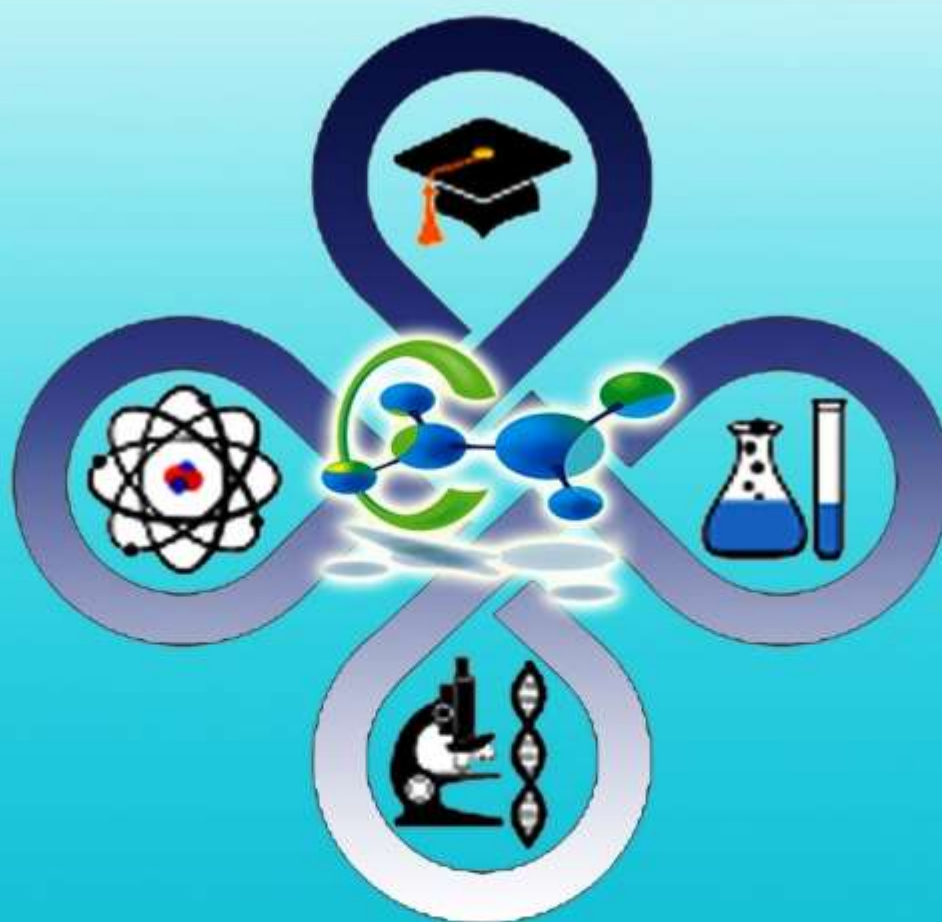


**ZAMONAVIY FAN, TA'LIM VA TARBIYANING DOLZARB
MUAMMOLARI**

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

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



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ACTUAL PROBLEMS IN MODERN ART AND ARCHITECTURE

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NATIONALISM IN THEATRE AND IT'S REFLECTION TO SPIRITUALITY OF PERSONALITY

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Аннотация: мақолада санъатнинг қайси тури бўлмасин, унда миллийлик акс этиши лозим экани, асарларда миллатнинг рухияти, ўзига хослиги, маънавий-эстетик қарашлари мужассамлашуви ҳаётий кузатувлар асосида исботлаб берилади. Шунингдек, ана шу хусусиятлар орқали умуминсоний муаммолар ҳақида санъат тили билан сўзлаш жамиятда инсон тафаккурининг юксалишининг омили эканлиги илмий асосланади.

Калит сўзлар: демократия, мажозийлик, ижтимоийлик, тарихийлик, байналминаллик.

Аннотация: в статье на основе жизненных наблюдений доказывается, что любое искусство должно отражать в своих произведениях национализм, сочетание психики, самобытности, духовных и эстетических взглядов нации. Это также научно основано на том факте, что обсуждение универсальных проблем языком искусства через эти особенности является фактором подъема человеческого мышления в обществе.

Ключевые слова: демократия, образность, социальность, историчность, интернационализм.

Annotation: on the basis of life observations, the article proves that any art should reflect nationalism, a combination of psyche, identity, spiritual and aesthetic views of the nation in its works. It is also scientifically based on the fact that the discussion of universal problems in the language of art through these features is a factor in the rise of human thinking in society.

Key words: democracy, figurativeness, sociality, historicity, internationalism.

Introduction. Nationality is one of the most important areas of art, such as democracy, liveliness, sociality, history, and internationalism. It cannot be an artistic genre, a type that does not reflect the nationality. Regardless of the type of art, each artist unwittingly embodies the spirit, internal and external appearance, the nature of thinking, the tone of voice, the mentality, moral behavior, the spiritual and aesthetic appearance of the nation to which he belongs. These features clearly demonstrate the difference and unity of one people or nation from others. Aesthetic realities, such as beauty and ugliness, glory and humility, tragedy and humor, in the work of each nation acquire originality and uniqueness as a result of the inclusion of the national spirit,

national values and traditions of this people. Therefore, works that express national art with a high class of artistic skill always arouse the interest and admiration of art connoisseurs.

Literature review. As you know, the nationality of the Uzbek people is reflected in the unique, inimitable and socially diverse spiritual and material heritage, ethnoculture, which has been formed and developed over the centuries. “Ethnoculture is the core of national culture as an aggregate of material and spiritual wealth created by ethnic groups. Its main functional feature is the preservation of material and spiritual wealth created by ethnic groups, their transfer to future generations, serving the national identity, the formation of national pride, patriotism and nationalism among young people” [1]. The national culture and the ethno-culture that makes up its core were formed under the influence of the geographical area of residence of our people, the nature of our country, the specific living conditions, the existing political authorities, developed in dialectical connection and underwent certain transformational processes. Nationality is manifested in the forms of customs and traditions of our people, various rituals and holidays, field performances, costume culture, everyday life, folklore and applied art. As noted by W. Utanova, “Nationality is the basis of folk culture. There is no national culture that does not support nationalism” [2]. Examples of folk culture reflect the national spirit and national consciousness of our people, the national dialect and language, such moral principles as patriotism, heroism, hard work, aesthetic views, views, economic attitude to beauty and glory, tragedy and humor. As O. Nishonova writes: “The main aesthetic value of the national features of the Uzbek ethno-culture is that they (that is, the Uzbek ethno-culture and its national features) are in harmony with good moral principles and etiquette. This is a beautiful, noble, humane morality, which is expressed in Uzbek folk art and art at the level of unique aesthetic values. All images created in Uzbek folk art and creativity, their life and behavior are measured by beautiful moral norms” [3].

Research methodology. Answering the question “What is the reflection of nationalism in folk culture?” Researcher U. Utanova classifies these features as follows:

- in the continuation of the socio-historical experience of the people;
 - in the way of life of people, ways of creating an economy;
 - in socio-semiotic and intergenerational communication, exchange of information, for example, linguistic;
 - in religious beliefs;
 - in the ways of perception, understanding and expression of the world, in the epistemological presence;
 - in stable traditions;
 - in ensuring the existential integrity of national and cultural life through the continuity of subject-object relations [4].
- These features show that nationalism covers all aspects of people's lives, its ontological existence, the meaning of its past, present and future, which is primarily reflected in folk culture. U. Utanova writes: “In the existential sense, folk culture is primarily a product of the socio-historical experience of generations. Therefore, popular culture is not just a sum of wealth that is voluntarily received, it is a beacon, a program that generations must rely on, accept,

turn to illuminate future cuttings unknown to them, like a lamp. Nationality means the use of this beacon, the program” [5].

Analysis and results. Nationality and universality come to art in interconnectedness, interconnectedness. A pure national work of art cannot succeed. Works with a high degree of nationalism and universality will at all times be recognized by both fans (recipients) and professionals.

The ability to combine national and universal values depends on the artist's artistic skill, the level of artistic thinking, the scale of his talent. At the same time, it should be noted that the work is a product of the artist, the artist is also a product of the environment and the period in which he was born, lives and creates in accordance with the requirements of the time. If we look at the history of dramatic works, we see that this art form is a modern form of creativity. It can be seen that they took up the pen under the influence of the problems they faced, the thoughts that tormented them, the adventures they experienced, and that their work acquired a nationality in both form and content and reached a universal level.

In its history, the Uzbek theater has always been a priority in expressing the nationality, the national essence of our people, the national character of our people, the national-spiritual image.

Since ancient times, field performances, samples of folk theater, puppet theater, in general, Uzbek ethnic culture and national culture, interpretation of the national spirit, national character, national images of national heroes, national traditions, customs, national spiritual image. of our people, showing ethnography, performing samples of folklore. These “artistic and aesthetic means are one of the most important features of the national and spiritual image of the Uzbek people, playing a key role in the transmission from generation to generation according to the principle of continuity”[6].

At the end of the XIX th century and in the first quarter of the XX th century, the Jadids, who wanted to develop society in all its aspects, saw the theater as a model, “literary influence”. Mahmudhoja Behbudi, Abdulla Avloni, Munavvarkori Abdurashidkhonov and other Jadids, who brought the first European theater to our country and implemented it, sought to educate people and raise their consciousness through theatrical art.

For example, Mahmudhoji Behbudi's play Padarkush, published in 1913, was staged by the Turon troupe in 1914 and was recognized as the first national theatrical work in the country to attract the attention of many. Because “the events of the performance are written directly from the life of the audience”[7]. In the 14th issue of the same year, the magazine "Oina" published a review “The First National Theater in Turkestan”.

The popularity of theatrical art among the local population and the intelligentsia, as well as the formation of a strong public opinion about it, is evidenced by the creation of more than thirty national plays in the period from 1911 to 1916 [8]. It is known that in the press of 1910-1920 there were speeches about each performance, for example, Ashurali Zahiri wrote dozens of reviews under the pseudonym “Spectator”, M. Shermukhammedov published about twenty articles [9]. D.Kadyrova writes: “At first and in the first years of Soviet power (1914-1927), the new Uzbek theater of the

European form was able to reflect certain historical and modern events on the basis of written drama with the use of special decorations, costumes, equipment and lighting in the building, on a stage, separated from the audience. It was influenced primarily by the Azerbaijani, Tatar and partly Russian theaters, trying to instill in the public national ideas and national pride, instilling the ideas of enlightenment in them"[10]. So, in conditions of oppression, even in colonial conditions, the main goal of our enlightened ancestors is the formation of national identity, national pride. "Real artistic comprehension of the nation's social life, the issue of the primacy of the national spirit has reached the level of aesthetic need" [11]. For example, Mirmukhsin Shermukhammedov wrote in his 1914 article that works of art should be national, that works of modern content and forms should reflect national aspirations and that any work of art should serve the development of the nation.[12] However, the formation of national thinking, the desire to spread the ideas of freedom and national independence was not easy: first tsarist Russia, and then the pressure and censorship of the Soviet government constantly persecuted our leading intellectuals and artists.

With experience working at renowned theater studios in Russia, Mannon Uygur was one of the directors who laid the foundation for our contemporary theatrical art and applied an innovative approach to this work. He began experimenting in the form of a performance, looking for an answer to the question "how should a young Uzbek theater look afterwards?"[13]. In the play "Attack" the European theater and clowns followed the path of synthesis of the traditions of the Uzbek national theater[14]. Thus, the modern Uzbek national theatrical art, which is still in its infancy, contributed to the formation of a new image. According to E. Mukhtorov, the experience of working on Shakespeare's poems is a great way to interpret Uzbek historical dramas and, first of all, "Mukanna" by H. Olimjon, "Jaloliddin" by Maksud Shaikhzod, Uygun and I. Sultan "Alisher Navoi" staged by Mannon Uygur. They have become a classic example of our national scene. The principles of interpretation of historical realities and images of historical figures, based on these performances, are still alive in the Uzbek theater[15].

One of the urgent tasks during the years of independence was to increase the role of nationalism in the theatrical art in the education of a perfect person, turning him into one of the means of strengthening independence. In particular, "in the first decade of independence, the repertoire of our theaters was dominated by performances appealing to the system, style and means of the national performing arts." In this regard, there is a tendency to rely on the national and spiritual heritage, to show and interpret the national spirit, national character, national customs and traditions, rituals of our people, to create the image of national heroes.

Kh. Abdusamatov writes: "On the stage of the theater the issue of nationality was raised, especially recently - in the process of gaining independence by each republic. For this reason, criticism is increasingly focusing on the problem of the originality of national art. It is important to explain the difference between Uzbek art and the art of other nations"[16]. It should be noted that the process of returning to nationalism, transforming it into a stable reality in our society, creating a national character, interpreting the images of national heroes took place in conditions of heated discussions and contradictions. Observation and interpretation of the realities of this

period show that in the first years of independence there were forces, parties, sometimes in a conservative, sometimes even in an aggressive mood. In fact, as M. Tulakhodzhaeva wrote, “the commonality of cultures requires respect for the free development of each culture, different views and traditions, and the use of various forms of cultural cooperation”[17]. Because the reflection of nationality, understanding of nationality, recognition, preservation and development of citizenship should not lead to national harshness, national restrictions. U.Normatov recalls that some of the works included in school textbooks in 1991 caused serious protests from teachers: “The debate over the tragedy of King Oedipus lasted for almost ten years. Moreover, the reunion of mother and son in “Oedipus King” is not in line with our morality. So does this Western morality apply to Western morality?! The tragedy is that the main character, Oedipus, learns that such an ugly fate is in his head and runs away from it. But against his will, he unwittingly gets into this trouble. When the trouble is revealed, the mother is hanged, and King Oedipus is roasted in the fire of conscience, honor, cut out his eyes with his own hands and condemns himself to death. Thinking about the boy's intimate relationship with?! How long will it take us to explain this?”[18]. The scientist is also concerned that the rejection and inability to understand the art of other peoples under the motto of nationalism is a sign of the limited aesthetic knowledge and worldview of this perceiver.

The years of independence have been vividly reflected in the Uzbek theatrical art in stage solutions and interpretations, creative credos, philosophical and aesthetic concepts of national directors B. Yuldashev, O. Salimov, N. Abdurakhmanov. “These theatrical decisions did not fall from the sky, but stemmed from a widespread appeal to means of expression, the legacy of traditional performing arts, as well as current trends in the world's performing arts”[19]. Theatrical performances by B.Yuldashev for the anniversaries of ancient cities, outstanding scientists and commanders, state events such as Independence and Navruz, oriental songs, festive performances, were noted for monumentality, greatness, oriental national philosophical and aesthetic thinking.

In the performances directed by O. Salimov “Five wives of the master”, “Journey to Tashkent”, “On a crying horse” and others. The wisdom and subtle character of our people were interpreted in the style of a deep grotex, against the background of laughter and tragedy. He has received numerous national and international awards.

The role and place of artists in the reflection of nationalism in the performing arts are very important. They need to create and place everything in its place, from makeup to lighting, from costumes to all the supporting elements on stage, so that they can reveal the artistic and philosophical idea of the work. To do this, the set designer-artist must, along with the director, understand the essence of the performance, invent and create a new stage solution, using their artistic and aesthetic imagination. He is helped not only by his artistic abilities, but also by his knowledge of history, ethnography, philosophy, and other sciences.

On our theatrical stage, not only the nationality of the Uzbek people, but also the characteristics of fraternal peoples, near and far abroad, national spirit and thinking, national character, moral and aesthetic views, lifestyle, art, music, costume culture, plays by playwrights of different nationalities have been successfully interpreted. One

of these unique philosophical and romantic dramas is the play “Almandar Marries” by T. Minnullin to the music of R. Solikhov, staged by N. Kobulov in the early 2000s at the Musical Drama Theater named after Mukimi. The main roles in the play are performed by F. Akhmedov, M. Ikhtiyorova, D. Safayeva, T. Pirdzhonov, T. Rahimov. Translator Said Ahmad was able to localize and nationalize the play in the process of translating it into Uzbek. In addition, the unity of religion and language is the basis of the community and commonality of philosophies, cultures and nationalities of the two peoples.

Although our social life, people's way of life, their attitude to literature and art, clothing culture became democratic, and nationalism declines and disappears under the influence of globalization, after the Soviet era, more attention was paid to reflecting nationalism in all arts. At the same time, firstly, our state encourages nationalism in art in accordance with the strategic development of the country and the requirements of the national idea, and secondly, the growing awareness in society of national identity, the desire to enter the World arena through the national image encourages artists to create national works.

Conclusion. Therefore, discussing the above idea, Shukhrat Rizo states: “Although the idea of the theater as a place of relaxation took root among people, it never served this purpose. That's right, theater is a performance, a performance. In it, both in the past and in the present, the unique behavior of people, social life, harmony of dreams, love and suffering - all this is beautiful, magical, causing laughter or tears, amazement and excitement. But this is not in vain. Is it possible to turn an exciting spectacle into nonsense? After all, when a play is staged, the heart and mind of the audience are in motion. A worried person is not a person who has gone to bed, or a person who thinks is a person who is resting!”. That is why the great reformer of theatrical art Konstantin Stanislavsky once said: “People come to the theater as entertainment, and from there they think”. In fact, in whatever era the theater considers its highest mission to mobilize people, society, its promotion, development. Indeed, theatrical art is designed to interpret high social and moral ideals, to motivate audiences to glorious goals. At the same time, market relations, pragmatic sentiments prevailing in society, and a consumerist approach will inevitably affect both the demand of the audience and the supply of creators. This is such a cruel event and process that when considering it, considering any artistic and aesthetic plans, social and moral ideals are not taken into account. Encourages, and sometimes even forces, theaters to create based on market requirements (spectator, recipient's aesthetic need).

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MODERN PROBLEMS OF PEDOGOGY AND PSYCHOLOGY**UDC:383.6/9:691.34****RESEARCHES ON BASICS , RULES AND TECHNIQUES OF PLAYING
BADMINTON**

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Аннотация - В статье представлена информация об истории бадминтона, его приемах и основных правилах. В нем подробно рассказывается, где впервые появился бадминтон, как он развивался, этапы развития и изменения, которые произошли в процессе. Сколько человек может принять участие в игре, по идее, в этой игре ракетки будут выступать в роли спортивного инвентаря.

Ключевые слова: бадминтон, правила игры, ракетка, спортивный инвентарь, корты, скорость, сетка.

Annotatsiya – maqolada badminton o'ynining kelib chiqish tarixi, o'ynash texnikasi va asosiy qoidalari haqida ma'lumotlar keltirilgan. Badmintonning birinchi qayerda paydo bo'lganligi, qanday rivojlanganligi, rivojlanish bosqichlari va bu jarayonda sodir bo'lgan o'zgarishlar haqida batafsil yoritilgan. O'yinda necha kishi ishtirok etishi mumkinligi, ushbu o'yinda raketkalar sport anjomlari vazifasini bajarishi haqida fikr yuritilgan.

Kalit so'zlar: badminton, o'yin qoidalari, raketka, sport anjomlari, kortlar, tezlik, to'r.

Abstract - The article provides information on the history of badminton, its techniques and basic rules. It details where Badminton first appeared, how it developed, the stages of development, and the changes that took place in the process. How many people can take part in the game, the idea is that in this game the rackets will act as sports equipment.

Key words: badminton, rules of the game, racket, sports equipment, courts, speed, net.

Introduction. Badminton is a sport that can be played by two and two out of 4 people - two on each side. In this game, the rackets act as sports equipment.

History of badminton

The name "Badminton" is derived from the English city of Badminton. However, the origins of the game go back to very ancient times. Historians and researchers have found that in ancient Greece there was a game similar to modern badminton. As for how the game came to Europe, and then to us, it was here that the British played a major role, bringing this game from India to their home countries in the 19th century. The popularity of this game is explained by the presence of this sport, along with the simplest rules, because you can practice anywhere. Once upon a time,

in the 20th century, badminton was so popular that it even surpassed games like tennis and squash.

Badminton rules

The essence of playing badminton is very similar to tennis, but here instead of a tennis ball is used a gateway, instead of tennis rackets are special badminton rackets. Shuttlecock is made of synthetic and natural materials. The shuttle has a head and the feathers extending from it should be the same length. The weight of the shuttle varies from 4.74 grams to 5.5 grams - it all depends on the conditions in which the game takes place. The badminton racket consists of a handle, a stick, a rope surface, a head and an adapter. Its length should not exceed 680 mm and width 280 mm. Sports equipment should meet the standards so that some players are not superior to others.

Literature review. Opponents enter the field, take their positions, and the game begins with a whistle. One of the players serves by hitting the gateway with a racket. The second player must hit the car with his racket so that it does not fall in half and touch the net. If one player manages to miss an enemy shuttle and he runs in his own half, the first one counts. That is, the players' task is to hit the shuttle to land on the opponent's field [1].

Badminton is played on a special rectangular court. The court cover can be made of any material, if it is not slippery. The court surface is bordered by special lines indicating the territory of the opponents. In the middle of the court is a net that stretches 1.55 feet high. If the court is outdoors, then it is not possible to hold the race in cloudy weather, because the trajectory of the shuttle flight is constantly changing. Therefore, it is preferable to build indoor courts [2].

Some researchers consider India to be the homeland of badminton, while others claim that the game originated in Malaysia and later originated in other Asian countries. At least in India, Duke Bofort from England was introduced to the modern badminton prototype - the game of "pune" ("pune"). In 1873, he returned to his Badminton home in Gloucestershire (100 miles from London) with a feathered ball and a pair of rockets. The strange game, whose first rules were written when British officers were in India, immediately caught the public's attention and found many fans [3].

Analysis. Badminton is an exciting game in which the most experienced, fastest, most skilled and fastest player can win.

Badminton is one of the most popular sports. The competition is held on an area of 13.40x6.10 m (for a pair) or 13.4x5.2 m (for a single game), which is divided in half by a net (height 1.55 m). Extreme lines (right and left), as well as the playing field on the back lines. In addition, at a distance of 1.98 m from the network, there is a service line along the back line defining the service zone, shortened in half by the center line. The game involves two athletes (or two teams of two) located on opposite sides of the site [4]. The main task of the players is to throw the gateway over the net so that it touches the ground on the opposite half of the field, while at the same time preventing the ball hit by the opponents from touching the ground on the side of the field of play. The game, which usually consists of 3 or 5 games, is played up to 15 points (if children and women play - up to 11 points).

Already in 1887, the first club of fans of this game was formed, and on September 13, 1893, 14 badminton clubs formed the first English Badminton

Association (UAE). That year, the rules of this game were officially defined. The first All-English Open was held in 1899, and the international badminton tournament was held in 1902 in Dublin, Ireland. Only two teams took part in this game - from England and Ireland [5].

On July 5, 1934, nine states (England, Scotland, Denmark, the Netherlands, Ireland, Wales, France, Canada and New Zealand) formed the International Badminton Federation (IBF), which now includes representatives from 147 countries. The European Badminton Union (EBU) was founded on September 24, 1967 by 11 countries, and a year later, this European Badminton Championship was first held in Bochum, Germany. Among male badminton players, the Thomas Cup (named after George Thomas, the first president of the IBF) has been played since 1947, and female athletes have been fighting for the Uber Cup (named after American badminton player Betty Uber) since 1955. The World Badminton Championship has been held since 1977 [6].

It was not necessary to attend all the meetings in person to learn about the competitions in this sport - from 1951 there were television broadcasts of various championships, and from 1972 to 1999 the specialized magazine "World Badminton" was published information about badminton began to be posted on Internet sites [7].

Equipment needed to play badminton: shuttle (from the French volant - "flying", "light", "moving") - a small feathered ball and racket (from the French racket, wrapped in leather with mushrooms) - the words, in turn, are derived from the Arabic rakhat - "palm"), consisting of elongated strings and a rounded edge with a handle. Yarns originally made from natural materials (mostly cowhide) are now cross-woven synthetic microfiber (usually nylon or aramid) with a core of elastic fibers, a weave and a mask made of more durable materials. product durability. Shuttle mass - from 4.5 to 7 g, rockets - from 135 to 190 g [8].

Today, badminton is one of the most popular sports games due to the simplicity of the rules, as well as the ability to adapt to any relatively flat surface playground - clearing in the woods, lawn, beach and more. Badminton has been included in the program of the Summer Olympics since 1992 [9].

Discussion. Badminton legends.

Games like badminton were only available in Asian countries. This is not the case. Ancient amphorae, which are about 3,000 years old, have images of ancient Greece playing the shuttle during those long periods, playing not only with the hands but also with the feet. In China, too, there was this type of game - "ji juu qi". It is mentioned in one of the manuscripts of 1122 BC. In Japan, in the fourteenth century, they played a wooden gate with a sluice made of large ripe cherries with a few goose feathers. This sun-dried construction turned out to be lightweight and very durable [15]. A similar game took place in France, where "gee-de-pom" ("playing with apples") or "coke vanten" ("flying rooster"), and later - "shuttle" . And disagreements over the interpretation of the rules even served as an excuse for a quarrel between the Bourbons and the speculators [10]. The game of shuttle was mentioned by the famous Venetian traveler Marco Polo (1254-1323), as well as Friedrich Schiller in his work Don Carlos (1787). Even in England, until the end of the 16th century, farmers held competitions to play the "feather ball" with two lizards, and in 1650, Queen Christina of Sweden to

play shatlock near her palace in Stockholm (the “Royal Palace”) ordered the court to build [14].

The first badminton books appeared after 1872. This is not the case. The book "Badminton-Battledor - a new game" was published by Isaac Sprat a little earlier - in 1860 [11].

The World Badminton Championships are held every year. Indeed, the World Badminton Federation holds the World Championships every year to determine the best players (excluding the Olympic years), but this has not always been the case. Until 1983, the above-mentioned competition was held every 3 years, and since 1985 - every two years. The World Badminton Championships have been held annually since 2006 [12].

Badminton players first competed in the Olympics in 1992. Badminton has been included in the program of the Olympic Games since 1992, but the first demonstration of badminton players took place much earlier - in 1972 (XX Summer Olympic Games, Munich) [13].

Badminton is an easy game, a fun pastime. At the amateur level, it is enough to just try to keep the gateway in the air, but to win, professionals must have dexterity, flexibility, endurance, perfect coordination, incredible strength and agility, the ability to develop high speeds, and fast attacks over a long period of time.

Conclusion. By playing badminton, you can lose weight fast. If we are talking about races for beginners or amateurs, a lot depends on the intensity of the load and the time of the game. But in any case, the movement around the site will be very intense, as well as with uneven movements (jumps, accelerations, sharp turns, etc.), for example, more power is expended during running. Professional players cover a distance of about 10 km in a single match and their weight is reduced by a few kilograms.

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INFORMATION OF YOUNG PEOPLE DURING THE INFORMATION AGE THE IMPORTANCE OF PROTECTING AGAINST ATTACKS.

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Аннотация: Ушбу мақолада халқаро муносабатларда “ахборот уруши”, “ахборот хуружи”, “ахборот босими” каби хусусиятлари кучаяётган бир даврда ёшларни мафқурасини шакллантиришнинг ғоят долзарб касб этиши, ёшларни турли бузғунчи таҳдидлардан асрашнинг муҳимлиги, ахборот хуружларидан ёш авлодни ҳимоя қилишнинг психологик хусусиятлари тўғрисида фикр юритилган. Бундан ташқари мақолада мана шундай таҳликали даврда ёшлар ўртасида ахборотдан тўғри фойдаланиш маданиятини ошириш, оила, маҳалла ва жамиятнинг ўрни ва таъсирини сезиларли даражада “тушунтириш”га урғу

берилган, шунингдек интернетнинг ижобий ва салбий томонлари ҳақида фикрлар юритилган.

Калит сўзлар: ёшлар, интернет, ахборот уруши, ахборот хуружи, ахборот босими, оила, маҳалла, жамият, таълим, маърифат, маданият, шакллантириш, ҳимоя, бузғунчи таҳдидлар, экстремизм.

