слово, тип, жанр, «Литературные правила», содержание, тема, порядок, прическа, система.

**Abstract:** The formation of Uzbek literature in the early twentieth century is closely connected with the name of Abdurauf Fitrat. His pamphlet "Rules of



Literature", "On Aruz" is important in this regard. The article examines Fitrat's views on literature based on an analysis of the Rules of Literature.

**Key words:** art word, type, genre, "Rules of Literature", content, theme, order, hair, system.

**Introduction.** Oriental literature has its bright pages. Important theoretical issues, such as the word art, its power, the structure of the work of art, and the question of type and genre, were expressed in stages from Abu Nasr al-Farabi to Professor Fitrat. Therefore, when we read Fitrat's literary works, we can see the influence of more oriental literature and literary sources on his scientific views.

**Literature review.** It is known that Nizami Aruzi Samarkandi, in his book "Chahor Makala", speaks about the essence of the science of poetry and the potential of the poet: 37). Fitrat's views are in line with this view. In his 1926 book, The Rules of Literature, for teachers and amateurs of literature, he described fiction as follows:). Nizami Samarkandi means "poetry" by literature.

After all, the basis of Eastern literature was poetry. Poetry creates "exciting" experiences in the human heart. It is Fitrat's interpretation that "the waves in our senses" are expressed in words. Again, the above passages are associated with the idea that it "creates effective waves" and that people "create waves." These views reflect the spiritual role of literature in human life.

In The Nightmare, Kaikovus writes: "Do not be content with the same weight and rhyme, do not recite poetry without art and disorder. It is better if the poem is in tattoo and shape, that is, if it is full of weight. According to the rules of poetry (in writing poetry), do not be ignorant of art". Indeed, Fitrat's description of poetry serves to refine Kaikovus's ideas: "Poetry is the expression of the senses of the heart. Weight and rhyme are the "adornment" of the word. If we want to convey the feelings in our hearts correctly, a poem without rhyme and weight (hair poem) is written. If we decorate our poem, we will write a weighty, rhyming poem (system poem). Weight and rhyme cannot describe the feelings in our hearts". Due to the content and essence of Eastern poetry, Kaikovus believes that the main feature of poetry is related to its weight, and advises not to recite poetry without art and disorder. It is clear that Kaikovus highly valued the word art and meant order and weight. Fitrat sees the power of poetry in "showing the senses of the heart." Again the weight and rhyme say it is her decoration. In this respect, these views are in harmony with the theoretical ideas of Kaikovus. At the same time, Fitrat gradually developed these views based on the peculiarities of Uzbek poetry of his time. That is, along with orderly poems, weightless poetry focuses on the peculiarities of my hair.

**Analysis.** Fitrat also has his own way of describing a work of art. He correctly describes a work of art as "something that comes to the fore through literary work." This process is called "mental work" - creation. This process is related to the theme that sends the artist to the pen: "The first result of the creation is the subject of the work, and the second result is the content of the work. The writer then puts in his mind the information he has gathered about the subject (the content of the work) in a certain order. This is the order of the work". It seems that the terms associated with the work of art are almost identical to today's theory. Only the "plot" is given by the term "order." According to Fitrat, the artist must first determine the theme of the work, determine its

content on the basis of the theme and organize them. Indeed, this view is “What is a work of art?”. is a scientific answer to the question and is in line with modern theories. “In this work, in the mind of the writer, the information about the subject must be expressed in words and phrases of a certain language. With this "expression" the work comes to the fore. The subject that accumulates in the mind of the writer is not considered a work if it is not expressed in the information, words and phrases arranged about him. On this day Elbek, Cholpon, Botu, Qodiriy, Sh. There are Uzbek writers like Suleiman. Their expressions are, of course, Uzbek. However, when reading the works of our writers, it is clear that their expressions are different from each other. This means that each of them has its own expression. This is called the style of expression”. It is known that on the basis of the arrangement of the theme, the style of expression of each artist is formed.

Scientist focuses on each of the theoretical concepts in a systematic way. In this regard, the definition of the subject is very valuable: “The subject of literature is the whole of nature, the world of being, the perception of man in his inner and outer world. From a drop of water to the sea, from a spark to a great fire, from a small leaf to a great forest, everything is a subject for the writer”. It should be noted that everything in human existence can be a subject. It only depends on the creative ability to reveal it, to turn it into an image. It should be noted that this view of the literary critic is also important for today's literary science. After all, the main purpose of depicting the events of man and the world in which he lives is related to the fact that literature is anthropology.

When thinking about the content, the scientist emphasizes three features: “a) that the ideas, information, and events on the subject are in accordance with the wishes of the work and are able to express the wishes of the work; b) takes into account that the main parts of the content are not long and unrelated to each other; (c) the greatest condition is that the parts of the table of contents should not contradict each other, that is, that they should not be influenced by one another”. When collecting material to cover a topic, the author focuses on the most important ones, not all of them. Second, the content of the work needs to be consistent and consistent. Third, the content should not contradict each other. The scholar continues: “The better the content, the higher the value of the work, the closer the writer is to success. The order is based on the content. Therefore, it is necessary to organize the content only after it has been sufficiently collected and selected. Discipline is important not only in writing, but also in speaking”. Hence, the subject requires content, and the content requires order.

**Conclusion.** The theoretical views we have analyzed above confirm that Fitrat was a profound literary thinker. From the terms he introduced and defined in science, he is a valuable source in modern literary science, in the creation of the system of terms of our national literature, and in the compilation of dictionaries. Because the theoretical views of the scientist are closely connected with the essence and content of centuries-old Eastern literature. These ideas confirm that Fitrat was not only a versatile artist, but also a keen theorist.

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## **THE SIGNIFICANT ASPECTS OF PROTAGONISTS' PSYCHE IN UZBEK AND ENGLISH ADVENTURE WORKS**

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**Annotatsiya-** Maqola “Sarguzasht” janri haqida bo‘lib, unda real yoki xayoliy voqealar qahramonning sayohatlari orqali taqdim etilishi bilan ajralib turishi bayon etiladi. Bolalar sarguzasht adabiyotiga jahon adabiyotidan G‘afur G‘ulomning “Shum bola”, Mark Tvenning “Geklberri Finning sarguzashtlari” misol bo‘la oladi. “Geklberri Finn” romanidagi Geklberri Finning ruhiyati va “Shum bola”dagi Shum bolaning badiiy talqini orqali o‘smirlar o‘z-o‘zini anglab, kelajak hayotini mustaqil qura boshlagani ma’lum bo‘ladi.

**Kalit so‘zlar:** sarguzasht, nasr, aql, so‘zlashuv uslubi, adabiy nuqtai nazar, janr.

**Аннотация-** Статья посвящена жанру приключений, для которого характерно то, что реальные или вымышленные события представлены через путешествия главного героя. Примеры детской приключенческой литературы: «Резвый мальчик» Гафура Гуляма и «Приключения Гекльберри Финна» Марка Твена из мировой литературы. Благодаря художественной интерпретации психики Гекльберри Финна в романе «Гекльберри Финн» и «Резвый мальчик» в «Резвом мальчике» выяснилось, что подростки начали понимать себя и строить свою будущую жизнь самостоятельно.

**Ключевые слова:** приключения, проза, ум, разговорный стиль, литературный взгляд, жанр.

**Abstract-** The article is about the genre of Adventure, which is characterized by the fact that the real or fictional events are presented through the travels of the protagonist. Examples of children's adventure literature include Gafur Gulam's «The Frisky Boy» and Mark Twain's «The Adventures of Huckleberry Finn» from world literature. Through the artistic interpretation of the psyche of Huckleberry Finn in the



novel «Huckleberry Finn» and The Frisky boy in «The Frisky Boy», it was revealed that teenagers began to understand themselves and build their future lives independently.

**Key words:** adventure, prose, mind, colloquial style, literary view, genre.

**Introduction.** In the adventure prose, the protagonist is placed in an unusual, exotic setting. In adventure works, the sea or the most remote and dangerous places are taken with the help of travel motifs. The adventures in world literature begin their history in Europe with biblical legends about Homer's Iliad and Odyssey. In other countries, folk tales and adventure stories began to take shape. Gafur Gulam and Mark Twain conveyed the psychological state of teenagers to readers in various ways. Gafur Gulam chose the humorous style for The Funny Boy; Mark Twain chose the picaresk method for his novel The Adventures of Huckleberry Finn. Hence, the author simply narrated the events of the novel through the protagonist's speech. Although Mark Twain spent most of his childhood on the river, he also connected the adventures of his heroes with the river. Gafur Gulam's "Funny Child" and Mark Twain's "The Adventures of Huckleberry Finn" are also highly regarded and read by today's readers for their novel-style storytelling in simple speech.

**Literature Review.** Adventure literature is a typical and very popular literary genre; throughout the storyline, the author puts the protagonist in dangerous problematic situations and he appears in front of the reader; follows the author's period, habits, and literary views; shows the beauty of ingenuity and resourcefulness, risk-taking and adventure. Not all famous English writers were passionate about serious life topics. Some great authors dedicate part of their creations to the younger generation, writing fairy tales and stories for children. Author Lewis Carroll is best known for his book, Alice in Wonderland. She grew up in a large family with 11 children. The boy loved to stand and always dreamed of becoming an artist. This writer described Alice's story and her wonderful magical world. Welsh writer Roald Dahl spent most of his childhood at home. One such allowance was not far from the famous chocolate candy factory. It was around this time that the idea of writing a story about her best children, "Charlie and the Chocolate Factory," came up. The protagonist of the story turned out to be a boy named Charlie, who got one of five tickets that allowed him to enter an indoor chocolate factory. Charlie, along with four other contestants, completed all the tasks in the factory and won.

Rudyard Kipling is best known for his book The Forest Book, which grew up among animals in the wild. Perhaps this story was written under his childhood impressions. The fact is that he lived in India for the first five years of his life after birth. Joan Rockling - The most famous writer - is the "fairy tale" of our time. He introduced us to a hero like Harry Potter. The story of Harry's wizard going to Hogwarts School is joined by Joan's children. This gave them time to enter the world of witchcraft and witchcraft, and the family forgot about the poverty they were living in at the time. The book is rich in the wonderful adventures of the protagonist Harry Potter. Robert Lewis Stevenson invented the captaincy tone in the famous history of Hawk Island. Hundreds of young men watched the adventures of his hero. Robert himself was a teacher, engineer, and lawyer from Cold Scotland. The writer made a significant contribution to literature at the age of 16. The story of "Treasure Island"



came to mind in games with his son, during which time they drew a treasure map together and devised their own conspiracy.

**Analysis.** "The Adventures of Huckleberry Finn" was written in 1884, and the novel is about 12-year-old teenager Huckleberry Finn and the fugitive black slave Jim. The two friends escaped persecution and set out on a journey along the Mississippi River. That way they had a lot of great adventures.

The protagonist of the novel, Huckleberry Finn, is a playful, agile, courageous teenager who decides to go on his journey alone. A drunken father takes his son to a ruined hut, beats him, and locks him up to take his son's money and property. "I don't know how much I slept, but suddenly a scary voice woke me up. My father was jumping like a madman and a snake! Snake! "A snake is crawling on my leg," he would shout, and sometimes he would jump like a snake, and when I looked around, there was no snake. I have never seen such meaningless, wild eyes as my father. [35] Apparently, Huckleberry Finn had three unconscious desires hidden in his psyche:

**1. Guckleberry Finn's desire to escape his brutally violent father.**

The boy ran away from his father because he wanted to be independent and free, to travel along the Mississippi River, and prepared a fake scene about his death. "When it got dark, I would light a pipe and sit by the water. The fire was happier than me. But gradually loneliness overwhelmed me. I went to the shore and watched the river waves, the twinkling stars, counting branches flowing from the river, and then I lay down. The best way to get rid of loneliness was to sleep." [46]

**2. Huckleberry Finn's desire to be a close friend and confidant of Jim, a black friend who worked as both a father and a bodyguard.**

When the protagonist is alone on the island, he suddenly meets the Negro Jim. Jim wanted to run away from his master and live a free life. The boy continued his journey along the Mississippi River with Jim. Jim became attached to her day by day because of her kindness and loyalty. Jim Huckleberry hid his father's death until the end of the novel, not letting his friend get upset. "I don't find anything to criticize Jim; on the contrary, his good deeds come to the fore. Sometimes he would get up, not wake up, if he stayed in my time, if he stayed in the district, he would go left again, he would be happy, he would lose one and then find the other. I will never forget the kindness he showed me, calling me his "angel" and "lamp" in the swamp, ready for anything for me; I remember rescuing him from measles and he thanks me for it and says I am the dearest person in his life. He was a true close friend of mine." [248]

**3. Huckleberry's desire to correct his own mistakes.**

Huckleberry's encounter with Jim and the two defendants, Mr. Robson and Dr. Robinson, the fraudsters, had a major impact on the formation and rise of this hero's inner state of mind. Huckleberry called them "King" and "Duke." Scammers like the King and the Duke made a living by staging performances in the city. They used Huckleberry Finn and Jim; they were to be the false "heirs" of the rich Peter. When he decided to look for a way to prevent the swindlers who wanted to take away Peter's wealth, Huckleberry changed Finn's inner state of mind - a sense of compassion for someone. I thought to myself, "I'm not going to let these girls steal anyone's money, not even this [Rabbit's lips]!" When the girl apologized, everyone started to cheer me up and cheer me up when I was in a bad mood. I felt like the ugliest, stupidest, stupidest



person in the world; then I decided to steal the money from the fraudsters. [203] the boy told the late Peter's nephew, Mary Jane, that he had stolen the money and hid it. "Then I told him: I put the bag in the coffin. It was in the coffin at midnight when you cried next to the coffin. I feel so sorry for you, Mrs. Mary Jane." [222]

This sense of goodness in the spirit of the hero is reflected in the distinction between good and evil. Finn began to appreciate the beauty of man's inner feelings. He embodied Mary Jane's charming image with sincere words and sealed it in his heart for the rest of his life.

"[Mrs. Mary Jane] when it comes to her beauty, her kindness, no one can turn around in front of her! I haven't seen her once, not even once, since she walked out the door! But I remember, I remembered many times." I remembered them a million times! I also remembered that they told me to pray; if I knew that my prayers would benefit him, God forbid, I would pray too." [222]

Mark Twain Huckleberry described Finn's sense of freedom at the beginning of the novel. The protagonist of the novel does his best to achieve the freedom and independence of his friend. The writer did not distinguish Negroes from whites. By tying their hearts to the bonds of friendship, Huckleberry Finn helped her friend as much as possible to escape to a place not controlled by the master. Mark Twain embodied his political views in his protagonist. Thus, according to the author, a person can be treated not on the basis of skin color, but on the basis of purity of heart. He pointed out that it was wrong to treat him like a slave.

"Jim was insulted for a long time, put on his shoulder once or twice, and Jim was silent as if he didn't know me. The peasants then took him back to the same shed, put on his old clothes, and chained him again, but this time they fastened the shackles under the wall, not at the foot of the bed. They said, "Give it to me, and if the owner does not come, sell it at auction ..." [326]

**Discussion.** The hard life of the Uzbek people after the Second World War in the 20th century is described in Gafur Gulam's "Funny Boy". The author has chosen a humorous style in his work "Funny Boy". The plot begins with the protagonist Karavoy fleeing his mother's house in search of money. During his six-month adventure, the boy saw the ups and downs of life. The young hero began to feel his own mental anguish and emotional feelings throughout his adventures.

The story is written in the adventure genre, in which the writer gives freedom to his protagonist Karavoy; the protagonist was able to understand himself as a person in society throughout the story. In his book *The Fun Child*, the author seeks to show that adolescence is a time of complete independence and security; and managed to survive. This was a positive feature of the protagonist that had a significant impact on the students; an important component of the story was the agile boy who became an obedient teenager who realized his rightful place in society for six months during his adventures. There seems to be an understanding of the progressive outlook of the writer, who was a social movement at the time. Gafur Gulam, who had a keen sense of humor, portrayed his protagonist as an artistic figure, and the protagonist achieved impeccable perfection in the story.

While stealing eggs and butter from his house, his mother secretly agreed to cook pilaf with her boyfriend, who was suddenly exposed. The fat melted, the eggs



broke, and the duppies turned white; then ran away from home without saying anything to his friends. After that, Karavoy began to experience adventures in his life, which opened a new page for his future life. The writer hides the positive qualities of his protagonist in every action, such as simplicity, joy, cunning. Sometimes, due to the ignorance and illiteracy of the protagonist, he had to leave his landing place. The author describes the boy's diligence in killing the birds in the cage.

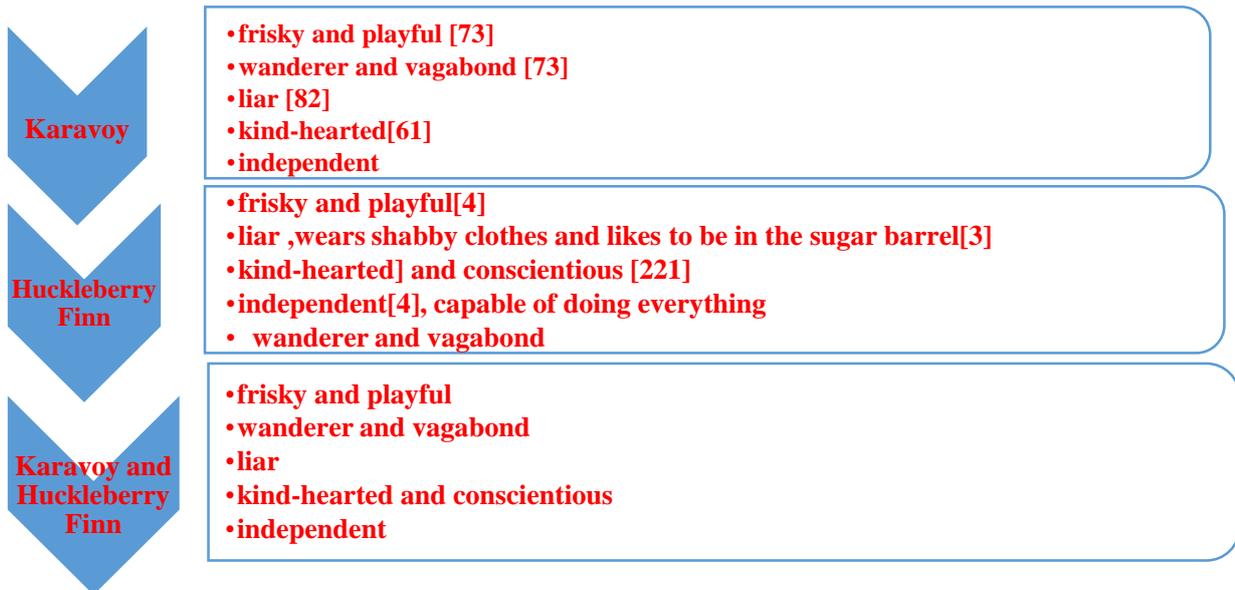
"Inside was a warming glove with a bird hunter's glove on it. I put it in my hand and lifted the claw. I squeezed my foot, opened the bird's mouth, and forced him to drink yogurt with a silver spoon. thirsty. thirsty for water, I did the same with the other birds: "Now you feed your hungry stomachs; If a person stays in one place, he will get tired, and if his stomach is full, he will not get tired." [15] When he entered, the birds were lying dead in a cage because they had been forced to do so. drinking yogurt. The harmful consequences of his bad behavior forced him to leave his city. His negligence was the main reason he left the shelters he found.

"Suddenly I had to leave the paradise I wanted to conquer. I immediately continued my journey into the desert. The sky was high and the ground was hard enough. I wandered in the desert, not knowing where to go or what to do. There was no intention in my brain. If I hadn't been so calm and playful, I would have turned everyone's bread into a camel." [73], in the same opinion. was a bull.