Аннотация: В данной статье рассматриваются взгляды на весьма актуальную профессию формирования молодежной идеологии в международных отношениях в период, когда осуществлялись такие действия, как “информационная война”, “информационная атака”, “информационное давление”, обсуждается важность защиты молодежи от различных деструктивных угроз, психологические особенности защиты подрастающего поколения от информационных атак. Кроме того, в статье освещается повышение культуры правильного использования информации среди молодежи в столь опасный период, значительное “прояснение” роли и влияния семьи, соседства и общества, а также мнения о положительных и отрицательных сторонах интернета.

Ключевые слова: молодежь, интернет, информационная война, информационная атака, информационное давление, семья, соседство, общество, образование, просвещение, культура, формирование, защита, деструктивные угрозы, экстремизм.

Abstract: In this article, The views on the very actual profession of formation of youth ideology in international relations at a time when such actions as “information War”, “Information attack”, “Information pressure” were carried out, importance of protection of young people from various destructive threats, psychological features of protection of the younger generation from information attacks were discussed. In addition, the article highlights the increase in the culture of the correct use of information among young people in such a dangerous period, a significant “clarification” of the role and impact of the family, neighborhood and society, as well as opinions on the positive and negative sides of the internet.

Key words: youth, internet, information warfare, information attack, information pressure, family, neighborhood, society, education, enlightenment, culture, formation, protection, destructive threats, extremism.

Introduction. President of the Republic of Uzbekistan Shavkat Mirziyoyev 2017 During a visit to Secondary School No. 78 in the Uchtepa district of the capital on June 16, said, “... another important issue that always worries us is the morals, behavior, in short, the worldview of our youth. . Today the times are changing rapidly. Young people are the ones who feel these changes the most. May the youth meet the requirements of their time. But at the same time, don't forget your identity. May the call of who we are and what a generation of great beings always resonate in their hearts and motivate them to remain true to themselves. How do we achieve this? It is no exaggeration to say that the upbringing and education of young people is very important and strategically important in society. It is worth mentioning the wise words of Khas Hajib: "Where there is learning, there is greatness, where there is knowledge, there is greatness", because it is no exaggeration to say that educated and educated young people will surely bring tomorrow Uzbekistan to the world stage.

Literature review. Today, the world is evolving rapidly. The Internet, the best invention of the last century, has taken over the world. If we receive the latest information in print weekly or quarterly, today, because of this "miracle", every second we have the opportunity to know, see and express our views on the information that is happening in Uzbekistan and on the world stage. Indeed, while the use of the Internet for "good" purposes is beneficial today, the use of "ideological" purposes can lead to various disadvantages. The most problematic aspect of the issue is that the Internet is becoming an ideological tool for some "individuals". Whereas in the recent past, weapons, tanks, and similar means were used to invade a state, the importance of such weapons is now declining. These are being replaced by the media, especially the Internet. It seems that in order to subjugate a nation or a country now, it is enough to conquer the minds of the youth of that country. In today's dangerous world, malicious information, destructive ideas, and moral depravity spread through the Internet are affecting every young generation. In recent times, there has been an increase in the number of people calling for hacking on the Internet, and users of the global network for malicious purposes.

In May 2005, CNN asked 400 scientists and industry experts, "What do you think is the most important invention of the last quarter century?" conducted a survey with the question. According to the survey, the Internet has managed to take first place, surpassing the huge achievements in the field of satellites, military defense technology, biotechnology, laser light, human genes.

The number of young people entering the global information network is growing by the hour. For example, the number of Internet users in Uzbekistan increased from 2 million in 2008 to 10.2 million in 2015 and 22.5 million in 2020, most of them young people. The key issue is who uses the internet and how. Now even a young child can easily use a computer. At first glance, this doesn't seem to be a bad thing. But if it is overdone, if the control is loosened, the result will be tragic.

Experts estimate that the world gets 80 percent of its information from London, Paris and New York. If today there are more than 250,000 sites on the Internet, we must not forget that more than 9,000 of them are propaganda of terrorism, more than 5 and a half thousand are sites that promote suicide.

Especially after access to the global network via mobile phone, many are becoming its captives. Many people now, especially young people, are focused on the phone at home, on the road, and even at work and study. It has become a global problem that threatens humanity today. As such actions as "information war", "information attack", "information pressure" are intensifying in international relations, it is time to take concrete measures to protect young people from such threats.

Research Methodology. One of the basic concepts of modern science when defining the word "information" (Arabic news - news, information). It was first transmitted by people orally, then in writing and in other forms. The concept of information has acquired a global meaning today. It has become a means of influencing human thinking, of turning human life and destiny in one direction or another, of a negative or a positive nature. The concept of information has existed since time immemorial in all fields of knowledge. Today, the preparation, processing, storage, reproduction and dissemination of information has become a separate scientific field.

The rapid growth of the information industry has led to the creation of the computer and the rapid computerization of society.

According to the information provided, it is divided into written, digital, graphic, audio and video types. Information is divided into types according to function: public, private, confidential and personal.

Information for man is the most effective tool. The simplest methods of conveying information have such great power that no one can oppose it. Man's nature is created in such a way that he cannot live without receiving information and trying to understand it. Everyone sees, hears, reads information. Most importantly, he lives constantly, uninterruptedly, under the influence of the information that reaches him day and night.

Information warfare is one of the ways to use the media for personal gain, to achieve political and economic dominance, to negatively affect the minds of the population. The first person to use the term "information warfare" was physicist Thomas Ron. He drew the attention of all those responsible in 1976 to this issue.

Today, information flows are overly tabular and extensive. One example: in the last fifty years, the amount of information circulating in society has increased a million times and is increasing day by day. It's such a big number that it's hard to fully comprehend. This means that technically powerful countries have strong information technologies. In return, they seek to establish ideological, and then political, economic and cultural domination over other countries by disseminating the information they produce.

In today's so-called "Information Age", the Internet is a convenient means of obtaining and exchanging information. But everything in this network is a mixture of weapons, white and black, good and evil. It is impossible to control the global network, which has become a huge area for data dissemination, business and advertising. That is why the "spider web" is full of propaganda of destructive ideas and calls for terrorism. The bloodshed perpetrated by destructive factions is widely reported in the media, especially on the Internet.

Usually, the task of informational warfare is also solved by the task of changing the political processes of the mental process of the population in a particular society. In the nineteenth century, American behaviorism began to emerge from the outside, and psychological laws began to emerge to observe the psyche-consciousness and to influence the human psyche. The possibility of the subject of the objective world of the psyche. The psyche is a property of highly organized matter. "In order for external forces not to affect the human psyche, it is necessary to establish external reactions in psychology based on simple (innate) and complex (generated) reflexes." – said Russian psychologist V.M.Bekhterev.

Regardless of who consumes the information, it takes place in interrelated stages such as reception, understanding, interpretation. Like the consumption of different services, the process of consuming information also requires a specific culture. Therefore, this topic remains one of the most pressing issues today, related to the content, forms and social consequences of information attacks that threaten the development of society, as well as the need to identify effective methods and tools for shaping the culture of information security among young people.

Especially important today is the fact that in addition to the flow of information that has a positive impact on the worldview of young people through advanced means of communication, there are also materials formed on the basis of destructive ideas.

In such circumstances, it is necessary to take active steps to ensure information security in the virtual world. Therefore, many countries recognize the priority of information as one of the main ways to achieve strategic goals, national security and sustainable development.

Man uses different things in his daily life. Every time a person consumes them, certain rules, to put it simply, follow a culture. Let's say you have a specific culture of wearing clothes or eating food. Today, as information has also become a commodity, every individual or society must cultivate a culture of consumption.

So what should be understood when the culture of information consumption says? The culture of information consumption, in the most general sense, refers to a system of knowledge, abilities and qualifications that serves to receive, sort, understand and interpret information from the flow of information that serves human interests, fullness and the development of society.

What does a person need to do to cultivate such a culture in himself? To do this, when hearing this or that information, everyone at least asks, "Who is transmitting this information?", "Why is it transmitting?" and "For what purpose?" he will have to ask himself questions and try to find a reasonable answer. This is the only way to avoid being influenced by different ideas and blindly following the information provided. The formed "culture of information consumption" is a message that contradicts our national interests and values, serves as a kind of shield against information, serves to ensure the stability of the individual's worldview and behavior. Young people with a culture of information consumption are not exposed to negative and biased information, because they develop a strong ideological immunity to such information.

Analysis and results. In the process of globalization, the spiritual threats are growing. In this regard, Yuldasheva S.M. conducting research, according to which spiritual threats consist of several manifestations, the first of which includes ideological attacks. The main focus is on distorting the person's mind, distorting the person's worldview and changing the position of the person. Misconception, a harmful life position, means an individual's ideological unhealthiness.

The second manifestation of the spiritual threat is the ideological threat. This aggression also has three meanings, with the main focus being on disrupting the person's behavior, disrupting the person's moral relationships, and disrupting the person's behavior. Harmful behavior, unhealthy moral attitudes, and rude behavior are signs of a person's moral weakness.

The third type of moral threat is an information attack. The main focus is on misinforming the person, weakening the person's knowledge. Misinformation, shallow knowledge, and ineffective activity are signs of a person's cultural lameness. In short, spiritual threats are the vices of spiritual and moral depravity that turn people in society into ignorant ones.

Paxrutdinov S.H. in his pamphlet he conditionally divides threats into several types: economic, social, political, military, natural-climatic. According to him, "threat" refers to local, regional, regional and, finally, global negative factors that disrupt

human life in general and weaken the social structure, or rather the political basis of the state, aimed at a specific goal during a certain historical period. It is possible to understand a certain negative political, social and historical situation in space and time.

Conclusion. In conclusion, it should be noted that the development of science and technology has accelerated the unprecedented development of information technology. Globalization, which is rapidly entering life, is having some negative consequences. At a difficult time, the "information crisis" is having its negative consequences. In today's era of globalization, it is important to pay special attention to the preservation of the spirituality of young people, to protect the hearts and minds of the younger generation from various harmful ideas and to strengthen their ideological immunity. Of course, there are many forces that want to influence young people with destructive ideas. Unfortunately, there are many people abroad who finance such actions and "add fuel to the fire." Therefore, it is necessary to pay constant attention to protecting young people from the evil eye, to prevent them from being poisoned by corrupt ideas. Jalal al-Din Rumi, a great enlightener, said, The words of some people like this may seem as bright and pure as silver, but they bring sorrow and harm. " The ability to distinguish every piece of information is possible only through knowledge. Therefore, if we use the Internet in the way of goodness, science, development, it will be expedient. Young people must first of all feel in their hearts that they are the decisive force and the future of the motherland. Every child must use his intellect for the purity of his faith. To do this, young people must be able to distinguish white from black, guidance from error.

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THE ROLE AND IMPORTANCE OF MATHEMATICAL PSYCHOLOGY IN THE STUDY OF HUMAN PSYCHOLOGY

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Annotatsiya. Ushbu maqola inson psixikasini o'rganishda matematik psixologiyaning o'rni va ahamiyati haqida bo'lib, psixologik ma'lumotlarni tadqiq qilishda matematik metodlardan foydalanib sifatli natijalarga ershish, shu orqali tafakkur rivojlanishini, xotiraning kuchayishi, idrok, sezgi, kognitiv va mator jarayonlarini matematik modellashirishda, shuningdek stimulyatorlarning miqdoriy xususiyatlarini aniqlashning psixologik-pedagogik tomonlari yoritilgan.

Kalit so'zlar. Matematik psixologiya, tafakkur, xotira, sezgi, idrok, psixofizika psixometriya, modellashirish.

Аннотация. Эта статья о роли и значении математической психологии в изучении психики человека, достижении качественных результатов с использованием математических методов в изучении психологических данных, тем самым развивая мышление, улучшение памяти, математическое моделирование когнитивных, интуитивных, когнитивных и двигательных процессов, а также психолого-педагогические аспекты определения количественных свойств стимуляторов

Ключевые слова. Математическая психология, мышление, память, ощущение, восприятие, психофизика, психометрия, моделирование

Annotation. This article is about the role and importance of mathematical psychology in the study of the human psyche, the achievement of qualitative results using mathematical methods in the study of psychological data, thereby developing thinking, memory enhancement, mathematical modeling of cognitive, intuitive, cognitive and motor processes, as well as psychological and pedagogical aspects of determining the quantitative properties of stimulants

Key word. Mathematical psychology, thinking, memory, sense of feeling, Perception, Psychophysics psychometry, modeling.

Introduction. Psychologists have been applying mathematical methods for a long time and a number of studies were written based on works from the 1950s for the purpose of clarifying the subject and field of mathematical psychology.

The modelling of mathematics has a long history in psychology since the 19th century, with Ernst Viber (1795-1878) and Gustav Fechner (1801-1887) being the first to successfully use the mathematical techniques of functional equations to describe psychological processes. Also, they created the field of experimental psychology and psychophysiology in general.

Literature review. The first mathematical psychology was developed by Gustav Theodore Fechner, who acknowledged that “there is a relationship between the soul and the body and, in general, between the physical and mental worlds”. Based on this, he established the relationship between the principles of measuring perception and the intensity of perception as a result of the development of new method. The real meaning of this relationship was found, its reflection in the power function that characterizes sensitivity, discovered the direction of psychophysics.

In this sphere, scientific and psychological ideas developed, achieved great success with mathematical calculations, as well as the relationships associated with objective physical stimuli, the presence of emotions in them played a major role in experimental psychology. Afterwards the suspicion of the possibility of using mathematical methods in psychology cease in a sense stopped. Experiments in psychophysical, chronometric, methodological, and mathematical relationships have a difference compared to the methods used in experimental physics in those years, and by mathematical models in well-defined elementary functions and linear differential equations are created.

The use of mathematics in psychology is necessary not only in the organization of scientific work, but also in the deepening of knowledge, but, as J. Kelly points out, it is a scale for measuring, comparing, evaluating one's own characteristics.

Analysis. The main part. Nowadays, mathematical psychology is a science that connects the development of thinking, memory enhancement in mathematical modeling of cognitive, thinking, cognitive and motor processes, as well as with the quantitative properties of stimulator.

This relationship was found to reflect sensitivity in a descriptive power function, on the basic law of psychophysics.

Mathematical psychologists are active in many areas of psychology, especially in psychophysics, in the analysis of intuition and perception, in problem-solving, and in the analysis of decision-making processes in cognitive psychology.

It can be said that it is known as active cognitive psychology in the development of memory and language learning, and in addition to quantitative analysis of behavior, it is reflected in music psychology, for example, in clinical psychology. In this regard, he introduces mathematically interpreted psychometric in the cognition of the human mind. It can also measure joy, measure the perfection we feel, and quantify the length of attention.

Well-known psychologists with a basic knowledge of the humanities criticize the use of mathematical methods in psychology and doubt their usefulness. Their arguments are as follows: mathematical methods have been created in the sciences, their objects are not comparable in complexity to psychological objects; psychology is too specific to benefit from mathematics. The first argument is somewhat correct. Therefore, in exact psychology, mathematical methods are developed specifically for complex objects, such as correlation and factor analysis. But the second argument makes a clear

mistake: psychology is less accurate than many other disciplines that apply mathematics. This is confirmed by numerous histories of psychology. Let us recall the ideas of I. Herbart and M.-V. Drobish is a way of developing modern psychology. He affirms common sense: when you start applying mathematics, the field of knowledge becomes science.

These types of interpretations allow us to see the logic and define the tasks of mathematical methods in relation to the topic in research. Mathematical methods do not allow us to solve problems of other sciences, they allow us to generalize the information obtained in other sciences, and it is also a symbolic, symbolic form that leads to mathematical objects. A.N. Krylov likens math to mill mills, which he says are just grinding what is put into them.

Mathematical psychology is an approach to psychological research based on the mathematical modeling of cognitive, thinking, cognitive, and motor processes, as well as the establishment of mathematical rules that relate the quantitative properties of stimulator to the quantitative properties of reactions.

In psychology, a mathematical approach is used to advance more rigorous, formalized hypotheses. The body's response can be determined, often in the process of performing or solving specific tasks: motor, cognitive, and so on.

Classification of psychological and pedagogical problems and methods of solving them in everyday life situations, children's activities and related regimes in involving children's experiences (time, calendar, sequences of actions, games and mathematical elements, symbolic and directing games) , began to be used in free activities in other fields of education (music, experiments, games, etc.)

For the future teacher to analyze the results of their pedagogical activity, as well as to plan properly, to conduct psychological and pedagogical experiments and to present the results in the remaining two paragraphs of the book. It is important to be dedicated. The distinction between the use of mathematical statistical methods in psychology and pedagogy is very arbitrary, and aims to consider examples of real research in these areas.

Because the quantitative definition of behavior is central to this issue, measurement theory is a central topic in mathematical psychology. Therefore, mathematical psychology is closely related to psychometry. While psychometry deals primarily with individual differences in static variables, mathematical psychology focuses on technological models of cognitive, cognitive, and motor processes as the conclusion of the 'normal person. Furthermore, where psychometry studies the statistical structure of interrelationships between variables, as observed in the population, mathematical psychology focuses more on modeling data derived from almost experimental paradigms, and therefore experimental psychology, cognitive psychology, more closely related to psychonomics.

The results allow the authors to identify the components, and the visual objects differ, for example: the affective component (emotional) is an optimistic or disturbing image, and the connective (an image of the active principle responsible for the specified events) and the functional-compositional. Like computational neurology and econometrics, the mathematical theory of psychology often uses statistical optimism as a guiding principle, believing that the human brain evolved to solve problems in an

optimized way. Mathematical psychologists are actively known as cognitive psychology in many fields of psychology, including psychophysics, intuition and perception, problem solving, decision making, learning, memory, and speech, and have used it in quantitative analysis of behavior.

A distinctive feature of statistical processing of the results of psychological and pedagogical research is that the analyzed database takes into account a large number of different indicators, their high variability under the influence of uncontrolled random events, objective and subjective factors the need to obtain is evident in the complexity of the interrelationships between the variable patterns

Psychological and pedagogical research can be divided into three groups:

The first is the nominal variables (gender, age and other personal information, etc.). Arithmetic operations on such quantities are meaningless, so the results of descriptive statistics (sample means, differences) do not apply to such values. The classic way to analyze them is to classify them according to certain nominal characteristics and to check for significant differences in classes.

The second group of data has a quantitative scale, but it is a systematic measurement. Both rating technologies are used to analyze ordinal variables (for example, to find the degree correlation).

The third group - quantitative parameters that reflect the severity of the measured indicator - are academic indicators, including the Kettell test and other evaluation tests. All standard types of analysis are used to work with samples in this group, and if the sample size is large enough, their distribution will be close to normal.

One of the main objectives of the study is to analyze the changes that occur in the learning process, to assess the significance and direction of these changes, and to identify the main factors influencing the process. Before looking at specific examples, we describe the classification of psychological and pedagogical problems and the proposed methods for solving them, as well as the most common algorithms, according to the description

Mathematical ideas can be easily seen in the environment and in children's games, but to make these ideas visible, of course, requires a guide for adults, which is difficult to attract children's attention to them

Mathematics encompasses our lives and the things around us, and every day, without realizing it, we turn to mathematics and solve our problems through it.

Like a learning language, mathematics is an achievement of human culture, transmitted only from person to person in social relations.

As we learn the language, in developing an understanding of mathematical skills, children need several explanations for interaction

- Early developed math experience, attitude (negative or positive) as an interest in mathematics determines the success of additional education
- Mathematical structures and patterns are accepted as a science
- Education as an activity related to the search for a certain trait, the person of his world, imitation, design, actions and self-education accordingly.

The impact of mathematics on a child's development has been confirmed by research conducted by Stanford University scientists. Selecting a group of the simplest eight-

year-old students, the scientists scanned their brains regularly for six years. The structure of the brain has changed significantly in children who have begun to show success in mathematics over time

Conclusion. Changes of the education system need to review and improve its content and methods. All aspects of learning math start with verbal arithmetic and today the problem is not only with young students, but often with adults as well. However, you just need to keep in mind to adjust the budget of your home. “There are complex logical operations inside the account: tens, divisions, groups, multiplications. It’s all about human thinking ”said the head of the department of neuroscience and pathopsychology at Moscow State University. M.V. Lomonosova, Doctor of Psychological Sciences, Professor Alexander Tkhostov

Mathematics or numbers play an essential role in human psychology, for example: birthday numbers, our daily expenses, our family economic problems, we can't imagine life as a never-ending science without mathematical calculations.

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VIEWS OF ABU HANIFA ON EDUCATION AND UPBRINGING

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Аннотация - Ушбу мақолада аллома Абу Ҳанифа асарларида жамият, инсон, ҳаёт тарзи, одамийлик, мурувват, футувват, саховат, касб-хунарни

эгаллаш, инсоннинг турли-туман эҳтиёжлари, илм-фаннинг жамиятдаги ўрни ҳақидаги қарашлари ёритилган.

Калит сўзлар- таълим, тарбия, ахлоқ ,ислом ҳуқуқшунослиги, ҳадис, эҳсон , одавийлик, мурувват, футувват, саховат,

Аннотация: В этой статье освещены взгляды учёного Абу Ханифы об обществе, человеке, образе жизни ,человечности, милосердии ,футуввате, щедрости,овладении профессией, различных человеческих , потребностях и роли науки в обществе.

Ключевые слова: образование, воспитание, этика,исламское право, хадисы, благотворительность,человечность, милосердие,футуфват , щедрость.

Annotation:This article describes the thoughts of the scholar Abu Hanifa on society , man, lifestyle, humanity, mercy, futuwwat , generosity, profession, various humanneeds and the role of science in society.

Keywords: education, upbringing, ethics, Islamic jurisprudence, hadith, charity, humanity , mercy, futuwwat, generosity.

Introduction. When modern information technologies are rapidly entering all spheres of life and the principles of globalization are intensifying around the world, it is difficult to carry out reforms at a high pace and successfully without adapting the minds of citizens to the demands of independence and the challenges of the era. non-standard, ideological immunity against ignorance, bigotry, all kinds of destructive ideas will emerge faster only in a person who is able to think freely and independently. Only such a thinker acquires patriotism, humanity, strong faith and social maturity. The great scholar and thinker of Islam, Abu Hanifa, became known throughout the world for his views on the science of jurisprudence. He became famous for his works in the field of Islamic jurisprudence, Islamic ethics, Islamic logic, Islamic storytelling. The scholar made a great contribution to the development of Islam with his books "Al-fiqh al-akbar" (Great fiqh), "Al-Alim wal-Mutaallim" (Teacher and Disciple), "Musnad" and others. It should be noted that Abu Hanifa wrote special treatises in the field of Islamic ethics, Islamic education, and created a holistic doctrine in these fields. In his works, the scholar expresses his views on society, man, way of life, humanity, kindness, generosity, profession, various human needs, the role of science in society, condemns the vices of human beings. In this regard, Abu Hanifa's views on Islamic ethics in his book "Al-Alim wal-Mutaallim" (Teacher and Disciple) are noteworthy. In Abu Hanifa's narrations, more Islamic morality, courage, bravery, generosity, kindness and other human qualities are studied in connection with the science of Islamic jurisprudence. These are the peculiarities of these views, which have had a great influence on the spiritual world of the individual, the development of Islamic moral values. At the same time, we are convinced that Islamic morality also plays an important role in human life. This is because it is "law itself is an abstract, general, and more specific Islamic moral phenomenon consisting of general, specific, and individual elements. Law is a phenomenon of universal and Islamic moral culture, in which this or that civilization is reflected".

Literature review. The written tradition in Islamic theology was founded by Abu Hanifa. For this reason, his first work was called "al-Fiqh al-Akbar" or "Asl at-Tawhid", in which for the first time all the issues of Islamic belief were studied in

detail. In this work, the views of mainly Murjis and Mu'tazilis are severely criticized. Abu Hanifa's small collection of hadiths (Musnad) was also popular in the Islamic world. Abu Hanifa was the first to establish the method of "Qiyas" (Comparison), and he achieved great success in solving the current problems of Islamic jurisprudence by connecting them with the requirements of the time. However, the important spiritual, moral and cultural heritage of Abu Hanifa is preserved only in the form of quotations in Abu Yusuf's Kitab al-Kharaji and in all the works of Muhammad al-Shaybani. It is also reported that the books of the scholar "Kitab Al-Alim wal-Mutaallim " and "Wasiyat Abu Hanifa" were collected on the basis of his views. A distinctive feature of Abu Hanifa is that he did a lot of ijihad and comparisons and, most importantly, always tried to create decent conditions for people to bring relief, not hardship.

Abu Hanifa, in his book Al-Fiqh al-Akbar (Great Fiqh), emphasizes that the Qur'an is accepted as a source of law in its entirety and unconditionally. In Islamic jurisprudence, the sunnah is an independent source. However, the "consensus" is taken into account only if the authentic hadiths are carefully selected. In the study of new issues in Islamic jurisprudence, however, the opinion of any concerned person is taken into account, which is a great opportunity for the emergence of a regional community. "Comparison" can be done using any reliable source and views based on logical consistency. If the comparison leads to a negative or detrimental result, it is corrected by the method of "exclusion" - the preferred decision-making. Indeed, Abu Hanifa's idea that non-Arab Muslims had equal rights at the time, and their efforts to combat discrimination in society, paved the way for the spread of his theology first, and later Islamic jurisprudence, in the Movarounnahr region.

It should be noted that Abu Hanifa, in his book Al-Fiqh al-Akbar (Great Fiqh), discussed not only the solution of legal issues, but also the development of society, human perfection and the role of moral values in the destiny of mankind. In Al-Fiqh al-Akbar (Great Fiqh), the solution of legal issues is initially given by stating the views of great jurists and expressing the objections or additions of other authors to it. This fact also shows that Abu Hanifa taught the need to correctly point out the contradictions in the path of knowledge and to find the right path among them. It is from the opinions of these authoritative authors that the most appropriate solution to a particular problem has been chosen. Thus it is based not only on the exact expression of the law, but also on its perfect interpretation. For this reason, Abu Sa'id Muhammad Amin said, "When the Imams went to the services of Imam A'zam Abu Hanifa (may Allaah have mercy on him), he had great respect for Imam A'zam Abu Hanifa (may Allaah have mercy on him). When Imam A'zam Abu Hanifa (may Allaah have mercy on him) left, Imam Malik (may Allaah have mercy on him) said to the people there, 'Do you know this man?' They say, 'We do not know.' He said, 'Know that this man is Abu Hanifa Nu'man ibn Thabit. If he says this column is made of gold, he can prove it!'" (Hayrat al-Hisan)

In Abu Hanifa's Al-Fiqh al-Akbar, justice prioritizes responsibility over everything else. Therefore, he does not agree to be a judge in spite of so much persecution. Abu Yusuf (may Allaah have mercy on him) wrote: "Master, if you were a judge, would it be beneficial to the people?" The Great Imam Abu Haneefah (may

Allaah have mercy on him) said to him: "If you had ordered me to cross the sea, but it is not enough to be a judge". This is mentioned in Bahr ar-Raiq.

Research methodology. Imam A'zam Abu Hanifa, may God have mercy on him, especially acknowledges the manifestation of Islamic morality in charity, generosity, chastity, joy and bravery. It also values the respect of citizens for their kings. Therefore, "Put the honor of the Sultan in his place, honor his rank!" he emphasizes. In Al-Fiqh al-Akbar, the thinker emphasizes that a person should do what he likes for others, and should not withhold his help from the needy, widows, and strangers who have been humiliated in life. Such ideas are repeated many times in the Qur'an and the hadiths. In the Qur'an, doing good deeds, guiding, avoiding error, giving alms to the orphans, being kind, and doing good to others are considered the highest manifestations of humanity and mercy. Male or female, whoever does a good deed while believing, will enter Paradise. There they will be given innumerable provisions. The hadiths also consider doing good to others, being kind and compassionate, and giving to the poor and needy to be the pinnacle of humanity. It is narrated in the hadiths, "There will be many blessings for a person who is humble in spite of his shortcomings, who is humble without being poor, who donates from his wealth in an honest way, who is chaste, who associates with the wise, and who shows mercy to the poor and widows. How good are the humble, the honest, the pure in heart, the good in appearance, the good in people."