"My master, angry with my disbelief, came to tie the leg of the weak bull, and even beat me several times in the middle of the night." I got up and ran away. As I climbed to the roof, I looked behind me and ran away from my master with all my might. Finally, I barely made it up the stairs to the roof. [53] The children's work was very hard, so they too had to leave the shelter. Instead of putting the big meat he was trying to steal, he went into the bag and checked to see if it was real. I thought, "Maybe this time he'll take revenge on me, I'll be trapped here like a mouse in a cage," and I immediately emptied the bag and went inside; I wrapped the stone around the edge of the bag; Tie the bag tightly with a rope and say, "Drag!" I said. I said. » [103]

The protagonist had to face constant challenges; he was formerly someone's student or servant. He wanted to look after his mother like other teenagers. She was worried about everything, she was sad, sometimes she was in tears. Although the boy could not raise enough money for his future, he was ready to continue his adventure. At the end of the story, the writer transforms his protagonist into a smart, patient, tolerant teenager who feeds his family; When Karavoy was accused of stealing his master's money, he wept bitterly and replied, "No, Haji Baba, I will inform the judge first. you gave him a coat and a hat. Besides, the two of you beat me hard, ignoring my orphanhood. You didn't pay for my services. Which law confirms this? Do you think our White King's palace is without a door? No, I'll tell the judge right away.» [175]

**Analysis of characters' psyche in Uzbek and English adventure works:**



**Conclusion.** Gafur Gulam's *The Red Boy*, Mark Twain's *The Adventures of Huckleberry Finn*, written in the adventure genre; led to the following conclusions. The similarities and differences between the two heroes are explored in detail.

1. While the protagonist of *Huckleberry Finn's* adventures also felt free and prosperous, Karavoy in "Moving Child" ran away from home for a living, but wanted to return home with her; enough money for his family. Although the protagonist does not express his wishes in the story, the writer clearly expresses his wishes in his actions.

Striving to find her way into the future, *Huckleberry Finn* also traveled along the Mississippi River and she wanted to have an independent, free life.

2. Caraway and *Huckleberry Finn* also had a habit of deceiving people; they are partially described as close characters. Trying to avoid a difficult and awkward situation, the heroes had to deceive people. On the one hand, Frisky has devised all sorts of lies beyond his imagination to make the child rich at home. *Huckleberry Finn*, on the other hand, was forced to deceive people in order to save the life of his close friend Jim.

3. Karavoy was wandering in the desert, not knowing where to go or what to do; he was a wanderer and a wanderer. *Huckleberry Finn* was a very smart, energetic kid who could do anything he had planned in advance.

4. On the one hand, *Huckleberry's* conscience arose in his psyche when he went astray during his adventures. As he shared his goodness with others, he proved to be a man of pure conscience and kindness, like a true gentleman. Karavoy turned from a playful child into an obedient child. No matter how much people insulted him, he patiently continued his adventure. So he managed to collect twenty-seven rubles and two coins, but returned home without any obstacles.

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## ANALYSIS AND ARTISTIC INTERPRETATION OF THE COMMUNICATIVE AND KINETIC LETTERS IN “THE QUEEN OF THE DESERT”

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**Annotatsiya:** Maqolada “The Queen of the desert” asaridagi epistolary janr namunalari, kommunikativ va kinetik maktublar tahlili va ularning badiiy xususiyatlari yoritib berilgan. Shu bilan birga, adabiyotshunoslikda epistolary janr tushunchasi, epistolary asar tilini o’rganish, tahlil qilish, epistolary texnikalarning badiiy xususiyatlari, epistolary uslubning qo’llanishi talqin qilingan.

**Kalit soʻzlar:** epistolary roman, epistolary adabiyot, epistolary janr, kommunikativ va kinetik xatlar, badiiy xususiyat.

**Аннотация:** В статье описаны примеры эпистолярного жанра, коммуникативно-кинетического письма в «Королеве десерта» и их художественные особенности. При этом раскрывается понятие эпистолярного жанра в литературе, изучение и анализ языка эпистолярного произведения, художественные особенности эпистолярных приемов, применение эпистолярного стиля.

**Ключевые слова:** эпистолярный роман, эпистолярная литература, эпистолярный жанр, коммуникативное – кинетическое, художественная особенность.

**Abstract:** The article explains examples of epistolary genre, communicative and kinetic letters in “The Queen of the Desert” and their artistic features. At the same time, the concept of epistolary genre in literature, the study and analysis of the language of the epistolary work, the artistic features of epistolary techniques, the application of the epistolary style are interpreted.

**Keywords:** epistolary novel, epistolary literature, epistolary genre, communicative and kinetic letters, artistic feature.

**Introduction.** “The Queen of the Desert” is an epistolary novel based on complete correspondence, usually consisting of letters, diaries, and various epistolary specimens that differ from ordinary correspondence. In addition, correspondence, such as text messages, is included to better understand the adaptation and development of relationships over time. Some versions of the term "epistolary" include diaries. However, in some cases, the content of the correspondence is described as modified or literary. What is the significance of correspondence in the biographical work The Queen of the Desert? Epistolary specimens, including forms of correspondence such as personal and official letters, diaries, notes, and notes, played an important role in this play.

**Literature review and methodology.** In epistolary works, letters can serve as “communicative letters,” meaning that the letters were used to describe the plot. They “talked about the actions that take place in the play, but the correspondence is not part

of that action." For example, in Jean Webster's *Dear Enemy* (1915), the protagonist, Sally McBride, runs an orphanage and details the daily activities and needs of the institution's employees and friends in her letters.

The letters served as "communicative letters," meaning that the letters were used to describe the plot and the chain of events. In addition, letters can be "kinetic letters," which control the process of events. "The flow of events develops through letters because they affect emotions or act as real participants in the plot." An example of this is Nick Bantock's *Griffin and Sabine: An Extraordinary Correspondence* (1991). Bantock's story sequence is based on discussions, questions, correspondence between Griffin and Sabine, and their feelings and interactions.

**The result.** Similarly, in "The Queen of the Desert", we see Gertrude Bell's personal and official letters, her contacts and conversations with important historical figures through her diaries. For example, in Chapter 14 of the book, Gertrude wrote a letter from Paris to her former colleague in the Arab League, Aubrey Herbert:

**"O my dear they are making such a horrible muddle of the Near East, I confidently anticipate that it will be much worse than it was before the war – except Mesopotamia which we may manage to hold up out of the general chaos. It's like a nightmare in which you foresee all the horrible things which are going to happen and can't stretch out your hand to prevent them"**

Gertrude appears to be deeply concerned about the Middle East. He was able to express his views with confidence. The letter is official and politically motivated.

This biographical work also includes a series of letters to Gertrude's home in the Desert Travel section, as well as notes from her travel diaries. provides detailed coverage.

**"My apartment consists of a very nice bedroom and a big sitting room, both operating on to a small vestibule which in its turn leads out on to the verandah which runs all along the first story of the hotel courtyard with a little garden in it. I pay 7 francs a day including breakfast ... My housemaid in an obliging gentleman in a fez who brings me my hot bath in the morning ... The hot water is ready for the Presence' says he. 'Enter and light the candle' say I. 'On my head' he replies. That means it's dressing time."**

Through everyday memories, the accommodation in which he lives consists of a very nice bedroom and a large hotel, both of which have a small lobby, which in turn leads to a veranda, which depicts a hotel passage on the first floor with a small garden inside. . Using this letter, the author describes Gertrude's address, as well as the conditions and conveniences of the time. It is stated that he paid 7 francs a day along with breakfast ... that the maid prepared a hot bath for him in the morning ....

**Discussion.** In a letter to his political friend Harding, Gertrude wrote about the situation in Mesopotamia: "There are many things about which I don't feel very happy, first and foremost I think is the labour difficulty. There is a very fine line – I sometimes think an invisible line – between what we are doing here and what the Germans did in Belguim. I would rather import labour for war purposes than impress it, much as I dislike importing Indians. It's not easy, Domnul, you don't know how difficult my job is here."



Through an example of the epistolary genre, the writer embodied historical truth based on living life events. The scene of the events, that is, the time and place where Gertrude Bell lived, is presented with artistic mastery, and the originality of the work is reflected in the same places. Gertrude, who traveled to southwestern Syria during her travels, describes the women there:

**“The women are unveiled. They wear a blue cotton gown 6 yards long which is gathered up and bound round their heads and their waists and falls to their feet. Their faces from the mouth downwards, are tattooed with indigo and their hair hangs down in two long plaits on either side ... Isn’t it a joke being able to talk Arabic! ”**

Through these diary memoirs, the author aims to portray women in southwestern Syria.

Using this epistolary technique, the author gives information about the dress and appearance of Arab women of that time. He paid special attention to their unique traditions. Gertrude set up her tent near the gypsies as she continued her journey to the northern Dead Sea. In a letter to his father, he describes them as follows:

**“... the fire of dry thorns flickered again and showed the circle of men crouching on the ground, their black and white cloaks wrapped round them and the woman in the middle dancing. She looked as though she had stepped out of an Egyptian fresco. She wore a long red gown bound round her waist with a dark blue cloth, and falling open in front to show a redder petticoat below. Round her forehead was another dark blue cloth bound tightly and falling in long ends down her back, her chin was covered by a white cloth drawn up round her ears and falling in folds to her waist and her lower lip tattooed with indigo! Her feet in red leather shoes, scarcely moved but all her body danced and she swept a red handkerchief she held in one hand round her head, and clasped her hands together in front of her impassive face... Oh, Father dearest, don’t have a fine time! I’m only overcome by the sense of how much better it is than I deserve.”**

This letter vividly reflects the characteristics of a particular group, social class, class at a given time. The emotions in the hearts of the people of that time were reflected in such a clear and generalized way. Through Gertrude Bell's letter to her father, the author paints a picture of the time and space in the work, portraying different categories of people, women and men of other nations, in unique images. In a letter to his cousin Horace Marshall on June 18, 1892, Gertrude described the unforgettable moments, the enchanting nature, in a letter to his cousin Horace Marshall.

**“Oh the desert around Teheran! Miles and miles of it with nothing, nothing growing; ringed in with bleak bare mountains snow crowned and furrowed with the deep courses of torrents. I never knew what desert was till I came here; it is a very wonderful thing to see; and suddenly in the middle of it all, out of nothing, out of a little cold water, springs up a garden. Such a garden! Trees, fountains, tanks, roses a house in it, the houses which we heard of in fairy tales when we were little...”**

This letter, which depicted the deserts around Tehran surrounded by snow-capped mountains covered with deep-flowing canals, served to express the location. Through



this letter, Gertrude described the vast deserts and the barren deserts and mountains, as well as the vast hills and majestic trees.

**Conclusion.** As we follow Gertrude's correspondence, we witness her views and aspirations, her elegant and brilliant comments. Such peculiarities, of course, testify to his immense talent and incomparable potential.

Georgina Howell's biographical work, *The Queen of the Desert*, uses a variety of epistolary techniques and makes effective use of the unique literary language expressed in real letters. Accordingly, the literary language features of the letters, the time and place of the work, the position and level of the characters (the author of the letter), and their status are expressed. As the reader reads the work, it is as if he sees the characters, when and where they stand, and what they look like. The system of events in the work cannot be imagined without these letters. There are many examples of such epistolary genres in the play, which served as an informant to the reader. The original language of the work, the skill of the author of the letter as a word artist, was especially evident in these places. Every image or event he captures is intended to be easily understood by others.

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## **TYOLOGY OF THE CONSTITUENTS OF THE SEMATIC FIELD OF “EAR”**

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**Annotasiya:** Ushbu maqolada ingliz va o‘zbek tillarida “quloq” semantik maydoni konstituentlari so‘z turkumlari bilan uzviy aloqaga kirishib, ikki tilda ham izomorfik, ham allomorfik xususiyatlarini ifoda etishi va ayrim so‘z va so‘z birikmalari ikki tildan birida o‘zining unikal xususiyatiga ega ekanligini ham yoritilgan.

**Kalit so‘z va iboralar:** semantik maydon, tipologiya, konstitutiv, o‘ziga xos xususiyatlar, iboralar, so‘z turkumlari, izomorfik, allomorfik.

**Аннотация:** В этой статье составляющие семантического поля «ухо» неразрывно связаны со словосочетаниями на английском и узбекском языках, кроме того, в обоих языках выражаются как изоморфные, так и алломорфные признаки, а некоторые слова и фразы имеют свои уникальные особенности. функции на одном из двух языков.

**Ключевые слова:** семантическое поле, типология, конститутивные, уникальные признаки, фразы, части речи, изоморфные, алломорфные.

**Annotation:** In this article, the constituents of the semantic field of “ear” are inextricably linked with word groups is explained in English and Uzbek, besides, expressing both isomorphic and allomorphic features in both languages, and some words and phrases have their own unique features in one of the two languages.

**Key words:** semantic field, typology, constitutives, unique features, phrases, speech patterns, isomorphic, allomorphic.

**Introduction.** It is expedient that in order to give an accurate and unified definition of the constitutives of the semantic field of “ear”, which is the object of typological comparison, first of all, to develop a number of typologically relevant aspects and criteria that can be recognized as sufficiently convincing scientific bases of these typological units.

The term **typology** comes from the Greek language, *typos* means “form, mark, pattern”, and *logos* means “word, study”. Typology is a comparative study of the functional and structural features of languages. Identifying similar and different structural-semantic states of languages explores that how they are used within their social functions. Thus, the term “typology” can be defined as follows: “Typology is the scientific classification of objects or phenomena into types, groups, depending on their general characteristics”.

When we say the type of something, for example, a type of an event in the object, we usually mean the existing characteristics of the event, we extract as much as possible all the general aspects from the principal and concrete aspects. In this case, we need to use these methods to identify the aspects which are common to all the

constitutives of the semantic field of “ear” and at the same time to each of them. As such general aspects are taken all the following features and aspects peculiar to the constitutives of the semantic field of “ear”, which is a unit of special importance:

1. The type and nature of this “conceptual semantics” in which the semantic field of “ear” is represented by the constitutives;
2. Description and classification of the constitutives of the semantic field of “ear”, including the constitutives of the semantics of “ear” representing this view;
3. Types of constitutives of the semantic field of “ear” associated with the hierarchical levels of languages (morpheme, lexeme, phrasema);

**Literature review.** Well-known Russian linguist, one of the masters of English phraseology A.V. Kunin describes phraseology as follows: “Phraseology is a treasure of language. Phraseology reflects the history, culture and way of life of the people. Phraseology is often national in nature”.

According to the scientist, the object of study of phraseology are stable compounds with complex semantics. In determining the status of these stable compounds in the language, it should be noted that they are partially or completely idiomatic in nature. Phraseological compounds are basically defined by experts as lexical complexes with specific semantics. And another linguist, E.M.Solodukho, “The versatility of linguistic phenomena, concepts or processes requires a comprehensive study of their nature on the basis of the same norms and principles”.

Based on the above definition, in our study we interpret phraseological compounds whose components are formed from somatism as stable compounds. Compounds belong to this category are not in the form of individual expressions but are accepted as stable expressions used by a community that speaks a particular language.

According to the Russian linguist A.D. Reichstein, idiomatic phraseological units embody the specific national color (nationality) of each language. Therefore, when translating them, it is much more difficult to find options that are fully compatible with each other. Because such units are formed over hundreds of years as a means of reflecting the way of life, culture and character of the people who speak that language, and have a stable character. These components of phraseological units are historically and socially the most widely used components of the lexical layer.

These words, which usually have many meanings, and some of their portable meanings, which are felt to one degree or another, are also seen in the structure of phraseological units. However, their basic (central, core) meaning is always crucial.

Gestures belonging to the communicative group are used to convey information (information) directly to the addressee (addressee) with a specific purpose. According to their nature, they are used in the process of communication. For example, *punching his hand, waving his index finger, making fun of him by sticking out his tongue, making fun of him by squeezing his eyes, nodding his head in approval or rejection, making fun of him by putting his index finger on the edge of his cheek, stretching his ear with his hand.*

**Research methodology.** In linguistics, typology requires the identification of the types, varieties of the object of its analysis, their typification, and by typification, categorization. For example, when we say “typology of simple sentences in Uzbek”

we mean inventory and typification of existing sentence in the language, i.e. their analysis of types, as well as to reveal their quantitative and qualitative nature, their cognitive, structural-semantic, communicative-pragmatic aspects. to explain, at the same time their psycholinguistic, sociolinguistic, lingvokulturologic and lingvostilistic, and so on. we try to identify the existing isomorphic and allomorphic aspects from the perspective. Such an analysis requires the disclosure of linguistic, extralinguistic factors that require exactly the same, dissimilar aspects of speech, and their scientific coverage on a systematic basis. However, it should be noted that the typology of the language unit, in this case the types of sentences or any language unit, can also be based on the materials of one or more languages. In this sense, the more languages involved in the study, the more accurate, valid, and convincing the results of the typological analysis.

In this regard, it should be borne in mind that, regardless of whether the study is conducted in one or more than one language material, the existing morphological (amorphous, analytical, agglutinative, inflectional) languages of the language(s) accepted and applied to it are studied in typological studies and incorporative) or syntactic (such as SVO VSO VOS, SOV, OVS and OSV) types should not be overlooked.

Typology of semantics of the "ear" in different languages means an inventory of the semantics of the "ear" mentioned in English and Uzbek (i.e., registration of their types), identification and description of their quantitative and qualitative aspects. The semantic field of "ear" is an important and topical task, such as identifying and analyzing the techniques, means and methods of expression of the constitutives in different languages. At the same time, such typology requires the identification of existing isomorphic (general) and allomorphic (specific) aspects of the constitutives of the semantic field of "ear" from the cognitive, structural-semantic, communicative-pragmatic, lingvoculturological and lingvostylistic perspectives. Such a typological analysis reveals the general aspects and features of the constitutives of the semantic field of "ear" in languages, including modern English and Uzbek, related to the linguocognitive nature, i.e. their absolute universal, frequency, implicative, recessive and unique features, thus creating their linguocognitive typology, based on such a typology, also allows to create a typology of the constitutives of the semantic field of "ear".

**Analysis and results.** In English, the semantic field of "ear" is represented by noun phrases, based on The Oxford advanced learner's dictionary of current English, edited by A.S.Hornby (1980), and N. Webster's (1993) New Third International Dictionary of English:

**1. Expressing by noun:** in English: *ear, earshot, ear splitting, ear bash, ear-duster, ear drops.* For example: 1. *About the only major group-not exposed to ear-damaging noise (and they'll never believe it) are America's housewives.*

*In Uzbek: қулоқ, қулоқчин, эшитиш воситаси, қулоқма – қулоқ, жон қулоғи билан ёки жон қулоғини тутиб.* For example: *Мажлис аҳли унинг нутқини жон қулоғи билан тинглади.* [N. Safarov, «Olovli izlar»]

**2. Expressing by adjective:** in English: *earful, cauliflower ear, long eared.* For example: *I got an earful, but I think that the earful that I got in that neighborhood is*



*very different from the earful that I would get in ...* [United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Technology and Innovation, 2010, p-39].

*In Uzbek: қулоқли, узун қулоқ, чучвара қулоқли, қулоқланганлар. For example: Шу вақтда кампир икки қулоқли ёғоч от ясади.* [O`zbek tilining izohli lug`ati, 617p];

**3. Expressing by numeral:** in English: *two ears. For example: Fusion becomes more frequent when the signals at the two ears share low - frequency components.* [[Acoustical Society of America](#), 2004, p-502];

*In Uzbek: икки қулоқ, тўрт қулоқ, икки қулоқли, бир қулоқдан кириб. For example: Тун ярмидан оғиб, атроф жимиши билан икки қулогим деразада бўлади. Дераза тағига нўхатдек нарса тушса сезаман.* [R. Fayziy, «Cho`lga bahor keldi»]

**4. Expressing by pronoun:** in English: *All ears. For example: “Where Fire Freezes: All Eyes, Ears and Instruments ...* [Dangerous Earth, Ellen Prager · 2020, p-210];

*In Uzbek: барча қулоқлар. For example: Пугачев райони Преображенка қишлоғидан, собиқ қулоқ, ўтмишда барча қулоқлар қўзғолонларида фаол қатнашган, судланган, жазо муддатини ўтамай қочган.* [Rustambek Shamsutdinov, Qatag`on qurbonlar, 2007, 202p]

**5. Expressing by verb:** in English: *to ear, ear leaved, (be) grin(ning) from ear to ear, ears are ringing, make a pig`s ear of smth, fall/turn on deaf ears. For example: Whether I was scolding him or busily engaged in teaching a lesson, it did not matter, because he would be watching me keenly and grinning from ear to ear.*

*In Uzbek: қулоқлашмоқ, қулогим битди. For example: Қорасочдан ҳирсли қулоқларини узмаган бек, бой билан қулоқлашди.* [O`zbek tilining izohli lug`ati, 617p]

Our research in English shows that the constitutives of the semantic field of “ear” in English are expressed by word groups, phrases, and phraseological combinations as follows.:

1. by noun – 1.Simple noun - 1, 2.Combined noun - a) noun + noun - 21, b) noun + adjective -16, c) noun + verb - 25; 3.Pair noun - 10; 4.Complex noun - 69.