One of Abu Hanifa's most valuable ideas, which is still in force today, is Islamic morality. "Allah, O Zuljalol val-ikram! Give us moral tawfiq! O Allah! Give us a chance to love your friends and loved ones! Avoid being rude and immoral to them! Because immorality is humiliation in two worlds. O Allah! He who loves your friends will love you. He who honors your friends will honor you. This was revealed to us through the Shafi'i Muznibin (peace and blessings of Allaah be upon him): ("Mishkoti Sharif")".

According to Abu Hanifa, the human race has always sought to know everything that is hidden from him. The acquisition of knowledge or the career of ignorance is not only a simple human attitude, but also serves as an important principle in the field of ethics. These concepts, by their very nature, should be interpreted as good and evil. If one's client is corrupt, his upbringing is unacceptable, and his low morals prevail, then his interest in science and his desire to enjoy its strange taste will not be perfect. Any desire to acquire knowledge honors a person and elevates his career.

Recognizing the interest in knowledge as a moral norm is the spiritual courage of Abu Hanifa. Abu Hanifa is convinced that the fact that people turn to different fields of science and respect the people of science is the impetus for the development of the intellectual property of society and its increase day by day. Taking care of the perfection of science is the main task, the duty of the rulers who govern the people. The rulers must protect the scientists from the daily worries, the dangers that await them, and create everything necessary for them to live. Only then can they be mobilized to do great deeds worthy of respect, for the heart is created to love and cherish the truth, to hate falsehood. Abu Hanifa also proved this great virtue through his way of life. For example, "Imam A'zam Abu Hanifa, may God have mercy on him, was offered the position of a judge not once, but three times. However, he did not accept the offer because he was afraid of the hadiths that the above judge was a knifeless slaughter and

that two out of three judges would go to hell. He was arrested on the pretext of disobedience, beaten ten times a day, and according to one legend, poison was added to his food by his enemies. At his funeral, prayers were offered six times out of the crowd, and those who could not attend the funeral for twenty days, were prayed in groups in front of his grave. This is history, and history cannot be changed!”

Experimental results: Abu Hanifa fully believes in the moral maturity of man, the spiritual progress of society. According to him, the human body, although it is impossible to change its image, can gradually shape its moral qualities by reforming its heart and inner world in an infinite way, eliminating its negative aspects and paving the way for its positive aspects. For this, on the one hand, it is necessary to have a wise educator rich in intelligence, Islamic knowledge and skills, and on the other hand, it is necessary to have an educator who is interested in the education itself. Pride, arrogance, conceit, and pride in human behavior must be radically different. For this reason, Abu Hanifa said, “All the actions of the slaves, which consist of action and silence, are in fact their profession. And Allah is their Creator. Each of them is with His will, knowledge and destiny. While all obedience is obligatory, it is by His command, love, approval, knowledge, desire, accident, and destiny. All sins are by His knowledge, destiny, and will, not by His love, approval, and command.”

In fact, arrogance, pride are the flaws in behavior, the decline of human moral perfection. They dim the light of the intellect, ignore the high qualities found in others, and absolve the degree and career he has attained. The feeling of pride, on the other hand, is a reflection of a person's deep sense of self-worth.

While Abu Hanifa sees the development of society in the path of science, he believes that science should serve man and humanity, the peoples of the country, regardless of religious and territorial boundaries. The labor of Islamic science requires labor, vigilance, and the result of this process is seen in creativity, in the productivity of science. If a person of knowledge has solid knowledge, beliefs, intellectual potential, his nation, state and society will benefit from his knowledge. For this reason, Abu Hanifa said, “We know Allah with true enlightenment, as He described Himself in His Book with all His attributes. No one will be able to truly worship Allah as He deserves. However, he prays according to his command as commanded in his book and in the Sunnah of his Messenger. All believers are equal in enlightenment, clarity, trust, love, contentment, danger, hope and faith. In matters other than faith, they are different in all of this.”

Conclusion/Recommendations. In short, Abu Hanifa's socio-ethical views were closely linked to his scientific activities. This was manifested as follows: first, he was able to put Islamic knowledge and purity above material wealth and any position; secondly, he advanced the idea that Islamic science should be based on truth, not falsehood, concluded that falsehood leads to a violation of justice, and practiced it throughout his life; thirdly, he concluded that the way to attain spiritual freshness, to get rid of lies and other destructive elements, depends on one's self, how close one is to Islamic books and Islamic science. The scholar also says that the hearts of ignorant people are prone to superstition. Indeed, an ignorant person cannot have an independent mind of his own. The lack of independent thinking turns a person into a different idea, a mutes of thoughts. No matter how the core is made, it is possible to make an ignorant,

superstitious mute person into whatever shape he wants. Consequently, free thinking is always a concept consistent with high spiritual and moral qualities. Hence, freedom of thought is a will towards perfection, which meets the criteria of perfection. Raising a spiritually mature and physically healthy generation is one of the main principles of our national ideology. That is why the moral upbringing of children should become a daily task of each of us.

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UDC: 372.881.111.1**INVESTIGATING SOME ASPECTS OF CONTEXT VALIDITY IN EAP
ESSAY WRITING**

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Abstract: As English for Academic Purposes is becoming an increasingly important module with an increase in the number of international students, considerable attention is being paid to make the EAP assessment supportive, fair and standardized. Thus, much research has been done in the area of EAP assessment, particularly the assessment of academic writing. However, very little research has examined the task input and output in EAP essay writing. This paper aims to investigate some aspects of context validity in EAP essay writing. It examines whether the task input and students' academic essays are at a required level. To achieve the aims of the study, the essay task rubric, 30 students' essays and marking criteria are analyzed both qualitatively and quantitatively. The findings indicate that the task input is appropriate to the required level and other reference documents. However, the study has identified some issues with the marking criteria. There is an overlap between criteria used to mark students' essays, which may mean that the same thing is marked twice. The study concludes by offering some recommendations and stating limitations of the study.

Key words: assessment, feedback, context validity, EAP

Аннотация: Ingliz tili akademik maqsadlari uchun fani xalqaro talabalar sonining ko'payishi bilan tobora muhim modulga aylanib borayotganligi sababli, baholashni adolatli va standartlarga asoslanishiga katta e'tibor qaratilmoqda. Ingliz tili akademik maqsadlar uchun fani, xususan insholarni baholash sohasida ko'plab tadqiqotlar olib borilgan. Shu bilan birga, juda oz miqdordagi tadqiqotlar insholarini yozishda vazifalariga va natijalarniga qaratilgan. Ushbu maqola insholarini yozishda kontekstual validlikning ba'zi jihatlarini o'rganishga qaratilgan. Bu topshiriq va talabalarning akademik insholari talab darajasida yoki yo'qligini tekshiradi. Tadqiqot maqsadlariga erishish uchun insho topshiriqlari, 30 talabaning insholari va baholash mezonlari sifatli va miqdoriy jihatdan tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, topshiriq zarur darajaga va boshqa xalqaro standartlarga mos keladi. Biroq, tadqiqotda baholash mezonlari bilan bog'liq ba'zi muammolar aniqlandi. Talabalarning insholarini belgilashda qo'llaniladigan mezonlarning o'zaro to'qnashuvi mavjud, bu xuddi shu narsa ikki marta baholanganligini anglatishi mumkin. Tadqiqot ba'zi tavsiyalar va tadqiqotning cheklavlarni ko'rsatish bilan yakunlanadi.

Kalit so'zlar: baholash, qayta aloqa, kontekstual validlik, Ingliz tili akademik maqsadlari uchun fani

Аннотация: С увеличением числа иностранных студентов, английский для академических целей (ААЦ) становится наиболее важным предметом, в связи с чем, значительное внимание уделяется тому, чтобы оценивание знаний и навыков стало поддерживающим, справедливым и стандартизированным. В области оценивания в ААЦ было проведено большое количество исследований, особенно в оценке академического письма. Однако лишь небольшое количество исследований было проведено в области предлагаемых заданий и конечного результата при написании эссе в ААЦ. Данная статья направлена на исследование аспектов контекстной валидности при написании эссе, которая исследует соответствие предлагаемых заданий и академические эссе студентов, требуемому уровню. Для достижения целей исследования, детальное описание задания, письменные эссе 30 студентов и критерии оценки анализируются как качественно, так и количественно. Результаты исследования показали, что вводимые задания соответствуют требуемому уровню и справочным документам. Однако исследование выявило некоторые проблемы с критериями оценки. Критерии, используемые для оценивания эссе студентов, совпадают лишь частично, что может означать, что один и тот же аспект оценивается дважды. В заключении приводится ряд факторов, ограничивающих исследование, а также предлагаются рекомендации.

Ключевые слова: оценивание, отзыв, контекстная валидность, английский для академических целей

Introduction. This paper aims to investigate some aspects of context validity in EAP essay writing. It examines whether the task input and students' academic essays are at a required level. To achieve the aims of the study, the essay task rubric, 30 students' essays and marking criteria are analyzed both qualitatively and quantitatively. The findings indicate that the task input is appropriate to the required level and other reference documents. However, the study has identified some issues with the marking criteria. There is an overlap between criteria used to mark students' essays, which may mean that the same thing is marked twice. The study concludes by offering some recommendations and stating limitations of the study.

Literature Review. One of the things that helps to make inferences about the learner's or test taker's performance is context validity in writing. 'Context validity' is also known as 'content validity' (Bachman and Palmer, 1996; McNamara, 2000; Hughes, 2003, Fulcher, 2015) in many books related to testing and assessment. Weir (2005) calls it 'context' validity rather content validity, as it is a part of socio-cognitive approach and also argues "the term context better accounts for the social dimension of language use" (p.19). Throughout this paper, the term context validity which "relates to the linguistic and content demands that must be met for successful task realization and to features of the task setting that serve to describe the performance required" (Shaw and Weir, 2007, p.63) is used. This is very important in setting appropriate tasks. Shaw and Weir (2007, p.64) suggest the following aspects of context validity based on Weir (2005):

Context Validity		
Setting: Task	Setting: Administration	Linguistic demands
		Task input and output
Response format	Physical conditions	Lexical resources
Purpose	Uniformity of administration	Structural resources
Knowledge of criteria	Security	Discourse mode
Weighting		Functional resources
Text length		Content knowledge
Time-constraints		
Writer-reader relationship		

Table 1. Aspects of validity for writing.

Based on Shaw and Weir (2007) the contents of Table 1 above will be discussed. First, the task setting is explored and then linguistic demands are examined.

Response format can vary depending on the aim of the test. It may be a gap-filling task that can be used as indirect method of testing writing. For a direct test of writing, it may be a report, essay, etc. Alderson et al. (1995) advised test developers to include various response formats in a test to ensure that test takers will have a chance to do their best (cited in Shaw and Weir, 2007). This is quite possible in high-stakes tests. However, for the purposes of this paper, the response format is an essay.

Once the response format is identified, the next step is to ensure to have a relevant **purpose**. An essay task should have a clear purpose. Weir (2005) links this with different text types. Jakobson (1960) discussed five kinds of the texts, which have various purposes “referential (intended to inform), conative (intended to persuade or convince), emotive (intended to convey feelings or emotions), poetic (intended to entertain) and phatic (intended to keep in touch)” (cited in Shaw and Weir, 2007; Khalifa and Weir, 2009, p.105; Weigle, 2002, pp.8-12). Thus, essays may have one of them. The argumentative or persuasive essays that are usually written at universities fall into a conative text type.

Table 1 above does not include one of important aspects of the context validity is a **task rubric** (task description). Although Shaw and Weir (2007) discuss this aspect in their book, it was not included in the table. After response format and purpose, the rubric, task, should be carefully thought. Bachman and Palmer (1996) describe important characteristics of rubrics for writing tasks (cited in Shaw 2004, p.9):

- Simple enough for the test takers to understand.
- Short enough so as not to take up too much of the test administration time
- Sufficiently detailed for test takers to know exactly what is expected of them.

The first bullet point above can be put a little differently by making it a little more explicit: the rubric should be at an appropriate level. The language of the rubric should not be higher than the expected level of the examination. In other words, if learners are taking an examination at B2 (Common European Framework of Reference (CEFR)) level then the language of the rubric should not be at C1 (CEFR) level. In addition to this, Khalifa (2003, p.73) puts many questions about the rubric:

Is the rubric clear on what students have to do?

- Is the rubric written in as short as possible, simple sentences?

- Is the rubric grammatically correct?
- Is the rubric spelled correctly?
- Is the rubric in the First Language (L1) or the Target Language (TL)?
- Is the rubric familiar to the students?
- Is the rubric clear about the amount of time to spend on each part of the task?

Any rubric answering these questions could be understandable to the test takers to a bigger extent.

Another thing that leads to test fairness and transparency is having comprehensible **criteria**. Assessment criteria make it clear how test takers will be assessed (Gimenez, 2008). The criteria should be made available to the students or test takers before the examination or submission deadlines at university. Weir (2005) advises that the criteria should be available to teachers as well (in the case of high stake examinations). One of the benefits of making criteria available well ahead of the examination or submission deadlines is that “this will have an effect on planning and monitoring in the cognitive processing involved in task completion” (Shaw and Weir, 2007, p.77). A good test-taker/ student will familiarize themselves and act accordingly.

Some universities use in-house tests or coursework, at times combination of both used to measure students’ ability in pre-sessional EAP courses and as a result of which, they are allowed to pursue degree courses.

Weighting is another aspect that should be considered in context validity. This is about the number of points allocated to the test or assessment component at university. Here in the case of essay, test takers should know about the weighting each criterion carries. In many cases, task fulfilment or task response, coherence and cohesion, grammar and vocabulary are the main criteria. However, this can change according to the purpose of the essay but the questions are: should all the criteria be weighted equally or can a criterion weigh more than others can? It may be quite difficult to answer these questions. It all depends on the context of the test. However, test takers should know how much each criterion weighs so that they act accordingly while goal-setting phase of processing (Weir, 2005).

Text length is another thing that test takers should be aware of. Alderson et al. (2004) criticize the way the CEFR describes the text length as ‘short’ or ‘long’. Can a short length essay help the assessor make valid inferences about the writing ability of a test taker? Does everyone understand words ‘short’ and ‘long’ in the same way? To answer these questions universally may be impossible. However, certain factors will help to sort out this. For example, the proficiency level of test takers, credits the module carries (at universities), the level of students (e.g. level 4, 5, etc. according to the Frameworks for Higher Education Qualifications) and time allowed to accomplish the task. All these factors should be considered thoughtfully before defining words ‘short’ and ‘long’.

Time has already been mentioned as an important factor in context validity above. Sufficient amount of time should be allocated to accomplish the task. However, there is some skepticism about timed writing. Hyland (2002) and Weigle (2002) believe that essay written under examination conditions with the controlled time may not provide full valid information about students’ writing abilities. Shaw and Weir (2007) discuss physical and physiological characteristics of test takers which may affect the writing

performance. What they call “short term ailments (toothache, cold, etc.)” (Shaw and Weir, 2007, p.21) may prevent test takers from showing full writing potential. Another valid argument from Weigle (2002), I think, should not be ignored. She argues that “it is difficult to generalize from a single writing [from the timed essay] sample to a much broader universe of writing in different genres and for different purposes and audiences” (Weigle, 2002, p.197). This was echoed by many other authors (Hyland; 2002; Behizadeh, 2014; Camp, 1993; Hamp-Lyons and Condon, 2000), as well. Agreeing with these authors, I would like to add that the essay written under examination conditions tends to violate the principle of essay writing which should be done in multiple drafts before it reaches the assessor. Tuckman (1993) suggests setting essays home so that learners can complete the task at their own pace, which also helps to avoid reading and writing speed as a factor in test performance. What is more, Weir (2005) believes “in the real world, writing tasks would not be timed at all and students would be allowed maximum opportunity and access to resources for demonstrating their writing abilities” (p.66). Then it may have high validity, I believe, provided that students do not obtain external help (from parents or private tutors).

Writer-reader relationship should not be ignored as well. Shaw and Weir (2007) state that “notion of audience-the target reader will have a profound impact on the discourse of the written product” (p.87). However, it has been discussed above that essays do not have real audience (Gibbs, 1992). Although contradictory ideas about this do exist, it is quite possible to set a task in a way that it addresses a reader of some kind.

2.5 Lexical resources (input and output)

Lexical input in essay writing is about the rubric and the information available to the test takers to accomplish the task. In other words, these are instructions about how to do the task and what to include in the task whereas lexical output is about test takers’ product (essay), how the test takers deals with task. Many international examinations aligned their test with CEFR (Shaw and Weir, 2007). However, many authors (Weir 2005; Alderson et al. 2004) have criticized the vagueness of the CEFR. This can be true about all aspects of CEFR including vocabulary.

From CEFR descriptors, it can be seen that the use of adjectives such as *basic*, *sufficient* (repeated in A2 and B1), *good*, etc., may not help test developers in writing tests and assessors in making inferences about the performance of test takers as these adjectives are quite subjective. To help assessor and test item writers a number of corpora studies (Treffers-Daller et al., 2016; Park 2014, etc.) about both lexical input and output have been carried out and many corpora have been built. One of the good examples is Cambridge Learner Corpus. For statistics about lexical input and output, I will be referring to Cambridge Main Suite Exams at B2 level (FCE) to compare with my findings about the essays I will be analyzing.

Another aspect of context validity is **structural resources**. This is about the kinds of grammatical structures that can be met in students’ writing. There is also **discourse mode**, which includes genre, rhetorical task and pattern of exposition. For this purposes of this assignment, genre will be essays as they will be analyzed later. Weigle (2002, p.62) defines a rhetorical task as:

One of the traditional discourse modes of narration, description, exposition and argument or persuasion, as specified in the prompt, while the pattern of exposition

refers to the subcategories of exposition or specific instructions to the test taker to make comparisons, outline causes and effects and so on.

My analysis of essay tasks will be based on the Weigle's definitions.

Reliability

"EAP course effectiveness is typically measured by test scores" (Crosthwaite 2016, p.167). In other words, if all students obtain 'pass' mark and then this course is considered to be good. Whenever and wherever scores (marks/numbers) are involved, reliability may become a concern. It has been argued that essays can be difficult to mark reliably (Tuckman, 1993, p.22). It may be true due to a human factor, subjectivity that may interfere with reliability in many cases. I think subjectivity can be removed to a bigger extent through conducting rater training. Subjectivity linked with the rater characteristics. Also, the rater may characteristics "may impact the performance" of the raters (Shaw and Weir, 2007, p.168). O'Sullivan (2000) discusses three types of characteristics: physical/physiological (short and long term ailments), psychological (personality, memory, cognitive style, motivation, etc.) and experiential (education, examination preparedness and experience, target language, etc.). There must be rater training where assessors try to reach consensus in using marking, marking using holistic approach ("impressionistic marking" (Shaw and Weir, 2007, p.150)) or analytic approach (where a separate mark is given to each criterion and then summed up). Furthermore, I think that the rater training also brings up the issues with characteristics mentioned above. Once you are aware of the problems, it becomes relatively easier to avoid them.

Methodology. The aim of this part of the paper is to present the research questions, along with a brief overview of the methodology to investigate these questions. In addition, it describes the participants of the research, ethics of the research and how the data is collected and analyzed.

Research Ethics and Participants of the Research

As this research involved students' essay, both the research ethics committee's and students' permissions were obtained. The participants of this study are between 18 and 20 years old. Their first languages are different: Uzbek, Russian, Tajik and Persian. English is a foreign language to them. Most of them are bilingual and some are multilingual.

Data

First year students write an academic essay as a part of their EAP assessment. The essay weighs 50 per cent of the overall module mark. The required time for writing this academic essay using a process approach to writing is a semester (which is 12 teaching weeks). A lot of input has been given about the academic writing skills. Furthermore, students have been provided with several sources on the topics above to read and use to support their argument. Seviour (2015, p.87) argues that "limiting students (at least initially) to a small set of prescribed but carefully chosen source material enables teachers to focus on developing key critical reading skills and encouraging students to interrogate texts more thoroughly rather than spending time searching for relevant material in the library or on the internet".

The essay task says the length of the essay should be minimum of 1000 and maximum of 1200 words.

Research Questions

On the scope of this study, the following research questions are investigated.

- To what extent are intended learning outcomes of EAP module and the essay task appropriate to CEFR B2 level?
- To what extent are students' vocabulary choices in their essays appropriate to CEFR B2 level?

Research Methods. Mixed methods approach is employed in this study, as students' essays are analyzed both qualitatively and quantitatively. As for research strategy, it is **case study** as the case of EAP module assessment in one of the universities in Tashkent is examined. A data collection method is **document analysis**. To answer the first question above, the intended learning outcomes of EAP module and a task set to students are analyzed through comparison of the skills and knowledge required at B2 (CEFR) with the ILOs of the module. In addition, a task description including response format, purpose, knowledge of criteria, weighting, text length, timing, and writer-reader relationship is examined. Moreover, the task rubric will be reviewed with the help of questions (by Khalifa, 2003) mentioned in literature review. This is done qualitatively. Furthermore, the task description input is examined with the help of Tom Cobb's Compleat Lexical Tutor (see www.lextutor.ca) quantitatively. The following is analyzed: the number of tokens and word types, 1st 1000 words, 2nd 1000 words, academic word list, and other words. Shaw and Weir (2007) explains tokens and word types as follows: "if a text is 1,000 words long, it is said to have 1000 'tokens'. However, a lot of these words will be repeated and there may be only, say, 400 different word types in the text. 'Types' therefore, are the different words" (p.99). As for the 1st 1,000 words, these are the most frequent words in English and 2nd 1,000 words are also of high frequency (Shaw and Weir, 2007, p.100). Both of these are basic vocabulary. Next are words that come from Academic Word List and the last one is about the words that do not belong to any categories that have already been mentioned above. Outcomes of this analysis are compared with input statistics of FCE examination (B2 CEFR level) as there is no direct statistics for CEFR B2 level.

To deal with next question, lextutor.ca is utilized and the quantitative analysis of the following will be done:

- a number of tokens within the output
- a number of word types
- frequency distribution of vocabulary of output which includes 1st 1000 words, 2nd 1000 words, academic word list, other words
- lexical density of output
- lexical variation of examinee output

As can be seen here lexical density and lexical variation of test taker's output are also analyzed. Lexical density is about the number of content words in students' essays. "Greater use of content words usually corresponds to a higher information load, thus higher lexical density figures usually correspond to more 'literate' texts" (Shaw and Weir, 2007, p.102). Treffers-Daller et al. (2016) define lexical variation as "the ratio of different words (types) to total words (tokens) in a given language sample" (p.3). In other words, this "gives an indication of how far a variety of words in is used in a text,

rather than a few words used over and over again” (Shaw and Weir, 2007, p.103). In this study, the type-token ratio will be calculated as follows: the number of word types will be divided by the number of token and the result will be multiplied by a hundred (Type-Token Ratio = (number of types/number of tokens) * 100). Again, outcomes of this analysis will be compared with FCE examination (B2 CEFR level) statistics like the input.

Another thing that has to be considered carefully is the text length. Texts with different length are difficult to compare. For instance, “the longer the sample, the lower the type-token ratio” (Treffers-Daller et al. 2016, p.3). As can be seen from Table 4 above, the essay texts chosen for this study are of various length. To obtain consistent data, the first 500 words starting from paragraph 1 from each essay was chosen.

Findings and Discussions. The aim of this part of the paper is to present the research findings and thorough analysis of them in turn. In addition, it attempts to relate the findings to the literature in the field.

Before presenting the findings about the ILOs, I would like to make it clear to the reader why the research questions specify the CEFR level. The EAP module syllabus has the following aims:

- to provide students with the language and study skills required for undergraduate studies;
- to help students achieve a level of English language competence comparable to B2 (CEFR) (an IELTS score of 6.0.) (taken from EAP syllabus)

As can be seen from the second aim of the module, it specifies the CEFR level. Therefore, this study concentrates on B2 level and to compare the findings, statistics of Cambridge Main Suite exams at B2 Level is used. EAP module is delivered in Level 3, which is an entry qualification level. The module promises to stretch students’ knowledge and skills to B2 or IELTS band 6 (which assesses listening, reading, writing, and speaking), but there is no intended learning outcome (Table 4 below) about the speaking skills. Although speaking skills are not the focus of the study, this aspect should not be ignored as it is one of the most important skills in academic study as students mostly study what is assessed (Gibbs, 2006b).

International Standards and ILOs of EAP Module

Table 4 below presents the five intended learning outcomes of the EAP module, which is a yearlong module (lasts two semesters). ILOs 1-3 are assessed in Semester 1 and learning outcomes 4 and 5 are assessed in Semester 2. The study will focus on the latter semester learning outcomes as they are about the essay writing.

On successful completion of this module the students will be able to:

read, understand and extract information from the various text genres applicable to academic study;

listen effectively to academic lecture, and take accurate notes;

produce short written academic assignments (such as reports, reviews, summaries, etc.);

critically evaluate sources for academic essays;

plan and write an academic essay using appropriate academic conventions.

Table 2. EAP learning outcomes (taken from EAP syllabus)

Further, Level 3 descriptors from the UK government site (www.gov.uk/government/publications/qualification-and-component-levels) will be explored to see if there is an alignment between learning outcomes (four and five in Table 2) related to essay writing and those descriptors.

<p>Knowledge</p> <p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.</p> <p>Skills</p> <p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.</p>
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Table 3. Level 3 Descriptors (The UK government, 2016)

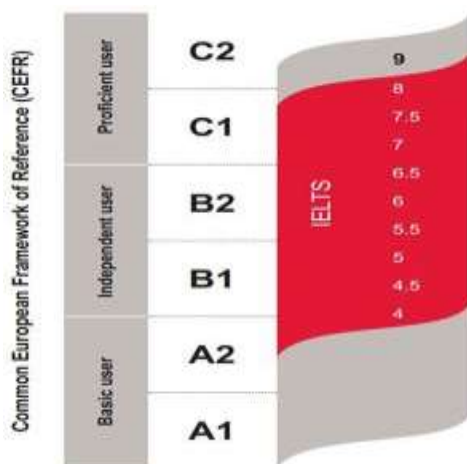
Looking at the Level 3 descriptors, a straight alignment can be observed. For example, learning outcome four says ‘critically evaluate sources for academic essays’ and descriptor reflects this in broad manner saying that ‘can interpret and evaluate the relevant information and ideas’. The same thing can be said about learning outcome 5. The descriptor says “identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine” while learning outcome 5 mentions as follows ‘plan and write an academic essay using appropriate academic conventions’. It can be observed in Level 3 descriptors are general whereas the learning outcomes are more specific, especially in this case, it specifies the genre of the writing according to needs of the students. It is understandable because level descriptors are not about a specific module but they are about the courses, which may include several modules. However, the main thing is that ILOs of EAP module tend to contribute to the level descriptors. It can be concluded that the ILOs are relevant to Level 3.

Biggs and Tang (2011) state “the assessment tasks should comprise an authentic representation of the course intended learning outcomes” (p.163). From the essay task (see Appendix I), it can be seen that it reflects both intended learning outcomes. The step-by-step guidelines part of the task makes it clear to students that they will need to read relevant sources (steps 1 and 3), that shows the task is covering the intended learning outcome 4.

The task represents intended learning outcome 5 as well. The task makes it clear to students that they will write an academic essay, which is a **response format**. In addition, it shows how to plan the academic essay and the kind of referencing system that should be used. Furthermore, it states that the essay must have a thesis statement

that should clearly show which position the writer (student) is taking in the essay. From this, one can make inference that the **purpose** of the writing is an argumentative essay although the rubric does not clearly mention the purpose of the task. Level 3 is not an undergraduate level, thus the purpose of the writing can be made more explicit and the rubric should clearly state what sort of essay is expected from students.