2. by adjective – a) adjective - 11, b) adjective+noun - 24, c) adjective+ adjective - 5, d) noun+adjective - 9;

3. by numeral – numeral+noun - 2;

4. by pronoun – 2;

5. by verb: 1) verb compounds - a) verb - 2, b) verb+noun+preposition - 10, c) verb +pronoun+ noun - 2, d) verb+pronoun - 11;

2) verb phraseological compounds - a) verb+preposition+pronoun+noun - 12, b) verb+preposition +noun+noun - 7, c) verb+noun+preposition+adjective+noun – 3, d) verb+noun (pronoun)+preposition+noun – 10, e) verb+adjective+noun - 6, f) verb+noun+ predlog+adjective (pronoun)+noun (pronoun) - 2, g) verb+noun (pronoun)+noun+ preposition+noun (pronoun) - 8.

Our research on Uzbek language materials has shown that we have obtained the following statistics when classifying words, phrases, including verb conjunctions and



phraseological conjunctions related to the semantics of “ear” into different types within word groups:

1. by noun – 1. Simple noun - 6, 2. Compound nouns - a) noun+noun - 2, b) noun+adjective - 0, c) noun+verb - 0; 3. pair noun - 2;
2. by adjective - a) adjective - 2, b) adjective+noun - 12, c) adjective+adjective - 5, d) noun adjective - 3;
3. by numeral - numeral+noun - 3;
4. by pronoun – 2;
5. by verb - a) verb - 1, b) verb compounds - 11, c) verb phraseological compounds - 35, d) participle - 1.

**Conclusion.** Our observations have shown that the English and Uzbek languages are compared based on the almost close use of the constituents of the semantic field of “ear” by word groups. However, according to their application, it turned out that the statistical numbers differed from each other. That is, in English, the number of simple nouns - 1 and in Uzbek - 2. As for the combined nouns, we found it necessary to divide them into 3 subgroups in English and Uzbek.

Statistics on the use of common nouns in English totaled 62, and in Uzbek 2. As for the pair nouns is more widely used in English, i.e. 10 in English and 3 in Uzbek. But we witnessed that the complex nouns were only in English - 69. The usage statistics number of adjective in English is 49, while in Uzbek it is 22.

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## TRADITIONAL NUTRITION IN SURKHANDARYA OASIS

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**Annotasiya:** Maqolada ovqatlanishni tashkil etishda tanovul rejimi, ayollar mehnati kalendari, mehnat taqsimoti, uy bekasining huquqlari va majburiyatlari hamda an'anaviy taomlanishdagi jarayonlar haqida so'z boradi.

**Kalit so'zlar:** Surxondaryo vohasi, taomlar, tanovul, taomnoma, mehnat taqsimoti, dasturxon, oshxona, sog'lom ovqatlanish, madaniyat.

**Аннотация:** В статье рассматриваются режим питания, календарь женского труда, разделение труда, права и обязанности домохозяйек, а также процессы в традиционном питании.

**Ключевые слова:** Сурхандарьинский оазис, еда, питание, диета, разделение труда, скатерть, кухня, здоровое питание, культура.

**Abstract:** The article discusses the diet, the calendar of women's labor, the division of households, the rights and responsibilities of housewives, as well as the processes in traditional nutrition.

**Key words:** Surkhandarya oasis, food, nutrition, diet, division of households, tablecloth, cuisine, healthy eating, culture.

**Introduction.** Traditionally meal times are organized according to the family diet, the women's labor calendar, the division of labor and the rights and responsibilities of the housewife. The day starts very early before sunrise in the countryside. Especially women prepare breakfast, wake everyone up, send them to work or study. The housewives do not bother to wake the little ones, let them sleep some. Children in the family often have breakfast and go to school. Adults, on the other hand, stay at the table at home and plan what to do during the day while having breakfast. There is tea, bread, fruit and hot food on the table for breakfast. If there are young children in the house, they are served fried eggs or porridge.

Those who went to work in the morning were handed by their wives bread and fruit in the pocket to carry out to work. On the other hand, the men who worked in the fields, they used to sit in the morning tea in the kolkhoz teahouse or in the field shed and drink tea with what they had brought with them.

The housewife who serves everyone in the house to have breakfast, wakes up the children and feeds them, does other household chores such as washing, sewing, baking bread and so on. When children come home after schooling and everyone in the family sits down for lunch. While senior children are busy with household chores, the younger ones sit down to prepare lessons. Young children play with their peers on the street or in the garden and in the yard as well.



While having so much work during a day, the housewife has time to look after the crops in the garden regardless what the season is. During the cocoon season, she manages to take care of them during the day and even at night. She must not forget to feed the cows and lambs in the house from time to time. She cooks the milk of the cow as well. Neighboring women also come out on business, or with some advice. When dinner is prepared in the evening and everyone sits at the table and discuss the news in the family circle. So, it should be noted that the organization of eating process depends primarily on the scope of work performed by the housewife, where she cooks or decorates the table for family members.

**Materials and Methods.** The lifestyle of the people in the oasis is divided as follows during the day: morning tea (breakfast), which consists of bread, tea, and fresh fruit, grapes, apricots, and sometimes yogurt in the summer. They have tea, bread, dried apricots and raisins, as well as sugar and other sweets for breakfast in winter. If they work hard in the field, they eat hot food, some kind of liquid soups, mostly without meat or porridge and other similar dishes on cold days. Of course, meals are prepared by the housewife according to her wills. If a guest comes to the house, the bread is served and broken into loaves.

Lunch is at two o'clock and used to be called noon, which coincides with the time of noon praying time, today the term is obsolete and is derived from the Russian word "обед". Today, this term is used not only among the population of the oasis, but also in almost all regions of Uzbekistan. Lunch differs from morning tea, in addition to bread, tea, apricots, grapes, a variety of fruits and vegetables, melons and watermelons are also eaten in summer. Sometimes milk is also drunk. It should be noted that during these two different meals, a second breakfast or a second lunch process can also take place. This is due to the specific order of the family or apartment. This takes into account the needs of family members. Hot food is used to make one of the light dishes typical of a local cuisine. In the spring, dried apricot juice (compote, juice) is not canned. Apricot juice improves the medicine and people love to drink it as a cure for the heart [Kurbonov, 2005:208].

Dinner (or supper) was eaten at eight o'clock in the summer and much earlier in the winter. At dinner all members of the family sit at the table as a team at home. The tablecloth is laid on the carpet. The children used to sit after the elderly people. If there are many young children in the house, they will be given a separate tablecloth. The tablecloth is still laid on the table in urban conditions and on the carpet in rural areas. The blankets are carpeted on all four sides of the tablecloth to sit.

The liquid food is served on ceramic and porcelain plates, which today are served on porcelain plates as well. In the past, a wooden spoon was also used, but today a full metal spoon is used. However, in some areas the custom of eating by hand has been preserved. For example, pilaf, jarkop, hot food (somsa, bichak) and similar dishes. These meals are served on a large plate. If there are more than six people, the meal is served in two large bowls. Today, however, each can be served individually, or for two, three, four, depending on the nature, the worldview and the order of the family. There is no clear boundary in serving meals as it depends on the ability of the housewife as well as her ability in the pre-formed food distribution process.



The ceramic and wooden trays were used in the oasis until the early twentieth century, and many people ate from one plate in the house. Almost every household had a samovar, and tea was brewed in the samovar when a guest arrived in the middle of the twentieth century. The teapots (qumg'on, qoravoy) were used for daily tea drinking. When a guest comes to the house at any time of the day, the housewife sets the table. She serves bread and other sweets (dried apricots (sorrel, raspberries), raisins and sugar, honey, etc.).

**Results and Discussions.** In summer, melon and watermelon is eaten and served slices on the separate trays. There are some sorts of melons are planted in the oasis such as "kokcha", "amiri", "borikalla", "oq novvot", "zarkokil", "chapcha", "otkalla", "tirish" and "kondalangtor", watermelon's sorts: "koziboy", "hayitqora", "chinni tarvuz", "bogajin", "black watermelon", the sorts of pumpkin: "palov kadi", "sapchakadi", "dostor kadi", "saqich kadi" and "jovkadi" [Tursunov, et.al., 2003:260].

All dishes are cooked in a pot. The pots were used in the summer and winter ovens. The dung, woods (the woods of cotton, wormwood, mulberry, etc.) were used as a fuel. Later, paraffin-burning primuses began to be used. Now gas and electric stoves are used.

The kitchen utensils consisted of a spoon, formerly made of wood, a spoon, a knife, and a fork. With the help of chavli (formerly made of wooden sticks, and now metal) the dumplings were strained, but this utensil was not existed in all households. The neighbors used to ask each other when needed this kitchen tool. The cooking pot is always covered with a wooden lid. Later, glazed and aluminum utensils were used for cooking milk and other items proliferated throughout the household. Today, it should be noted that in the process of daily eating, eating in specific dishes is becoming a habit. The large wooden "carson" trays used for making the dough were completely replaced by aluminum trays. Milk pans are hung from both ears just like previously placed pans, or placed on shelves where special products are stored.

Whereas people used to make bread by adding corn, oats, and millet flours to wheat flour (called cornbread, the bread of the poor), today only wheat flour is used to make bread. Cornbread is considered a diet bread today, and even more expensive than wheat flour. In each house, a variety of breads (patir, bread, bukhanka, qora non, kulcha, qatpatir) are placed on the table, and those who eat continue to eat their favorite bread.

The bread is always baked in the tandir and is still baked in the country sides in the districts. The somsas were baked in the tandir as well. Those who work in the city and in government organizations and enterprises buy bread from market shops. Bread baked without yeast and with yeast is called patir.

The most valued meat product in the oasis is mutton. Goat meat is not highly valued. People buy many beef in summer. But even then, they prefer muttons in the market. Chicken is not eaten much. Chicken soup is cooked mainly as a dietary food for the sick. However, chicken is served in the form of grills and shashliks at present. In addition, wedding dinners are not complete without chicken. Sometimes it is cooked in the pilaf.



Fish is not always preferred in Surkhandarya. This was due to the natural-geographical conditions of the oasis, where people ate fish from time to time, following the adage, "Eat fish at least once a year and keep the bite clean." They paid special attention to consuming fish before fasting [Abdullayev, 1998:134].

At present, fish can be found in markets and stalls, supermarkets and shops in all regions of Uzbekistan at any time of the year. And when you feel like it, you can eat a variety of fish dishes such as fried, boiled, steamed, kebabs, as well as order or go to restaurants and fish centers. Today, fisheries are developing and fish are being eaten from time to time among the population. Even fish eating or fish day is organized in weeks and months.

While cotton seed oil used to be used for cooking, various vegetable oils, including sunflower oils are used today. Previously more flaxseed oil was extracted from the jujube, and less sesame and hemp oil was extracted in the conditions of the collective farms. Cottonseed oil is obtained by roasting, sweetening, removing the bitter odor before consumption.

The main vegetables such as onions, carrots, turnips and beets were planted. Cabbage, potatoes, and tomatoes began to use into the sedentary population after the arrival of the Russians.

People began to consume a cabbage soup "borsh" of Russians and Ukrainians since the end of the XIX century in the country. Such dishes also speeded in the oasis [Bragg, 2014:336]. Later, with the development of trade, the diet was supplemented with potatoes, sugar and confectionery. In addition, cucumbers, tomatoes, jus, garlic, peppers, carrots, cabbage began to be widely used to prepare various salads.

Cabbage was not grown almost in the middle of the twentieth century in the oasis. Potatoes and tomatoes were planted and cultivated by the locals in the plains. There was no demand for canned food as Russian food was considered "not halal" for Muslims. However, the canned foods are widely consumed today. Nevertheless, the elderly people still do not consume these foods as "unclean" in some villages.

Especially noodles, vermicelli, pasta have been widely included in the diet since the middle of the twentieth century. Men became accustomed to eating canned meat and fish after World War II. Confectionery products such as biscuits for children and semolina for making porridge also came into consumption and began to be widely prepared for young children. The population began to use "store butter" (butter) from the second half of the twentieth century [Bragg, 2014:5].

Pilaf was prepared only in self-sufficient families in the past. Because, good quality rice, meat and a lot of fat were bought from the market to cook pilaf. On the other hand, low-income families cooked pilaf only on holidays and while waiting for a guest. Today, the preparation of pilaf is traditionally prepared in a special way in low-income families, and the custom of shopping for cooking pilaf has not changed. More than 200 types of pilaf are cooked in Uzbekistan. There are such types of pilaf are cooked in the oasis as kovatok pilaf, raisin pilaf, potato pilaf, quince pilaf, turnip pilaf, chicken pilaf, mutton pilaf and beef pilaf.

Another of the most festive dishes is meat roasting, which has been used to fry meat and potatoes together and lagman are consumed since the mid-20th century. The custom of adding sour milk to liquid dishes was preserved and consumed by the



population until present. Spices such as peppers, cilantro, dill, and basil (freshly cut and dried in summer and used in winter) are used for consuming with liquid meals.

**Conclusion.** There have been processes of awakening in society in recent years. People are trying to get rid of many diseases and most people are adhering to the principle that “what is consumed today determines a person’s future health”. Numerous food reformers have provided much useful information about the diet over the years, as well as many misinformation. For this reason, many people are forming concepts about nutrition. There have been such changes in the study of food that today everyone needs useful knowledge about food in order to change their eating habits. Most people are gaining new and up-to-date knowledge about nutrition, a person who wants to maintain information related to calories, proteins, carbohydrates, starches and fats, good health and good appearance at any age. It is now clear to people that in order to maintain strength, the body needs not only food, but also foods that can meet its specific requirements. Indeed, it is no exaggeration to say that these processes have led to a number of changes in eating processes.

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## UZBEK TRADITIONAL CUISINE AS AN IMPORTANT COMPONENT OF CULTURE

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**Аннотация:** Мақолада ўзбек анъанавий таомлари ва тановул маданиятини тадқиқ этиш, хусусан Сурхондарё вилояти анъанавий таомлари, таомланиши ва таомлардаги ўзгаришларни тўлақонли ёритишда тарихий-илмий адабиётлар ҳақида сўз боради.

**Калит сўзлар:** Сурхон воҳаси, ўзбек таомлари, овқатланиш, миллий ошхона, антропология, этнология, этнография, дастурхон, этикет, маданият, гастрономия.

**Аннотация:** Статья посвящена изучению узбекской традиционной кухни и культуры питания, в частности, исторической и научной литературе о традиционной кухне в деталях, питании и изменениях в традиционной кухне Сурхандарьинской области.

**Ключевые слова:** Сурханский оазис, узбекская кухня, питание, национальная кухня, антропология, этнология, этнография, посуда, этикет, культура, гастрономия.

**Abstract:** The article deals with the study of Uzbek traditional cuisine and food culture, in particular, the historical and scientific literature of traditional cuisine in detail, nutrition and changes in traditional cuisine of Surkhandarya region.

**Key words:** Surkhan oasis, Uzbek cuisine, nutrition, national cuisine, anthropology, ethnology, ethnography, tableware, etiquette, culture, gastronomy.

**Introduction.** According to the current interest and attention to national traditions, the trends called “gastronomic patriotism” have been developing. It is very important to support these in society, as food is one of the most important factors in understanding national identity. Due to the traditions of Uzbek cuisine and popular Uzbek hospitality and food culture, it has also become a high value of spiritual heritage, such as literature, music and art across world. The best way is to introduce Uzbek gastronomic traditions to Uzbek immigrants. Culinary traditions and Uzbek cuisine are an important part of the culture in introducing the traditions of certain historical periods.

**Materials and Methods.** In order to be included in the UNESCO Representative List of Intangible Cultural Heritage, it is necessary to provide information on Uzbek traditional cuisine and food culture, dissemination of scientific information on the Internet, television and the press on this issue. Preserving the traditions of Uzbek cuisine in a modern world with a focus on national traditions and family values, spreading knowledge about Uzbek customs and holidays associated with



gastronomic ceremonies, Uzbek cuisine and Uzbek hospitality traditions around the world, in turn, helps to understand the culture of other nations.

The study of Uzbek cuisine on a global scale will eventually help to focus on other aspects of Uzbek life: the study of the Uzbek language, the development of tourism, the growing interest in the history and culture of the country and people, etc.; due to the attention to Uzbek cuisine, it is possible to get acquainted with the achievements of different periods, as well as with the elements of ethnic cuisine of the peoples living in Uzbekistan, which have become an integral part of the Uzbek tradition, mixed with Uzbek cuisine.

Uzbek cuisine has a centuries-old history, which reflects the lifestyle, customs, types of work and climatic conditions of the people. The Uzbek people are distinguished by their hospitality, respect for adults, recognition of the traditions and culture of other peoples, including Tajiks, Turkmens, Kyrgyz, Tatars, Kazakhs, Karakalpaks, Russians, Ukrainians, Armenians, Azerbaijanis. [D.Aslanova, et.al., 2009].

It is known from history that various historical and socio-political processes in Central Asia, in particular the Achaemenid, Macedonian, Arab, Mongol and Russian invasions, neighborly relations with the brotherly Kazakh, Kyrgyz, Turkmen, Tajik peoples had a significant impact on the development of material culture. From the point of view of these historical processes, the cuisine of the region has developed through Turkic, Persian-Tajik, Arabic, Chinese-Uyghur, Russian and Russian languages, the names of which are derived from other Western languages.

The process of preparation of Uzbek and Tajik dishes in the Surkhandarya oasis and the methods of selection of ingredients are almost the same. The reason for the similarity of Uzbek and Tajik cuisine is due to the territorial location of the two peoples. Along with Uzbeks, Karakalpaks, Kazakhs and Turkmens lived side by side in the oasis. The names of a number of dishes are well preserved in the written monuments as well. In particular, the names of dishes have long been used in Turkic peoples, many of which are recorded in the monuments of Turkic languages. [Khudayarova, 2009:36]. For example: all-Turkish cuisine: churek, qazi, goja, talqon, qimiz, qaymoq, atala, chalpak, ko'moch, qurt, qayish, bo'g'irsoq, go'mma, qovurmoch, po'ssiq, qatlama, to'g'rama, qovurdoq, bodroq, quymoq, qatiq, qorma, bo'lamiq, yorma, dimlama, qotirma, sariyog'.

**Results and Discussions.** Surkhandarya is inhabited by Russians, Tajiks, Turkmens, a small number of Karakalpaks, Kazakhs, Kyrgyz, Koreans, Afghans and many other nationalities. Therefore, it is no exaggeration to say that the kitchen of the people of the oasis consists of a mixture of different cuisines. Although many people today live in cities and villages, many traditional dishes that reflect an integral part of the material culture of the past have also survived.

Depending on their biological needs, economic capabilities, and family lifestyle, a person eats 3 meals a day for breakfast (morning tea), lunch (abed, abet, abit), and dinner. True, there are some exceptions, such as those related to the seasonal labor process or others. This diet has been passed down from generation to generation and has become ingrained in the way of life of the Uzbek people [Kurbonov, 2005:10].

Manuals created in the early periods state that the accepted norms indicated that a person should eat four or five meals a day, and that very little space was given to dinner. Eating in this order is based on the specific living conditions, national traditions and customs of all peoples. For example, in different villages of the oasis, hot summer days do not occupy the main part of the daily meal as lunch is remembered, people often eat melon, watermelon, fruit or yogurt (chalop, ayron) with bread. Hot food, on the other hand, is consumed during the dinner process with a cool drop. Breakfast also consisted of light meals (grapes, fruits, sugar, tea with various pastries) instead of hot meals. [Kurbanov Sh & Kurbanov A, 2014:10]. This was due to the fact that the oasis was one of the southern regions and was associated with the constant economic activity of the population. To date, there have been various changes in the cuisine and food culture of the people of the oasis. This has led to changes in the eating habits of the population. For example, daily, ceremonial and festive meals can be cited as the process of performing in different places (cafes, restaurants and entertainment venues).

The traditional cuisine of the oasis is associated with the natural and geographical conditions of the population, the form of farming, mainly composed of semi-sedentary, semi-nomadic life, in addition to agricultural and livestock products, food from hunting and fishing. For example, the oasis bugs prepared grains and vegetables from agriculture, milk and yogurt, fat and meat from livestock, as well as a variety of dishes from hunted animals and fish. [Umarov, et.al., 2014:163-171].

The Uzbek and Tajik peoples lived in the same region, in the same social system, and had mutual cultural and trade relations in ancient times. Such factors are also reflected in bread, somsa, pilaf, soup, yakna, moshkhorda, moshkichiri. In the Fergana Valley and Surkhandarya and Kashkadarya regions of the country, yogurt is one of the regular dishes served to guests. It is a symbol of the host's openness to the guest.