As the EAP syllabus specifies the CEFR level that students should achieve by the end of the module, an alignment between the B2 writing descriptors on essay and report writing and ILOs related to the essay in the EAP module will be examined. The focus is on the lower row of CEFR B2 (Table 5 below) criteria because this is almost equivalent (see Table 4) to IELTS band 6 and the upper row of that table is about IELTS band 6.5.



In discussing alignment, it should be borne in mind that the module aims to stretch students' knowledge and skills up to B2 from overall module not only from one component. This means one of the skills or knowledge of a part of the module can be a little lower but the overall achievement must be equal to B2 level. However, the specific goal of this research is to investigate whether there is an alignment between the essay writing of the module and B2 level essay and report writing descriptors (see Table 5).

Table 4. CEFR alignment to IELTS (taken from ielts.org)

One can see some similarities between learning outcome 4 and B2 level essay and report writing descriptors. Learning outcome 4 assesses students' ability to critically evaluate different sources and can use them to write an academic essay. Quite a similar requirement can be observed at B2 level. At this level students should be able to "synthesize information and arguments from a number of sources" (Council of Europe, 2001, p.62). One of the learning outcomes that contributes to the essay writing of the EAP module is parallel to the CEFR B2. However, it is also possible to argue that critical evaluation of sources and synthesizing information are general terms and can be related to some other levels. Arguably, it can be related to higher levels of CEFR not the ones below B2 level. These features (critical evaluation and synthesizing) of writing help to ensure the minimum assessment standards shown in the EAP syllabus.

B2	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.
	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.

Table 5. Report and Essay descriptors (Council of Europe, 2001, p.62)

Learning outcome 5 is very general about planning and writing academic essay. It is not very difficult to see the alignment here as CEFR B2 level descriptor is also about essay writing. However, the EAP learning outcome emphasizes the essay by adding the word 'academic'. It is understandable that EAP should be assessing an academic essay. Thus, the intended learning outcomes related to essay writing in the EAP module are quite in line with international standards.

The literature review discusses some questions (Khalifa, 2003) that a good essay rubric should answer. Further, I will analyze the rubric according to those questions. The first question is about the clarity of the rubric. In general, the rubric is clear. However, the rubric of the task could have been worded slightly differently. It says "[an academic essay] will present your opinion on one of the topics...". Why do students have to read if they are presenting their own opinion? Arguably, the essay rubric would be better presented by a wording such as "... will present your opinion supported by or drawn from your reading on one of the topics...". Then, one could avoid making wrong inferences from the rubric. In addition, it will be very clear to the students.

As for the clarity of the rubric, most sentences are short and written in the imperative mood. Very few complex sentences can be seen but they are easy to understand. The following question is about the grammatical accuracy and spelling error of the rubric. It should be mentioned that the task rubric is free from any grammatical and spelling errors. The next question is about timing and the rubric clearly show the submission time and the amount of time students have for this task. Overall, the rubric answers all the questions raised in the literature review well.

Marking Criteria

With the essay task, students were given **the marking criteria**. The essay was marked against four criteria: Content and Structure (30%), Argumentation and Evidence (30%), Language/Style/Vocabulary (20%), Referencing and Presentation (20%) (in brackets, the weighting of each criterion is given out of one hundred per cent). Examining these four criteria, the first two criteria seem to be not mutually exclusive, in other words, they tend to overlap each other. A good example is 'content' and 'argumentation'. These are both a part of bigger criteria as can be seen in Table 6 below.

<p>Content and Structure</p> <p>An excellent general statement. <i>Debatable and resolute thesis</i>. Excellent topic sentences with clear logical development and signposting between and within paragraphs. No logical gaps in reasoning. Extensively restated concluding sentences. Resolute conclusion.</p> <p>Argumentation and Evidence.</p> <p><i>Argumentation excellently supported by evidence. Masterly use of sources which excellently address the claim.</i> Quotes are masterly chosen and excellently incorporated into text. Exceptional paraphrasing. All sources are relevant.</p>

Table 6. Extract from the EAP marking criteria

The ‘content and structure’ criteria talks about *debatable and resolute thesis*, which seems to refer to the element of the essay where the writer may state their arguments and their position or approach to a certain issue. This is where the argumentation starts. Thus, argumentation is an inseparable part of the content. The name of the next criterion (‘argumentation and evidence’) is arguably misleading for a reader, since it may be interpreted as assessing the ‘argumentation’ a second time. ‘Use of evidence’ can make a better heading (than ‘argumentation and evidence’) to this criterion. However, one can see an overlap within the ‘argumentation and evidence’ criteria. The first two statements (italicized) of the criteria could be interpreted as the same thing: “*Argumentation excellently supported by evidence. Masterly use of sources which excellently address the claim*”. This is just written in different words and structures. Again, some overlap can be observed with ‘structure’ and ‘presentation’. For instance, the criteria about the ‘content and structure’ reads follows:

An excellent general statement. Debatable and resolute thesis. Excellent topic sentences with *clear logical development and signposting between and within paragraphs*. No logical gaps in reasoning. Extensively restated concluding sentences. **Resolute conclusion.**

And the ‘referencing and presentation’ criteria states, “*all sections are clearly and logically presented*”. If these italicized statements are examined carefully, one may realize that both of them are about the structure of the essay but presented with different wording. This means that one and the same thing is assessed twice in the same assignment. Furthermore, the language used in the marking criteria seems to be not quite accessible to students who are working towards B2 level. Some high level words are used, e.g. resolute, discernible, vague, etc. To sum up, as the students are intended audience for marking criteria, it should be accessible to them and should be meaningful to the assessors who use these criteria to mark.

Weighting, Text Length and Timing

EAP essay writing assignment weighs 50 per cent of the whole mark. Without text length and time allocated for the assignment, it may not be easy to tell anything about the weighting of the task. Students have the whole semester (12 teaching weeks and 4

hour-weekly input and writing practice) to do the 1000-1200 word essay. This is quite feasible in terms of both time and text length. Shaw and Weir (2007) argue that “the longer the text candidates have to produce, the greater the language, content knowledge, organizational and monitoring metacognitive abilities that might be required in processing” (p.81). I think the word length required from the students in EAP is good enough to show all the knowledge and skills stated by Shaw and Weir above.

Writer-reader Relationship

In our day-to-day life outside universities most of the writing has ‘real identifiable audience’ (Badley, 2010). As it is mentioned earlier in the study, essays do not have real audience. Thus, the essay task description (Appendix I) does not specify the audience students should address. It is known that by default the teachers are the targeted audience for assessment tasks. However, it is possible to for teachers to specify the targeted audience while writing the rubric and it would be beneficial to change the rubric so as to specify an audience for the text. For example:

The journal X is inviting students to submit their essays on one of the following topics.... Choose a topic, narrow it down to a specific issue, and write the essay. Send it to the editor by...

By changing the rubric, ‘the editor’ and readers of the journal X become the real audience. Students will learn to write to the targeted audience, which can be quite useful in their professional later.

Lexical resources (input)

The aim of this part is to investigate whether the task input is relevant to CEFR B2 level. Table 7 shows the findings about the task input taken from one EAP essay writing assignment.

Number of tokens	Number of word types	1 st 1,000 words	2 nd 1,000 words	Academic Word List	Other words
428	221	71.03%	6.31%	14.62%	7.94%

Table 7. EAP essay Input

As can be seen from Table 9, 428 tokens (can be called ‘words’), which belong to 221 word types are used in the task input. The most frequent words, 1st 1000 words, account for a little less than three quarters. Over six per cent belongs to 2nd 1000 words. Academic vocabulary used in the task input is 14 per cent and words that do not belong to any other categories are around 8 per cent. This statistics with the data from First Certificate in English, Cambridge Main Suite exam at B2 level is compared below.

Number of tokens	Number of word types	1 st 1,000 words	2 nd 1,000 words	Academic Word List	Other words
591.17	104.50	88.46%	4.18%	1.57%	5.78%

Table 8. FCE input (Shaw and Weir, 2007)

Table 8 shows the average number of words taken from 6 FCE writing examinations input. Around 600 tokens, which are about 105 word types are used in the exam input. Vast majority (about 90 per cent) of words are of high frequency. Less than five per cent is a part of 2nd 1000 words. Academic vocabulary accounts for less than 2 per cent and the percentage of Other Words is about 6 per cent.

As it can be seen from the tables (Tables 7 and 8) above, there are some differences between EAP task input data and FCE statistics. One of the reasons for that is FCE data which is taken the average number of words from six different papers whereas EAP essay comes from one assignment input. FCE papers include different genres of writing but in the case of EAP is only an academic essay. Thus, this resulted in the statistics on the number of tokens used in the input; the number of words used in FCE input is more than EAP essay input. In addition, FCE exams writing assesses general English. Therefore, this reflected in task input data as well. The number of 1st 1000 words in FCE is about 17 per cent more than EAP essay input.

However, the percentage of academic vocabulary used in the EAP essay input is definitely higher than FCE's. This can be explained with the fact that EAP is about academic English. I think this definitely reflected in this academic list statistics. The last but not the least, the EAP essay input employs more words from the 2nd 1000 word list and other words than FCE does.

To sum up findings and discussions about Question 1 of this study, looking at the data in the tables and analysis above, it should be mentioned that EAP essay input is not below CEFR B2 level, which is good. However, it may be a little higher than this level. I think this is relevant to EAP essay input as students can always use a dictionary or may read at their own pace, as this assignment is not done under examination conditions unlike FCE.

Lexical Resources (output)

So far, the chapter has discussed the essay task description including response format, purpose, knowledge of criteria, weighting, text length, timing, and writer-reader relationship. It also examined the lexical input comparing it with FCE examination statistics. Further, this part of the study will seek an answer to the second research question:

- To what extent are students' vocabulary choices in their essays appropriate to B2 level?

Table 9 below presents the statistics about lexical output of thirty students' essays. In addition, the last column on the right demonstrates students' overall marks given to the essay. They are presented from 'fail' (25%) to 'distinction' (70%). The reason of why the marks are presented here again is to compare and see if there is any link between marks and lexical output.

Student ID	Lexical density (content words/total)	Lexical variation (type/token)	1 st 1,000 words	2 nd 1,000 words	Academic Word List	Other words	Mark given to students
S01	60	48	74.80	7.14	12.90	5.16	25
S27	61	55	72.69	5.30	11.59	10.41	26
S16	57	54	78.61	3.96	7.13	10.30	30
S25	57	48	77.18	4.37	11.71	6.75	30
S01	55	33	79.25	3.16	10.47	7.11	32
S15	52	46	80.56	5.01	8.82	5.61	33
S28	61	55	72.75	5.29	11.57	10.39	37
S11	62	51	72.48	6.34	8.91	12.28	38
S14	61	51	71.98	8.06	11.13	8.83	40
S30	62	55	72.29	5.02	6.63	16.06	40
S13	68	57	58.98	8.20	17.97	14.84	45
S07	62	42	71.06	11.02	9.06	8.86	45
S22	60	47	72.08	3.37	12.87	11.68	46
S02	61	45	70.06	5.99	12.18	11.78	48
S26	62	41	67.73	3.98	14.94	13.35	48
S29	55	47	75.80	3.00	14.20	7.00	50
S21	59	49	65.94	8.86	14.37	10.83	50
S23	59	46	74.26	4.95	10.89	9.90	50
S17	58	48	77.05	6.79	7.58	8.58	52
S06	59	60	79.60	3.17	11.68	5.54	53
S08	55	44	75.54	6.31	10.26	7.89	54
S24	54	51	79.62	2.99	8.18	9.18	56
S010	59	51	74.16	9.54	4.77	11.53	58
S12	48	62	71.49	7.13	12.48	8.91	60
S18	53	54	75.89	4.74	9.29	10.08	60
S03	56	52	78.60	6.00	8.00	7.40	60
S04	66	58	61.98	6.53	16.83	14.65	60
S19	60	53	72.89	6.02	10.44	10.64	65
S05	66	48	63.65	6.88	14.34	15.13	70
S09	58	40	79.88	6.30	6.50	7.32	70

Table 9. EAP students output (in percentage)

As it was mentioned in the methodology part of the study that the higher the density is, the more literate the texts are (Shaw and Weir, 2007). It can be seen that the lexical density of essays varies, 48 being the smallest number and 68 (see Table 11) being the highest index. Table 12 shows the average statistics for FCE examinees' lexical output for B2 level and lexical density is 47 per cent. EAP students' lexical density starts from 48 per cent, which is a little higher than FCE's average output. Thus, the lexical density of EAP essays seem to be at B2 level or even higher than that. Interestingly, it is worth mentioning here that there does not seem to have any correlation between marks and lexical density in the table in Table 9. For example, lexical density of student S01, who failed (25%) the essay writing assignment, is 60 per cent. Similarly, student S19 who obtained 'merit' (65%) for this assignment has exactly the same index of lexical density. I think the main reason for no apparent relationship is that the marks are not based on only vocabulary range but they are based on four criteria, which were discussed earlier.

Lexical density (content words/total)	Lexical variation (type/token)	1 st 1,000 words	2 nd 1,000 words	Academic Word List	Other words
47	45.92	85.26	5.71	1.77	7.26

Table 10. FCE examinees' output (Shaw and Weir, 2007)

A very different picture can be seen with lexical variation. 45.92 per cent is the type-token ratio in FCE examinees' output (see Table 10) whereas EAP students' outputs fluctuates between 33 being the smallest index and 62 being the highest percentage. Only four students among those who obtained 'pass' for this assignment, scored less for lexical variation than the FCE parameters. These are students S07, S08, S09, and S26.

As for the frequency of vocabulary, 85.26 percent of 1st 1000 words are used in FCE output while EAP students do not use as much as that. Student S15 is in a leading position with the high frequent words, using 80.56 per cent of 1st 1000 words. However, this student failed the assignment. The rest of students use less than student S15. The use of 2nd 1000 words in FCE examination output is 5.71 per cent whereas EAP students' case is higher in most cases. In addition, the use of academic words in the EAP essays is dramatically higher than FCE output. All the EAP students used considerable number of academic words in their essays. Here the biggest index is 17.97 per cent (student S13) while the smallest is 6.50 per cent (student S09) (see the explanations for these cases below).

I think there are several reasons for differences between statistics of EAP students and FCE examinees' outputs. One of the main reasons for that is the time given to the students to do the task. EAP students have the whole semester, in other words, 48 hours of tutors' support and input about essay writing in class during 12 teaching weeks and also students' own time to do the writing. In addition to that, students have some opportunities to obtain feedback both from their tutors and peers before submitting the work for assessment. On the contrary, FCE examination writing is done by test-takers under examination conditions without any external help. Another reason is that EAP students have an access to the literature, which they can use anytime to support their own argument. What is more, that the skills and knowledge required by FCE and EAP are mostly different. FCE examination candidates do not have to use any sources to support their argument by either quoting from the sources or paraphrasing from them. Moreover, they do not have to worry about referencing and compiling bibliographies while all these are assessed in the case of EAP. The length of the texts required to produce does vary as well. EAP essay is 1000-1200 words long and students have enough time and support to accomplish the task.

Owing to these reasons, one can look at Table 8 and can understand why EAP students could use more academic vocabulary than those who are doing the writing under examination conditions. EAP students use long quotes and paraphrases of different authors' opinions, which contribute to the statistics on the table in Table 9 while FCE candidates do not have this chance. These quotes and paraphrases also contribute 1st and 2nd 1000 words, other words categories as well. For example, student S13 has the highest academic vocabulary index (17.97 per cent) among all 30 students participating in this study. The part (first 500 words after the introduction) of this student's essay which is taken for lexical output analysis is rich in paraphrases and quotes. On the contrary, student S09 also uses paraphrases in the part which is taken for analysis but this is in form of statistics and number, not words. This may have affected the academic vocabulary index in Table 9.

Comparing the FCE data and EAP students' output statistics one may conclude that EAP students' vocabulary is appropriate to B2 level or even higher. However, considering all the differences both in administration and in procedure of doing the writing task, further research needs to be done to see appropriateness of the vocabulary to B2 level due to its complexity of the issue. In addition, the time limit and word limit the researcher has for this study will not allow him to do that.

To summarise, the paper has explored two research questions and has attempted to find answers to them. As findings show, the research question 1 has achieved a positive answer. All the intended learning outcomes of the module and the essay task input are at the required level. However, the research question 2 has been left open, as there are many differences between FCE and EAP essay both in administration and in writing procedure.

Limitation of the Study

Although a lot of effort has been put to make this small scale research reliable and accurate, there are still some limitations which should be taken into account in further research in this area. One of the limitations is that the time and word limit frame for this study. Therefore, a very small number of students' essays have been taken to examine. For more accurate and reliable research, more data should be taken, and then this may result in wider generalizability of the findings.

Conclusions. This paper has explored two research questions related to essay writing as a part of assessment in the EAP module. The first research question is about examining the intended learning outcomes of the EAP module and the essay task set and their relevance to CEFR B2. The findings have revealed that both learning outcomes and essay task input are at the required level. Only minor recommendation is to improve its communicative purposes by introducing the audience that students can address.

The next research question has investigated whether vocabulary used by students is appropriate to the intended level of study. Unfortunately, due to many differences between the EAP students' data and data taken for comparison, it has not been quite possible to find exact answers to this question. Further research should be done to ensure the appropriacy of vocabulary with more appropriate data to compare with or with help of team of experienced assessors.

In conclusion, essays have been extensively researched in the literature and have been the focus of the many researchers. However, it should be mentioned that this is the first study of EAP essays written by mostly Uzbek, Russian and Tatar learners of English in non-English speaking country. In addition, another uniqueness of the research is that it has explored most aspects of context validity of the essay including the learning outcomes of the module, the essay task including response format, purpose, knowledge of criteria, weighting, text length, timing, and writer-reader relationship. Although the research has not achieved everything it has intended (due to limitations), it still contributes to the knowledge in the EAP field and by filling the research gap it can serve as a starting point to researchers who would like to explore the cases in Uzbekistan in the future.

Appendix I The essay task set as a part of EAP module assessment TASK

To accomplish this CW you are required to produce an academic essay of 1000 -1200 words that will present your opinion on one of the following topics that should be further narrowed down:

- Leadership (e.g., styles; factors; communication; issues; community; global; language; public figure; etc.)
- Success (e.g., in education, career, life; factors; public figure; failures/obstacles; values; culture; promotion; etc.)
- Education (e.g., systems; gender; culture; current issues; teaching/ learning methods; channels of delivery; etc.)

Work individually.

Follow the guidelines:

1. Go through the suggested topics carefully and select the one that interests you most. You are recommended to do some background reading before you make the final choice and narrow the topic down.
 2. Formulate a thesis statement [a clear statement of the position you will be taking in your essay] that will present your argument. This **MUST** be approved by your EAP tutor **BEFORE** you proceed with writing your essay.
 3. When the statement is written and approved, you need to start your research on the topic to explore the area in depth. You may use printed and/or online sources such as reports, books and research articles found on the Internet, in the university library and online databases. After searching the sources, choose minimum **three**, maximum **five** to be used in CW2.
 4. Your tutor will provide you with feedback. Therefore, you should try to produce all the tasks in the time stipulated below.
- Selecting a topic and doing background reading – TW 2-4
 - Start developing a thesis statement – TW 5
 - Planning your essay – TW 6-7
 - Writing an introduction and conclusion - TW 8
 - Submitting the outline – TW 8
 - Participating in the progress meeting – TW 9
 - Compiling a reference list – TW 10
 - Writing essay body parts –TW 9-11
 - Proofreading and editing – TW 11-12
 - Submitting your essay – TW 12
5. Include both direct and indirect quotations. Refer to Harvard Referencing Guide.
 6. Photocopy and attach the pages with the information you used for direct and indirect quotations.
 7. Highlight the statements in the copies of the sources you used. Identify the evidence type.
- ### **Format**
1. Word-processed Times New Roman 12 double-spaced and printed single-sided on A4 paper.
 2. The cover sheet should state your ID number, module title and marker's name.
 3. Maximum number of words should not exceed.

4. Pages should be numbered.
5. Word-count must be included.
6. Please do not submit any loose pages.
7. Use Harvard referencing system.

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ALLOTMENTS OF ASSESSMENT IN TERMS OF THE EDUCATIONAL PROCESS AND CIRCUMSTANCES

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Аннотация: Европа ва Ўзбекистондаги тилларни ўқитишда катта таъсир кўрсатадиган Умумевропа баҳолаш тизими (СЕФР) баҳолашнинг индивидуал турларинидан иборат рўйхатини тақдим этади, масалан: форматив / якуний баҳо, субъектив ва объектив баҳолаш, тўғридан-тўғри ва билвосита баҳолаш, яхлит ва аналитик баҳолаш. Шунинг таъкидлаш керакки, ушбу масала билан шуғулланадиган муаллифлар қанча бўлса, шунчалик даражада баҳолашнинг алоҳида турлари ва бўлимлари шаклланган. Бошқача қилиб айтганда,

таснифнинг қанчалик кенглиги муаллифлар томонидан яратиладиган мезонларга боғлиқ.

Таянч сўзлар: тест, форматив ва якуний баҳо, субъектив ва объектив баҳо, тўғридан-тўғри ва билвосита баҳо, яхлит ва аналитик баҳо, фортфель.

Аннотация: Общеввропейские компетенции владения языком (CEFR), оказывающие большое влияние на преподавание языков в Европе, в том числе и в Узбекистане, представляет обширный список отдельных типов оценивания, такие как: формирующее / итоговое оценивание, субъективное / объективное оценивание, прямая / косвенная оценка, целостная / аналитическая оценка. Следует отметить, что разделов отдельных видов оценивания столько же, сколько и авторов, занимающихся этим вопросом.

Ключевые слова: тестирование, формирующая / итоговая оценка, субъективная / объективная оценка, прямая / косвенная оценка, целостная / аналитическая оценка, портфолио.

Abstract: The Common European Framework of Reference (CEFR), being a major influence on language teaching across Europe, and Uzbekistan included, presents an extensive list of individual types of assessment, some examples being: formative/summative assessment, subjective/objective assessment, direct/indirect assessment, holistic/analytic assessment, etc. It should be noted that there are as many divisions of individual types of assessment as there are authors dealing with this issue.

Key words: testing, formative/summative assessment, subjective/objective assessment, direct/indirect assessment, holistic/analytic assessment, portfolio.

Introduction. According to Bachman [3], formative assessment serves the purpose of forming both the teaching as well as the learning part of the educational process. In other words that means that teachers use the feedback of such kind of assessment to monitor and modify their teaching plans and techniques and students may use it to see their progress and change their learning strategies accordingly. To build on the terminology of the previous division, each and every informal assessment is formative. Assessment and testing considerably differ from each other. While testing is formal and often standardized, assessment is based on a collection of information about what students know and what they are able to do. In other words, students are given the exact procedures for administering and scoring in testing. In assessment, on the other hand, there are multiple ways and methods of collecting information at different times and contexts [6, p.26].

Literature review. According to Slavík, assessment has three main functions. They are: motivational (closely related to emotional side of assessment), cognitive (applies to intellectual or rational assessment) and conative (performs a human will to act) [Oller, p.16-18]. In addition, assessment may be both holistic and analytic. Holistic assessment is spontaneous, unintentional and emotional. It is based on overall impression of the object and can be either 'good' or 'bad'. Analytic assessment is intentional, consciously focused and may be analysed and formalised. Results of formalised assessment are marks [10, p.34-35].

Types of Formative Assessment

Observations during in-class activities; of students non-verbal feedback during lecture; Homework exercises as review for exams and class discussions);

Reflections journals that are reviewed periodically during the semester; Question and answer sessions, both formal—planned and informal—spontaneous; Conferences between the instructor and student at various points in the semester; In-class activities where students informally present their results; Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress. Summative assessment, by contrast, sums up what the students have learned over a period of time - usually a unit, semester or the whole year and looks back at how successful the students have been in achieving the objective(s) of the unit, semester or the whole year [7, p.34-35].

Types of Summative Assessment

Examinations (major, high-stakes exams); Final examination (a truly summative assessment); Term papers (drafts submitted throughout the semester would be a formative assessment); Projects (project phases submitted at various completion points could be formatively assessed); Portfolios (could also be assessed during its development as a formative assessment); Performances; Student evaluation of the course (teaching effectiveness); Instructor self-evaluation.

Research methodology. Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product. Once the project is completed, no further revisions can be made. If, however, students are allowed to make revisions, the assessment becomes formative, where students can take advantage of the opportunity to improve.

Comparing Assessment for Learning and Assessment of Learning	
Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next and then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).
Involves the student.	Does not always involve the student.

Continuous and fixed point assessment. Continuous assessment is assessment by the teacher and possibly by the learner of class performances, pieces of work and projects throughout the course. The final grade thus reflects the whole

course/year/semester [4]. Fixed point assessment is when grades are awarded and decisions made on the basis of an examination or other assessment which takes place on a particular day, usually the end of the course or before the beginning of a course. What has happened beforehand is irrelevant; it is what the person can do now that is decisive. Assessment is often seen as something outside the course which takes place at fixed points in order to make decisions [5]. Continuous assessment implies assessment which is integrated into the course and which contributes in some cumulative way to the assessment at the end of the course. Apart from marking homework and occasional or regular short achievement tests to reinforce learning, continuous assessment may take the form of checklists/grids completed by teachers and/or learners, assessment in a series of focused tasks, formal assessment of coursework, and/or the establishment of a portfolio of samples of work, possibly in differing stages of drafting, and/or at different stages in the course.

Both approaches have advantages and disadvantages. Fixed point assessment assures that people can still do things that might have been on the syllabus two years ago. But it leads to examination traumas and favours certain types of learners. Continuous assessment allows more account to be taken of creativity and different strengths, but is very much dependent on the teacher's capacity to be objective. It can, if taken to an extreme, turn life into one long never-ending test for the learner and a bureaucratic nightmare for the teacher.

Formal and informal assessment. Nevertheless, Underhill claims that in its broadest sense assessment can be divided into two basic categories: informal and formal. The former one may be characterized as any kind of teachers' feedback aimed at the students, such as a word of encouragement, a smile, a pointed finger, a piece of advice concerning pronunciation, grammar, etc. [9, p. 4-5]. However, for the purposes of this thesis, the point of interest is formal assessment produced by teachers. It is referred to as formal because of the fact that it is "[a] systematic, planned sampling technique constructed to give teacher and student an appraisal of student achievement" [9, p.6]. Formal assessment involves:

- The use of specific assessment strategies to determine the degree to which students have achieved the learning outcomes;
- assessment strategies including: essays, exams, reports, projects, presentations, performances, laboratories or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolio;
- Individual and/or collaborative tasks that usually attract a mark (group work may include both an individual and group component). This category covers a wide range of tasks, from checklists to observations.

Informal assessment doesn't lead to a score, but it does help teachers gather important insights about students. Informal assessment involves:

- Systematically observing and monitoring students *during* in class learning and teaching experiences;
- interacting with students to gain a deeper knowledge of what they know, understand and can do;
- circulating the classroom and posing questions, guiding investigations, motivating and quizzing students;

- providing opportunities for students to present or report upon their learning and teaching experiences;
- collecting, analysing, and providing feedback on in and out of class work samples (how their group work projects are progressing).

Direct assessment is assessing what the candidate is actually doing. For example, a small group is discussing something, the assessor observes, compares with a criteria grid, matches the performances to the most appropriate categories on the grid, and gives an assessment. Direct assessment is effectively limited to speaking, writing and listening in interaction, since you can never see receptive activity directly. Reading can, for example, only be assessed indirectly by requiring learners to demonstrate evidence of understanding by ticking boxes, finishing sentences, answering questions, etc. Direct and indirect assessment, being another category, is often mentioned in reference to assessing oral skills. The difference between the former and the latter one is the fact that when the teachers choose direct assessment, they assess what the students is actually performing [2]. Simply said, if the teachers wish to assess speaking, they have the students produce language orally, i.e. speak. An example of such assessment may be when a small group of students discuss something, the assessor observes such action, compares it with the criteria that were set prior to the assessment procedure and produces an assessment [2, p.34]. Whereas when indirect assessment is used, the students perform a skill that underlies the skill(s) which the assessor wants to measure. The assessor may, for instance, want to assess speaking by focusing on pronunciation, being a component of this productive skill. Thus, a pronunciation task may be used as an indirect means of assessing speaking. It, on the other hand, uses a test, usually on paper, which often assesses enabling skills.

Analysis and results. Taking this example as a basis for further contemplation, there arises a series of questions that need to be answered: is the fact that the students are able to distinguish between two or more allophones conclusive proof of their ability to use it correctly in spoken discourse? Is the connection between, let us say, a written (multiple-choice) test and speaking strong enough? Is such assessment valid enough? When the students know that only one particular subskill (e.g. a phonemic distinction) is to be tested, will negative backwash effect not appear? The fact is that the students may decide to learn only that particular subskill without attempting to learn what the test item actually aims at – speaking. These are some of the questions that may be considered troublesome as they frequently tend to be the cause of debates to which many language teachers have tried to find legitimate answers.

Much alike any type of assessment, there are some pros but also some cons to it. Alderson [1] argues in favour of indirect assessment as it “seems to offer the possibility of testing a representative sample of a finite number of abilities which underlie a potentially indefinite large number of manifestations of them” [1, p. 18]. As he points out, this may result in more precise evaluation of one's skills (p. 18). However, he also makes the reader aware of the fact that the connection between the indirect test item and the skill that is to be assessed “tends to be rather weak in strength and uncertain in nature” (Hughes, 2003, p. 18). That means that the ability to speak cannot be guaranteed by e.g. the ability to pronounce words correctly because there is, of course, more to being able to speak.

Conclusion/Recommendations. An assessment done informally in the classroom might show that a student actually understands facts and figures, or a specific process. Often, students who do not score well on formal tests might still understand what they are being tested on, but might have test anxiety. A good teacher will use both assessments and tests so she can know whether a student has failed a test because he isn't a good test taker, or whether he really doesn't understand the material. It should be taken into account that by no means is this list of types of assessment finite and therefore the divisions listed above should simply be viewed as the ones that are necessary to be familiar with. Generally said, the decision on which type of assessment to use lies solely on the assessor; however, the decision should always be based on a number of criteria that reflect upon the context/situation that precedes the assessment, the aim of the assessment as well as the needs of the students.

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COMMUNICATION BETWEEN LANGUAGE AND CULTURE IN EUPHEMISM IN ENGLISH AND UZBEK LANGUAGES

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Abstract. Ushbu maqolada biz evfemizmning ma'nosini hamda uning madaniyat bilab bog'liqligini lingvomadaniyatshunoslik bo'yicha tahlil qildik. Bu maqola "evfemizm" atamasining variantlari, ta'riflari va ma'nolariga turli nuqtai nazarlarni ochib beradi. Ushbu maqolada ingliz va o'zbek tillaridagi evfemizmlarning turlari ko'rsatilgan.

Kalit so'zlar: evfemizm, til, madaniyat, lingvomadaniyatshunoslik, kognitiv dunyo tasviri, jamiyat, muloqot, tabu.

Аннотация. В этой статье мы проанализировали значение эвфемизма и его связь с культурой с точки зрения лингвокультурологии. Выявлены разные точки зрения на варианты, определения и значения термина «эвфемизм». В данной статье указаны виды эвфемизма в английском и узбекском языках.

Ключевые слова: эвфемизм, язык, культура, лингвокультурология, когнитивная картина мира, общество, общение, табу.

Annotation. In this article we have analyzed the meaning of the euphemism and its relationship with culture according to the linguoculturology. It reveals different point of the view on the variants, definitions and meanings of the term "euphemism". This article indicates types of euphemism in English and Uzbek languages.

Key words: euphemism, language, culture, linguoculturology, cognitive picture of the world, society, communication, taboo.

Introduction. Language is a part of this society and one of the factors that reflect its culture in speech and writing. Preserving a language means developing a nation and preserving its culture. Moreover, today, the connection and development of languages in any field creates many opportunities. Each person communicates in the process of the speech, using the characteristic of their culture. When characterizing the social nature of the language, it is expedient to consider the issue of language and folk culture, language and society in a dialectical unity. The development of culture in any society is closely linked to the language that serves it, and at the same time, language can also influence the development of society. For this instance, people follow the culture when communicate with others, and they use widely possibilities of the language.

Literary review. The relationship between language and culture has been analyzed by many scientists. One of them is confirmed by E.I.Kukushkina's work "Poznaniye, jazyk, kultura. He analyzed the communication between language and culture and distinguished between them. As E.I.Kukushkina noted, the semiotic characteristics of culture and language contributes to the fact that they have similar functions:

- communicative (exchange of socially significant information);
- cumulative (accumulation and storage of knowledge);
- adaptive (providing consistency with the outside world);
- directive (impact and transformation of reality);
- regulatory (ordering human behavior in society);
- productive (mastering and transforming reality). [8:46]

We can agree that the national specificity of language and culture has a significant influence on the process of intercultural communication. During the

communication, the recipient sometime cannot understand “foreign” culture, resulting variety degrees of lack of understanding of the specific manifestations of an unfamiliar culture. In principle, it is possible to understand another culture. In this case, euphemisms play important role as “bridge” and everyone can correctly understand certain process occurring not only in one country or culture, but through the world. Euphemism is an inherent process of all languages, and it influences understanding and expressing culture of the country.

The word of the euphemism is derived from the Greek word “Euphemia”, which means a soft expression. That is, instead of words and phrases, that seem awkward, inappropriate, or rude to the speaker, use other words and phrases that are good and do not offend the listener. Euphemism can be used to avoid calling negative reality, to mitigate the negative effects of such vulgarity, and refer to situations that insult, offend, disrespect, or violate moral norms. It is used minimize the negative effects of the speech. For example: *growth = tumor instead of cancer; social disease instead of syphilis; ko'zi yorimoq, farzandi dunyoga kelmoq instead of tug'moq; marhum, rahmatli instead of o'lgan odam.*

According to Wardhaugh “Perhaps one linguistic universal is that no social group uses language quite uninhibitedly”. It expresses that, all cultures from the world use euphemisms. One of the most important issue in this study is euphemism is culture-specific.

Hai-long (2008) says that “Language and culture are inseparable from each other. As in inalienable part of language, euphemism bears the mark of culture”. It means that as an indispensable part of language, euphemisms reflect cultural characteristics which can be found in daily interpersonal interaction. These two events are an integral part of communication.

It should not be ignored that the use of euphemism varies from culture to culture because of different culture, history, religion, social customs, values and of course moral standards. Cultural differences will express to dissimilar form and content of euphemistic expressions in various languages. However, in their main idea and usage we can see similarities between the cultures and euphemisms.

Research methodology. Nowadays euphemism is one of the interesting linguistic unit and urgent problem for linguistics and all of them try to give their own opinion about it. The linguistic and cultural phenomenon known as a euphemism is one familiar to many speakers as a polite or indirect way of expressing a taboo topic. As Burchfield mentioned in his scientific article that: “A language without euphemism would be a defective instrument of communication”. [3:17] Everybody knows that every human being to survive, they have to co-operate with each other by different ways of communication. They can communicate with the help of the language, facial expressions, gestures and so on. However verbal communication plays great role in our life in any society. Every individual in any society should have an ability to use the system of language appropriately as a means of social interaction with native speakers since one cannot use. For this reason, every of us should know how to communicate with other people using linguistic units such as euphemism.

Euphemisms reflect the peculiarities of the national mentality, revealing the phenomena stigmatized in a given culture. Comparison of the lexical-semantic fields

of different languages, in which the formation of euphemisms is especially active, allows us to identify differences in the system of taboo, ideas about decent and indecent, characteristic of different linguistic cultures.

The frequency of the use of euphemisms in a particular type of discourse and the degree of euphemism of speech communication in general are closely related to the peculiarities of the speech etiquette of a given linguistic community. The verbal behavior of different peoples is based on different value systems. While directness and frankness are valued in some linguistic cultures, in others considerations of politeness come to the fore, which force speakers to resort to allegories, evasive phrases, and various kinds of softening.

This inevitably affects the frequency of the use of euphemisms. However, one should not exaggerate the degree of national identity of linguistic cultures. Along with nationally-specific moments in the linguistic pictures of the world, there are also phenomena of a universal nature, including semantic universals and linguo-pragmatic maxims. [7:98]

The study of the national originality of the linguistic picture of the world and the speech behavior of speakers of various languages is an urgent task of modern linguistics. This problem has become the focus of such linguistic disciplines as cultural linguistics, ethnopsycho-linguistics, linguistic studies, ethnography of speech. [4:46]

Analysis and research. Any of the functioning cultures should have in their set part of the features common to all local cultures, as well as a group of characteristics bearing a nationally specific load. It is appropriate to consider those levels, spheres, components of culture that may be of a nationally specific nature, then there is to distinguish one local culture from another. The first place among the components of the culture bearing a bright national specific color should be given to the tongue. One of the linguistic units that reflects the culture of the speaker is the euphemism. In the process of analyzing euphemisms, it should be noted that in every culture we divided euphemism into some group in English and Uzbek languages.

1. Using of the euphemism for the replacement the exactly names of frightening objects and phenomena. For example:

- to pass away, to be under the daisies* instead of the *to die*;
- bar hotel* instead of *the prison*;
- omonatini topshirdi* instead of the *o'ldi*;
- otiyo'q* instead of the *chayon*.

2. Euphemisms are used when people do not want to call something unpleasant by its direct name. Some words definition and name are very irritating and we can say another word or phrases instead of these words. For example:

- to make room for tea instead of to urinate*;
- communicable disease instead of venereal disease*;
- xavfko'tarilgan guruhlar* instead of *narkomanlar, foxishalar*;
- gul, chechak* instead of *qizamiq*.

3. In this type euphemism in given society can be considered indecent. And this kind of euphemism is everyday phrases and noted that they are most characteristic of colloquial speech. For example:

- body odour* instead of *smell of steal sweat*;

- extra-curricular activity* instead of *extramarital copulation*;
- aqli zaif* instead of *espast, tomi ketgan*;
- homilador* instead of *ikkiqat*.

4. Etiquette euphemism is used during the conversation fear of offending the listener by the following rules of etiquette. This kind of euphemism is widely used and also called political euphemism.

- sartorially challenged* instead of *badly dressed*;
- chalkboard* instead of *blackboard* (*in this example blackboard can cause the problem of racism due to the color of the object*);
- imkoniyati cheklangan* instead of *nogiron*.
- nuroni* instead of *qari chol*.

5. Euphemism for professions. In some cases, for people telling somebody's job is very excruciating. For example:

- waste reduction manager* instead of *garbagemen*;
- building maintenance engineer* instead of *janitor*;
- maxsustrans hodimi* instead of *the axlat yig'uvchi*;
- ijrochi* instead of *jallod (oldingi davrlarda)*.

6. This type of the euphemism is mentioned in D.N.Shmelova, L.P.Krisina, I.R.Galperina and others work. A large number of the euphemisms are used as Arapova said, "with the aim of distorting or disguising the true essence of what is designated." [2:89] We can mostly hear this kind of the euphemism in U.S political language on mass media. For example:

- force package* instead of *collateral damage*;
- noodatiy turdagi qurollarni ishlash* instead of *the biologik qurol*.

As mentioned before the variations of geographical and economical factors, eastern and western cultures are diversified. People with different cultural background would not deal with the same thing in exactly same way, which will be expressed in the features of their respective language. The next type of the euphemism we can meet in eastern culture especially in Uzbekistan.

7. Euphemism used in family. In Uzbek culture saying family members with names is disrespectful. For this reason, wives say "*adasi*", "*begim*", "*ho'jaynim*" instead of their husbands' name. Besides this, the bride cannot tell other members of the husband's family with name. In our culture it express respect for the family.

In addition to the above types, we can study euphemisms in other ways. But in a general sense, euphemisms are a unit of language used to achieve the goals of both parties, avoiding a situation that causes discomfort between the listener and the speaker during the speech process. It is also one of the most hotly debated linguistic issues in the world. In addition, euphemism describes the inner state of a population in social life based on its culture — its contradictions, fears, desires, and preferences. The number of euphemistic exchanges serves as an indicator of the significance of an event in people's lives and the intensity of the negative emotions associated with it.

Conclusion. In conclusion we can say that, the all-pervading nature of euphemism makes it the most important constant of world culture, in which, as in the taboo, general cultural and national elements are inextricably intertwined. Euphemism is historically and culturally inseparable from taboo; the dynamics of the evolution of the euphemistic

vocabulary largely reflects changes in the value attitudes of representatives of this linguistic community.

1. Euphemism is mirror of the language and culture. Because euphemism is a linguistic phenomenon closely related to culture, tradition, mentality and social community.

2. Euphemism and culture are closely related in English and Uzbek language. Because, as mentioned above, each person's speech is based on the culture of his language. Therefore, in order to avoid negative situations in their speech, people also use positive words and word expressions following a cultural approach. This express how rich a person's cognitive picture of the world.

3. Through the contrastive analysis of English and Uzbek euphemism, we can see that they belong two part of the culture-western and eastern culture. For this reason, we can see some differences in the euphemism which used in family members.

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ANALYSIS OF FOREGROUNDING AND ITS TYPES IN “SHOOTING AN ELEPHANT” BY GEORGE ORWELL

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Annotatsiya. Ushbu maqola foregrounding va uning turlari tahliliga bag'ishlangan. Tadqiqotchi badiiy asarlarda foregrounding turlarini Jeorj Orvellning “Filning otilishi” nomli qisqa hikoyasini tahlil qilish orqali ko'rsatib beradi.

Kalit so'zlar: foregrounding, stilistik vositalarning konvergentsiyasi, birlashma, kutilmagan voqealar rivoji.

Аннотация. Данная статья посвящена анализу выдвигения и его основных видов. Исследователь пытается обозначить типы выдвигения в литературных произведениях, анализируя рассказ Джорджа Оруэлла «Стрельба в слона».

Ключевые слова: выдвигения, конвергенция, сцепление, обманутое ожидание.

Abstract. This paper is dedicated to the analysis of foregrounding and its main types. The researcher tries to indicate the types of foregrounding in literary works by analyzing the short story of George Orwell “Shooting an elephant”.

Key words: foregrounding, convergence of stylistic devices, coupling, defeated expectancy.

Introduction. Cognitive linguistics is developing day by day as a separate branch of Modern Linguistics. There are a lot of notions and concepts of Cognitive linguistics that are investigating and must be studied further. One of the problems of Cognitive and Text linguistics is foregrounding. Foregrounding is highlighting some parts of the text that the writer considers crucial for attracting the readers' attention on that exact part of the passage.[6] The theory of foregrounding is originated from the art sciences, as in art of painting the artists call the most prominent part of the painting as a foreground. Further, this term is introduced to the linguistics by the members of Prague School of linguistics.

George Orwell in his short story “Shooting an elephant” utilized different types of foregrounding to attract the readers’ attention to some parts of the story. In this work, the investigator tries to find these foregrounded parts of the text.

Materials and methods. The material of the research is the short story “Shooting an elephant” by George Orwell. The usage of foregrounding and its function in literary texts are studied by analyzing this short story. “Shooting an Elephant” presents an account of George Orwell’s life in Burma where he was posted as a sub divisional police officer of the British Imperial Police Force. The environment of Burma had an impact on Orwell and his works. It remained an important influence throughout his literary career. The author of the story utilized almost all four types of foregrounding in his autobiographical story.

The literature analysis method is the main method used in this investigation. The short story was analyzed with the help of literature analysis method and foregrounded parts of the story are identified.[10] The functions of each type of foregrounding in this story are clarified by comparing them with theory and comparison method is utilized, here. These two methods of investigation give a chance to find out and analyze foregrounded information in the story taken as a material of investigation.

Analysis and results. The story is analyzed by the types of foregrounding. The first and most popular type of foregrounding is convergence of stylistic devices. The following part of the story can be an example for this type of foregrounding:

“I marched down the hill, looking and feeling a fool, with the rifle over my shoulder and an ever-growing army of people jostling at my heels.”

In this passage of the story the convergence of hyperbola and metaphor is used to foreground the text. Here, the deep path of the huge elephants’ throat is described artistically with a vivid metaphor “caverns of pale pink throat”. Moreover, another stylistic device hyperbola is also utilized here to make the text stronger. [5]The author has a willing to show how many people were there followed him with the expression “an ever-growing army”. He compares the crowd of the people with army that has so many soldiers.

“I looked at the sea of yellow faces above the garish clothes-faces all happy and excited over this bit of fun, all certain that the elephant was going to be shot. They were watching me as they would watch a conjurer about to perform a trick.”

Here, two more stylistic devices came in one place. They are metonymy and repetition. The expressions “yellow faces” and “the garish clothes-faces” express the crowd of the people. The whole is expressed by the help of part. Instead of saying the people with yellow faces, the author utilized only “yellow faces” and it is metonymy. Furthermore, another stylistic device here is repetition. The word all is used twice in one sentence parallel.[7] These usage of linguistic expressions serve to highlight certain parts of the text. For instance, above given both examples are foregrounding the information that there were too many people gazing at the policeman, but the policeman had dubious feeling.

“I was only an absurd puppet pushed to and fro by the will of those yellow faces behind. I perceived in this moment that when the white man turns tyrant it is his own freedom that he destroys. He becomes a sort of hollow, posing dummy, the conventionalized figure of a sahib. For it is the condition of his rule that he shall spend

his life in trying to impress the “natives,” and so in every crisis he has got to do what the “natives” expect of him. He wears a mask, and his face grows to fit it.”

This passage of the story is one more example to the convergence of stylistic devices, as a type of foregrounding. Here, it can be seen one more time the expression “**yellow faces**” and this word in the whole text repeated several times. Moreover, the author resembles himself to the “**absurd puppet**” and this is an example for metaphor. The police officer feels himself as a puppet whom can be played by governing what to do. The third stylistic device used in this part is metonymy. [4] The people of the town are called as “**natives**”. These three types of stylistically marked units function to create the most important part of the story where the reader should pay more attention in understanding the feelings of the author. In addition, these devices serve as a means of emotiveness in the story.

“It is a serious matter to shoot a working elephant — it is comparable to destroying a huge and costly piece of machinery — and obviously one ought not to do it if it can possibly be avoided. And at that distance, peacefully eating, the elephant looked no more dangerous than a cow.”

The author compares the shooting an elephant to destroying a huge and costly machine. It expresses the size of the elephant as well as what costs to kill the elephant. Killing an elephant means destroying the essential and powerful machine in the life. The stylistic device here is simile.

The story does not contain only the convergence as a type of foregrounding, but also other types, too. According to Arnold, next type of foregrounding is coupling. [9] In other words, using repetitions, parallelisms as Douthwaite claims, and the words referring to one the same word family groups. While analyzing “Shooting an elephant” the following examples of coupling are found.

“There was a loud, scandalized cry of “Go away, child! Go away this instant!”

Here, as it is seen, the phrase “go away” is utilized twice repeatedly in order to make an emotive sense and strengthen the effect of the text.

*“I had **never shot** an elephant and **never wanted** to”.*

This is one more example for repetition in coupling. The repeated use of the word “never” shows the strong feelings of the narrator. He expresses his feeling that he has no willing to kill the animal, but he had no chance. He shot the elephant undesirably.

Repetition of the same idea through various sentences emphasizes the position of the narrator. Orwell uses the sentences “*I had no intention of shooting the elephant*”, “*I ought not to shoot him*”, “*I did not in the least want to shoot him*” and “*But I did not want to shoot the elephant*” to emphasize his intention not to harm the animal and to justify his action in the context of his guilt. This repetition also makes the essay more coherent.[2]

The story is written as a narration of the life of the author. George Orwell narrates his life working as a police officer as an autobiography in this story. Some specific phrases explain the views of the author as a narrator of the story. To justify this opinion, next example will be the best consequence.

Some local words found their way into the writings of Orwell, which seems very natural for a British officer working in a foreign land. Local words like “coolie” (porter), “mahout” (a person who works with, rides and cares for an elephant), “dahs”

(a short heavy sword), “Coringhee coolie” (a porter from the town of Choringa in India) are found in the essay. A few Hindi words such as “sahib” (the master), “raj” (king) and “bazaar” (market) also appear in the text.

All these above given examples serve as a means of defeated expectancy to attract the readers’ attention. Because, these words and phrases are rarely used in every day speech, some of them is not familiar to the readers. For this reason, while reading the story the readers pay more attention to those words unconsciously. Even they can search their meaning from the dictionaries.[7]

Moreover, the reader does not expect that the police officer shoots the elephant because, all the way toward to the place where an elephant is, he states that he has no willing to shoot the elephant, he got the rifle only for self-defense. But, unexpectedly, when he arrived the direction, the roar of glee is heard and it means that the elephant is killed. In this part of the story the defeated expectancy is seen as foregrounding, as the author wants to attract the readers’ attention to the fact that the elephant was shot and no longer alive.

“When I pulled the trigger I did not hear the bang or feel the kick — one never does when a shot goes home — but I heard the devilish roar of glee that went up from the crowd. In that instant, in too short a time, one would have thought, even for the bullet to get there, a mysterious, terrible change had come over the elephant. He neither stirred nor fell, but every line of his body had altered.”

In the mind of the reader while reading the story from the beginning appears the stereotype that this white police officer cannot kill the elephant, as he is so mild and kind. It is expected that the elephant will caught and sent to his owner safely. No one think, that at the end of the story the elephant will be dead, and the person who shoots will be police officer.[1]

Conclusion. To conclude, all theories beyond this topic and the types of foregrounding learnt by looking through the given examples. Foregrounding is the process of strengthening the power of some parts or sentences in the work in order to make them visible to the readers. There are several functions of utilizing foregrounding as attracting the readers’ attention; establishing hierarchy of the work and data on it; activating knowledge structure on the readers and so on.[8]

As all writers use foregrounding as a mean of attracting the readers’ attention and highlighting the most prominent part of the text, the analyzed short story “Shooting an elephant” by George Orwell contains huge number of foregrounding. Almost all types of foregrounding are seen in the story. The most used type of foregrounding in that story is convergence of stylistic devices as the author utilized so many stylistic devices through the story and coupling.

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THE ROLE AND IMPORTANCE OF ABDULLAH QAHHAR'S WORK IN UZBEK LITERATURE AND COMPARATIVE LITERATURE

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Аннотация: В статье представлена информация о творчестве Абдуллы Каххора, представителях узбекской литературы, а также о роли творчества Абдуллы Каххора в сравнительной литературе. Жанры, использованные в творчестве Абдуллы Каххора, и их значение в литературе широко проанализированы. Он также предоставляет информацию о появлении сравнительной литературы и известных деятелях, которые способствовали ее развитию.

Ключевые слова: сравнительная литература, жанр рассказа, сатира, юмор, рассказ, литературные деятели, историческая литература.

Abstract - The article provides information about the work of Abdullah Qahhor, representatives of Uzbek literature, and the role of Abdullah Qahhor's work in

comparative literature. The genres used in Abdullah Qahhor's work and their importance in literature have been widely analyzed. It also provides information on the emergence of comparative literature and the famous figures who contributed to its development.

Key words: comparative literature, story genre, satire, humor, short story, literary figures, historical literature.

Annotatsiya – maqolada Abdulla Qahhor ijodi, o'zbek adabiyoti namoyondalari, va Abdulla Qahhor ijodining qiyosiy adabiyotshunoslikda tutgan o'rni haqida ma'lumotlar keltirilgan. Abdulla Qahhor ijodida foydalanilgan janrlar, adabiyotshunoslikdagi ahamiyati keng tahlil qilingan. Bundan tashqari qiyosiy adabiyotshunoslikning paydo bo'lishi, va uning rivojlanishiga o'z hissasini qo'shgan mashhur namoyondalar haqida ma'lumotlar berilgan.

Kalit so'zlar: qiyosiy adabiyotshunoslik, hikoya janri, satira, yumor, kichik hikoya, adabiyotshunoslik namoyondalari, tarixiy adabiyotshunoslik.

Abstract - The article provides information about the work of Abdullah Qahhor, representatives of Uzbek literature, and the role of Abdullah Qahhor's work in comparative literature. The genres used in Abdullah Qahhor's work and their importance in literature have been widely analyzed. It also provides information on the emergence of comparative literature and the famous figures who contributed to its development.

Key words: comparative literature, story genre, satire, humor, short story, literary figures, historical literature.

Introduction. Comparative-historical literature is one of the schools of literature that emerged in Europe in the second half of the 19th century under the influence of positivism; a section on the history of literature that studies international literary relations and relations, and the similarities and differences between literary and artistic events in different countries. Representatives of comparative-historical literature focus on identifying similarities between literary currents, national literatures, and individual works, images, and plots, and see plot migration as a factor in literary development. It should be noted that the similarity of literary events is based, on the one hand, on the similarities in the social and cultural development of peoples, and, on the other hand, on the cultural and literary relations between them; accordingly, the typological similarities of the literary process and the "literary connections and influences" differ. Normally, they interact, but this does not mean that they merge.

Literature review. Although the first signs of comparative-historical literature appeared in the works of German scholars I.G. Gerder, J. Benfey, English scholar J. Denlon and Russian scholar F.I. Buslayev, its basic principles were described in detail in the works of European H.M. Poznett and Russian A.N. Veselovsky. Comparativists, that is, comparative-historical literature. Representatives have made a significant contribution to the collection of information on the artistic development of mankind and to the identification of some similarities and connections between the literature and folklore of different countries. However, they often studied artistic events without the struggle of opposing factions, and did not pay enough attention to the social content of the works, focusing on formal elements such as plot, image, motif, and tropes, as well as their "assimilation." This leads to a certain degree of schematism and subjectivism,

a denial of the originality of national literature, and an exaggeration of the role of "assimilation" plots [1]. Among the Russian literary critics of the 20th century were N.I. Konrad, V.M. Zhirmunsky, V.Y. Propp, Unlike Western European and American comparativists, Neupokoyeva et al., in their comparative study of literature and folklore, interpret similarities not only as simple transitions of plot or motives, but also as typological phenomena. In the works of Uzbek scholars F.Sulaymonova, B.Sarimsakov, K.Imamov, H.Homidiy, M.Jorayev and others there are elements of comparative-historical literature.

Analysis. Abdullah Qahhor is the great master of the little story. It should be noted that before Abdullah Qahhor, both during and after his work, many writers in the genre of short stories have written and are still writing in this genre. But none of them came down to him. Abdullah Qahhor has no equal in Uzbek literature among the writers who have created works in the short story genre. Our modern writers have a lot to learn from his school of skill.

In short stories, the complexities of the human psyche are revealed in subtle images. An important feature of the author's stories is that while they accurately depict the inner state of a person, his mental state is connected with the content of the work [2].

In his short stories, Abdullah Qahhor showed a new side of his talent as a satirist and humorist. He was quick to grasp the funny aspects of life. Many of his works say so. He opposes the evils of society with his ideals, the breath of the times, the signs of perfection in human nature. By absorbing laughter and ridicule into the content of his works, the essence of the characters, he clearly shows his great power in society, his positive character.