The name chakki (sour yoghurt) is derived from the Persian-Tajik word chak - a drop (there is no chakob left in the house. This phrase is used among the people when there is nothing left to eat at home and they have to shop for a household. Chakob - When yoghurt or ayran is floated to make sour cream, the whey drips into the chak-chak. It became a float, it was ready, there was no water left, it was over. There is no chakob left in the house - there is not even whey left in the house, which means there is no water).

Chakki - it is used in the form of sheki, cheki, and chekize in Turkmen. In the Uzbeks of the Surkhandarya oasis it is called chakki, yoghurt, suzma and others. Yogurt is a product made from milk, and the rituals and celebrations associated with yoghurt, sour cream, chakki, yoghurt can be seen in other nations as well. For example, in Tibet, at the end of the summer season, theatrical performances dedicated to the holiday of yogurt were performed. [Jarilgasinova, & Kr ukov, 1989: 290-295].

Since the VIII century, the Arabic words which became more active, became so ingrained in the Uzbek language that it is no exaggeration to say that it is reflected in the names of dishes such as patir, halva, jam, qiyam in the IX-X centuries. In the Surkhandarya oasis, as well as in Uzbek cuisine, there is a unique diet, which is more



relevant to study the traditions, customs and rituals associated with food, food names, preparation, composition and local characteristics of food.

**Conclusion.** As conclusion we can say that it is necessary to support local producers and restaurateurs who are engaged in the promotion of local traditions of traditional food and Uzbek cuisine, as well as entrepreneurship at various levels, medium and small businesses and the industry. In the field of gastronomic history, any national food is inextricably linked with the history and culture of the people who consume it. It also reflects the peculiarities of the national character, develops the national taste. In the Uzbek local gastronomic culture, it is important to offer Uzbek dishes made from local food, worthy of humanity.

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## SPECIFIC FEATURES OF THE SCIENTIFIC AND SPIRITUAL HERITAGE OF JALALIDDIN RUMI

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**Annotatsiya:** Ushbu maqolada Sharq tasavvuf falsafasining yetuk namoyondalaridan biri, Mavlaviya tariqatining asoschisi Jaloliddin Rumiyning ilmiy-ma'naviy merosi, ularning vujudga kelishi tarixi hamda o'ziga xos xususiyatlari, shuningdek mutafakkir asarlarining bugungi kun yoshlar ma'naviy-axloqiy kamolotiga ta'siri yoritib berilgan.

**Kalit so'zlar:** Jaloliddin Rumi, "Devoni kabir", "Devoni shamsi tabriziy", "Devoni shamsul haqoyiq", "Masnaviyi ma'naviy", "Fiyhi ma fiyhi", "Mavoizi majolisi sab'a", "[Maktubot", "Marja-al-bahrayn", "Nay nolasi", "Axi Turk", Abdurahmon Jomiy

**Абстракт:** Данная статья посвящена научному и духовному наследию Джалалуддина Руми, одного из ведущих деятелей восточной суфийской

философии, основателя тариката Мавлави. В статье также описываются история и особенности научного и духовного наследия Руми, а также влияние трудов мыслителя на духовно-нравственное развитие молодежи.

**Ключевые слова:** Джалалиддин Руми, “Девони кабир”, “Девони шамси табризи”, “Девони шамсул хакойик”, “Маснавийи маънавий”, “Фийхи ма фийхи”, “Мавоизи маджолиси саба”, “Мактубот”, “Марджа-аль-бахра”, “Най ноласи”, “Акси Тюрк”, Абдурахмон Джами

**Abstract:** This article is devoted to the scientific and spiritual heritage of Jalaluddin Rumi, one of the leading figures of Oriental Sufi philosophy, the founder of the Mawlawi tariqat. The article also describes the history and peculiarities of Rumi’s scientific and spiritual heritage, as well as the impact of the works of the thinker on the spiritual and moral development of youth.

**Keywords:** Jalaliddin Rumi, “Divani kabir”, “Devani Shamsi Tabrizi”, “Divani shamsul haqayiq”, “Masnaviyi ma’naviy”, “Fiyhi ma fiyhi”, “Mawaizi majalisi saba”, “Maktubat”, “Marja-al-bahrain”, “Nay nolasi”, “Akhi Turk”, Abdurahman Jami.

**Introduction.** Jalaliddin Rumi is one of the prominent representatives of the mystical and philosophical literature of the East, and his immense spiritual heritage is of special significance. In a sense, while reading the works of Jalaliddin Rumi, all strata, from the leading representatives of the spiritual world to the common people, can enjoy a special spiritual pleasure. So Mawlana Rumi is like a Shams, and he will give everyone the same light, and both the rich and the poor will enjoy his light as one.

**Dicussion.** The spiritual heritage of a thinker can be classified as follows:

1. Known as “Divani kabir”, “Divani Shamsi Tabrizi”, “Divani shamsul haqayiq”, it includes ghazals, masnavi and rubai. Divani Kabir (The Great Divan) contains more than three thousand poems, the total volume of which, according to biographers, is 26,640 bytes. This work was published in Tehran in 1957-1963 by the Iranian Roman scholar Badi’uzzaman Farunzafar in an eight-volume edition of about 60,000 lines;

2. “Masnaviyi ma’naviy” - an invaluable mystical-romantic work of 25,730 bytes.

3. “Fiyhi ma fiyhi” (“Inside is inside”) is a philosophical book of Mawlana’s conversations, which is narrated in prose [1:226].

4. “Mawoizi majlisi saba” is a work of Rumi’s seven teachings and precepts.

5. “Maktubot” is a collection of letters written by Mevlana to his contemporaries at different times.

In particular, the role of the Sufi scholar, potter and poet Shams Tabrizi, a leading scholar of his time, was significant in the formation of Rumi’s first work, the “Divani Kabir”. The historical event of November 26, 1244, called “Marja al-Bahrain” – “Meeting of the Two Seas” [2: 253], marked a new stage in the work of the thinker. Rumi, who had more than 400 disciples up to that time, declared Shams Tabrizi as his pir after meeting Shams Tabrizi, one of the thinkers of that time. Tabrizi taught Rumi for three years: he taught philosophy, especially the teachings of Sufism. Rumi himself said in a verse, “If Attar had given me a soul, Shamsi Tabrizi would have held the key to the spell”. Under the influence of Tabrizi, Rumi renounced his mental pursuits. This caused the displeasure of the Rumi murids and scribes. That is why they kill Tabrizi



with a fatwa. He was deeply moved by this tragedy and began to write poems under the pseudonym of his master. The reason why he is known as “Shamsi Tabrizi Devon” is that he uses the nicknames “Shamsi Tabrizi” and “Shamsi”. According to our research, although Rumi’s work has been translated into several foreign languages, it has not yet been fully translated into Uzbek.

A brilliant example of the thinker’s work, the work that brought him to the top and introduced him to the whole world is the work “Masnaviyi ma’navi”. In terms of the structure of the work “Masnaviyi ma’navi”: Introduction, 6 independent notebooks, 25730 bytes. According to a number of researchers, only 18 bytes of this work were written by Jalaliddin Rumi himself, and the remaining bytes were written by his disciples. Another group of scholars also states that the Sufi scholar wrote these eighteen verses throughout his life, and that the rest were written by his disciples and son. Later, these 18 bytes became known as “Nay Nolasi”. According to historical sources, the Masnavi was written at the request of one of his closest disciples, Husamiddin Chalabi, better known as “Ahi Turk” [3-12].

The work “Masnaviyi-ma’naviy” is an invaluable gem not only of its time, but of all times. As Najmiddin Kamilov points out, Rumi in this work: “... as a human being he writes about the interdependence of the world’s contradictions, the interrelationship of objects that exist in billions of forms around the world, transition to each other - evolution, the application of metabolism from particle to universe, the causes of life and death, body and soul, man and god, analyze and study them with astonishingly sharp logic” [4:12].

For this reason, the work gained great popularity in the early days of its creation. In particular, Abdurahman Jami, who lived in the 14<sup>th</sup> century, wrote the following famous continents about the thinker Jalaliddin Rumi:

*On Fariduni jahoni ma’naviy,  
Bas buvad burhoni donish “Masnaviy”.  
Man chi go’yam vasfi on olijanob?  
Nest payg’ambar, vale dorad kitob [3:21].*

Meaning:

In the spiritual world, he is Faridun,  
“Masnavi” is a sufficient document for him.  
What do I say to describe him? He is very noble  
He is not a prophet, he has a book.

Of course, the truth is hidden in some of the continents above. Indeed, the style of writing of the Masnavi spirituality is similar to the style of writing of the Qur’an, which is not divided into any chapters and chapters, and there is no system that shapes it. This work is literally the product of free creativity of Rumi.

Ibrahim Haqqul, another Sufi scholar and philologist, also evaluates this work as follows: “There are many books in world literature that do not recognize the boundaries of time, epoch, period. But how many of them are worthy of special examination with a consistent reading history? Masnavikhanism is a unique phenomenon in the cultural and literary life of the peoples of the East. From the famous Turkish poet and thinker Yahya Kemal: “How was the life of our ancient ancestors? How did they live? ” When asked, he said: “It’s very simple: they ate rice and spent



the day reading Masnavi”, he said. Just as pilaf strengthens the body, “Masnavi” also gives strength to the heart and unexpected movement to the mind. It is clear that the priest who reads it with enthusiasm will enjoy the journey” [5:4].

In addition, it is possible to say about Jalaliddin Rumi, about his great adjective-romantic work “Masnavi”, about eternal, modern themes, such as Love, God, man, being, Nature, Nabat, animal relations, about which they are in fact very valuable in terms of Legends and stories.

“Inside is inside” is a work of prose, in which Jalaliddin Rumi’s notes on theology, mysticism, life and existence, his views in the circle of friends and interlocutors, a collection of reflections that have emerged in the debate. This book is also called “Muiniddin Parvona”. The reason is that the name of Amir Parvona is mentioned many times in it. Because Muiniddin Parvona was a fan of Mawlana Jalaliddin Rumi and recorded his conversations with Mawlana Rumi.

It is noteworthy that Rumi is a great thinker who combined the philosophies and wisdom of the East, Islamic truths, mysticism and philosophy, which have been accumulated over thousands of years, and opened the dialectic of the human soul. We do not see in his views any example of bigotry, blind fanaticism. He looks at the world with a sparse and vigilant eye, studies man as he is, reveals the most delicate, subtle, hidden secrets of the human heart, reveals the laws and necessities that we do not feel in the climates of our souls. Therefore, we can say that “Inside is inside” (“Fihi ma fihi”) is a statement of the inner sciences, a book of knowledge of identity and God [6:4].

Another of the invaluable spiritual heritage of jalaliddin Rumi’s holiness is the work “Mawoizi majolisi saba”, which was created on the basis of Friday reports of the treatise “Majolisi saba” Jalaliddin Rumi. It is believed to have been recorded by his student Husamiddin Chalabi or his son Sultan Valad before he met Jami’s teacher Shams Tabrizi.

Each meeting begins with a traditional introduction - praise, supplication, followed by a sermon with a specific hadith and throughout the interpretation of this hadith, the proverbs, stories, and poems related to the subject are narrated in an integral connection with each other according to the Rumi style.

If we look at Rumi’s works, it becomes clear that “Majolisi Saba” is one of his latest works. This work, unlike Rumi’s “Inside is Inside,” consists of official sermons. Nevertheless, the forms of expression have much in common with their extreme universality. The most convincing copy of the meetings is kept in the library of the Mevlana Museum in Konya in the source under number 79, which contains such narrative works as “Inside is inside”, “Maktubat” (Letter).

Rumi is said to have written only in Persian, with the exception of some Turkish poems that have hitherto been part of the “Devoni Kabir”. In fact, the study of this work shows that Rumi was not only a Persian but also a Turkish artist. It is known that Rumi spent most of his life in Konya. The people of Konya spoke Turkish. Accordingly, the scholar Rumi read the lectures and meetings in Turkish, and the scribes transcribed them in the same language, and in the process of compiling the book, they translated it into Persian, the language of art and communication of the time. However, unfortunately, the Turkish version has not been preserved. The work was



translated into Uzbek by R. Hakimjonova, a well-known Uzbek scholar, from the famous Persian scholar Abdalboki Gulpinarli's translation from Persian into Turkish.

Another of Rumi's works is "Maktubat", which has not yet been fully translated into Uzbek. In the course of our research, we have tried to study certain aspects of this work of the Sufi scholar and to reveal to the reader certain aspects of the work. For this we should express our gratitude to Abdurahim Amonov, who closely assisted us in translating certain parts of the work.

During our research, it became clear that the work "Maktubot" was originally in the form of letters and was compiled by Jalaliddin Rumi's son Bahovaddin Muhammad Valad twenty years after the death of a Sufi scholar in the month of Rabi 'al-Awwal 690 AH (1291). This is described in the introductory part of the work.

**Results.** The "Maktubot" consists of 144 letters, which consist of correspondence with different people. For example: The first letter is a letter addressed to the Amir's army. Although all the letters do not mention the name of the person, they refer to his specific characteristics, qualities or position, and the work he has done. For example, in the first letter he describes Amir with the following qualities: "His child is a saint (saint child), a warrior, a scholar, muqbil, a saint, a saint, a Najmuddin (star of the religion), a God-fearing, gentle, kind, ruhil umaro (khan of princes), muqarribul muluk (close to kings) and vas salotin (close to sultans), al- mustag'ni anis sano (no need to sano), religion, sidq, safa and soon popular.

Some of the letters began with poetic passages. For example, letter 3:

Homon hudoyni moro tariqi hazhr namud,  
Umid dramalari oson kunad tarixi visol

Translation:

The god who showed us the way of hijrah,  
Not surprisingly, it also shows the way to the visor.

The Sufi scholar also quoted many verses from the Qur'an in Arabic in this work.

While some of the letters of Rumi cover Sufi sufism issues, some of them explain the mystical content of Shari'a issues. For example, the 19th letter says about the virtue of prayer: "Although prayer is one of the most preferred deeds of a slave, the meaning of prayer is superior to its speed".

Some of the people mentioned in his letters are: Ahiy Muhammad (96th letter), Ahiy Guhartash (106<sup>th</sup> letter), Ikhtiyaruddin (61<sup>st</sup> letter), Akmaliddin Tabib (14<sup>th</sup>, 91<sup>st</sup>, 120<sup>th</sup> letters), Salohiddin Zarqub Konavi, Ziyovuddin Amir, Mu'iniddin Parvona, Nuriddin Amir and others (22, 56, 57, 73, 86, 96, 98, 117, 134 letters).

**Conclusion.** In conclusion, we can say that the spiritual heritage of Jalaliddin Rumi Balkhi is of great importance not only because of its enormous size, but also because of the unprecedented height of the spiritual world.

In his works, Rumi studies man, observes his nature and aspirations, seeks inner reflections and shifts, heart movements. The pearl of man's faith, along with his greatness, analyzes the evils that result from his shortcomings, his desires, and his greed, and describes the ways to get rid of them, the ways of purification, and his virtues. Every thought of Rumi is a torch, a lamp, an enlightenment to the heart. The great thinker emerges as a powerful fighter for human perfection, introduces the human child to himself, teaches him to hate evil and to be proud of goodness and divinity.



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## LAND PROVISIONS AND TECHNICAL CHANGES IN IRRIGATED POPULATION IN TURKESTAN

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**Annotasiya:** Ushbu maqolada Rossiya imperiyasi tomonidan Turkistonga ko'chirilgan aholining yer bilan ta'minlanishi va texnika sohasidagi o'zgarishlar tadqiq etilgan. Maqolaning ilmiy ahamiyati birlamchi manbalar asosida o'rganilganligi bilan xarakterlanib, ko'chirish siyosatiga oid ko'plab yangi tarixiy ma'lumotlar, dalil va raqamlar imperiya hukumatining Turkistonda olib borgan mustamlakachilik siyosatini yoritishda o'ziga xos ahamiyat kasb etadi.

**Kalit so'zlar:** ko'chirish sisati, milliy tarkib, ijtimoiy holat, turmush tarzi, nemis mennonitlari, molokanlar.

**Аннотация:** В статье исследуются изменения в земельном обеспечении и технологиях населения, переселенного в Туркестан Российской империей. Научная значимость статьи характеризуется тем, что она изучена на основе первоисточников, и многие новые исторические данные, факты и цифры о переселенческой политике имеют особое значение при освещении колониальной политики имперского правительства в Туркестане.

**Ключевые слова:** миграционная политика, национальное содержание, социальный статус, образ жизни, немецкие меннониты, молokane.

**Annotation:** This article examines the changes in land supply and technology of the population resettled in Turkestan by the Russian Empire. The scientific



significance of the article is characterized by the fact that it is studied on the basis of primary sources, and many new historical data, facts and figures on resettlement policy are of particular importance in covering the colonial policy of the imperial government in Turkestan.

**Keywords:** migration policy, national content, social status, lifestyle, German mennonites, Molokans.

**Introduction.** The current migration processes are influencing the historical development of the world. Population migration in some parts of the world is one of the causes of political, socio-economic, cultural and religious problems in society. The fact that the International Organization for Migration has been recognized as a special agency of the United Nations since 2016 shows that this issue is becoming increasingly important for the international community. In this regard, the factors causing the migration process, its directions and consequences are considered by the world community as an important strategic task.

**Research methodology.** The research used such scientific principles and methods as systematic, theoretical-deductive conclusions, analysis and synthesis, historicity and logic, hermeneutic analysis, heterogeneity, the unity of humanity and nationality, and comparative analysis.

**Analysis and results.** In order to expand the opportunities for the settlement of the Russian-speaking population in the Turkestan region, to create vacant land funds for voluntary immigrants and newcomers, the first Governor-General K.P. The commission was first formed by Kaufman. K.P. In 1881, Kaufman set up a commission to account for vacant land in the Fergana region. The vacant land funds included tugai, forest, meadow, reed, thicket and swamp [1].

To identify "vacant lands" in Turkestan, A.A. Soil scientists and hydraulic engineers such as Matisen and A. Pults were sent to the country. For the convenience of Russian-speaking farmers, non-irrigated and easily irrigated land funds were sought first. According to sources, there were between 1.8 million and 1.9 million desiatins of arable land in Turkestan. If 300-400 thousand desiatins of land in Ettisuv province are added to this fund, this figure will reach 2 million 200 or 2 million 300 thousand desiatins. This is not the last figure, as Pilts believed that 2,700,000 acres of arable land could be identified if a serious land fund was sought. The Babayants and Psaryovs, who were engaged in irrigation in the Seventies, suggested that artificially irrigated land resources could also be found in the region using short rivers and spring water.

In the early twentieth century, as a result of the search for vacant land funds in the Ettisuv region, agronomists reported that there were 2.7 million desiatina of land resources in the region. According to their data, the population could be relocated to 450,000 desiatins in Lepsin district, 500,000 desiatinas in Kopal district, 300,000 in Verniy district, 500,000 in Jarkent district, 250,000 in Przewalski district, and 300,000 desiatins in Pishchpek district.

The Department of Agriculture and State Property, reporting on the "vacant land funds" created in 1909 in the desert, desert, foothills and forest areas, notes the following. In the Margilan district of the Fergana region 50,000 desiatins, in the Andijan district 10 thousand desiatins, in the Osh district 14 thousand desiatins, in the Namangan district 5 thousand desiatins, in the Samarkand district of the Samarkand



region Toytatar volost 10 thousand desiatins are considered "vacant land funds". In addition, in the same year in Perovskie district of Syrdarya region, 5 plots of land were vacated for resettlers. All forest lands belonging to Kazakhs and Kyrgyz were confiscated in Avliyota district. In 1904-1909, the fund of irrigated lands in Tashkent district was 159,685,000 desiatins, while 32% of these lands were included in the "vacant land funds". These lands are irrigated by Chirchik, Bozsuv, Angren rivers. Measures have been taken to build dams on 2 irrigated plots of land, to build main canals on 3 plots, and to extend canals on other plots [6].

In the process of creating "vacant land funds", the number of landless locals increased dramatically, and the lands of homeless peasants were confiscated at the expense of the state and included in "vacant land funds".

In the early twentieth century, a "Land Property Credit Bank" was established for voluntary immigrants. In 1907, this bank gave landless farmers a loan of 120,000 rubles to buy land, and in 1908, a loan of 150 rubles. Farmers who received loans could not use the money received from the bank properly, and 28.2% of them eventually lost their homes[7]. They said, "Let's not drive sheep, let's plant wheat!" operating under the motto, engaged in grain growing. The imperial administration set the norm for nomadic Kyrgyz and Kazakhs to run a farm so that Russian-speaking immigrants could engage in free farming. 7 camels, 3 cattle, 50 sheep for an average Kazakh household of 5-6 people, 1.5 workers, 100 to 300 sheep, 50 cattle, 100 sheep and 30-35 for those engaged in one field. one well for watering the camel, 2 workers were allotted. Each tent was paid 4 rubles 50 kopecks in favor of the state treasury, 1.5 rubles at the expense of the Zemstvo, a total of 6 rubles tax [8]. The nomads from the Kyrgyz and Kazakhs were relocated to the confiscated lands, mainly engaged in grain growing and partly in animal husbandry, where they were exempted from taxes and duties for 3 years.

In Syrdarya, Samarkand and Fergana regions of Turkestan, a project was developed to expand arable land by digging new canals and ditches, resettlement in new oases.

As can be seen from the table above, the Russian government has faced great difficulties in creating a "vacant land fund" at the expense of new irrigated lands. Because there was no vacant land to irrigate. The seizure of the lands of the local population has caused controversy. That is why the government has paid great attention to the development of new lands in the creation of irrigated vacant land fund and sought ways to increase their efficiency through the construction of irrigation facilities, repair of existing irrigation systems. This, in turn, contributed to the development of the irrigation sector in modern ways.

Disputes for land intensified, which ended in quarrels and clashes. Even in the Shymkent district of the Syrdarya region, locals protested against the migrants, saying, "We will not give land and water!" demonstrated under the motto [9]. Creation of new land funds in Dasht Chol, Fergana region, Kogart valley in Andijan district, Chatkal, Caravan valleys, Ketmontepa, Qoplonek in Tashkent region, springs and wells a lot of information is given about the measures taken, such as irrigation using water, extension of old canals, digging new canals, ditches, bringing water lifts.

In particular, the Dasht Desert has witnessed a strong focus on creating new villages and "vacant land funds" for resettlers. In 1885-1891, five settlements and a



Russian-speaking population settlements (settlements) were established in the steppe at the expense of "vacant land funds". Personally, Governor-General Grodekov founded the village of Sretinsky in 1896. In the steppe, new settlements were established along the Bukhara Arigi and Khiva Arigi. Chernyaevsky, Konstantinovskiy, Kaufmanskii settlements were built along the Khiva River. They were inhabited by families belonging to different religious denominations, such as Molokan, Baptist, Starover. In 1896–1897, the settlements of Verkhnovolinsk, Nizhnevolinsk, and Krasnogvardeysk were established in the steppe. In 1909, 45 Russian-speaking families were relocated to the region from Bessarabia, Orenburg, and Voronezh provinces, 24 of which were Molokans. By 1910, there were 11 resettled settlements established in the steppe.

The experience of planting cotton was used in the steppe settlements. However, in 1910, due to locust infestation, infertility, and unfavorable weather, 15-20 pounds of American cotton were harvested from 1 tenth of the land. In 1914, in the settlements of Sretenskiy, Spasskiy, Dukhovskiy in the steppe, cotton was planted on 26.5% of the total land fund, or 1,700 acres of land, but the expected result was not obtained. As a result of the use of reservoirs, groundwater drainage, well water in the irrigation system "vacant lands", a number of lands turned into swamps, resulting in infectious epidemics. As a result of the migration of the population from the steppe settlements to other places, the funds spent on the creation of "vacant land funds" (35 to 75 rubles per tenth of land) did not pay off [11].

The colonial administration not only provided the displaced with land, but also tried to supply them with agricultural machinery. The influx of new equipment and the inactivity of the distribution process were due to many factors, such as the financial strength of farms, the socio-psychological condition of the population, the high cost of importing equipment.

From 1908 to 1909, there were 179 households in the village of Kok Yangok, of which 428 were men and 374 were women. 133 houses were built, the population lived in mazainkas (basements in the form of huts - diss.), which had 419 horses, 88 cattle, 97 small cattle, 188 pigs. Among the working tools were 136 plows, 164 harrows, 25 harrows, 120 carts. In 1907, they planted 12,735,000 acres of land.

There are 151 apartments in Jirgital village, of which 131 are homeowners. The rest of the families lived in mazainka and rent. There were 413 males and 367 females. The villagers had 326 horses, 104 oxen, 204 cows, 121 pigs, and 20 sheep. There were 83 plows, 108 harrows, several agricultural machines, 20 plows, 30 threshers, 85 carts for use on the farms. Between 1907 and 1908, family members who voluntarily moved to the village farmed 1,100 acres. It should be noted that almost 50% of farms were forced to rent and use tools and equipment. The number of Russian-speaking villages equipped with modern equipment, such as Pokrovish (Syrdarya region), was small. Even in the early twentieth century, new agricultural machinery did not play a significant role in the relocated farms. On local farms, this figure has grown, albeit slowly. In 1880 there were 8 plows in Samarkand region, in 1922 there were 41 farms. In these years, the number of seeders increased from 11 to 20, threshers from 4 to 8, threshers from 35 to 463, and mowers from 7 to 10, "the archive documents say.



In 1908, another 300 families voluntarily moved to Andijan district. Since there was not an inch of vacant land to set aside for them, most of them were forced to turn their backs and seek refuge for themselves across the country. Each household of this village (80 households-diss.) Had an average of 1.03 two-lemex plows, 1.05 jneykas, 1.06 mowers, 1.02 horse-drawn grabs, 2 stone hammers. However, the villagers did not have enough molotilka. They did not use some equipment at all.

The efficiency of using modern equipment in Russian-speaking villages also varied. In the villages of “Kok Yangok”, “Jigirtal”, “Kotma”, “Qora lamp”, and “Taran Bazar” in the Kogart valley of Andijan district, people plowed the land with a heavy iron plow attached to horses and oxen for 5-6 vershoks (1 pershok 2.5 cm). , barley, millet, oats, ie an average of 100 pounds of wheat, 150–180 pounds of millet and oats per 1 desyatina. Or, in many places, wells and rivers have been used effectively in the Tejen district of Ashgabat, where mechanical lifting equipment has rusted. In 1910, with the help of a mechanical hoist, Gikman pumped 500 desiatins, Arseyan 550 desiatins, II Sorokin 300, Jakub Butaev (Kyrgyz) 100 desiatins, and Uzbek farmer Pulatjon Kasimbaev 60 desiatins.

At the end of the 19th and the beginning of the 20th centuries, new techniques were introduced into Turkestan in the process of resettlement, which were considered advanced for their time. However, these techniques and technical devices were not widespread on farms. Analysis of sources shows that, first, the cost of new equipment was high and not all farms could afford it. Second, the local population lacked the skills and experience to use the new techniques, and third, the displaced did not always have the working animals (horses, oxen) to move the machinery. Tariffs for the transportation of equipment by rail from the provinces of the Russian Empire were also high, and equipment stored in warehouses was loaned. Poor and middle-class farmers, on the other hand, could not afford to pay their debts. A number of techniques were not adapted to local conditions. In particular, a hammer produced at the Schmidt plant and brought to the country was rusted in the village of Kaufman (Avliyota district), which was never used, and in the village was crushed straw with a hoof. In the village of Kamenka (near Tashkent - diss.) 30 two-poles, plugs made at the Lipgart plant were not used at all. Farmers plowed the land with a simple plow. Champion brand mowers and grinders did not meet the demand. Local farmers were adapted to farming on the basis of traditional tools such as plows, hoes, shovels, hay harvesters, and sickles, which were convenient and simple. In manual labor-based techniques, the work is done cheaply, and factors such as cost savings, low water consumption, and low labor costs are also taken into account. But gradually the local population also adapted to the introduction and use of new equipment and technologies. The advantage of using agricultural machinery in the process of hard labor began to manifest itself in the settlements where the local population lived, with the population migrating using these techniques.

In summary, the government has used a variety of methods and tools to create vacant land funds to resettle displaced people across the country. These goals were largely carried out violently, without regard to the will of the local population. The colonial administration worked to determine the reserve of vacant lands for the population resettled in Turkestan. Special commissions have been set up to carry out



this process, and these commissions have been working to identify vacant lands in the regions. In turn, these vacant lands are also divided into several types. In particular, in the 1880s, reeds and tugai forests were included in the vacant land fund, while in the 1900s, desert areas were also included in the vacant land fund. These lands were later given to the settlers for agriculture by land acquisition. In addition, in some cases, local farmers' lands were also transferred to the vacant land fund, which put local farmers in a difficult position.

**Conclusion.** In conclusion, although the assistance provided to the resettled population in the field of agronomy and technology did not give the expected results, it left a significant mark on the economy of the region. The methods and tools used to create vacant land funds were also aimed at violent, great state policies, such as resettlement of nomadic populations, confiscation of their pastures and arable lands, and redistribution of lands to local settlers. More than half of the rocky, barren lands, swamps, groves, reeds, hard-to-reach deserts and deserts included in the vacant land funds turned out to be unusable.

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## THE IMPORTANCE OF PHILOSOPHICAL AND SCIENTIFIC ANALYSIS IN STUDYING MAKOM

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**Annotasiya.** Maqolada o'zbek milliy maqom san'atining falsafiy mazmun mohiyati hamda maqomlarni o'rganishda falsafiy-ilmiy tahlilning ahamiyati va maqom sho'balalarining kuy-ohang tuzilish xususiyatlari qisqacha bayon etilgan.

**Kalit so'zlar:** Maqom, falsafiy tahlil, Nasr, Mushkilot, sho'ba, daromad, dunasr, miyonxat, ufar.

**Аннотация.** В статье кратко раскрывается сущность философского содержания искусства узбекского национального макома и значение философско-научного анализа в изучении макома и особенности мелодической структуры ветвей макома.

**Ключевые слова:** Маком, философский анализ, Наср (проза), Мушкилот, шуба, даромад, дунаسر, мийонхат, уфар.

**Annotation.** The article briefly reveals the essence of the philosophical content of the art of the Uzbek national maqom and the importance of philosophical and scientific analysis in the study of maqom and the peculiarities of the melodic structure of the branches of the maqom.

**Key words:** Makom, philosophical analysis, nasr, mushkilot, shouba, daromad, doonasr, miyonkhat, ufar.

**Introduction.** Restoration of historical-cultural and religious-enlightenment values of the Uzbek people and study of the spiritual-moral, cultural heritage of our great ancestors is one of the urgent issues of today. The scientific and cultural heritage of the artists living and working in Central Asia, as well as the art of national makom, which contributes to the formation of a healthy spiritual and moral environment, play an important role in this.

"After all, if a person's ears are filled with light melodies, his artistic taste and musical culture will gradually decline, and his world will be filled with false notions," he said. In the end, it will be difficult for such a person, like Shashmaqom, to accept the unique masterpieces of our national heritage ... "[1,143].

The art of national makom, which is a traditional way of life, moral norms and the spiritual nourishment of music, has a rich mentality that stems from worldviews that encourage human perfection. "Makom is a melody-based thinking. It is a book not written on paper, not engraved on stone ... its melodies evoke love for the motherland "[2,35].

**Literature review.** With this in mind, we think that in the formation of the spiritual and moral culture of young people, special attention should be paid to the rational use of the art of makom. In particular, the timely publication of the resolution "On measures for the further development of the Uzbek national makom art" [3] testifies to the great educational value of the makom art.



It is the important task of every music theorist and practitioner to preserve, theoretically and practically master our rich musical heritage and pass it on to the next generation. It is necessary to recognize the effective scientific research and achievements of talented teachers, musicologists and literate performers who have worked hard on this glorious path.

The musical genre that has existed in the peoples of the East since ancient times is the maqom. They were created by musicians and singers, embodying the unique national musical riches of these peoples and emerged as an independent musical genre in the course of a long cultural and historical development. Makoms have been serving people since ancient times as a source of spiritual refreshment and satisfaction of their spiritual needs. "This unique art, which for centuries has been shaped by the hard work and dedication of great scientists, talented composers, singers and musicians, and creative thinking, has gained great fame around the world. The fact that Shashmaqom, the flower of makom art, has been recognized by UNESCO as an intangible cultural heritage of mankind and included in the Representative List is a clear confirmation of this "[4].

It is necessary to understand the spiritual nourishment, the nature and educational significance of this world-renowned art form, the call to good deeds. To do this, first of all, it will be necessary to conduct a scientific analysis of makom samples and deliver them to national music lovers. This article gives a brief overview of the religious and philosophical content of makoms. The goal is to change the impression of makom art among our people and expand the range of fans of this art.

So, each makom in Shashmaqom consists of two sections: Mushkilot is the instrumental section and Nasr is the singing section. The prose section is also divided into first and second group sections, respectively. At this point, we found it necessary to think about the logical connection between the sections in Shashmaqom and their naming. Through this, we try to analyze as much as possible the content of terms that are unfamiliar to those who have just entered the science of makom, as well as their attitude to Shashmaqom and their philosophical meanings.

**Research methodology.** The maqam masters called the instrumental section Mushkilot and the singing section Nasr. The term problem is a plural form of the word difficult, meaning "difficulties", "complications". Given the complex melody rotations and circle methods, this word can be called a definition given to the instrumental section, but the term does not seem to fit the lyrical meaning as a name given to instrumental music. However, it is no coincidence that the great scholars and composers who lived and worked before us called the musical department by this name (Difficulty). We discuss this in more detail below.

There seems to be no theoretical commonality in the fact that Shashmaqom's singing section is called Nasr. Prose is derived from the Arabic word, which means to shed, to shed [5,22]. "It is known that some sounds in words borrowed from the Arabic language are expressed in the form of a single letter in today's spelling. For example, a single letter "z" for "ze", "zot", "zo", a single "t" for "to", "te", as well as a single letter for the sounds "sin", "sod", "se" The letter "s" is accepted.

"Sometimes there is confusion in the interpretation of words with such sounds, which are derived from Arabic," he said. There was a similar problem with the word



"prose," which means "prose." The interpretation of Nasr (prose) emphasizes that it is derived from the Arabic word, which means "help", "victory", "help". There is no objection to the terminological interpretation of the term, but the word needs lexical reform in exchange for a single sound. Because in Arabic, the three words "prose" written with three different "s" ("sod", "se", "sin") have three different meanings. If "nasrun" is written with ص (sod) it means "help", if it is written with ث (se) it means "scattering", if it is written with س (sin) it means "eagle". For this reason, it would be correct to interpret "prose" as an alternative to "prose" not as "help" in lexical terms, but as "scattering, scattering" [6]. However, it is expedient to use prose in the science of maqam, which means "help" and "victory".

It can be said that the term Nazm comes closer to the ways of singing as a name than the word Nasr. In any case, the branches of their maqoms in the singing section were performed with ghazals written in a poetic way. From our lexical analysis, it seems as if the names of the Shashmakom sections are named illogically. However, we are not in a hurry to conclude, in fact, it is not! The makom masters, who made a great contribution to the formation of such a majestic, complex set of works, paid attention not only to theoretical knowledge, but also to philosophical aspects in naming the makoms in Shashmakom and the sections within them. After all, the art of makom, in particular, Shashmakom, is based on a common noble idea, and this idea has a religious and philosophical basis. Hence, in order to understand the true nature of Shashmakom, it is necessary to study its philosophical foundations.

**Analyses and results.** Before understanding the logical meaning of the naming of the instrument and song section, it is also necessary to think about the names of the six maqoms that make up Shashmaqom. This makes it easier to understand the meaning of the terms found in Shashmaqom. It is no coincidence, then, that the six statuses that make up Shashmaqom are called Buzruk, Rost, Navo, Dugoh, Segoh, and Iraq, and are arranged in exactly this order. Buzruk - great, great, great; True - true, true; Navo - a pleasant tone; Dugoh - two curtains; Segoh - three curtains; Iraq means the same as the name of the country. The connection between such so-called statuses can be understood from a religious-philosophical point of view. Note: Buzruk is attributed to the elders, i.e. the prophets. The prophets, on the other hand, did not lie, but performed the Rost (True) and Pleasant Navo - the remembrance of Allah, and did so in certain veils - the makoms, the second and third veils, in the land of Iraq. Although Iraq is the name of a country, it can also be used in the sense of desert. No matter what the circumstances, the elders did not stop remembering Allah, whether it was in the hot desert or in the beautiful land. If the descriptions are rounded up, the sequence of the above names will be as follows: While this is a philosophical idea, it has a logical basis. "In particular, the famous musician and scholar Darwish Ali Changi, who lived in the second half of the 16th century and the first quarter of the 17th century, wrote based on the ideas of his teachers Hodja Abdulkadir Maroghi, Hodja Safiuddin ibn Abdulmomin and Sultan Uwais Jaloir: In this case, the status of Truth is from Adam, Ushshaq is from Noah, Nawa is from David, Hijaz is from Sulayman, Iraq is from Job, Husayn is from Yaqub, and Rahawi is from Muhammad (peace and blessings of Allaah be upon him)[7,12]. In a word, Shashmaqom is a collection of tones that embody the pain and remembrance of the great.



The philosophical content of the internal structure of Shashmaqom is to propagate the idea of celebrating victory in the end, overcoming the hardships and difficulties of the world in the way of a noble goal. First, the problem (the Instrument Department), that is, the difficulties to be overcome. Then Nasr (Ashula section), that is, "victory" is achieved, and Ufar - the dancing circle is played and celebrated. Ufar means "dusting". Ufars are the branch that completes each series in the singing section. That is, it can be concluded that the ultimate goal is a celebration.

Another definition of the terms "difficulty" and "prose" can be found in Abdurauf Fitrat's book "Uzbek classical music and its history" [8, 11]. Instrumental music is a problem, i.e. it is difficult to understand what the content is in this music (because there is no lyrics), the singing section is Nasr. Because it contains lyrics, it is easier to understand the meaning expressed in music, that is, prose "helps" to understand the meaning.

From a philosophical point of view, the naming of sections and parts in makoms is not in vain, and each has a specific meaning. This is a testament to the high intelligence of the great scholars who lived and worked in the past. As for the branches in Shashmaqom, they are named according to which makom path they belong to, and in what circle method they are performed. For example, Sarahbori Navo is a work belonging to Navo makomi (ladi) [9] and performed in the "sarakhbor" circle. Nasri Uzzol - in the way of Uzzol and in the prose method, in the Mongolian Buzruk - Buzruk status and in the Mongolian circle method and so on. Almost every branch is named according to this rule. The reason we can almost say that Shashmaqom also has several maqom branches named after the composer's pseudonym or for other reasons. Nasrullovi, Navruz Khoro and others are among them.

**Conclusion.** The maqom performers divided the sections in the singing section into components and named them by specific names. It is easy to imagine the melodic structure of the song through these phrases. The opening part of the work - Daromad, the sentence performed in the middle scenes - Miyonkhat, is called Dunasr if the melody movement in Daromad is performed repeatedly at an octave height. After the Dunasr part, a piece of melody called namud is used, which is a key concept in the analysis of maqoms. In the course of the analysis of the works on these expressions, we will dwell in turn.

The structural rules of the branches in the Ashula section are analyzed on the basis of the ghazal manti, along with their melodic movement. That is, the melody sentences that make up a particular maqom branch are separated by ghazal bytes.

Although the internal features of makom poetry today have been studied in terms of its distinctive musicality, these cannot be said to be sufficient. Accordingly, modern makom performers need to have theoretical knowledge to interpret classical samples, to study not only the melodic structure of makom, but also their religious and philosophical foundations. We hope that through the promotion of such performers, the attitude of the people to the art of makom and national values will change for the better.

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## **THE CONCEPT OF TRADITIONAL PERFORMANCE AND ITS PHILOSOPHICAL ESSENCE**

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**Annotatsiya.** Ushbu maqolada an'anaviy ijrochilik tushunchasi xamda akademik ijrochilik mazmun mohiyati haqida ma'lumotlar berilgan. An'anaviy ijrochilikda keng qo'llaniladigan dutor milliy cholg'usining ijrochilik yo'llari yoritilgan.

**Kalit so'zlar:** an'anaviy ijrochilik, akademik ijro, folklor, mumtoz musiqa, tizzalama.

**Аннотация.** В этой статье представлена информация о концепции традиционной успеваемости и сущности академической успеваемости. Представлены выступления на народном инструменте дутор, который широко используется в традиционном исполнении.

**Ключевые слова:** традиционное исполнение, академическое представление, фольклор, классическая музыка, преклонение колен.

**Annotation.** This article provides information on the concept of traditional academic achievement and the nature of academic achievement. Performances are presented on the folk instrument dutor, which is widely used in traditional performance.