Another factor that led Abdullah Qahhor to great success in short storytelling was his study of classical writers, especially Russian literature, in particular A.P. Chekhov. "The work of a great artist," said the author, "has been a great school for me to improve my artistic skills." During the discussion of the Decade of Uzbek Literature and Art in Moscow in 1959, Russian writers said: "Uzbekistan has a great literature. He has risen to such a level that we need to learn from some of his representatives, such as A. Qahhor [3]. "32 When we look at the short stories of Abdullah Qahhor, as the author himself points out, we see in them the great influence of Russian literature, in particular, A.P. Chekhov. Their brevity, the intensity of the theme and the content, the reflection of the Czech style in the use of new, multi-layered tasks of artistic means. It is known from Chekhov's stories that in his works he tries to shed light on social injustices and social problems. In this regard, A. Qahhor continues the Chekhov tradition in his stories. In many of his stories we find similarities to Chekhov's stories. In particular, A. Qahhor's story "Nationalists" is very similar to Chekhov's "Chameleon" in terms of theme, structure and style of writing. Both stories are written in a humorous style and use dialogue to express events [4].

The events in "Chameleon" are based on the speech of an official named Ochumelov, who shows how lazy he is to a higher official. During the story, a passenger is bitten by a dog, and the whole thing is about punishing that dog. When Ochumelov tries to punish the dog severely, someone tells him that the dog belongs to the general, and he immediately changes his mind and praises the dog, just as a

chameleon changes its color. The whole debate in the story goes on about this, and Ochumelov continues to change his mind depending on whether the dog is a general or not. In this way, Chekhov skillfully showed in his story how much Russian officials were begging at the time [5].

In A. Qahhor's story "Nationalists", the events are somewhat similar to the events of the above story, except that he portrays the poet Tawhid and the editor Mirza Bahrom as the protagonists of the story. As they cross the street, a rich man's dog tries to throw himself at them, and they argue that the dog's nickname is "Lion" or "Four Eyes." In this way, they try to prove to each other how close they are to the rich man and how often they come to his house. Here, too, the writer criticizes and laughs at poets and editors who want to sacrifice themselves for the benefit of the nation. Even the dog gets tired of their barking and enters the house. A. Qahhor was also able to skillfully illustrate how lazy the people of that time were to officials, rich people, and even how ready they were to fall at the feet of their dogs [6].

Probably, the reason for the similarity of these two stories is the similarity of the system and social environment in which they lived, because even at the time of Abdullah Qahhor's creation, Uzbekistan was one of the dependent states of the Soviet Union. That is why Uzbek writers have learned a lot from Russian writers, and they have been very influential. Matyokub Kushjanov commented on the similarities between the two stories of Chekhov and A. Qahhor in his article "Abdullah Qahhor's Skills" in his book "Dialogues to Chekhov on the events of Qahhor". Here are some of his thoughts [7]:

"In the history of literature, it is possible to find many works of events and characters only through dialogues. Indeed, some of A. P. Chekhov's stories begin with dialogue, evolve with dialogue, and in this way reach a certain end. His story "Chameleon" is proof of our point. There is no independent story in this story that focuses on the writer and captures the reader's own development. Both the story and the meaning, as well as the image of the characters, are entrusted to the dialogue - it is difficult to even call it a full-fledged dialogue - or rather, the speech of one person - Ochumelov" [8].

"At the same time, the typical chameleon qualities of the officials of the period that Chekhov is trying to describe have been revealed, and there is no need to add anything to it and prolong the story," he said. Abdullah Qadiri once said of these characteristics of the Chameleon: "These dialogues do not need any comment from the author. These dialogues both move the story and characterize the protagonist, Ochumelov" [9].

We can also see from the comments of our great writers that Chekhov and A. Qahhor wrote their stories in a rhythmic way only through dialogues, and were able to convey the meaning they wanted to convey to the readers in a concise and excellent way. They also used satire in their stories, exposing the injustices in society, the chaos in the social environment and the political system, and trying to make fun of them. Applying satire to the story was the easiest way to get them where they wanted to go [10].

Matyokub Kushjanov, in the above-mentioned article of his work entitled "The Humorous Attack of Feelings of Anger", made the following comments about satire:

Speaking of satire, V.G. Belinsky wrote: "Satire is not a mockery of shortcomings, weaknesses and faults of people, but an attack of anger, energy, the thunder and lightning of anger born of the noble ideal demand" [11].

Conclusion. Belinsky made this point in the 1940s. This was at a time when Russian literature was taking its first steps to the peak of development. The further development and perfection of Russian literature proved how true the ideas of the great critic were. Indeed, the world-famous great satirists: N.V. Gogol, Saltikov-Shchedrin, A. Ostrovskiy, A.P. Chekhov's laughter was not a laugh at certain individuals, but a bitter and venomous laugh at the social system that had bound man to darkness, at the regimes that hindered the progress of life".

Thus, Abdullah Qahhor further develops the genre of short stories with his works, remaining true to the traditions of realism, expressing the pain of the people in his stories and pursuing its interests. That's why the reader who reads his stories is very impressed.

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DICTIONARY STRUCTURE THEORY AND STAGES OF DEVELOPMENT

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Annotatsiya – Maqolada lug'atlarni tuzish nazariyasi va amaliyoti, dastlabki lug'atlar til haqidagi bilimlar tizimli xarakterga ega bo'lganligi, til faniga aylanishidan oldin ham tuzilganligi, lug'atshunosning vazifasi, umumiy foydalanishdagi barcha so'zlarga "to'g'ri" ma'no, imlo va stressni berish orqali tilni tuzatish va ushbu so'zlarni lug'atga kiritish bo'lanligi, chunki barcha foydali narsalar qabul qilinishi kerakligi haqida ma'lumotlar berilgan.

Kalit so'zlar: lug'atlarni tuzish nazariyasi va amaliyoti, lug'atshunos, imlo, ensiklopedik va filologik lug'at.

Аннотация - Теория и практика составления словарей в статье, тот факт, что исходные словари были систематизированы в своем знании языка, была создана еще до того, как это стало лингвистикой, задача лексикографа, «правильного» ко всем общеупотребительным словам. сказано, что есть необходимость исправить язык, придавая смысл, написание и ударение, и добавить эти слова в словарь, поскольку все полезные вещи должны быть приняты.

Ключевые слова: теория и практика составления словарей, лексикограф, орфография, энциклопедический и филологический словарь.

Abstract - The theory and practice of compiling dictionaries in the article, the fact that the original dictionaries were systematic in their knowledge of the language, was created even before it became a linguistics, the task of the lexicographer, "correct" to all common words it is given that there is a need to correct the language by giving meaning, spelling, and stress, and to add these words to the dictionary, for all useful things must be accepted.

Key words: theory and practice of compiling dictionaries, lexicographer, spelling, encyclopedic and philological dictionary.

Introduction. The modern lexicographer sees his role in describing vocabulary and its use. The lexicographer knows that his task is to record the language he observes, that constant change is a feature of any living organism, and that the living language, in particular, incorporates forms that arise as a result of misconceptions and

associations. There are two types of dictionaries: encyclopedic and philological (linguistic). The first explains the facts (objects, events), provides information about various events: the Great Soviet Encyclopedia, Literary Encyclopedia, Children's Encyclopedia, political dictionary, philosophical dictionary. Second, the words are explained, their meanings are explained. Linguistic dictionaries, in turn, are divided into two types: bilingual (less multilingual), i.e. the translations we use when reading a foreign language, when working with a text in a foreign language (Russian-English dictionary) (Polish-Russian dictionary, etc.) and monolingual. (Applied lexicography performs important functions for social learning, provides language learning, language description and normalization, interlingual communication, scientific study of language. Lexicography acceptable and representative of all knowledge of the language.

Literature review. Explanatory Dictionary. The most important type of monolingual dictionary is the annotated dictionary, which includes these words with an explanation of their meanings, grammatical and methodological features. A valuable lexicographic manual was published in 1863-1866. V. I. Dal's four-volume "Explanatory Dictionary of the Living Great Russian Language" (8th edition - 1981-1982). Based on folk speech, including general, dialectal, biblical vocabulary, Dal sought to reflect all the lexical richness of the Russian language (200,000 words and 30,000 proverbs and sayings). The weakness of Dal's work is his desire to prove the uselessness of many words derived from a foreign language, his attempt to include non-existent words as his peers, and his tendency to explain the meaning of many socio-political words was. The most important role in the history of lexicography was played by the four-volume "Explanatory Dictionary of the Russian language" edited by D. N. Ushakov, published in the Soviet period 1934-1940. The dictionary, which consists of 85,289 words, solves many questions on the normalization of the Russian language, the use of words, the formation and simplification of pronunciation. The dictionary is based on the vocabulary of works of art, journalism, scientific literature. On the basis of a dictionary edited by D. N. Ushakov, in 1949 S. I. Ozhegov created a one-volume dictionary of the Russian language containing more than 52,000 words. The dictionary has been reprinted several times, starting from the 9th edition under the editorship of N. Y. Shvedova. In 1989, the 21st edition of the dictionary was published, supplemented and revised (70,000 words).

Analysis. Phraseological dictionaries. The desire to collect and systematize phraseological units in the Russian language was reflected in the publication of a number of phraseological collections. The most complete (more than 4,000 phraseological units) is the "Phraseological Dictionary of the Russian Language" (4th edition - in 1986), published in 1967 under the editorship of A. I. Molotkov. Phraseologisms are given with possible variants of the components, meaning interpretation is given, forms of use in speech are indicated. Each meaning is illustrated with quotations from fiction and nonfiction. Etymological information is given in a number of cases. The most complete collection of these materials is the collection "Proverbs of the Russian People" (reprinted in 1957 and 1984) by V. I. Dal in 1862.

Dictionaries of synonyms, antonyms, homonyms, paronyms and new words. The first Russian dictionaries of synonyms were D.I. Fonvizin's (1783) "Experience of

Russian States" containing 32 synonymous lines and P.F. Kalaidovich's (1818) "Experience of Russian Dictionary of Synonyms" containing 77 synonymous lines. In 1971, L. A. Vvedenskaya's first "Dictionary of Russian Antonyms" was published, which contains more than a thousand pairs of words (2nd edition, revised - in 1982) [1].

The "Dictionary of Russian Antonyms" was published in 1972 by N.P. Kolesnikov, edited by N.M. Shansky and consists of 1300 pairs of antonyms. In 1978, M. R. Lvov's "Dictionary of Russian Antonyms", edited by L. A. Novikov, was published, which contains about 2,000 antonymic pairs (4th edition, completed, - 1988). In 1981, the same author published the "Dictionary of School Russian Antonyms", which contains more than 500 dictionary entries. Akhmanova's "Dictionary of Russian homonyms" was published in our country (3rd edition - 1986). It provides a list of homonymous pairs in alphabetical order (groups of less than three or four words), grammatical information and stylistic notes, certificates of origin, if necessary. In 1976, N.P. Kolesnikov's "Dictionary of Russian homonyms" was published under the editorship of N.M. Shansky (the second revised edition in 1978, containing more than 3,500 cells) [2].

Colloquial dictionaries (lexical), grammatical dictionaries, and correctness dictionaries (difficulty). In 1978, N.P. Kolesnikov's non-decreasing dictionary containing about 1,800 non-decreasing names and other fixed words. A dictionary was published. In 1981, D. E. Rosenthal's dictionary-reference "Management in the Russian language" was published, which contains more than 2,100 entries (2nd edition - 1986). A "Dictionary of Grammar and Spelling" (1976) by A. V. Tekuchev and B. T. Panov was published specifically for school needs. The 2nd edition (revised and enlarged) under the title "School Grammar and Spelling Dictionary" was published in 1985. Several editions (6th edition - 1987) were published by D.E. Rosenthal and "Dictionary of Russian language difficulties". M.A. Telenkova contains about 30 thousand words related to normative and variable spelling, pronunciation, word usage, form formation, grammatical compatibility, methodological features [3].

Historical and etymological dictionaries. The main historical dictionary of the Russian language is Sreznevsky II (1890-1912), which contains many words and about 120 thousand copies from the monuments of Russian writing of the XI-XIV centuries. "Three-volume materials for the Old Russian Dictionary" created on the basis of written monuments. (last, reprinted, published in 1989). Currently, the "Dictionary of the Russian language of XI-XVII centuries" is being published. Issue 14 was issued in 1988 (before Persona). Beginning in 1984, the Dictionary of the 18th Century Russian began to be published. Edited by Y.S. Sorokin. To date, 5 issues have been prepared (1984, 1985, 1987, 1988 and 1989) [4].

Discussion. Derivatives, dialectal, frequency and inverse dictionaries. Two editions (1961 and 1964) include Z.A. Potikhi's "Dictionary of school word formation" (2nd edition edited by S. \ u200b \ u200bG. Barkhudarov). Containing 25,000 words. A variant of this type of dictionary is the reference of service morphemes of the same author "How words are made in Russian" (1974). He also compiled a textbook for students "School dictionary of word structure in Russian" (1987) [5]. In 1978, "Dictionary of school vocabulary of the Russian language" was published by A.N.

Tikhonov. The words in it are placed in nests, preceded by the original (non-derivative) words of the various parts of speech. The words in the hive are arranged in the order determined by the step-by-step nature of Russian word formation (approximately 26,000 words). In 1985, the same author compiled the most complete two-volume (approximately 145,000 words) "Dictionary of Word Formation." In 1986, "Dictionary of Russian Morphemes" by A. I. Kuznetsova and T. F. Efremova (about 52 thousand words) [6]. The first dialectal (regional) dictionaries of the Russian language began to be published in the mid-19th century. These are the "Regional Great Russian Dictionary Experience," which contains 18,011 words (1852), and "In addition to the experience of the great Russian dictionary of the region," 22,895 words (1858). Much work is being done to compile a "multi-volume dictionary of Russian folk dialects" containing about 150,000 unknown folk words in modern literary language (from 1965 to 1987 23 number of publications - to Ossetia) [7].

Spelling and orthoepic dictionaries. The first spelling dictionary was attached to the "Russian Spelling" by Y.K. Grot and was a "Reference Index" (1885) containing about 3,000 words. The main textbook is the academic "Russian Spelling Dictionary" edited by S. G. Barkhudarov, I. F. Protchenko, and L. I. Skvortsova (1st edition, edited by S. I. Ozhegov and A. B. Shapiro, containing 106,000 words, published in 1956. This year by simplifying the Russian spelling). The last 29th edition (1991) using electronic computers was revised and supplemented, and among the first editions of the orthoepic dictionary we have the pamphlet-dictionary "Helping the announcer" published in 1951 by K.I. Bylinsky [8]. Based on it, a "Dictionary of Stresses for Radio and Television Employees" was created (1960; compilers - F. L. Ageenko and M. V. Zarva). The last, 6th edition, containing nearly 75,000 words, was published in 1985 under the editorship of D.E. Rosenthal. In addition to common names in the dictionary, specific names (personal names and surnames, geographical names, names of media outlets, literary and musical works, etc.) are widely used. In 1955, the reference dictionary "Russian literary pronunciation and stress" R. Edited by I. Avanesov and S. I. Ozhegov, containing about 50,000 words, the second edition (1959) included about 52,000 words. "Pronunciation and stress information" is attached to the dictionary. In 1983, the "Orthoepic Dictionary of the Russian Language. Pronunciation, stress, grammatical forms" was published, edited by S.N. Borunova, V.L. Vorontsova, N.A. Eskova, R.I. Avanesov (5th edition - 1989). There are two additions to the dictionary: "Information on pronunciation and stress" and "Information on grammatical forms". The dictionary contains detailed systems of normative instructions, as well as prohibition labels [9].

Onomastic dictionaries (dictionaries of proper names). In 1966, N. A. Petrovsky's "Dictionary of Personal Names" was published, which contains about 2600 male and female names (3rd edition, 1984) - anthroponymic dictionary. In 1966, V.A. Nikonov's "Short toponymic dictionary" was published, which contains about 4,000 names of the largest geographical objects in the USSR and abroad. The dictionary gives the origin and history of toponyms. A specific combination of toponymic and word-formation dictionaries are the following publications: 1) Dictionary of names of residents of the RSFSR, containing about 6 thousand titles, edited by A.M. Babkin (1964), 2) about 10 thousand titles Dictionary of names of USSR residents, including titles, edited by A.M. Babkin and E.A. Levashov (1975) [10].

Dictionaries of Foreign Words. The first dictionary of foreign words was the handwritten "New Dictionary Vocabulary in Alphabetical Order" compiled in the early 18th century. All in the eighteenth and nineteenth centuries. published a number of dictionaries of foreign words and related terminological dictionaries. The most complete today is the "Dictionary of Foreign Words" edited by I.V. Lexin, F.N. Petrov (1941, 18th edition – 1989) and others. The dictionary gives a brief explanation of words and terms of foreign origin that occur in different styles, the origin of the word and, if necessary, ways of borrowing[11].

Dictionaries of the language of writers and dictionaries of epithets. The largest dictionary of the language of writers is the four-volume "Dictionary of the Pushkin language" (1956-1961, with additions to it), containing more than 21 thousand words. "New Materials for A. Pushkin's Dictionary" - 1982). Dictionaries of one work "Dictionary-reference" Bed of Igor's regiment "compiled by V. L. Vinogradova (No. 1, 1965, No. 6 - 1984);" Dictionary of M. Gorky's autobiographical trilogy "(compiled by AV Fedorov) and OI Fonyakova, 1974, 1986). The last dictionary contains specific names (personal names, geographical names, titles of literary works). The complete dictionary is "Dictionary of epithets of Russian literary language" by K.S. Gorbachyovich and E. P. Khablo (1979) The dictionary includes various epithets (common language, folk poetry, individual authorship) and there are terminological definitions[12].

Dictionaries of abbreviations and dictionaries of linguistic terms. The most complete dictionary of abbreviations in Russian, published in 4 editions. The second, edited by D. I. Alekseev (1984), contains about 17,700 abbreviations (abbreviations) of various types. As a guide for teachers, three editions of the School Glossary of Linguistic Terms have been published by D. E. Rosenthal and M. A. Telenkova (last, 1985, containing nearly 2,000 terms)[13].

Conclusion. Early dictionaries were systematic in their knowledge of language and were compiled even before it became a science of language. Thus, early lexicographers were not very many scholars, but assumptions and intuitions based on little information in the formation of definitions and the development of etymologies. Their installation was legal because a judgment had to be made once for each fact of use: such use was right or wrong.

The task of the lexicographer was to correct the language by giving all words in common use a "correct" meaning, spelling, and stress, and to include these words in the dictionary, for all useful things must be accepted. Even the most prominent of the ancient English lexicographers, Dr. Samuel Johnson, suggested "fixing" the English spelling (thereby correcting and approving it) and associating the following words with the following: shift "sheepskin", fun "fun", coaks "placenta" (words "low" or "obscene"), vibration "wiggle" ("low wild word"); risk "risk" ("unusual"). In the preface to the dictionary, Johnson states: "... every language has its own obscenities and absurdities, which must be corrected or assigned by a lexicographer" ().

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ISSUES OF APPLICATION OF BASIC PRINCIPLES OF COMPARATIVE LITERATURE IN THE STORY GENRE

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Annotatsiya – Maqolada hikoyaning janriy xususiyatlari, uning shakllanish va taraqqiyot bosqichlari borasida uch adabiyot: o'zbek, rus va ingliz adabiyotini qiyoslash yo'li bilan fikr yuritishga harakat qilingan. Izlanish jarayonida ularning o'xshash, farqli jihatlarini aniqlash, uch adabiyotning bir-biri bilan munosabati, aloqasi va adabiy ta'siri masalalarini izohlash, talqin etish yo'lidan borilgan. Hikoyaning janriy xususiyatlarini, ilmiy-nazariy mohiyatini yoritishda ham yozuvchilar, ham adabiyotshunoslar nuqtai nazarini o'rganishga va ularni solishtirish orqali yakuniy xulosalar chiqarishga imkon darajasida harakat qilingan.

Kalit so'zlar: qiyosiy adabiyotshunoslik, hikoyaning xususiyatlari, janrlar, adabiyot, millatlararo adabiy aloqalar, tasviriy-ifodaviy vositalar.

Abstract – The article tries to think about the genre features of the story, its stages of formation and development by comparing three literatures: Uzbek, Russian and English. In the process of research, their similarities and differences have been identified, and the issues of the relationship, connection and literary influence of the three literatures have been interpreted. In order to shed light on the genre features of the story, the scientific and theoretical essence of the story, both writers and literary critics tried to study the point of view and draw final conclusions by comparing them.

Key words: comparative literature, features of the story, genres, literature, interethnic literary relations, figurative means.

Аннотация – В статье делается попытка осмыслить жанровые особенности рассказа, этапы его становления и развития на основе сравнения трех литератур: узбекской, русской и английской. В процессе исследования были выявлены их сходства и различия, а также интерпретированы вопросы взаимосвязи, связи и литературного влияния трех литератур. Чтобы пролить свет на жанровые особенности рассказа, научную и теоретическую сущность рассказа, и писатели, и литературоведы пытались изучить точку зрения и сделать окончательные выводы, сравнив их.

Ключевые слова: сравнительное литературоведение, особенности рассказа, жанры, литература, межнациональные литературные отношения, образные средства.

Introduction. Comparative literature is one of the main branches of literature, which deals with the study and comparison of two or more national or world literatures. Identifies their similarities and differences, interactions and interactions. The term "comparative literature" is derived from the French "literature comparee" and the

German "Die vergleichende literaturwissenschaft". ("Literature comparison"). According to K. Pishua and V. Zhirmunsky, the German concept in particular reflects the essence more clearly. Because it focuses on the science of comparison. The object of comparison, that is, the type of literature, can be more than one.

Literature review. Comparative literature began to develop as an independent science in the second half of the 19th century. The object of comparative literature is several comparative literatures, and the subject is inter-ethnic literary relations. Many Western as well as Russian scholars have contributed to the development of comparative literature. F. Baldansperje, P. Azar, P. Van Tigem, R. Wellek, A. Veselovsky, V. Zhirmunsky, N. Konrad, and many other scientists are among them [1].

Initially, the literature was compared textually. That is, the texts of the works were considered comparable only if they corresponded to each other from different criteria. Soon, the American scientist R. Wellek (1903-1995) introduced the concept of "typological connections" and thus the comparative literature. an emergency ascent occurred in the study. The scientist expanded the boundaries of the objects of analysis by solving comparisons of literary events that did not have a general connection or genetic connection. In this way, he took comparative literature to a new level [2].

Analysis. Veselovsky (1872-1919) is considered to be the founder of historical poetics, which deals with the study of the structural unity of descriptive means in works of art. Historical poetics is a branch of literary criticism that studies the history of the origin and development of literary genres, works, styles, as well as the author's attitude to the artistic perfection of the content of the work, the protagonist, the reader. Historical poetics as a science appeared in the second half of the 19th century in the books of A. Veselovsky. According to him, the main methods of historical poetics are historical and comparative methods. In addition, the scientist also recommends a typological research method [3].

The scientist believed that in different literatures there is a phenomenon of repetition of the same plots or "mobile plots", the repetition of symbols and emblems. He attributed this situation to the unity of mental processes, as well as the similarity of cultural and historical conditions, the commonality of origins, and interactions. Moreover, according to another well-known literary scholar Zhirmunsky, the main idea of A. Veselovsky is to evaluate the history of the development of literary history as a science. A new stage in the history of literary criticism is defined in connection with its name - the stage of transition to the study of literary and folklore monuments on the basis of the comparative-historical method [4].

Interestingly, Veselovsky paid special attention to the connection of literature with linguistics. He identified integral and unique patterns of speech formation. These include the repetition of adjectives such as "blue" sea, "sleepy" forests, "spotless" fields, and "strong" winds [11].

From a number of adjectives that describe objects, writes A.N. Veselovsky, and like the "blue" waves of the ocean. " Nowadays, we can also note that many literary works, especially translated works, have many similar pictorial expressions. Although stylistically they are quite repetitive.

In the early twentieth century, a school of comparative literature was formed in France. Its purpose is to study the development of literature from the Renaissance,

focusing on inter-ethnic literary relations. It was these connections that were able to overcome the political, ethnic, and linguistic barriers between European literature. Representatives of this school have identified a category of literary influences that affect different literatures. The main directions of this school are described in Paul Van Tigham's books "Comparative Literature" and "Pre-Romanticism" [4].

V.M. Zhirmunsky (1891-1971) is one of the scholars who developed a comparative-historical method of studying world literature. This method helps to identify similar elements in various national literatures over long periods of time.

Zhirmunsky studied German and Turkish folklore and epics, the works of Goethe and Byron, as well as other classics of German and English literature, as well as the history of German-Russian literary relations. The scholar replaced the concept of 'Influence' with the concept of 'Interaction' in France, given that national literatures and world literature contribute to the development of each other [10]. He prefers to talk about literary connections and interactions, rather than assuming that there should be bilateral or reciprocal relationships. In his view, individual biographical evidence cannot be considered an influence, nor can it be a casual acquaintance with a book or a literary fashion. In order for an influence to take place in life, it is necessary to say, "ideological imports. There must be a need for it and there must be proportional principles of development.

Zhirmunsky believes that it is not enough to compare objects and identify similarities and differences between them. However, it is important to pay attention to the historical analysis of these features [5].

According to him, the following three areas of research can be distinguished in comparative literature:

- 1) Historical-typological
- 2) Historical-genetic
- 3) Interactions in cultural and literary relations.

Examples of historical-typological research are observed at different stages of development in different nations. These patterns are very common in works and can be considered examples of literary interactions. They can also be distinguished by the fact that they reflect the national identity of peoples and the specificity of literature. Historical-typological correspondences can be defined in terms of ideas and spiritual content, motives and plots, situations and images, genres and styles [9]. The historical-genetic direction reflects the unity of the compared facts in terms of their common origin. In addition, Zhirmunsky pays special attention to world literature because he believes that world literature is very important for comparative literature. However, he emphasizes the concept of "world literature", which includes only European literature [6].

Discussion. Comparative literature today is divided into two areas:

- 1) Direct and inverse study of the literature (impact-perception-effect), genetic proof (when a unit of reality or event is defined as the unity of origin), as well as synchronous (simultaneous) and diachronic relationships through (at different times);
- 2) A comparative typological study, i.e., identifying the commonalities and differences of different literatures, which are independent of each other and do not

affect each other. It is expressed in "literary" characters and themes in similar genres and styles in common genres [7].

In many cases, typological commonality contributes to the development of connections between literary events. In addition, comparative literature studies the problems of translation and thus helps to understand national and interethnic phenomena in literature.

The main research method in comparative literature is the comparative-historical method. This method, also known as comparativeism, was mobilized to identify common elements of the various national literatures over a long period of time.

For our work, however, the psychological method is also interesting. Because when comparing English, Uzbek and Russian literature, it is important for us to identify common problems in education and freedom of choice [8].

This method is also important in studying the author's psyche, the inner world of the protagonists, the thinking of the protagonists, as well as the peculiarities of the reader's emotional perception.

Conclusion. We have come to the following conclusions on the issue covered in the article:

1. The story is one of the smaller genres of the epic genre, and is a prose work that summarizes important, selected events and happenings in life. It gives a clear, concise statement of purpose. The conclusion is often referred to the student's judgment.

2. In Uzbek literature, we find the first examples of the story in the written monuments of Orkhon-Enasay, narrated by the participants of the event (5th - 7th centuries). Rabguzi's Qissasi Rabguzi (14th century), Navoi's Hayrat ul-abror, Sabba'i Sayyar (15th century), Poshshahoja's Gulzor, Miftoh ul-adl. in his works we also find unique examples of the story.

3. A.P. Chekhov created an important creative school in the storytelling of world literature. This is acknowledged by the representatives of world literature. In particular, the work of A. Qahhor is no exception. Modern storytelling can also be felt and emphasized by Chekhov's creative school.

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CONCEPTUAL ANALYSIS OF LANGUAGE AND CULTURE

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Аннотация. Ушбу мақолада мутафаккир тил ва маданиятнинг ўзаро ижтимоий-фалсафий ва концептуал жиҳатлари ёритилган. Тил маданияти тўғрисидаги фалсафий қарашлар таҳлил қилинган.