**Key words:** traditional performance, academic performance, folklore, classical music, kneeling.

**Introduction.** Uzbek traditional music has consisted of two directions from the past, that is, emerging and complementing each other, as well as having their own



distinctive features and qualities. The first of these is music folklore, and the second is a genre of classical music filled with the musical thinking of the creators. Both directions have a unique style, direction, calculation. After the independence of our country, radical reforms have been carried out in all spheres, such as the development of society, science, technology, sports and culture, and large-scale good deeds are being carried out. In particular, the laws and decisions adopted by our government on the development of arts and culture, further improvement of the education system in these areas, strengthening their material and technical base, the provision of new textbooks, the measures taken, the work being done.

**Research methodology.** Yalla, ashula, katta ashula, doston, instrumental melodies and maqoms, which are performed today, are the mature genres of national music. Classical music refers to examples of music belonging to the nation, that is, the Uzbek people, created by its mature composers over the centuries. This music differs from other examples of musical creativity by a few distinctive features.

1. Oral creativity is a product of classical music created by the people and passed from mouth to mouth, from generation to generation, from teacher to student. For the first time in ancient times, samples of music were created by the masses (people).

2. Traditional classical music samples are preserved and developed as a tradition.

When we say professional music in the oral tradition, we mean songs and melodies that have developed in a complex way. Tradition is an event or feature that has become a habit after a long period of folk experience. Tradition is a unique social phenomenon, a set of rules and regulations that have found their place in the minds and lives of people, passed from generation to generation, repeated, adopted in all spheres of life. [1:8] It is an action that is ingrained in people's lives, repeated over a period of time, and consists of a set of generally accepted rules of behavior and skills, customs, and rituals.

In the 20-30s of the XX century, Uzbek folk masters Usmon Zufarov, Matyusuf Kharratov, Shorahim Shoumarov and others made the first steps to improve the instruments of folk instruments. In 1934, at the suggestion of VA Uspensky, master Usmon Zufarov supervised the work on the improvement of Uzbek national instruments at the Art Research Institute. The experiments conducted by Usmon Zufarov and other folk masters are mainly aimed at strengthening the sound of the word. [5]

**Analyses and results.** Each nation has its own national heritage, traditions that are sung through national melodies and have appropriate musical instruments created through the examples of applied art created inherent in the national spirituality of the people. It should be noted that the world of Uzbek musical instruments is rich and colorful, both spiritually and materially. Furthermore, the greater the spirituality of a nation, the greater its history and corresponding heritage. [2:32]

The Uzbek national heritage is rich in musical instruments, and each of them has a long history, structural development and technical improvement. [3] One such instrument is the dutar. Dutor is one of the traditional Uzbek musical instruments. The dutar, which has long occupied a worthy place in the practice of folk performance, is now part of all groups typical of the traditional style of performance. It was formed as a traditional solo instrument and is one of the instruments today.



In the cultural life of our people, the teaching and learning of music, including the dutar, has long been a habit, formed in the system of teacher-student. Here, in the tradition of the teacher-student, musical education prevails. Playing and learning musical instruments are important factors in traditional performance. In the traditional performance of the master-student, the teacher must have incorporated both the art of music and the art of singing. Therefore, without knowing the secrets of the process of teaching and learning, one cannot fully fulfill this tradition. Traditional performance, the tradition of teacher-student, has been developing on the dutar for a long time. Dutar performance training is carried out in two stages:

1. Perception through visual and auditory observation in independent observation.
2. Special study using visual hearing.

Learning by sight, hearing, and independent observation depends on the student's musical ability. The learner listens to the work presented by the teacher through audio recordings, cuts it in half, imagines it, and independently prepares the melody in sketch form.

Visual perception is mainly learning by seeing and remembering at weddings, parties and parties.

In order to master the dutar independently, the student needs separate musical ability, musical memory, sharp hearing and observation. At this stage of learning, the student will not have a musical instrument in his hand. He just hears and watches. Often, in their first meetings with students, teachers provide information about the origin of the instrument, its place among the instruments. They then set the time and order for the next session. Discipline is the cornerstone of traditional performance, and failure to follow it is a serious shortcoming. This means that there can be no question of a student dropping out of school for no reason.

There are three different patterns of sitting in a traditional dutar performance, i.e. posture. Most dutar players are "chordana". In this style, three bases are used to hold the dutar player: the lower base (right foot), the upper base (right arm elbow), and the side head (side support). This technique not only ensures the stability of the body, but also serves to accurately express the sound. [4]

The second way to play the dutar is to sit on your knees. This type is more commonly used in singing and playing dance tunes.

The third type of sitting position is rarely used only among women. In doing so, the trader sits with his legs turned to the right and bent to the left side. In all traditional performance styles, the left hand movements of the instruments are given special attention. This is because the curtains are pressed harder on the dutar, except for the tanbur instrument. If pressed hard, the tone will be compressed.

The study of the traditional performance process, the solution of its theoretical problems and the drawing of practical conclusions is one of the main tasks of modern musicology. In Uzbeks, as in the art of other nations, the technical performance parameters of instruments play an important role in the study and solution of a number of issues related to the formation of national musical culture. This allows professional and amateur dutarists to reveal their creative approach, creative imagination, maxoart and style. Many dutar players are characterized by performance movements such as



hand movements, facial expressions, and an inner aspiration inherent in the spirit of the work. These behaviors are observed differently in sexual groups;

in female performance, some elements are more developed than in male performers, and some are less so.

Research shows that dutar players who have graduated from traditional and professional schools have developed a special musical thinking about the unique texture of the two voices belonging only to the dutar, which is not found in other folk instruments.

In the traditional performance, the dutar had a variety of unique styles. In traditional performance, these terms are used only when the dutar is mature in some way. In other words, the "silkworm" has a masterful style of execution on silk threads.

The coordination of the elements of the executive apparatus varies, and as a result of constant non-verbal learning, the traditional performer experiences more difficulty than the academic musician due to the predominance of musical hearing and memory. In this regard, if we compare the traditional dutar player with the "academic" style of dutar player, we can draw the following conclusions:

1. The academic performance system causes the musician to be limited to notes only.
2. The traditional musician consciously performs the work he is performing on a conscious basis.

**Conclusion.** There is a big difference between academic musicians and traditional musicians. Here, however, one can see that the academic performer cannot surpass the traditional musician. Later, "academic" musicians split into two ways, as they are now separated from the ancient traditions and lack of preparation for the "language of national intonation." Academic performance and traditional performance. In the department of traditional performance, based on the tradition of teacher-student, students are taught, and samples of our national maqom art are deeply mastered. In the department of academic performance, the works of composers and composers are used on the basis of music samples.

Representatives of the traditional performance culture performed mainly on instruments with a diatonic vocalization. As a result of improving the instruments, special curtains were placed between the diatonic speakers, paving the way for academic performance. This allows you to perform world classics.

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**INDICATORS OF STATE FINANCIAL SECURITY IN UZBEKISTAN**

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**Annotasiya.** Mazkur maqola moliyaviy xavfsizlikni ijtimoiy-iqtisodiy mohiyati, moliyaviy xavfsizlik indikatorlari, makro darajadagi moliyaviy manfaatlarning himoyalanganlik darajasi masalalariga bog'ishlangan bo'lib, unda mamlakatdagi moliyaviy xavfsizlik indikatorlari, jumladan, byudjet defisiti, mamlakat oltin-valyuta zahiralari bilan mamlakat importi hajmining bir-biriga bog'liqligi, inflyasiya darajasi, davlat qarzdorligining hozirgi holati, uning mamlakat moliyaviy xavfsizlik tizimiga ta'siri tahlil qilingan. Shuningdek, O'zbekiston Respublikasi davlat moliyaviy xavfsizlik tizimida mavjud muammolarni bartaraf etish masalalariga e'tibor qaratilgan.

**Kalit so'zlar:** iqtisodiy barqarorlik, iqtisodiy xavfsizlik, moliyaviy xavfsizlik, moliyaviy xavfsizlik indikatorlari, byudjet xavfsizligi, byudjet defisiti, oltin-valyuta zahiralari, investisiyalar hajmi, inflyasiya darajasi, davlatning tashqi qarzlari.

**Аннотация.** Данная статья посвящена описанию социально-экономической сущности финансовой безопасности, показателям финансовой безопасности, степени защиты финансовых интересов на макроуровне, сделан анализ показателей финансовой безопасности страны, например, дефицита бюджета, взаимосвязи золотовалютных резервов страны с объемом импорта, уровня инфляции, текущего состояния государственного долга, и их влияния на систему финансовой безопасности страны. Также уделено внимание решению существующих проблем в системе государственной финансовой безопасности Республики Узбекистан.

**Ключевые слова:** экономическая стабильность, экономическая безопасность, финансовая безопасность, индикаторы финансовой безопасности, дефицит бюджета, золотовалютные резервы, объем инвестиций, уровень инфляции, внешний долг страны.

**Annotation.** This article is devoted to the description of the socio-economic essence of financial security, indicators of financial security. The degree of protection of financial interests at the macro level, the analysis of indicators of the country's financial security, for example, the budget deficit, the relationship of the country's gold and foreign exchange reserves with the volume of imports, the level of inflation, the current state of public debt, and their impact on the country's financial security system, are made. Attention is also paid to solving existing problems in the system of state financial security of the Republic of Uzbekistan.

**Key words:** economic stability, economic security, financial security, financial security indicators, budget deficit, foreign exchange reserves, investment volume, inflation rate, country's external debt.



**Introduction.** The ongoing process of modernization in the state and society, based on the Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021, has created a wave of growth in all areas. [1] Over the past period, the implementation of systemic reforms in the industry in line with international standards has opened up new opportunities for further liberalization, modernization and diversification of the sphere. In particular, the introduction of the free conversion of the national currency - the soum, the formation of a new basis of tax and budgetary policy, the sharp strengthening of the protection of the rights and interests of entrepreneurs. Further strengthening macroeconomic stability and maintaining economic growth, deepening structural reforms, increasing its competitiveness through modernization and diversification of key sectors of the national economy, reducing state participation in the economy, protection of private property rights and its promising role. A number of directions can be cited, such as strengthening institutional capacity, continuing institutional and structural reforms aimed at encouraging the development of small business and private entrepreneurship. At the same time, each of these areas includes dozens of other important tasks. One of these tasks is to ensure the financial security of our country.

In macroeconomics, economic security is the state or level of development of the means of production in a country, which in practice ensures the sustainable economic development and socio-economic stability of society, regardless of the existence and actions of foreign economic activity. Economic security is a combination of economic, political, military, scientific, technological and social aspects and factors that determine the state or level of national security of a state. Financial security is one of the components of economic security.

Financial security is a guarantee of an independent financial and economic policy of the country. Financial security is reflected in preventing the outflow of large amounts of capital, preventing conflicts over the allocation of resources of the national budget system between different levels of government, mitigating the effects of global crises, and ensuring the stability of financial and economic parameters. Financial security is the prevention of financial crime.

There are two types of threats to a country's financial security: internal and external threats. External threats include the growth of the global financial system and the growth of capital mass due to the entry of developing countries into the world economy. Internal threats include mismanagement of financial and economic policies, mismanagement, and mismanagement of the public financial system. Problems related to financial security in the country hinder economic growth and economic reforms, negatively affect the development of trade and foreign economic activity, hinder the development of the budget, finance and insurance sectors.

Financial security is an important component of national economic security, based on ensuring the independence, efficiency and competitiveness of the state in the field of finance and credit, reflects its essence in the system of criteria and indicators of its status, sufficient liquidity of assets, balanced domestic and foreign debt. availability of necessary monetary and gold foreign exchange reserves, level of protection of financial interests at micro and macro levels, level of financial relations, customs-tariff, finance, currency, budget, tax, monetary, settlement, investment, banking system to internal and



external negative influences resilience, prevention of external financial attacks, efficient functioning of the national economy and economic growth.

Financial security is a state of the financial system in which the indicators that characterize it should not deviate from the established norms that ensure the normal functioning of the economy in accordance with the objectives of economic policy.

In practice, all areas of national security are linked to financial security. At the same time, financial security itself is significantly dependent on other areas of national security. The interrelated study of various aspects of national security will help to prevent and eliminate threats to the national interests of the country.

**Research methodology.** The article makes effective use of scientific observation, analysis and synthesis methods. Also, the scientific and theoretical views of economists aimed at ensuring the financial security of the country were studied and analyzed using the method of scientific abstraction. The International Monetary Fund (IMF) has used the country's financial security assessment indicators as recommended in the World Bank's regulations.

**Level of study of the subject.** We can see that the concept of financial security as a separate category is relatively detailed by Russian scholars. In particular, V. K. Senchagov comments on financial security as follows. Financial security is the development of the financial system and financial relations and processes in the economy in such a way as to ensure the socio-economic and financial stability of the country, the integrity and unity of the financial system (including money, budget, credit, tax and currency systems), the necessary financial conditions will be created for the successful elimination of internal and external threats in the industry.”[2]

V.P. Okhapkin defines financial and monetary security, which affects all sectors of the economy. “Money is the equivalent of the value of any commodity and is a factor that can destabilize the economic situation in a country. Money is not only in the form of paper or coins, but also in the form of non-cash transfers and securities (stocks, promissory notes, certificates, bonds) that determine the financial condition of the country. The banking system of the country is of great importance, where all operations related to money and securities are carried out. It is the banks that have the ability to stabilize or destabilize the country's financial situation.”[3]

According to well-known Russian scientist V.F. Gaponenko, "Financial security is a state of finance and credit in which stability to internal and external shocks, the national economic system and economic growth are effective." [4]

J. Jean Tirole, a well-known French economist and Nobel Laureate in Economics in 2014, called on the state to support the liquidity and deposit insurance of financial institutions as a problem of the current financial architecture in the national and global markets to ensure the country's financial security emphasizes the need for attention[5].

Karanina E. V. describes the financial security of the state as follows. "Public financial security is the ability to carry out independent financial and economic activities, taking into account the national interests of the state"[6].

Uzbek economists have done little to ensure public financial security. Uzbek economists Nuriddinov S. Z. and Adilov F. T. divide financial macroeconomic security indicators into four subgroups by studying financial security[7].

1. Indicators of the stability of the state budget;



2. Indicators of the level of debt burden of enterprises and organizations;
3. Adequacy of gold and foreign exchange reserves;
4. Indicators of macro-financial conditions of economic activity.

Based on the above considerations, we believe that the financial security of the state can be defined as follows. Financial security is a degree of independence of a country, the ability to ensure the effective functioning of the public financial system, taking into account the interests of all levels of financial relations.

**Analysis and results.** Simply put, the dependence of national security on financial security, a lack of financial resources threatens national security through the underdevelopment of one or another sector of the economy. Threats to other areas of national security also have a negative impact on financial security. For example, when it is necessary to defend the country, the state spends a lot of financial resources, and when there is anxiety, the country's financial resources begin to "escape".

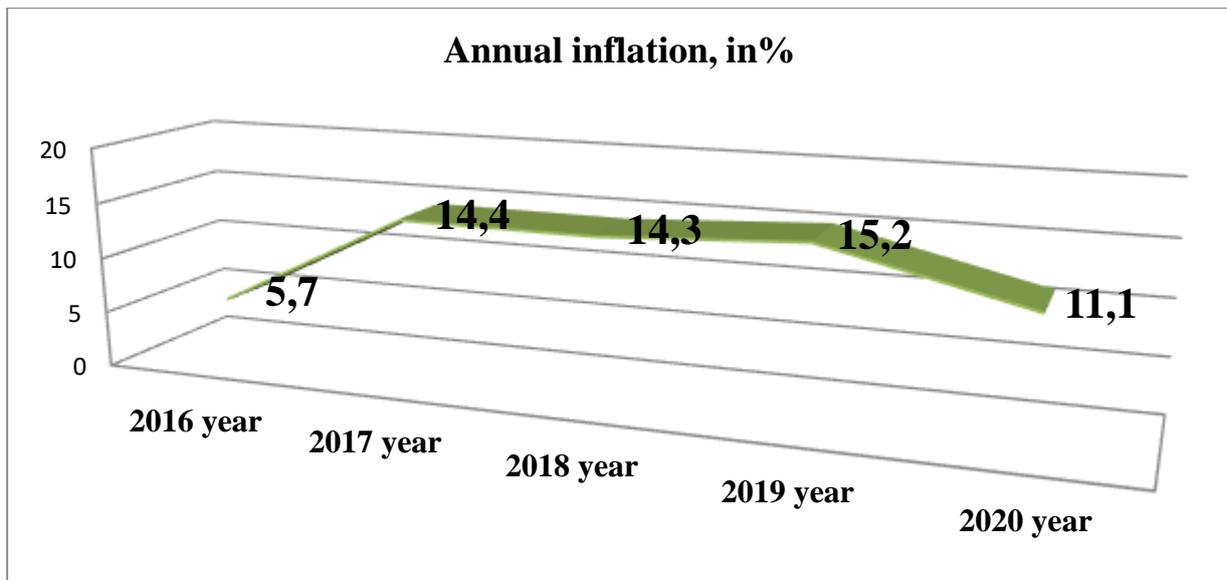
The level of security is a conditional indicator that integrates the overall security requirements. All indicators are classified into safety conditions to accurately assess the level of security. In this case, the indicator for each level of security is determined by comparing the current (real) situation with a certain class (nominal) of the security level.[8]

Today we will consider the state of security of the budget-tax system, monetary-payment system, banking system and stock markets and related sectors on the basis of a number of indicators:

**1. State budget deficit.** The ratio of the state budget deficit to GDP should not exceed 3%. We know from world experience that the presence of a 3% deficit in the state budget means that the financial system is inefficient, state budget revenues are not sufficiently formed, and financial mechanisms do not work well.

If we pay attention to the ratio of revenues and expenditures of the state budget of the Republic of Uzbekistan to GDP, at the end of the year, due to stable economic growth, the state budget for 2018-2019-2020. ended with a deficit. If we consider the budget deficit as a normal situation for economic development, we can satisfactorily assess the current macroeconomic situation[9]. The deficit of about 1-2% of the state budget revenues compared to the plan is considered to be normal. A deficit of more than 3% is a negative situation, and a deficit of more than 8% is a real threat to the economy. So, according to this indicator, the situation is in the normal zone.

**2. Annual rate of inflation.** The annual inflation rate in the country should be less than 10%. In industrialized European countries and the United States, an average annual inflation rate of 4-6% is normal. For developing market economies, 6% inflation is the limit of the normal zone. In 2014, the inflation rate was 6.1%, and by 2020, the figure will be 11.1%. According to the Central Bank of Uzbekistan, over the past 12 months, food prices rose by 15.3%, non-food prices by 8.8% and services by 7.1%. Among the products, the most significant growth was in eggs, butter and oils, meat and bread. The inflation rate of 11.1% corresponds to the initial period of IP1 in the pre-crisis zone[10].

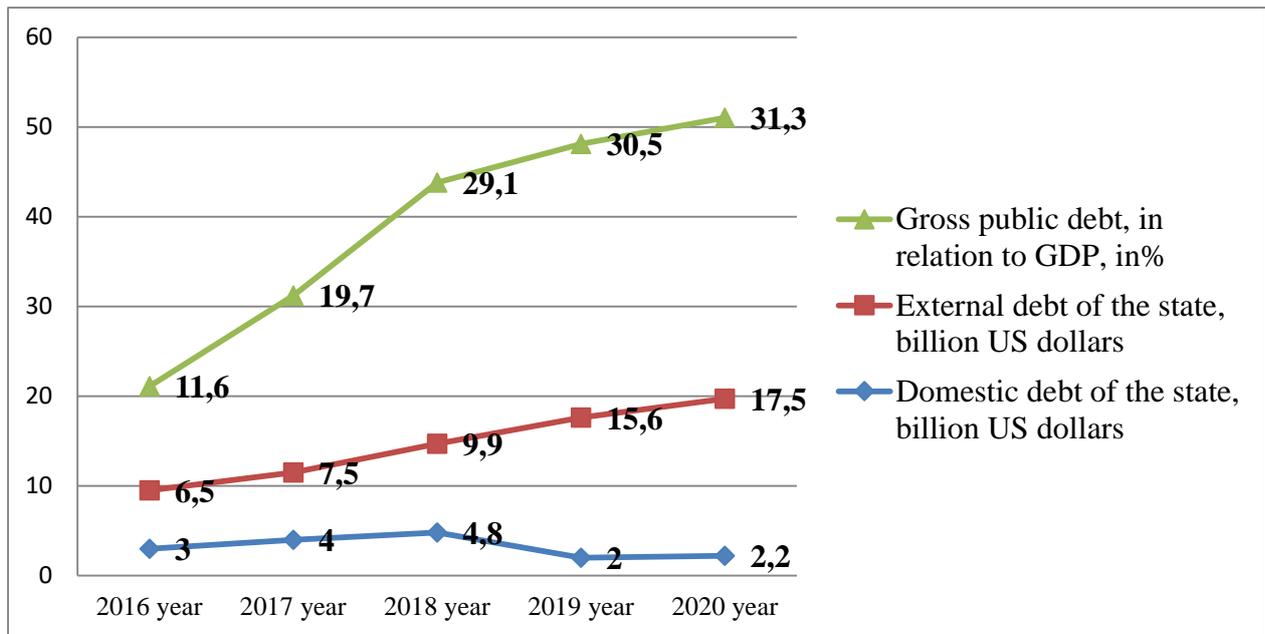


**Figure 1. Annual inflation rate in the Republic of Uzbekistan, % [10].**

In accordance with the Decree of the President of the Republic of Uzbekistan dated November 18, 2019 PF-5877 "On improving monetary policy through the gradual transition to inflation targeting", the harmonization of monetary policy with inflation targeting standards Tasks have been set to reach the target of less than 10 percent and 5 percent in 2023 [11].