Калит сўзлар: Тил, маданият, концептуал, коммуникатив, нутқ, интеллектуал, нутқий мулоқат, интеграция, тил тараққиёти, интернационаллашув, тил тараққиёти, ижтимоий коммуникатив.

Аннотация. В статье рассматриваются социально-философские и концептуальные аспекты языка и культуры мыслителя. Анализируются философские взгляды на языковую культуру.

Ключевые слова: Язык, культура, концептуальное, коммуникативное, речевое, интеллектуальное, вербальное общение, интеграция, языковое

развитие, интернационализация, языковое развитие, социальное коммуникативное.

Annotation: This article discusses the socio-philosophical and conceptual aspects of the language and culture of the thinker. Philosophical views on language culture are analyzed.

Key words: Language, culture, conceptual, communicative, speech, intellectual, verbal communication, integration, language development, internationalization, language development, social communicative.

Introduction: A language is a specific form of manifestation of spiritual culture. Consequently, language serves to communicate, strengthen knowledge, exchange information, and make people understand each other. Speech, which is constructed using all the means of language and their possibilities effectively, is a cultural speech. Speech culture, on the other hand, applies to the communication of that language. The more negative this situation is, the more indifferent it is to its use, the lower the cultural level of speech. Conversely, the higher the attitude, the more cultural the speech.

The attitude of the speaker or writer to the possibilities of language, the states of thought, consciousness, being in the process of his communication, express the interdependence of language and culture. Speech culture contributes to the development of the philosophical content of language, the culture of conscious understanding of language, its rules, the culture of clearly expressive communication.

Literature review: Another task in ensuring the development of spiritual culture today is to maintain the purity of language. Indeed, "the cultural and historical experience of each nation, which preserves its uniqueness, national spirit, character, unity, is passed down from generation to generation through language." [1] In this sense, the preservation of the purity of the national language has an impact on the process of understanding the national identity, its consistency, as well as the development of spiritual culture.

Language is a means of uniting a nation, distinguishing it from other nations, and creating opportunities for learning through the exchange of information. At present, at a time when our country is engaged in a broad dialogue with the peoples and nations of the world, the issue of maintaining the purity of our language is one of the most important, complex and urgent tasks. Indeed, its development has a positive impact on the formation of national pride, which in turn has a positive impact on the development of national spiritual culture.

Language culture has a conceptual character as a social phenomenon. The concept of "language culture" itself reflects, firstly, the dialectical nature of the relationship between the language system and communicative activity, and secondly, the individual features of social and speech activity in the language system. The above-mentioned principles of language culture can also be seen as components of the general characteristics of the individual. In studying the status of the language culture of the speaker, it is taken into account how he follows the socio-cultural rules. In determining these rules, the age, sex, education, social origin, social and economic status of the person are taken into account.

The language has changed and enriched over time. The interdependence of language and culture has allowed the development of people's diverse experiences to

be passed down from generation to generation. As a result, science, culture, technology have developed, that is, human society has developed.

If we consider the interrelation of language and culture as a historical phenomenon, it requires the common cultural features of multilingualism and the linguistic aspects of the problem of universal language. In this regard, J. Steiner said: "Any linguistic act takes place over a period of time. No semantic form occurs outside the time frame. By using any word, we can say that we are awakening its previous history, forcing it to resonate historically as before. Any text comes into being at a particular historical time. Reading the whole text means restoring the content expressed in it, the goals and objectives that determine the authenticity of the speech." [2]

In our view, if the language is viewed only in an abstract synchronous state, and only the internal structural relations of lexical units are taken into account, the original content of speech structures can never be understood. Language and time are interrelated. This provides an opportunity to address the sources of factors that shape the worldviews of people living in different parts of the world.

J. Steiner also studied the traditional culture of the peoples of Europe and put forward a unique idea that scientifically interprets the characteristics of these cultures. In his view, European culture and civilization can be interpreted as a heritage "transcribed" from samples of ancient Mediterranean culture. And all the innovations that emerge in this environment are based on the same classical templates. His views on the impact on cultural development, such as "Perhaps cultural traditions are more firmly entrenched in our syntax and our lives, whether we like it or not, remain a translation of our personal and social past" [3] are noteworthy.

The language belongs to every national culture, preserves it as a stable reality of folk culture in socio-cultural processes, protects it from external assimilation and internal decline. There are as many nations, peoples, peoples, tribes as there are languages on earth. People and language are twin concepts, inseparable, and if they are separated, both lose their identity. Even if a nation joins another nation, its language becomes a dead language.

The emergence of language is associated with "internal" and "external" needs. While the external need is related to the birth of the will to communicate in people, the internal need is to create the conditions for the spiritual and intellectual development of the nation. Indeed, at the present stage of language development, there are various processes such as standardization, modelling, stratification, "intellectualization", globalization, internationalization and democratization, which do not affect the general language system, its speech activity.

The language embraces subjectivity and objectivity in itself. On the one hand, the man accepts language as an inheritance, and on the other hand, he constantly "reshapes" language. In the speech, language is recreated each time. Linguistic traditions, on the other hand, ensure the creative ability of each generation and individual. Both the individual and generation influence the process of linguistic creativity. After all, they introduce innovations into the language, and these innovations are radically different from previous traditions. As a result, there is a two-way relationship of necessity and freedom in language, which, firstly, limits the influence

of linguistic traditions and, secondly, provides the influence of the society in which the language is spoken.

Standardization or standardization is an attempt to standardize spoken and written language styles, to bridge the gap between them. This implies the gradual disappearance of regional dialects as a result of the influence of literary language on dialects and interactions. The beginning of this kind of process leads to the "impoverishment" of the language of fiction, the inability of its grammar and vocabulary to serve as a model and norm, people are more exposed to the language of the press, radio, television, advertising than fiction. The result is the problem of harmonizing the norms of literary language with the language of the media. The main reason for such global phenomena is the integration in the process of labour activity.

This tradition in the development of language is the result of scientific and technological progress, the emergence of new professions, modern means of communication. For example, the phenomenon of lexical stratification associated with the creation of new terms in the vocabulary of all languages of the world, the proliferation of synonymous, homonymous words, the growing role of contextual meaning is becoming more widespread.

The "intellectualization" of language is a large-scale penetration of the features of a common language of communication, a scientific language. In this case, the desire of linguistic communication to clarity, unambiguousness, to save means of expression is observed. One of the reasons for this is the development of science and technology, the deepening changes taking place in society.

Intellectualization is reflected in the lexical, phonological and morphological layers of the language system. For example, in modern German this phenomenon can be seen in the following processes: 1) a large number of specific scientific and technical terms in the dictionary (for example, "Plast" - originally the term belonged to organic chemistry, now it means "artificial fabric".); 2) the lexical units present in the language have a special semantic meaning.

The internationalization of a language is the enrichment of a common language with new words that exist in several languages and are used in the same form and meaning. English plays an important role in the internationalization of languages. New international words are also emerging on the basis of Latin, Greek and other languages. For example, in German: "Autopilot" - autopilot, "Antikriegs film" - anti-war film; Uzbek: "monitoring", "lyceum", "traffic", "gender".

The democratization of language is the convergence of written and spoken language. This phenomenon is reflected in the entry of compounds in spoken language into written speech. Based on the above, the study of the issue of "language culture", which represents the relationship between language and culture, is noted as an urgent problem. Also, as we study the relationship between language and culture in the context of globalization, we must not forget that culture is a multifaceted and multifaceted phenomenon. In turn, language, as a complex device, does not enter into the same relationship with different parts of culture. However, the influence of language on different elements of culture is not decisive.

Man's language culture plays an important role in his spiritual world. It reflects the peculiarities of the historical stage, the system, this or that socio-economic device.

They are reflected in the construction of language in changes in its basic linguistic features, in the perception of stylistic means, in specific forms of communication, as well as in the functions of language in socio-cultural activities. Therefore, the concept of "language culture" has had different meanings in different historical periods.

Language culture is, first of all, the norms of language, its vocabulary, phraseological resources, which are established on the basis of scientific conclusions and the results of social practice, ensuring the accuracy of linguistic thinking. To study the phenomenon of language culture in terms of its development, it is necessary to refer to the following areas of research:

First, spelling, research on the reform of spelling on a scientific basis in order to cleanse the modern system of archaic features;

Second, research into the sound, tone side of speech. These studies cover not only orthoepy but also the role of pronunciation in the implementation of communication.

Third, the problem of language culture also applies to grammar. However, in a grammatical system, language culture takes a different direction. Indeed, the theory of language culture is incapable of independently creating a morphological norm. The norm arises in the language system itself. The influence of language culture on it is indirect;

Fourth, the study of this area within the context of language culture requires special attention to the differences between oral and written speech syntax;

Fifth, the study of language culture in terms of stylistic differences;

Sixth, the study of language culture from a semantic point of view is concerned with the standardization of vocabulary content and the identification of opportunities for the development of a system of terms.

All-natural languages are universal systems of expression. With the help of language, any community standing at different stages of cultural development can meet all types of communicative needs. One of the characteristic features of modern literary languages, for example, is the "internationalization" and "intellectualization" mentioned above. As a result, in all countries, there is a growing focus not only on national self-awareness and the mother tongue, its culture but also on the enrichment of the vocabulary of languages through other languages.

If we look at interlingual relations from the point of view of the theory of linguistic culture, we can cite the following exemplary opinion of academician L.V. Shcherba: If you have the opportunity to express a new concept with your own tools (word formation or compound words), of course, it is better not to fill your vocabulary with foreign elements. However, the boundaries of these two cases are so thin that it can be seen with a special linguistic, literary intuition. However, this intuition is not necessarily mystical, and it is formed as a result of philological education".[4]

Language culture has a common feature as a sociolinguistic phenomenon. Linguistic culture is a conscious and solid mastery of the basic laws and peculiarities of literary language, its social norms (orthoepic, orthographic, lexical, morphological, syntactic means). This can also include functional styles of literary language. The scope of the interaction of language and culture also includes events related to the place of

language in society. At the same time, the literary language, which deals with all dialects, is civilized.

Research methodology: The concept of "language culture" should be studied concerning the culture of the speakers. Because the concept of "language culture" reflects the dialectical relationship of language system and speech activity on the one hand, and social and individual activity through language and speech, on the other hand.

Analysis and results. These aspects of language culture constitute a set of individual personality traits. Therefore, the formation of language culture plays an important role in the process of education and upbringing of the individual. Also, the development of socio-communicative activities on the basis of certain rules, the solution of theoretical and practical issues related to language culture and language policy are one of the important areas of cultural policy.

The conceptual development of language and culture depends on both social and external factors. Social factors include a certain level of development of society, traditions of integration in the economy, internationally, in science and culture. These factors combine with external factors to form a single whole. That is, a complete theory of language culture is created through a scientific understanding of the national language, primarily literary language.

Conclusion: The richness of world culture lies in its diversity. The mirror of culture, its foundation is language. It is hard to imagine the formation and spread of a languageless culture around the world. Language has its own laws, and these laws are different from the laws of thinking. Language is a means of stability and change in society. It serves to strengthen stability and ensure resilience. The unity and essence of language and culture are that languages develop the knowledge of people in society.

Because the general culture of a person is inextricably linked with language. One of the most important achievements in the development of human culture is its language. The mutual conceptual development of language and culture is of great importance in the changes in social life, the influence of national consciousness, socio-cultural factors.

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MODERN PROBLEMS OF TOURISM AND ECONOMICS

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EFFECTIVE USE OF MARKETING STRATEGY IN THE DEVELOPMENT OF ENTERPRISES OF INDUSTRY

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Аннотация. Ушбу мақолада саноат корхоналарини ривожлантиришда маркетинг стратегиясини қўллашнинг назарий усуллари таҳлил қилинди.

Калит сўзлар: саноат, маркетинг стратегияси, корхона, стратегик режа.

Аннотация. В статье проанализированы теоретические методы применения маркетинговых стратегий в развитии промышленных предприятий.

Ключевые слова: промышленность, маркетинговая стратегия, предприятие, стратегический план.

Annotation. In this paper analysed the theoretical methods of applying marketing strategies in the development of industrial enterprises.

Keywords: industry, marketing strategy, enterprise, strategic plan.

Introduction. Now a days in our country significant qualitative changes are occurring in the development of industrial enterprises as a result of the creation of favourable business environment and widespread attraction of investment in national economy. Moreover, arising a real need to apply marketing strategies in the development of industrial enterprises.

Because one of the optimal ways to determine which types of industrial products to produce, how many to produce, which industrial products are most popular with the population is using marketing methods. In recent decades, service marketing has become an important area of research that is vital to many stakeholders.

Marketing methods plays a great role in the development of industrial enterprises as an integral part of the strategic process.

In the Strategy of Action for five priority areas of development of the Republic of Uzbekistan for 2017-2021 determined tasks as “Establishment of new industrial enterprises and service centres, establishment of small industrial zones, Enhanced development of small towns and cities by attracting funds from large business associations, bank loans and private foreign investment” [1].

Literature review. Ensuring the necessary balance in the industrial market plays an important role in creating new jobs while providing the opportunity of finding effective solution for problems such as increasing competitiveness of the economy and incomes of the population, localization of production.

Particularly creation of a work place in the processing industry leads to the creation of two or three work place in other industries [2]. Believed that it is impossible to develop an industrial economy without a policy of protectionism, because it is necessary to protect the types of industrial activities that have just begun in terms of activity until it developed widely [3].

The objective of marketing activities is not only to attract new customers, but also to retain regular customers. Therefore, in order to get success, while ensuring the entry of new customers a company also must restrict outflow of existing ones [4]. According to G. Johnson, K. Scholes, the strategy is “a long-term direction of the organization that builds the best relationships with clients, their own market, a changing environment of their own resources to meet the needs of stakeholders” [5].

Marketing Strategy described by F. Kotler as “a rational logical structure of organization with specific strategies on targeted markets, marketing mix and level of marketing costs expects to solve its marketing problems” [6]. In his research Lamben J.J. writes, “The role of strategic marketing is pursuing the evolution of a particular market and identifying different existing or potential markets or their segments based on the analysis of needs to be met” [7]. The purpose of the marketing strategy is “Corporate and marketing strategies of company is to create a separate group of customers by combining company’s market-oriented program into a comprehensive program” [8].

“Implementation of the mechanism developed in the management practice of industrial enterprise development will increase its competitiveness, increase sales and reduce the cost of production” [9]. David Aaker defines a marketing strategy as a process that allows an enterprise to focus its resources on optimal opportunities to increase sales and achieve sustainable competitive advantages [10].

Analysis and results. Marketing strategy is determined by the acquisition of a number of distinctive features. This long-term direction is an important stage of strategic planning of the development plan of enterprise. It is necessary to create and implement strategic planning, which is completely different from the development of long-term plans that can be implemented in any situation. The strategic plan should be sensitive and quickly adapted to changes in the enterprise.

In this case, carried out the analysis of the main directions of economic activities and determined the profitability of certain goods.

Depending on the level of profitability, it will be necessary to decide whether to leave it on the market or not, whether to attract it or not.

High profitability plan target work as to mobilize more financial resources for goods, to move away from less profitable ones.

If strategy is understood as the main direction of action at the highest level of management of organizations, it becomes the objective at the organizational level.

It is a constant analysis of needs of this market as a crucial function that leads to the production of effective products designed for specific groups of customers and having features that distinguish them from competing products and thus create a sustainable competitive advantage for the manufacturer.

Therefore, the marketing strategy in the development of industrial enterprises is based not only on the sale of industrial products, but also on the results of analysis and forecasting of important environmental conditions, as well as strengths and weaknesses of the enterprise.

The marketing strategy again monitors and develops the achieved goals, looks for new opportunities, including discovery, as well as creates and provides enterprise prospects. One of the most important tasks is to analyse constantly the market needs before producing effective products that are designed for customers and have special features that distinguish them from products of competitors.

Nowadays, the role of marketing strategy is increasing due to the establishment of long-term relationships between distribution channel of participants, manufacturers and their distributors, distributors and dealers and so on.

Special attention should be paid to the functions of marketing strategy in the development of industrial enterprises:

- study of the market and its needs;
- market segmentation (selection of target groups of buyers);
- develop the following strategies:
 - product;
 - price;
 - distribution strategy;
 - propaganda strategy;
 - competitive strategy;

Today, companies that fully implement the above mentioned functions of marketing strategy are taking the production and sales of their products to a new level, thereby increasing the profitability and business efficiency.

Therefore, marketing strategy should be in the first place, because first of all we need to make important decisions about the future direction of industrial enterprises and its activities in the market, only then should we engage in marketing plans, promotion and sales of goods and services.

The most effective way to use marketing strategy in the development of industrial enterprises is to get an answer to the question “What do we do better than our competitors?”.

This means that we need to focus on what we can do better than our competitors, help us to identify and take advantage of our competitive advantages.

In order to effectively use the marketing strategy in the development of industrial enterprises, it is necessary to:

1. Market research: expanding the network of contacts, establishing contacts with large companies and investment funds, active participation in meetings and conferences, regular reading of articles and annual reports, in-depth analysis of the behavior of competitors and targeted audience.

The main questions that help the company to conduct market analysis:

What segments can be identified in the target audience?

How big is each of them?

Is the segment growing or shrinking?

How useful is this?

2. Create a location map (to determine own position among competitors) and an advertising map (to determine the channels to broadcast messages).

3. Identifying who will be the future customer of the company is and learning exactly how to offer the product to him is one of the most important steps.

Conclusion. The easiest way to implement this step is through segmentation, so that it is possible to focus only on the group of consumers who need this product and not waste the budget.

Companies attempt to ensure their success through a marketing strategy. The analysis suggests that in today's industrial society, consumers are not satisfied with “average” consumer goods, so there is a need to implement a marketing strategy to cover all consumers in each company.

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ACTUAL PROBLEMS OF HISTORY, PHILOSOPHY AND SOCIOLOGY

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ISSUES OF VOCATIONAL EDUCATION AND TRAINING IN THE TEACHINGS OF EASTERN THINKERS

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Аннотация. Ушбу мақолада Республикамиз оилаларидаги фарзандларнинг ота-она томонидан бериладиган тарбияси, хунар эгаллаши, касб танлаши, шунингдек буюк алломаларимизнинг панду-насихатлари ҳақида маълумотлар берилган. Ёшларнинг касб танлашининг туғри шаклланишида шарқ мутафаккирларининг қарашларидан фойдаланиш мумкинлиги, ҳар бир вояга

етган шахсининг бир ёки бир нечта хунар турларини билиш зарурати, болаларимизни кичкиналигидаёқ касб турлари билан таништириб бориш ва давлатимиз томонидан амалга оширилиши керак бўлган вазифаларнинг аҳамияти ҳақида тўқталиб ўтилган.

Калит сўзлар: оила, фарзанд, ёшлар, хунар, касбга йўналтириш, касб танлаш, социология.

Резюме. В данной статье представлена информация о воспитании, овладении профессиями, выборе профессии, а также панду-наставлениях великих ученых, предоставляемых родителями детям из семей нашей республики. Было отмечено, что в правильной формировании профессионального выбора молодежи можно использовать взгляды восточных мыслителей, необходимо знать один или несколько видов профессий каждого взрослого человека, знакомить наших детей с малыми видами профессий и решать задачи, которые должны выполняться государством.

Ключевые слова: семья, ребенок, молодежь, профессия, профессиональная ориентация, выбор профессии, социология.

Abstract. This article provides information about education, mastering professions, choosing a profession, as well as Pandu-instructions of great scientists provided by parents to children from families of our Republic. It was noted that the views of Eastern thinkers can be used in the correct formation of professional choice of young people, it is necessary to know one or more types of professions of each adult, to acquaint our children with small types of professions and to solve tasks that should be performed by the state.

Keywords: family, child, youth, profession, professional orientation, choice of profession, sociology.

Introduction. Profession is a historically formed, stable form of labor activity, in which a person must have certain theoretical knowledge and practical experience, skills, special abilities and professionally important qualities. It is an important feature of personality that not only determines the specific characteristics of an individual's labor activity, but also plays an important role in shaping his views, values, interests, contributes to determining a person's social status, his ways of self-realization, behavior and more.

Professional formation is understood in the broadest sense as a person's intellectual abilities, physical capabilities or suitability, interests and aspirations for other fields, as well as entering a field after being educated in a field of values and worldviews, becoming mature and experienced personnel in recent years. Undoubtedly, this is a complex, infinite, irreversible important process, in which the formation of a person using the path of interest effectively is one of the important problems of today.

The issues of professional choice of young people have become not only the object of study of modern science, but also the focus of representatives of social thought at different stages of historical development. The worldview of Eastern thinkers can be used in the correct formation of young people's career choices. In the East, the education and upbringing of young people, their vocational training is one of the ancient programs.

Literature review. It should be noted that our people pay much attention to the education of the younger generation, as various proverbs and legends have been collected over the centuries and have not lost their significance. For example, "He is not a disciple who is not a teacher", "A skilled person is not despised", "A young man has less than seventy professions", "Laziness is the threshold of poverty", etc. [1,240]. These wise sayings and sayings have served since ancient times to inspire the younger generation of our ancestors to become spiritually and physically perfect human beings and to acquire a unique profession.

Research methodology. In addition to educating young people, the idea of vocational training also plays an important role in the teachings of Eastern thinkers. For example, it has been discussed in detail in the works of Abu Nasr al-Farabi [2,223], Abu Rayhan Beruni [3,487], Yusuf Has Hajib [4,128], Berdaq [5,23-39], and others.

The great thinker Abu Nasr al-Farabi gave his thoughts and valuable advice about the profession. According to him, education is a set of knowledge and skills, and upbringing is a set of practical experiences, and work is a definite profession, and people who are interested in it are really interested in this profession [6,31]. From such notions it is not difficult to perceive that the profession has long been essential to humanity.

In particular, the words of the great thinker Abu Rayhan Beruni, "If you show me your youth, I will tell you what the future of your country will be like" [7,487]. Young people, as the main subject of socio-political, economic, cultural and spiritual renewal of society, have an impact on the processes taking place in society.

Abu Rayhan al-Beruni expresses his very important views on profession and vocational training in human development. He divides the labor of each craftsman into the types of hard labor, such as house-builder, coal-digger, artisan, and scientist. It should be noted that special attention to the work of scientists encourages white volunteering. He calls them enlighteners, contributors to the renewal of society. At the same time, he warns that hard workers, miners, underground ore seekers, should encourage the labor of farmers. The reason is that these workers have been proven to be the backbone of the country. Beruni also thinks about the ways and means of vocational training of children and says that children should be taught to work from an early age [8,517]. The legacy of vocational education is relevant and very important to the educational program of this period.

It was also considered necessary for every adult in the morning to know one or more of the trades of the king and the common citizen. For this reason, celebrities, both the rich and the common citizen, paid attention to their children being educated as well as professional, and sought to follow such unwritten rules at the same time. Beruni emphasizes that in order for a person to be perfect in all respects, he must be educated as well as hardworking and professional [9,517]. Because since the beginning of human society, people have been forced to live by their labor and profession and have been accepted as a task in life.

According to Abu Ali ibn Sina, every child should be taught a certain profession. It is believed that if a young man learns a certain profession, uses it in his life and provides for his family independently on the basis of this profession, he should be married to his parents [10,208]. Through vocational training, young people develop human qualities such as endurance, tolerance, patience, diligence, craftsmanship, ability, wisdom.

Yusuf Khas Hajib expressed his important views on farmers, herdsmen, traders, doctors, scientists, who played an important role in the development of society and the well-being of the people, and pointed out the place of each in society. He appreciates the role of farmers and herdsmen in the socio-economic life and describes their labor as the greatest and most honorable, sacred [11,99]. Yusuf Khas Hajib's kindness to the artisans at that time was not spontaneous. The peace and tranquility of the state, its position in the world, its wealth, the well-being of the people depended on this category of people. After all, vocational education is a unit of measurement of socio-political, material and cultural development. Apparently, the scientist praises every professional who has contributed to the development of society and emphasizes the need to appreciate them.

Kaikovus emphasizes the need for a profession along with science in the development of society: your father and mother do not care about him. But you have a name with a profession [12,173]. That is why different professions are glorified in the play.

Analysis and results. Along with the acquisition of knowledge, Saadi cites the extent to which the profession is superior to man. "Craft is a hot spring, an endless state. If the artisan is deprived of property, there is no grief. Wherever the artisan goes, he is valued and placed in the net of his home. An unskilled person always suffers. He begs "[13,517]. This is an expression of Saadi's ideas that emphasize the greatness of science for man.

Jami, like Farobi, considers the acquisition of a useful profession to be the main duty of young people [14,33]. He emphasizes that a person cannot do two things, only to do a certain profession, to master it carefully. He prefers to own a profession, to engage in it, than any wealth. Encourages young people to take up the profession.

Conclusion/Recommendations. As mentioned above, in different periods of historical development, young people have been brought up ready for multi-skilled labor. In the new environment, we consider it a modern requirement to educate young people to draw their own conclusions, to take responsibility for the reality and consequences of these conclusions and to focus their personal characteristics on professionalism, literacy, social mobility and other relevant competition.

This means that in the past, the core of values was important values in society. However, in the current changing social processes and factors, there have been profound changes in the orientation of the younger generation to values, and they have been shaped by the structure of career choice. Because value orientation provides a meaningful description of this subject from an ideal perspective, it is an insufficient basis for real career choices and interests. In turn, the dynamic description of value orientation embodies the possibilities of human movement. Therefore, the process of choosing a profession is appropriate for the subject to focus on their own values from an individual point of view. However, we think he needs to understand his real and potential capabilities adequately.

In conclusion, it should be noted that the choice of profession in the works of oriental scholars, the study of ideas on career guidance, their implementation, helps the younger generation to make a conscious choice of profession. Vocational training of children from an early age is one of the main tasks of society. In them, professional understanding and imagination serve to enrich knowledge.

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SPECIAL REVIEWS ON BAHUDDIN NAKSHBAND AND AMIR TEMUR'S RELATIONS

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Аннотация. Ушбу мақолада улуғ тасаввуф намоёниси Муҳаммад ибн Муҳаммад Бухорий - Баҳоуддин Нақшбанд ва Амир Темур Кўрогон муносабатлари масаласи ёритиб берилган. Мақолада келтирилган маълумотлар улар ўртасида ўзаро устоз-шогирдлик муносабатлари бўлганлигини кўрсатиб беради.

Калит сўзлар: тасаввуф, накшбандия, Баҳоуддин Накшбанд, Амир Темур, устоз-шогирдлик, маънавий тарбия.

Аннотация: В данной статье освещаются взаимоотношения известного представителя суфизма Мухамед ибн Мухамед Бухари - Бахауддина Накшбанда и Амир Темура. В статье приводятся научные сведения, доказывающие, что они были учеником и наставником.

Ключевые слова: суфизм, накшбандия, Бахауддина Накшбанд, Амир Темур, ученик и учитель, духовное воспитание.

Abstract: This article highlights about the relationships between Muhammad Bin Muhammad Bukhari - Bakhouddin Nakshband -Amir Temur Taragay. There were also some scientific information which prove that these men had close relationships - like a pupil and a teacher.

Key words: The teaching of Sufism, nekshbendiya, Bakhouddin Nakshband, Amir Temur, teacher-apprentice, ornamental order.

Introduction. Independence is one of the great changes in the history of our nation; it has created much opportunities for self-realization, restoration of our values, and enjoyment of our spiritual wealth. During the years of independence, a lot of work has been done to study and investigate the ancient traditions of our people and to cultivate a sense of patriotism. One of such noble deeds is the reforms and changes taking place in this spiritual sphere.

Past and present of all countries, the issue of the education system, that is, the maturity of the people in society, has been the main topic in the state system. In particular, one of the most pressing social issues in our country is the issue of the development of harmoniously developed, spiritually mature people of our society.

In the past, various religious and secular ideas and educating have been created in the field of education. In Turanzamin, one of the ancient centers of world science and culture, such educational theories have been created and engaged in the studying and upbringing with the issues of educating truly perfect and gifted people.