**3. Government debt.** (Internal and external government debt of the state). Government debt should not exceed 60% of GDP. The share of external and internal debt of the state in GDP should not exceed 30%. World experience shows that the risk begins to be felt when the share of external debt in GDP exceeds 30%. This will lead to the loss of a large part of the state budget due to external debt and an increase in external dependence. It is the increase in the ratio of external debt to GDP that is a major factor in the intensification of the financial crisis. In 2016, the country's external debt amounted to 6.5 billion US dollars, and by 2020 the country's external debt will reach 17.5 billion US dollars. The total government debt to GDP ratio was 11.6 percent in 2016, and by 2020, the figure was 31.3 percent of GDP [12]. So, according to this indicator, the situation is normal.

According to the Debt Stability Analysis of the World Bank and the International Monetary Fund, the potential of the Republic of Uzbekistan to service public debt is strong in terms of its economic potential. The Debt Stability Report released by the International Monetary Fund on May 19, 2020, notes that the country's debt service potential is high and the country's external debt is moderate. In addition, the country's total debt repayment capacity (SI) increased from 3.1 to 3.2. The World Bank's Country Political and Institutional Capacity Assessment (CPIA), the country's 5-year fact and 5-year forecast macroeconomic indicators, including global growth rate, real growth rate, remittances and gold and foreign exchange reserves. This indicator determines the level of debt repayment capacity of the country (strong if it is higher than 3.05 units). The Republic of Uzbekistan is one of the countries with the strongest debt repayment potential with an indicator index (SI) of 3.2 units.



**Figure 2. Dynamics of public debt of the Republic of Uzbekistan in 2016-2020[12].**

Uzbekistan's foreign debt has exceeded \$ 27 billion, and this growth will continue next year. As of December 2020, Uzbekistan's external debt amounted to \$ 27.6 billion. Of this, \$ 17.5 billion was external government debt and \$ 10.1 billion was external debt to the private sector. External debt is a debt that a country borrows from another country or from companies, banks, private organizations in another country. External debt is divided into two types: public debt and private (corporate) debt. It is often a matter of total debt without understanding the difference between the two. That is a fact. But on the other hand, it's not quite right. Because if an Uzbek company borrows from abroad in a private way, in some area, the debt will be borne by that company.

Indeed, government-guaranteed or government-borrowed loans are government external debt. Together, public debt and private capital debt combine to form the concept of total external debt. At the same time, 45% of foreign debt to the private sector falls on the banking sector and 44% on the oil and gas sector. That's 86 percent of the \$ 10.1 billion in foreign debt that officials see as private foreign debt coming from state-owned energy companies and banks. Although it is recognized in the documents as a corporate debt, in practice it is the debt of companies operating in government and with a stake. If we add the amount of private corporate debt to the external debt of the state, in 2020 the external debt of the state amounted to 48.2% of GDP.

**4. Adequacy of gold and foreign exchange reserves.** The volume of gold and foreign exchange reserves (GDR) in relation to the country's imports should reach 3 months. Gold and foreign exchange reserves are a "cushion" for the country. OVZ consists of two components: foreign exchange reserves and gold reserves. Uzbekistan's international reserves are still not well diversified, meaning that almost all reserves are held in two forms - gold (\$ 20.6 billion) and foreign currency (\$ 14.3 billion).

Uzbekistan's GDP in 2018 amounted to 27 billion US dollars, while the country's total imports amounted to 17.3 billion US dollars. The current reserves of Uzbekistan are enough to finance 19 months of imports. According to the results of 2019, the



volume of OVZ in the country will reach 29.1 billion. The volume of imports of the country increased significantly compared to previous years, reaching 21.8 billion US dollars. The volume of gold and foreign exchange reserves (GDR) in relation to the country's imports has reached 16 months. Uzbekistan's gold and foreign exchange reserves to reach \$ 34.9 billion by 2020. According to this indicator, the level of GDR coverage is normal. Uzbekistan's current reserves are sufficient to finance 20 months of imports.

Uzbekistan became the largest seller of gold in the third quarter of 2020. The central bank sold about 35 tons of gold during this time. International reserves fell by \$ 535 million in November last year, from \$ 32.6 billion in October to \$ 32.4 billion in November. At the same time, the fall in the price of gold from \$ 1,875 to \$ 1,771 at the beginning of the reporting month reduced reserves by \$ 1 billion 81.3 million, while the increase in currency values was \$ 545 million[13].

**Conclusions and suggestions.** One of the main tasks in ensuring financial security is a timely, accurate and complete assessment of the situation. At high levels of crisis (threatening, emergency), additional indicators are collected, which in turn allows for a more in-depth analysis of security threats. In addition to collecting additional indicators, the time allotted for the collection of indicators may be extended.

Therefore, the assessment of the level of financial security of the Republic of Uzbekistan on the basis of a system of indicators shows that there are shortcomings in the following areas of the financial system of Uzbekistan. These are: first, the fact that the banking system does not fully meet international standards, for example, the bank's assets are low relative to GDP and the level of profitability of most banks is low; the second is the low rate of inflation in the monetary system and, consequently, the low level of monetization of the economy. The practice of granting loans at preferential interest rates should be abolished, giving commercial banks the right to set interest rates independently by introducing mechanisms to compensate for a certain part of interest expenses. Currently, the refinancing rate of the Central Bank is 14%, but low-interest soft loans are provided under the state program. According to the Central Bank, in September 2019, the average rate on soft loans was 9.4%, which is 1.7 times lower than the refinancing rate and 2.5 times (24.3%), more expensive than the market rate.

The State Economic Security Strategy states that the stability of the financial system is the level of the budget deficit, the stability of financial flows and settlement relations, the level of protection of depositors' interests, the stock market, external and internal debt and balance of payments deficit, strengthening investment activity. It is determined by the degree to which financial conditions are met. This can be explained by the inefficient mechanism of issuing and selling securities in the country. In 2019, the total value of shares in the Uzbek stock market will be 25 trillion soums, which is less than 6% of GDP. In 2020, the total nominal value of securities issued in Uzbekistan will reach 92.35 trillion soums. Of this, only 1.5 percent or 1.4 trillion soums, which is less than 0.4% of GDP. For example, the figure is 188% in Singapore, 112% in Malaysia and 34% in Russia. As a result of the implementation of a new strategy for the development of the stock market, this value in Uzbekistan should reach at least 10-15% by the end of 2025 [14].



Elimination of barriers to the purchase of all types of securities by residents and non-residents of Uzbekistan, including securities of foreign issuers, reform of the pension system and implementation of accounting procedures in accordance with International Financial Reporting Standards should be increased. We believe that the privatization of enterprises should be improved, including through dual listing, securitization, issuance of municipal bonds, introduction of new financial products such as Islamic bonds "Sukuk" and the issuance of foreign currency bonds on local stock exchanges.

As the inflation rate corresponds to the IP1 stage of the pre-crisis zone, in order to reduce the inflation rate, it is first necessary to set limits on the annual growth rates of prices for products and services of natural monopolies and to ensure the stability of the nominal exchange rate of the national currency. It is necessary to prevent the rise in prices for imports.

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**BASIC METROLOGICAL CHARACTERISTICS OF RADIO NAVIGATION DEVICES**

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**Annotatsiya.** Insoniyat taraqqiyotining hozirgi bosqichida radionavigatsiya tizimlari, vositalari va qurilmalariga tobora ko'proq talablar qo'yilmoqda, bu esa axborotni qayta ishlash samaradorligi, olingan ma'lumotlarning ishonchliligi, hajmi va aniqligiga, shuningdek, axborotni qayta ishlash samaradorligiga talablarning va bunday texnologiyalardan foydalanish intensivligi ortishi bilan bog'liqdir. Tez va to'g'ri qaror qabul qilishni talab qiladigan juda qiyin sharoitlarda zamonaviy uchuvchilarning navigatsiyon xavfsizlikni ta'minlash bo'yicha faoliyatini murakkablashadi. Barcha mavjud radionavigatsiya qurilmalari va tizimlari, ulardan foydalanish sohasidan qat'i nazar, vaqt, makon va tashkiliy jihatdan mavjudligi shuningdek, ma'lumotlarning aniqligi; ishning uzluksizligi; yaxlitlik kabi talablarga javob berishi lozim. Shuning uchun navigatsiya xavfsizligini yaxshilash maqsadida eng samarali radio navigatsiya tizimlari va qurilmalarini aniqlash talab etiladi. Tadqiqotning maqsadi radionavigatsiya qurilmalarining asosiy xususiyatlarini kvalimetrik tahlil qilishdan iborat. Maqolada radionavigatsiya qurilmalarining asosiy xarakteristikalarini va tasniflari ko'rib chiqilgan va radionavigatsiya qurilmalarini ishlashning asosiy tamoyillari bo'yicha tasniflash, shuningdek, radionavigatsiya qurilmalarining asosiy metrologik tavsiflari ro'yxati keltirilgan va tavsiflangan. Radionavigatsiya qurilmalari xususiyatlarini kvalimetrik tahlil qilish uchun fuqaro aviatsiyasida qo'llaniladigan ARC avtomatik radiokompasslari tanlangan. Ushbu radionavigatsiya qurilmalari samolyotda o'rnatiladi. O'rganilayotgan radionavigatsiya tizimlari haqida asosiy ma'lumotlarni to'plash tanlangan tizimlarning xususiyatlarini, texnik hujjatlarini o'rganish, shuningdek, tadqiqot muammosi bo'yicha zamonaviy ilmiy manbalarni tahlil qilish orqali amalga



oshirildi. Kvalimetrik tahlil natijasida fuqaro aviatsiyasida foydalaniladigan avtomatik radiokompaslarda CURni o'lchashdagi xatolik aniqlandi.

**Kalit so'zlar:** navigatsiya, navigatsiyon xavfsizlik, radionavigatsiya qurilmalari, radionavigatsiya tizimlari, kvalimetrik tahlil.

**Аннотация.** На современном этапе человеческого развития к радионавигационным системам, средствам и приборам предъявляется все больше требований, что обусловлено повышением требований к оперативности обработки информационных сведений, надежности, объему и точности получаемых сведений, а также увеличением интенсивности использования таких технологий. Выделенные обстоятельства усложняют деятельность современных пилотов по обеспечению навигационной безопасности, что проявляется в достаточно сложных условиях, требующих принятия быстрых и правильных решений. Все существующие радионавигационные приборы и системы вне зависимости от области их использования должны отвечать таким требованиям, как доступность во временном, пространственном и организационном плане; точность определения данных; непрерывность работы; целостность. Именно поэтому требуется определение наиболее эффективных радионавигационных систем и приборов для повышения навигационной безопасности. Целью исследования считается проведение квалиметрического анализа основных характеристик радионавигационных приборов. В работе рассмотрены основные характеристики и классификации радионавигационных приборов. В статье представлена классификация радионавигационных приборов по основным принципам их работы, а также перечислены и описаны основные метрологические характеристики радионавигационных приборов. Для проведения квалиметрического анализа характеристик радионавигационных приборов были выбраны автоматические радиоконпасы АРК, используемые в гражданской авиации. Данные радионавигационные приборы устанавливаются на самолете. Сбор основных информационных сведений об исследуемых радионавигационных системах осуществлялся с помощью исследования характеристик, технической документации выбранных систем, а также анализа современных научных источников по проблеме исследования. В результате проведенного квалиметрического анализа была установлена погрешность определения КУР в автоматических радиоконпасах, используемых в гражданской авиации.

**Ключевые слова:** навигация, навигационная безопасность, радионавигационные приборы, радионавигационные системы, квалиметрический анализ.

**Abstract.** A modern stage of human development is imposing more and more requirements on radio navigation systems, means, and devices, which are based on increased requirements on the efficiency of information processing, reliability, volume, and accuracy of the information received, as well as an increase in the intensity of the use of such technologies. Pointed out circumstances up-grade the modern pilots' function on ensuring navigational safety which can be registered in rather difficult situations that require fast and correct decisions. All existing radio navigation devices and systems, regardless of their area of use, must meet requirements such as availability



in time, space and organization; accuracy of data definition; continuity of work; integrity. That is why it is required to determine the most effective radio navigation systems and devices to improve navigation safety. The purpose of the study is considered to be a qualimetric analysis of the main characteristics of radio navigation devices. The main characteristics and classifications of radio navigation means are discussed in the article. The article classifies radio navigation devices according to their basic principles of operation, as well as enumerates and describes the main metrological characteristics of radio navigation devices. Automatic radio compasses of the ARC which is used in civil aviation were selected to conduct a qualimetric analysis of the characteristics of radio navigation devices. These radio navigation devices are installed on the aircraft. The collection of basic information about the studied radio navigation systems was carried out by studying the characteristics, technical documentation of the selected systems, as well as analyzing modern scientific sources on the research problem. As a result of the qualimetric analysis, the error in determining the CUR in automatic radio compasses used in civil aviation was established.

**Key words:** navigation, navigation safety, radio navigation devices, radio navigation systems, qualimetric analysis..

**Introduction.** Navigation technologies are at the level of development that allows them to be used in the various fields of activities in this modern world. Today, the range of use of radio navigation devices and systems is considered to be quite wide. In world practice, radio navigation devices and systems have found their own application in civil and military aviation, land transport management, shipping, etc. [10, p. 21].

In recent years, the development of methods and means of radio navigation support is carried out at an increased intensity, increasing requirements for the reliability, accuracy and volume of information, as well as the efficiency of processing such information. [5, p. 105; 6, p. 39]. That is why the choice of the most effective radio navigation devices and systems is required, which can be possible thanks to the qualimetric analysis of their characteristics.

**Methods And Methodologies.** To carry out a qualimetric analysis of the characteristics of radio navigation devices based on the quality indicators of radio navigation devices, theoretical research methods were initially used, within the framework of this study, which were aimed at reviewing the literature on the research problem. In addition, the scientific article used methods of analysis and classification of the identified characteristics.

**Analysis and results.** According to O.V. Bolotov, navigation is carried out with the direct use of various radio navigation aids and devices, which can be classified by their metrological characteristics and the physical principles of operation used by them [2, p. 346].

The classification of radio navigation devices according to the basic principles of their operation is shown schematically in Picture 1.

Basic operation principles of radio navigation devices		
Navigation devices of general purpose (magnetic and gyroscopic compasses, speed barometer, barometer of altitudes)		Autonomous onboard radio navigation devices (RNU) (radio altimeters, Doppler velocity and drift meters (DISS), etc.)
astronomical (astronomical sextants and compasses, automatic astro-orientators)		lighting and other visual aids (beacons, landing lights, searchlights, etc.)
ground based radio navigation systems (PHC) and space (satellite)		inertial navigation aids

**Fig. 1.** Classification of radio navigation devices according to the basic principles of their operation [7, c. 6-7]

I.N. Kartsan and R.A. Gamishaev write that for radio navigation devices, the classification can be based on certain features of a distinctive character, generally which are the method for measuring the RNP, the method for determining the location, the purpose of the system in their own scientific research [3, p. 294].

The functional feature of a certain radio navigation devices determines the metrological characteristics, which are considered to be tactical characteristics. [9, p. 124]. Followings are distinguished by modern scientists among the main metrological characteristics of radio navigation devices: [4, p. 17]:

- reliability;
- Workspace defined by the search sector by object parameters;
- Electromagnetic vulnerability;
- speed pace or scan time for a given sector;
- throughput functionality;
- resolution ability;
- measurement accuracy, frequency of coordinates to be determined.

The selected parameters constitute to the technical and tactical characteristics of radio navigation devices. Technical and tactical requirements for radio navigation devices are different, but their main parameters can be practically the same, since they constitute the tactical and technical characteristics of a radio navigation [8]. More detailed description of the allocated metrological characteristics of radio navigation devices is presented in the table 1.

**Table 1**

Metrological characteristics of radio navigation devices

N <sub>o</sub>	Denomination	Description
1	Reliability	This characteristic, first of all, reflects the possibility that the radio navigation device will operate without failure during the required time interval.
2	The working area specified by the search sector by the parameters of the object.	First of all, this characteristic reflects the longest distance within the working area of a radio navigation device, that is, the greatest distance between the radio navigation device and a moving object. In many respects, this characteristic depends on the technical



		characteristics of the radio navigation device and the basic conditions for the radio waves transmission
3	Electromagnetic vulnerability	This characteristic, first of all, reflects the ability of radio navigation devices to perform reliably their own functions in conditions of interference of an organized and unintended nature.
4	Visibility pace or search time for a given sector	First of all, this characteristic reflects the time it takes for the radio navigation device to perform a single view of a given area. As it should be emphasized, the choice of the review time is primarily associated with the maneuverability of the controlled or observed object, the level of interference and signal, the volume of the review space, a number of characteristics of the technical and tactical nature of the radio navigation device.
5	Pass-through function	This characteristic, first of all, reflects the number of objects that are serviced by a radio navigation device at a specific unit of time or at the same time.
6	Acuity	First of all, the given characteristic reflects the ability of the radio navigation device to separate the useful signal and interfering signals that do not contain reliable information about the object, but are similar in shape to the useful signal.
7	Measurement accuracy	This characteristic, first of all, reflects the main error in determining the parameters and coordinates of the movement of the object. It should be emphasized that the main causes of errors are considered to be imperfection of the equipment and measurement method, subjective qualities of the operator, the effect of external conditions.
8	Amount of measured coordinates	First of all, this characteristic defines the main capabilities of radio navigation devices when it is used in practice.

Thus wise, the characterization of the metrological characteristics of radio navigation devices that are given in the table is a rather laborious and complex process, the relevance of their accurate determination is due to the fact that human lives are directly dependent on the absence of serious errors.

To carry out a qualimetric analysis of the characteristics of radio navigation devices, the automatic radio compasses of the ARC used in civil aviation were selected. These radio navigation devices are installed on the plane. The main purpose of an automatic radio compass is considered to be:

- work as a medium-wave receiver in the range of appropriate frequencies;
- Proceeding landing using ADFE system together with other devices
- determination of aircraft location by 2 or more radio stations;
- To conduct flight with the help of radio station with visual indicators of the direction.

The main characteristics of automatic radio compasses used in civil aviation are presented in Table 2.

**Table 2**

Main characteristics of automatic radio compasses

№	Denomination	ADF-35-1	ADF - 32 / ADF - 40	ADF - 25	ADF -15M	ADF U2	ADF -UD
1	Frequency range, кГц	150-1750	150-1750	150-1750	150-1799,5	100-150	100-250



2	Number of subbands	No data	No data	6	5	-	-
3	Radio range, km	180-350	180-350	180-350	180-350	120-230	120-230
4	Frequency characteristic, Megahertz	-	-	-	-	114,166; 114,333; 114,583; 121,5	114,166; 114,333; 114,583; 121,5; 123,1; 124,1; 243,0
5	Measuring accuracy RRSB, grad.	2,0	2,0	1,0	2,0	3,0	3,0
6	Change over time, s	1	1	2	4	-	-
7	Sensitivity in the mode «Compass», mcV/m	35	35	No data	25	-	-
8	Sensitivity in the mode «Antenna», mcV/m	70	50	No data	50	-	-
9	Average run time, H	4000	7000	No data	300	-	-
10	Mass, kg	5,4	5,2	No data	15,7	10	No data

**Conclusion.** In the process of the research, a classification of radio navigation devices was presented according to the basic principles of their operation. As a result, navigation, astronomical, radio navigation, autonomous airborne and lighting, inertial navigation aids were identified. The results of analysis show that the metrological characteristics of radio navigation devices constitute their technical and tactical characteristics. As such metrological characteristics of radio navigation devices, the following are distinguished: reliability, operating area, jamming resistance, speed rate, resolution ability, measurement accuracy. The results of qualimetric analysis indicate that the error in determining the CUR in automatic radio compasses used in civil aviation which lies in the range from 2.0 to 3 degrees.