As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted: "Taking advantage of the favorable conditions created in the field of entrepreneurship in our country and encouraging young people to start their own business is one of the good deeds of our religion.

As we were not mistaken, the saying " Your soul will be in Allah, your hand is in labor" was told by our great ancestor Bahaudhin Naqshband for the same purpose "[1, p. 3].

The formation of the ideology of national independence and the education of the perfect and mature man is a topical scientific, historical and social issue, which requires a comprehensive study of the spiritual and philosophical heritage of our people, including mystical values.

Materials and methods. At a time when ideological aggression, the suppression of various foreign beliefs, the absoluteness and politicization of Islam are intensifying, one of the means of ideological struggle against the existing vices is the study of mystical ideas, the life and legacy of great pirs(saints) and we believe, that the study of their views on goodness, justice, self-awareness, and patriotism serves the function of ideological immunity.

There are the concepts that make up the structure of mystical education: shajara silsila, piru-murshid, which have a various special meaning.

The concept of shajara is an Arabic word meaning "tree". In mysticism, the word "silsila" is used instead. The only difference is that "shajara" is used more as a genealogical concept, while "silsila" is used as a word that more reflects system of great ancestor teachers.

The concept of silsila is also an Arabic concept, meaning "ring", "chain", "bond". In mysticism, Silsila refers to two different relative relationships of the followers in the mystical education :

The first is for each sheikh to state the names of his master teachers, the master's name of his master, in that order should tell their names until Muhammad alaykhissalom (peace be upon him). For example, Sayyid Amir Kulol, the piri (teacher) of Bahauddin Naqshband, and his piri (teacher) Muhammad Samosi and his piri, Mahmud Anjir Fagnavi, and so on.

The second is that each sheikh has a family tree that proves who his ancestors were and which famous person he went to. For example, Bahauddin Naqshband ibn Jalaliddin ibn Burhaniddin ibn Abdullah to Ali ibn Abi Talib (may Allah be pleased with him).

Genealogy studying, in scientific parlance, is a branch of historical science that has a long history. Various genealogies have been written and created throughout history. Special attention is paid to genealogy, especially in mysticism. During the years of independence, the science of national oriental studies has been established in our country.

At this point the two words are about piru murshid or piru murid.

Pir is a Persian word and sheikh is an Arabic word, both of which mean "old man", "elderly man", "oksokol(graybeard)".

A murid (Arabic for "student", "aspirant", "student", "learner") is a person who, according to the etiquette of the sect, is attached to a particular sheikh, subjugates the will of the mind to the absolute will of the Truth, and acquires the rank(position) of suluk. Murid(Discipleship) is a degree that is acquired after muhib.

Murshid (Arabic for "guide", "guide to the right path") - a piri of the sect, a guide, a leader.

Piru murshid comes in two senses in the literature. In the first case, it represents the teacher, the pir, the coach, the guide, the teacher, while in the second case, it represents the murshidu-murid, the teacher-student, the teacher-student relationship. The correct interpretation is piru murid.

Indigenous peoples of Central Asia, including the Uzbek people, are distinguished by their strong faith among the peoples of the world. The reason for this is that a number of religions, such as Buddhism, Zoroastrianism, Christianity, Judaism and Islam, are located within the borders of this region. Faithfulness is one of the positive qualities of our nation, such as hospitality, tolerance, childhood, diligence. This characteristic of the Uzbeks has its own ancient historical foundations. Not only representatives of the great religion and mysticism of our people, but also representatives of science: Khorezmi, Fergani, Farobi, Beruni, Ibn Sino, Ulugbek; Representatives of the kingdom: Jaloliddin Manguberdi, Amir Temur, Mirzo Babur,

Shaibanikhan, Abulgazihon, Amir Alimkhan; Representatives of literature: Mahmud Kashgari, Yusuf Khos Hajib, Ahmad Yugnaki, Alisher Navoi, Zahiriddin Babur and others were also believers.

Bahouddin Naqshband was known in the Islamic world by such honorable names as "Bahouddin Balogardon", "Hazrat Bahouddin", "Shahi Naqshband", "Khoja Bahouddin", "Hojai Buzrug" and "Hodja ul-Haq and religion". In the sources, the name of Bahauddin Naqshband is mentioned under different names. Alisher Navoi wrote: "Their(his) name is Muhammad bin Muhammad Bukhari" [2, p. 261]. The real one is Bahauddin Muhammad ibn Burhaniddin Muhammad al-Bukhari. The family of Burhoniddin Muhammad and Bibi Orifa lived in Bukhara, the capital of South-West Turkestan in the early 14th century - "Qasri Hinduvon", then "Qasri Orifon", Karshi, Zanjirsaray, Kesh (Shahrisabz) and lived with a life of crop agriculture and sewing samite. The honorary title of Burhaniddin Muhammad, the son of Bahauddin's father, can be used as a basis for concluding that he was an educated, enlightened and very pious man of his time and was in conversation and discussion environment with Sufi-Arif, a dervish, including Babayi Samosi, Amir Sayyid Kulol.

Meanwhile, some credible information in Muhammad Baqir's novel "Maqomoti Hoja Bahauddin" states that Bahauddin's father, Burhaniddin Muhammad, As in the life of Bahauddin, the country was one of those in which the Khalil Ghazan Khan of that time, his father Boyankuli, was involved in the politics of public administration and management. Thus, it was not accidental that Bahauddin Naqshband took an active part in his activities, that is, in political life in 1335-1347, but it was necessary and natural.

Sayyid Muhammad Bahauddin Naqshband was born in the month of Mezan 718 (August-September 1318 AD) in the village of Qasri Hinduvan, 12 km from Bukhara, in a family of peasants. Later, the tomb of Bahauddin's mother on the outside of the village and the mosque next to it, as well as the surrounding village went into the history with the name Castle Orifon [3, p. 40].

"Bahauddin" is an honorary title given to a person for his achievements in the religion of Islam, which means "the light of the religion", "the enlightener of the religion". Throughout his life, he was revered by the people as "Bahauddin Balogardon" (Bahauddin, who repelled calamities) because he protected the people from various calamities with his miracles and prayers. Among the above-mentioned honorary titles among the people, Bahouddin Balogardon is the most famous.

In this regard, it is appropriate to cite the following acknowledgement, of the first President Islam Karimov. There is a deep meaning in the fact that our ancestors sincerely devoted themselves to the great saint Bahauddin Naqshband and described him as "Bahauddin Balogardon". His life-giving wisdom, "Let your heart be in Allah, let your hands be in labor," vividly expresses the noble meaning of our religion and resonates as it is said today "[4, p. 40].

Khoja's "Naqshband" kuniya is a combination of the Arabic words "pattern" and the Persian word "band", which means "pattern-maker", "pattern-binder".

First of all, the name Naqshband is derived from his profession. He was born into a family of craftsmen, who were also engaged in handicrafts. Alisher Navoi writes in

Nasoim-ul-mahabbat: "They are famous for tying kimkhob, that is, those who are engaged in the art of printing flowers on fabric."

In addition, a number of orientalists, Islamic scholars, literary critics and historians (for example, Izzat Sultan, Arif Usman, Sadridin Salim Bukhari, etc.) believe that the name of Naqshband is "Naqshband bar dil band", which means to engrave the remembrance of Allah in the heart. So, the meaning of the word "Naqshband" is to engrave, place and embroider the name of Allah in the heart.

Hazrat Bahaiddin Naqshband, in spite of various minority and sectarian differences in the genealogy, that is, the "chain of genealogy" and the "chain of zahab" (golden chain), will eventually be associated with the Prophet Muhammad.

In the manuscript "Salah ibn Mubarak al-Bukhari" Anis-ut-Talibin [5, pp. 6-7], which is kept in the manuscript treasury of the Abu Rayhan Beruni Institute of Oriental Studies under the Academy of Sciences of the Republic of Uzbekistan under number 4494, Jami's "Nafohot-ul-uns. ..", as well as in the manuscripts of Muhammad Baqir "Maqomati Khojai Buzruk" (№ 9519), and "Tuhfat-ul-Ansabi Alavi" (№ 1459) by Hodja Abdurahim ibn Hodja Abdurahman Hisari and other sources, Bahaiddin Naqshband It is stated on the basis of documents that he was a descendant of Prophet Muhammad and he was the ancestor Sayyids.

Muhammad Baqir, who said in his own words, that Bahaiddin Muhammad had a son, has reached us with two pieces of information. One of the Sayyids, who had a clear lineage, narrated: Hazrat Haji, .. When they went to visit the Bayt-ul-Haram (Ka'bah), the pilgrims were engaged in sacrificing. He said, "We also had a son, and we will sacrifice him." The dervishes who were with them wrote down the month and day of this word. When they returned to Bukhara, it became clear that the son of him had died on the day the word came out of their blessed mouths [6, p. 124].

Currently, there are two different views in scientific circles about the relationship between Bahaiddin Naqshband and Amir Temur. Those in the first group say that there was no relationship between them, while those in the second group conclude that they were in a relationship. So what are their basics? In our opinion, the following factors are the basis for such a conclusion of the first group of people:

- First, the existing Timurid historians in their works did not dwell on the relationship between Bahaiddin Naqshband and Amir Temur. For example, we see this in works such as Ali Yazdi's Zafarnoma and Ibi Arashoh's The Wonders of Timur's History;

- secondly, the above-mentioned historians have paid much attention to Amir Temur's relations with such pirs (great teachers) as Sayyid Baraka, Zaynuddin Tayabadi, Shamsuddnn Kulol;

- Thirdly, there is no information about the relationship between them in the "Biography" [7,] and "Temur's Statutes" attributed to Amir Temur;

- Fourthly, the geographical area inhabited by these great people serves as a factor in their relative separation, as Amir Temur functioned around Kesh, Bahaiddin Naqshband around Bukhara;

- Fifth, the years in which they lived as contemporaries are relatively short, covering a historical period, which also serves to lead to the conclusion that they did not interact. We know that Amir Temur entered the political arena in 1370. Hazrat

Bahauddin Naqshband died in 1389. The close period between them is 19-20 years. In the meantime, the two great ones had not yet reached their peak of maturity. During this period, the activities of Amir Temur have not yet gained international significance, and the maturity of Hazrat Bahauddin Naqshband will be reflected in the last decades of his life and after his death.

The second group of people consider the following aspects as the basis of their views:

- First, Amir Temur Bahauddin Naqshband is connected through Sayyid Mir Kulol, a leading representative of the Naqshbandi sect. This is mentioned in several places in Timur's treatises. For example: "I rode to Amir Kulol. They advised me to go to Khorezm. If I defeated the Uzbeks, I decided to offer them a year's rent from Samarkand"[8, p. 21];

- Secondly, Bahauddin Naqshband and Amir Temur were contemporaries who lived as contemporaries for the next 15-20 years, both of whom were well known in Turkestan, as well as in the neighboring regions of Kesh and Bukhara. They were separated by only 150-200 km. At the same time, this breadth was covered by their fame. This does not allow us to conclude that they were not acquainted or in a relationship. Because people who were contemporaries and predecessors of Amir Temur Bahauddin Naqshband are connected with Kamol Khojandi (1318-1400), Sadiddin Taftazani (1322-1389), Muhammad Parso (1345-1419) in one way or another;

Thirdly, the provinces of Kesh, Samarkand and Bukhara play an important role in the development of Amir Temur, during which time, in the second half of the XIV century, these areas were almost dominated by the doctrine of Naqshbandi. There are people connected with the life of Amir Temur: his grandfather Ubaydullah, his mother Teginabegim, the local ruler Bayankulikhon, who are from Bukhara province. This allows us to conclude that Amir Temur was acquainted with Bahauddin Naqshband;

- Fourthly, Amir Temur notes in his notes that he followed the slogans of Bahauddin Naqshband and Naqshbandi, which is an important proof of the relationship between them. In one of Amir Temur's teachings, I followed the Pandu advice of Piru Kamil Sheikh Bahauddin Naqshbandi, "Eat less, sleep less, speak less."

My message to the state and to all officials was: "Eat less, you will be rich without starvation, speak less, you will be wise" [9, p. 58].

Academician I. Muminov in his treatise on Amir Temur quoted from Sharofiddin Ali Yazdi, in the language of Temur: "Kamar bar miyon va sano bar zabon - belda qamar va tilda sana" - in the heart - Allah, in the hands - in harmony with the motto of work, which shows us that Amir Temur followed the motto of Naqshbandi.

Fifthly, in the 15th century, Naqshbandiism rose to the level of ideology in the Timurid state, the foundation stone of which was laid by Amir Temur himself. Professors G.Navrozova and E.Karimov expressed their views on this.

Sixthly, Salohiddin Tashkendi's Temurnoma contains a number of information about the relationship between Bahauddin Naqshband and Amir Temur, although it was narrated.

Conclusion. Based on the comparison of the above aspects, we can conclude that there was a relationship between Bahauddin Naqshband and Amir Temur. In

conclusion, it can be said that the development of the Naqshbandi sect in the early days was directly and indirectly related to the development of Amir Temur and the Temurid state. For a lifetime, Amir Temur followed the teachings of his teachers and elders, including the wisdom of Hazrat Bahauddin Naqshband, "Eat less, sleep less, talk less," and treated all his teachers with respect. It is for this reason, that Sahibkiran Amir Temur wrote his glorious and honorable name in golden letters in the history of our Motherland and the world. There is no doubt that his spiritual masters, piru-komils (great teachers), have a special place and role in this process.

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KURBANOV'S MINE STUDIES ON THE EXTRACTION OF CERAMIC PAVING STONES WITH HIGH STRENGTH AND CHEMICALLY STABLE ON THE BASIS OF LYOSSLIME ROCKS AND GLASS WASTES

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Аннотация. Лёссимон жинс ва шиша кукунидан иборат керамик массада механик фаоллаштириш ҳисобига юқори сифатли керамик йўлак тош олиш жараёнида лёссимон жинс:шиша чиқиндиси нисбатларининг мақбул параметри 80:20 бўлиб, маҳсулот сифатини яхшилаш учун уларни биргаликда механик фаоллаштириш ҳисобига олинган массани 950 °C ҳароратда пиширилган намуналарнинг зичлиги 2150 кг/м³, сиқилишга механик мустаҳкамлик кўрсаткичи 40 МПа, сув ютувчанлиги 3,6 %, ишқаланишга нисбатан мустаҳкамлик кўрсаткичи 0,042 г/см², совуққа чидамлилиги 150-200 цикл; кимёвий бардошлилиги 95 % га тенг бўлган маҳсулот олиш мумкинлиги кўрсатиб ўтилган.

Калит сўзлар. Керамик йўлакбоп ғишт, керамик йўлак тош, лёссимон жинс, шиша чиқиндиси.

Аннотация. В процессе получения высококачественной керамической брусчатки за счет механической активации керамической массы, состоящей из лессовидной породы и стеклобоя, приемлемый параметр соотношения лессовидной породы: отходы стекла составляет 80:20. Для повышения качества продукта плотность образцов, приготовленных при температуре 950 °C, с учетом механической активации их вместе составляет 2150 кг/м³, механическая прочность на сжатие - 40 МПа. Стойкость к износостойкостью 0,042 г/см², морозостойкость 150-200 циклов; Возможно получение продукта с химической стойкостью 95%.

Ключевые слова. Керамическая брусчатка, лессовидная породы, стеклобой.

Abstract. In the process of obtaining high-quality ceramic paving stones due to the mechanical activation of a ceramic mass consisting of loess-like rock and cullet, an acceptable parameter of the ratio of loess-like rock: glass waste is 80:20. To improve the quality of the product, the density of the samples prepared at a temperature of 950 °C, taking into account their mechanical activation, together is 2150 kg/m³, the mechanical compressive strength is 40 MPa. Resistance to wear resistance 0.042 g/cm², frost resistance 150-200 cycles; It is possible to obtain a product with a chemical resistance of 95 %.

Key words: ceramic paving bricks, ceramic paving stones, lyoss rock, glass waste.

Introduction. Ceramic paving stones belong to the class of ceramic bricks, and the following information on the classification of building ceramic materials is given in Described by A.A. Ismatov [1]. One of the most important items among these materials is this building brick. There are such types of building bricks as wall, facade, corridor, and information about their composition, properties, application is also sufficiently covered. Slab contraction joints should intersect at the openings for

columns and should intersect at the openings for columns. Slab contraction joints should intersect at the openings for columns and columns. These types of products can differ in size from wall tiles. Therefore, in our research, we aimed to obtain ceramic paving stones from local raw materials Kurbanov deposit lyosslime rock and glass waste.

Literature review. Kurbanov deposit is located in Koshkopir district of Khorezm region. The mine is located 12 km northwest of the district center, 3 km northwest of Gazavat village, with a total land area of 28 hectares. The deposit basin is located on a geologically flat surface, the thickness of the layer is 3.0-4.5 meters. This deposit was formed on the site of the old delta of the Amudarya, has partial elevations and is located at an altitude of 90.0 to 92.6 m above the absolute point.

The total reserves of the field are 829 thousand m³, of which 596 thousand m³ are on the balance of the State Geological Committee, and the remaining 233 thousand m³ are on the balance of the private company "JAYXUN".

Research Methodology. Glass waste: glassware or parts of glassware that are unusable, waste from the production and processing of glass products, broken household and industrial windows, etc. Glass waste is used as a valuable raw material for the production of powder. Glass waste is white (clear glass), colored (different colored glass) and mixed. Glass waste powder begins to soften and melt at low temperatures. For this reason, in developed countries, glass waste is recycled, and processes such as crushing, melting and filtering are carried out. The resulting glass waste can be used for the production of building materials, bottles, a wide range of composite materials, window panes and liquid glass.

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Analysis and results. When analyzing the chemical composition of the Kurbanov deposit lyosslime rock, its average content of SiO₂ is 52.51%. Depending on the amount of Al₂O₃ in the raw material, it was determined that the sample belongs to the group of sour clay raw materials, the group of coloring raw materials in terms of the amount of TiO₂ and Fe₂O₃. The content of silicon, aluminum, calcium, magnesium, iron and other oxides in lyosslime rock samples from 10 different areas of the deposit was determined on the basis of the State Standard GOST 8269.1-97, introduced in the CIS countries. The results obtained on the basis of chemical analysis are presented in Table 1 below [2], [3].

Table 1

Chemical composition of lyosslime rocks of Kurbanov deposit

№	№ Amount of oxides, mass. %:										
	SiO ₂	Al ₂ O ₃	CaO	MgO	Fe ₂ O ₃	K ₂ O	Na ₂ O	P ₂ O ₅	SO ₃	TiO ₂	К.К.М.
1	52,27	15,76	15,04	5,73	4,44	2,31	2,12	0,61	0,59	0,58	0,55
2	52,59	15,64	15,09	5,69	4,33	2,29	2,08	0,59	0,57	0,56	0,57
3	52,02	15,59	15,32	5,81	4,47	2,33	2,08	0,62	0,54	0,59	0,63
4	52,60	15,27	15,31	5,71	4,39	2,31	2,11	0,60	0,54	0,58	0,58

5	52,31	14,56	15,14	5,83	4,45	2,41	2,02	0,51	0,49	0,48	1,80
6	52,39	13,74	15,29	5,79	4,43	2,39	2,18	0,49	0,47	0,46	2,37
7	52,42	14,39	15,12	5,71	4,37	2,23	2,05	0,52	0,52	0,51	2,16
8	53,10	14,57	15,11	5,61	4,49	2,41	2,14	0,30	0,55	0,52	1,20
9	52,69	13,54	15,39	5,69	4,33	2,33	2,28	0,47	0,37	0,56	2,35
10	52,72	14,49	15,22	5,51	4,47	2,43	2,07	0,50	0,42	0,53	1,64
Average	52,51	14,75	15,20	5,70	4,41	2,34	2,11	0,52	0,50	0,53	1,43

The study of the granulometric composition of the lyosslime rock of the Kurbanov deposit was carried out on ANALYSETTE 22 Nano Tech plus equipment. The granulometric composition of the raw material was determined in accordance with GOST 21216.2-93, GOST 9169-75 and GOST 21-78-88 by the dry method and using the method of sidement analysis. The results of the study are shown in Figure 1.

According to the results of the experiment, the predominant particle size in the raw material of 0.063–0.01 mm (43.88%), the share of particles in the range of 0.01–0.001 mm - 35.19%, the amount of particles smaller than 0.001 mm - 19.34% does [4].

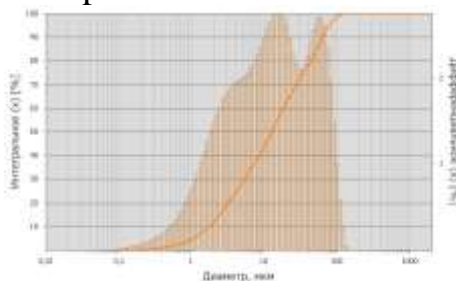


Figure 1. Granulometric composition of lyosslime rocks of Kurbanov deposit

According to the results of X-ray diffraction of the main phases of the Kurbanov deposit lyosslime rock, the raw material contains quartz (d / n = 0.166; 0.169; 0.181; 0.200; 0.228; 0.270; 0.334; 0.424 nm), calcite (d / n = 0.160; 0.162; 0.198; 0.208). ; 0.249 nm), hydromica (d / n = 0.408; 0.670 nm), kaolinite (d / n = 0.154; 0.178; 0.385 nm), hematite (d / n = 0.148; 0.160; 0.220; 0.298 nm), montmorillonite (d) / n = 0.169; 0.187; 0.240; 0.303; 0.450; 1.150 nm).

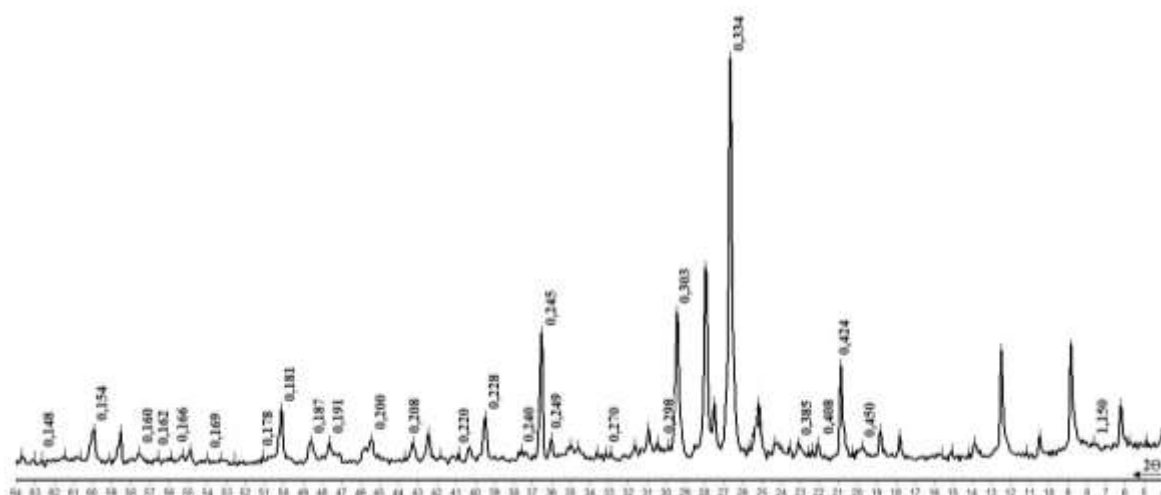


Figure 2. X-ray analysis of lyosslime rocks of Kurbanov deposit

Glass formed from glass containers was obtained as glass waste. Its chemical composition is given in Table 2.

Table 2

Chemical composition of glassware, %

Green glass jars	SiO ₂	Al ₂ O ₃	Fe ₂ O ₃	RO	R ₂ O	SO ₃	Cr ₂ O ₃
1	71,0	3,0	1,1	10,5	14,0	0,3	0,1
2	70,6	5,0	0,8	9,1	14,1	0,4	-

Analysis of the collection and volume of glass waste shows that the use of green glass waste is acceptable. Therefore, we preferred to use green glass container waste in our research. It should be noted that the use of other types of glass does not cause difficulties in the technological process.

In ball mills, it was noted that after grinding for 3 hours in a dry method with a ball-to-mass ratio of 1.0:1.0, the values of the glass waste powder were as follows:

- specific surface area - 3000 cm²/g;
- Weave density - 1300-1400 kg/m³.

In our study, we chose the method of molding the milled raw material mixture in a semi-dry state with a moisture content of 8-10 %.

The grinding of the initial components was carried out by processing each of them separately in a laboratory ball mill. Grinding of lyssimon rocks takes 60 minutes, and crushing of glass waste takes 180 minutes. The plasticity of the mass prior to molding [5] was determined by It was studied on the basis of research conducted under the leadership of V.V. Dubinetsky and noted that not less than 6. The mass was prepared by adding 0-25% of glass waste powder to lyosslime rocks. Data on the experimental composition are given in Table 3 below.

Table 3

Experimental components used in the conduct of research work

Name of raw material and indicators Experimental ingredients, №

Name of raw material and indicators	Experimental ingredients, №					
	1	2	3	4	5	6
Lyosslime	100	95	90	85	80	75
Glass waste	-	5	10	15	20	25

The process of preparation of samples was carried out in accordance with the technological regulations of brick factories. The raw materials were weighed in the prescribed proportions after grinding and kept in a closed desiccator for 2 days at a rate of 10%. The samples were then molded on a PB-6334 hydraulic press (maximum compressive strength 200 tons, 20 MPa). Hold time 30 sec. The samples were dried in a laboratory drying cabinet brand SHS-80-02 SPU at a temperature of 120 °C to a residual humidity of 3% and baked in a laboratory muffle furnace brand SNOL 120/1200 on the basis of a special mode. The welded samples were tested in accordance with GOST 530-2012, which was introduced in the CIS countries, in which the water absorption, average density, porosity, mechanical strength, abrasion resistance and chemical resistance of the samples were studied [6]. The results obtained are presented in Table

Table 4

Physical and mechanical properties of experimental samples (Baking temperature 950 oC)

Indicators	Contents, №					
	1	2	3	4	5	6

Water absorption, %	17,0	10,0	8,0	6,1	3,6	3,2
Average density, kg/m ³	1800	1860	1900	1950	2150	2250
Mechanical strength against compression, Mpa	8,0-9,0	14,5	22,5	35,0	40,0	50,0
Mechanical strength against bending, MPa	1,3	2,1	2,18	2,25	2,30	2,40
Friction resistance, g/sm ²	0,039	0,040	0,041	0,41	0,042	0,050

There is no data in the literature to determine the resistance of ceramic paving stones to saline solutions. Therefore, the study of its resistance to saline solutions was determined comparatively [7] by the method described in the source. According to the method given in this source, the test sample is completely dried and weighed and the mass change is determined after storage in a saturated sodium sulfate solution for 154 hours. In the study, a saturated solution of distilled water (GOST 6709), sodium sulfate salt (GOST 4166) was used.

The data obtained from the experimental studies are presented in Table 5 [8].

Table 5

Tolerance of experimental samples to saline solutions

Chemical Stability: %	Ingredients, №					
	1	2	3	4	5	6
Baking temperature 950 °C						
- 5 % with respect to Na ₂ SO ₄ solution	62,0	78,0	83,0	88,0	95,0	96,0
- 3 % with respect to NaCl solution	61,0	76,0	82,0	86,0	95,0	96,0

Conclusion/Recommendations. Based on the results obtained, the composition of ceramic paving stone was developed on the basis of lyoslime rock and glass powder, and the effect of the amount of glass powder on some quality indicators of the product was studied. The physical and mechanical properties of the samples were studied and №5 content was obtained as the optimal content.

The chemical stability of the samples was studied, using a 5 % solution of Na₂SO₄ and a 3 % solution of NaCl as the basic model liquid. The optimal content was selected by comparing the results obtained.

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