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## RESULTS OF EXPERIMENTS TO DETERMINE THE LITTERING OF COTTON FROM FINE TRASH ON LKM-3 DEPENDING ON THE NUMBER OF PLANK ROWS ON THE PLANK-RING DRUM

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**Annotasiya:** Maqolada paxtaning kichik namunalarida mayda ifloslikdan tozalovchi qoziq-plankali barabandagi plankali qatorlar soniga bog'liq ravishda LKM-3 laboratoriya uskunasi ifloslikni aniqlash natijalari keltirilgan. Tajribalar natijalariga ko'ra simmetrik ravishda joylashtirilgan to'rtta qoziqli qatorlari plankali bo'lgan variantda mayda iflosliklardan eng yuqori tozalash effekti olinishi aniqlandi.

**Kalit so'zlar:** qurilma, qoziq-plankali, baraban, ifloslik, variant, mayda ifloslik, xatolik.

**Аннотация:** В статье приведены результаты определения засоренности хлопка в малых пробах от мелкого сора на лабораторной установке ЛКМ-3 в зависимости от количества планчатых рядов на колково-планчатом барабане. По результатам опытов определена, что в варианте, на котором, на колковом барабане симметрично расположенные четыре колковые ряды выполнены планчатыми получается самый высокий очистительный эффект по мелкому сору.

**Ключевые слова:** установка, колково-планчатый, барабан, засоренность, вариант, мелкий сор, погрешность.

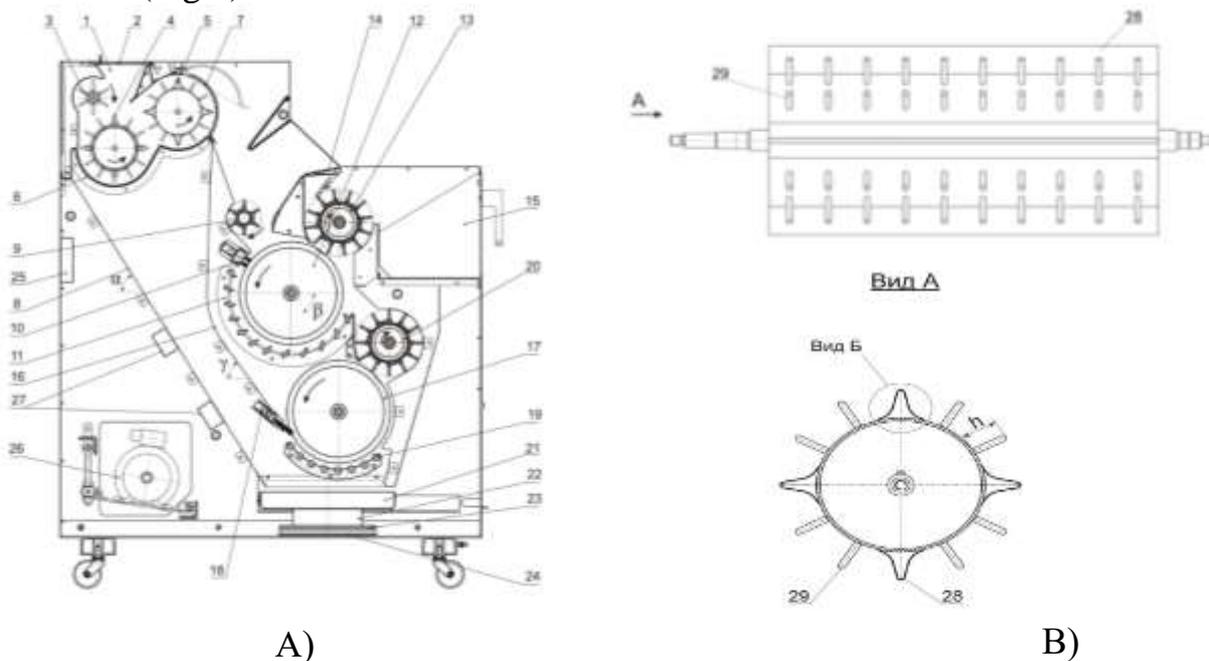
**Abstract:** The article presents the results of determination of cotton clogging in small samples from fine trash on the laboratory unit LKM-3 depending on the number of slat rows on the bar-plate drum. According to the results of the experiments, it is determined that the variant in which the symmetrically arranged four stick rows on the reel are made plank receives the highest cleaning effect on the fine trash.

**Key words:** Fitting, ball, baraban, fouling, variant, fine cock, fine correctance.

**Introduction:** The task of our research was to increase the accuracy of determining the fouling of raw cotton by improving the design of the laboratory unit LKM-3 and increasing its efficiency of cleaning from fine trash and reducing losses of fine trash.

The problem is solved by the fact that the device for determining the clogging of raw cotton LKM-3, containing a hopper with a lid for loading the sample, a section of cleaning from small debris, consisting of a feeding roller, two tinder drums with grates and with a hinged automatically opening deck for release of cotton from the section, a

section of cleaning from large debris, consisting of a feed vane roller, a scraper drum with a grate, a lapping brush and a removable vane drum above it, an automatically opening flap for releasing the cleaned sample, a regeneration section consisting of a scraper drum, a grate of removable and guiding vane drums capacity for treated raw cotton and separated trash, a guide for fine trash, the lower end of which is directed to the collector for trash impurities, installed on the platform of electronic scales under the grate of the regeneration section, which provides collection of fine and coarse trash in one place, the output of electronic scales is connected to the automatic control and calculation unit with software to control the measurement process, in which in order to increase the separation of fine trash in the sample in the second in the course of cotton purification (Fig.1).



**Figure 1.** Scheme of the improved device for determining the clogging of raw cotton LKM-3. A) -general view of the installation; B) - scheme of the pole-plank drum for cleaning from fine trash

Cleaning from the fine trash in the pick section is made with the help of stick drums with slats, which has the second in line with the supply of cotton pick drum with the height of the blades executed at the level of the picks, which is 1/3 more than in the installation of LKM-2, thus increasing the productivity of the air flow created by slats by 30%. This contributes to the emission of fine debris through the grate, which fall into the guide fine debris and from there into a common collector of fine and coarse debris.

Improved laboratory setup (fig. 1] contains a hopper for loading a raw cotton sample 1 with a hinged lid 2, a section of fine trash cleaning containing a feeding roller 3, two drums-pokolk 4 and pokolk-plate 5 with a grate 6 pivotally mounted automatically opening decks 7, while in the second in-line feeding drum of cotton pokolk-plate bars 28 have a height  $h_1$ , equal to the height  $h$  of the peg 29 to enhance air flow under the grate at an angle  $\alpha=58^\circ$  installed guide fine litter 8, on the reverse side of which in two sections are installed two shock-shaking mechanisms 27, which affect the guide fine litter with a frequency of 30 strokes per minute alternately.

Downstream of the flail section along the course of the material supply, there is a coarse debris cleaning section including a feed vane roller 9, a lapping brush 10, a grate 11, a sawtooth drum 12, a removable vane drum 13 and a flap located above it 14, a container for a cleaned sample 15. The axes of the second in the course of feeding the material of the hammer drum 5 and the scroll drum 12 of the cleaning section and the feed vane roller 9 are in one plane inclined at an angle  $\beta = 58^\circ$  to the horizontal, and they are set with the possibility of interaction with each other, the direction of rotation of the hammer drums 5 and scroll 12 coincide, and the feed vane roller 9 has the opposite direction of rotation. Below the sawtooth cleaning section is installed regeneration section, which includes a guide of coarse debris and dropped volatiles 16, set at an angle  $\gamma = 45^\circ$  with respect to the horizontal, sawtooth drum 17, lapping brush 18, grate 19 and a removable paddle drum 20, and the sawtooth drums cleaning 12 and regeneration sections 17 are set with the possibility of interaction with each other through the removable paddle drum of regeneration section 20. The scroll drums and removable vane drums rotate in opposite directions. Under the grate of the regeneration, section on the platform of the electronic scales 22 on a plate 23 planted on a vibrating carrier 24 is a collector of trash 21. The output of electronic scales is connected to the automatic control unit 25 located on the front panel.

Working drawings, which were used for the production of the bar-ring drums for installation in the cleaning section of raw cotton from the fine trash device LKM-3 (Fig. 2), in which symmetrically set bar rows were made- 2, 4 and 6, that is, produced three versions of bar-ring drums.



Figure 2. Installation of the pellet-plate drum on the LKM-3 device

In the laboratory conditions of JSC "Paxtasanoat ilmiy markazi", experiments were carried out to determine the fouling of raw cotton on the LKM-3 device with the made variants of collar-plate drums.

Contamination according to the manual method was determined as the percentage ratio of the total mass of trash impurities in the waste and in the cleaned sample according to [2].

The relative error of the results of measurements on the LKM-3 device is determined by the formula in percent relative [3]:

$$\Delta_{\text{OTHj}} = \frac{\Delta Z_j}{\bar{z}_{pj}} \cdot 100 \quad , \quad (1)$$

where  $\Delta Z_j$  is the absolute discrepancy between the results of measurements of fouling of the  $j$ -th sample determined by the formula:



$$\Delta Z_j = \bar{Z}_{lkmj} - \bar{Z}_{pj} \quad , \quad (2)$$

where  $Z$  ( $lkmj$ ) is the average fouling of raw cotton of the  $j$ -th sample by fine trash determined by three variants on the LKM-3 device

$Z_{pj}$  - the average fine litter content of raw cotton of the  $j$ -th sample determined by the method of manual picking.

Experiments were carried out using raw cotton of Bukhoro 6 selection variety. The repetition of each variant of experiments was three times. The results of experiments are given in table 1.

Breeding and industrial variety of cotton	The fouling of fine debris determined on the LKM-3 $Z$ ( $lkmj$ ), %			The littering of fine debris by the method of hand picking, $Z_{pj}$ , %	Relative error $\Delta_{otnj}$ , % r.f.		
	1-option	2-option	3-option		1-option	2-option	3-option
Bukhoro 6, 1/1	1,3	1,4	1,33	1,48	12,16	5,4	10,13
Bukhoro 6, 1/1	5,3	5,7	5,4	5,9	10,16	3,38	8,47
Bukhoro 6, IV	12,2	12,9	12,5	13,3	8,27	3,0	6,01

Note: 1-variant, bar-plate drum, on which the bars are set in two symmetrical rows;

2-variant, the same, in which the slats are set in four symmetrical rows;

3-variant, same, in which the slats are set in six symmetrical rows.

**Conclusion.** From the data obtained in Table 1, it follows that the use of the bar-plate drum in the laboratory installation LKM-3 increases its cleaning effect on the chalky soot, respectively, the relative error in determining the clogging of cotton decreases. The experiments showed that the greatest effective effect is obtained in the second version of the experiments, with the use of plank-plate drum, where the slats are set in four symmetrical rows. Increasing the slat rows to staves reduces the cleaning effect on the fine debris, explaining the excessive reduction of the number of cleaning pegs on the peg-plate drum.

Based on the above, four rows of symmetrically mounted bars on the bar-plate drum can be considered optimal, and the relative error of measurement is within the limits of the permissible values established by the current standards.

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## **THE ROLE OF WORKING WITH WORDS IN THE VAUDEVILLE GENRE**

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**Annotasiya.** Mazkur maqola estradada soʻz san'atining tutgan oʻrni va ahamiyati, tomoshabin bilan muloqot, aktyorning soʻz san'ati ustida ishlash jarayoni muammolari va ularning yechimi haqida soʻz boradi.

**Kalit soʻzlar.** Estrada, soʻz, janr, aktyor, rejissyor, nutq, nomer, askiya, konferans'e, boshlovchi, qiziqchi.

**Аннотации.** В статье рассматриваются роль и значение искусства речи в эстрадной музыке, общение со зрителем, проблемы творчества актера над искусством речи и пути их решения.

**Ключевые слова.** Разнообразие, слово, жанр, актер, режиссер, выступление, номер, аския, конференция, новичок, конференсье.

**Abstract.** This article discusses the role and importance of the art of speech in vaudeville genre such as: communication with the audience, the problems of the process of working on the art of speech of the actor and their solutions.

**Key words.** vaudeville, a word, genre, actor, director, speech, spot, wheeze, conferencier, moderator, entertainer.

**Introduction.** What is a vaudeville? What kind of meaning does it have? In the beginning of our speech we will try partially to concentrate on the art of vaudeville. Nowadays we can observe not only vaudeville performances on the world stages but also the other stage performances from different types and genres. So, without discriminating other types of art, it enriches art of vaudeville in cooperation with other genres of performing arts with its breadth and diversity of directions. Because, any kind of art performed on a vaudeville performance stage (If the spot level is skillfully crafted) it can take its place as a complete composition of the show.

**Literature review.** The importance and the role of word art was deeply analyzed in F. Akhmedov's manual "Fundamentals of directing public holidays" (2008). In general, the art of vaudeville and mass performances and its genres are analyzed by the examples given in F.Ahmedov's "Fundamentals of directing public holidays" and J.Mahmudov and H.Mahmudova's "Fundamentals of directing" manuals.

Among the ancient forms of Uzbek traditional art, there are many related to the art of speech. We need to get acquainted with every of them, such as howl, jesting remark, yok telling, verbiage. Because the later life of this Uzbek folk art made a great contribution to the development of Uzbek art of vaudeville.

**Research and Methodology.** Before talking about jesting remark it is necessary to make a brief comment on its essence. If creation is considered as a complex process



the griping a meaning of jest remarks is also as complicated as creation. Because jesting remarker uses a subtle word game when they make a jest remarks. Understanding a word game is as difficult as figuring it out. In a word game, you have to use the way of thinking of the person who invented it. That's why during laughter someone laughs, someone can't understand what's going on. The main goal of this genre, its essence, is to create laughter through word game.

Jesting remark is a genre based on word game, word formation, full use of word polish, which is rarely found in the folklore of the other nations. "Jesting remark ("Askiya" in Uzbeks), which is a folk art of speech, is also close to the theater performances of clowns and amateurs with a number of qualities, but it is not its type." says Muhsin Kadyrov in his book "The Clown, the Art of Enthusiasts".

It goes without saying that, sometimes interesting monologues and anecdotes can encounter situations similar to jesting remark, but not as a separate genre with certain characteristics. The word "Askiya"(jesting remark) is derived from the Arabic word "zakiy", which means pure-minded, sharp-minded, intelligent - thinking with a delicate nature.

**Analysis and Results.** Rasul Muhammadiev, the first researcher of this genre, writes: "Responsiveness is the most important requirement of jesting remark (askiya), because if one side does not respond in time, there is a strong, strong response (if there is a pause), laughter subsides, which means that the opponent's mind is weak." The scholar notes that the Uzbek utilization of jesting remarks (askiya) dates back to ancient times. In particular, the poet Zayniddin Wasifi, who lived in the XV century, mentioned in his memoirs that in Herat there were such masters of sharp words as Mirsarbarahna, Burhani Gung, Hasan Voiz, Said Ghiyosiddin, Sharfi, Halil Sahhab, Muhammad Badakhshi. As handicrafts developed, jesting remarks became more popular. Especially the gray and satin weavers, whose arms and legs were in constant motion, either sang, sang, or rubbed their hearts with jesting remarks (askiya). In this respect, the population of the Fergana Valley stood out. Famous masters of words such as Yusufjon Qiziq Shakarjanov, Mamayunus Tillaboev, Erka qori Karimov, Amin buva, Ganijon Toshmatov, Tursun buva Aminov, Abdulhay Makhsum made a worth contribution to the development of Askiya art. Singers of nation Jurahon Sultanov, Rasulqori Mamadaliev, Shoqosim, Shoolim, Shoakbar Shojalilov, Orif Kasimov, Orif Alimaxsumov and dozens of other singers were also known as brilliant performers at weddings with jesting remarks. It is no secret that jesting remark (askiya) has its important role in national holidays such as Independence Day, Navruz, public gatherings and performances held in our country today. There are small species of Askiya, the most popular one is "Payrov" (jesting remark on special topic). The rest are "Are you a flower, basil or thyme", simile, rhyme, fable, will you, rabbi, myth, claptrap. In the competition "Payrov" (jesting remark on special topic), the participants choose a topic based on the characteristics of the audience, profession, region, local conditions. Topics can convey themes on agriculture, handicrafts, teaching, works of art, proverbs, cotton, building, medicine and other areas. Once the theme is chosen on the specific topic it must continue consistently from beginning to end. It can be clearly seen that the vaudeville genre is a logical continuation of the genres of word games based on the national traditional theater, such as jesting remarks, muqallid, imitation,



joking, as well as clowning, puppetry, rope-walker, etc. together with retaining the features of a national spectacle.

It is no coincidence that Uzbek national jesting remark which was formed in our country on the basis of such word genres as national jesting remark, payrov, minstrel, muqallid, is developing with the times. We often watch the performances of Uzbek pop singers and comedian on European stages, and we see that they amaze even foreign audiences.

The term "latifa" is derived from the Arabic word "lutf", which means to think tenderly, to do good, to show mercy, to honor. Also in dictionaries it gives meaning such as, anecdote conveys subtle, concise, small, deep, and broad.

Anecdotes belong to the epic genre of the literature. But in the performance, the style of the variety, that is, the acting, is important.

1. Anecdotes are created in the form of prose.
2. Limited in size.
3. Dialogues are widely used in event expression.
4. An unexpected solution to an emergency is ridiculous.

According to the scientific literature, the formation and development of anecdotes dates back to the IX-XI centuries.

Anecdotes that cover ideology of Nasriddin Efendi is marked by the end of the XIX century and the beginning of the XX century. In the anecdotes of Nasriddin main character is described as a very quick-witted, very intelligent, wise and enterprising person. It is impossible to put him in a situation where there is no solution in life, in words and deeds. Because in the image of the wise, thinker Nasriddin Efendi, the eloquence of the whole nation, the quality of delicate thinking of people is reflected. In the text of each anecdote, the mind, mood, and intelligence of the author are revealed. An interesting aspect of anecdotes that appeals to the listener is that answering and questioning parties try to put each other in a situation where there is absolutely no solution. In particular, the fate of Mr. Nasriddin is portrayed in a very difficult and desperate situation until the final part of the anecdote. One of the arts used in fiction is called "exaggeration". Derived from the Arabic language, this word means reinforcement, exaggeration, hyperbole. Hyperbole is a popular genre of folk oral art, such as anecdotes and askiya (jesting remark). Basically, the art used in the genre is a kind of eloquence and hyperbola of expression. Although the essence of this genre is that rhetoric takes the lead, it differs in the purpose of applying this art in fiction. Лофлар бадий адабиётнинг эпик тури (жинси)га мансуб жанр. Its size is limited: two-three, three-four sentences. Basically, it will be in the form of a transcript of a conversation between two phrase-mongers involved in a dialogue. They compete with those who are considered to be skilled, experienced loafers in the fabrication of exaggerated lies. In anecdotes, phrase monger, punster use a sentence that causes laughter which can be evaluated at the level of discovery.

**Conclusion.** The genre of the word game is formed as a result of the combination of literary material with the art of acting. The variety of word genres is endless: it happens with the narration and performance of a story, fairy tale, lyrical monologue, feuilleton, interlude, lyrical poem, parable, epigram, and anecdote. It can also be in the form of a whole staged performance. Thus the word genre is also divided into its sub-



genres. For example, the story being performed can be in romantic, patriotic, domestic dramatic, humorous, lyrical-poetic, and publicist forms.

"Conferencier" is derived from the French word "conferrer", which means "speaker". The conference genre is one of the youngest among the vaudaville.

The role of the conference in a holiday show or concert is important.

Байрам томошаси ёки концертда конференсьенинг роли муҳим аҳамият касб этади. The conferencier is an artist who connects numbers belonging to different genres in the show, has a high level of improvisation and is a pop actor who maintains the internal and external dissonance of the celebration. He tries to fill the gap between the numbers, to raise the mood of the audience and, if necessary, the participants of the holiday, to share their pleasure. Not only does he tell the sequence of numbers during the concert, but he also feels and maintains his tempo-rhythm, the harmony of behavior. Conferencing requires a creative person to have a keen mind, a quick wit, and a strong sense of humor. He is an artist who combines all types and directions of art.

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