



ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING IN THE REGION

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MODERN PROBLEMS OF PEDOGOGY AND PSHYCHOLOGY

UDC: 37.035.461

USING OPPOSITE ENERGY SOURCES IN THE DEVELOPMENT OF TECHNICAL ENTREPRENEURSHIP OF STUDENTS IN PHYSICS CLASSES

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Annotasiya: Mazkur maqolada fizikadan dars va darsdan tashqari mashg'ulotlarda o'quvchilarning texnik ijodkorlik kompetensiyalarini rivojlantirishda xalq xo'jaligining turli tarmoqlarida foydalanib kelayotgan muqobil energiya manbalari qurilmalarida foydalanish imkoniyatlari, o'quvchilarning texnik ijodkorlik kompetensiyalarini rivojlantirishda turli xil muqobil energiya manbalari qurilmalarining maket va modellarini loyihalash, yasash hamda modellashtirishning pedagogik imkoniyatlari o'rganilgan.

Kalit so'zlar: muqobil energiya manbalari qurilmalari, texnik ijodkorlik, kompetensiya, loyihalash, fizika, atrof-muhit, tabiiy resurs

Аннотация: В статье рассматриваются возможности использования устройств альтернативной энергетики, применяемых в различных отраслях экономики, для развития компетенций технического творчества студентов-физиков и во внешкольной деятельности. Также были проанализированы педагогические возможности проектирования, создания и моделирования различных устройств альтернативной энергетики в развитии технического творчества студентов.

Ключевые слова: устройства с альтернативными источниками энергии, техническое творчество, компетенция, дизайн, физика, окружающая среда, природные ресурсы.

Annotation: The following article deals with the possibilities of using alternative energy devices used in various sectors of the economy in the development of technical creativity competencies of students in Physics and extracurricular activities. The pedagogical possibilities of designing, creating and modeling various alternative energy devices in the development of technical creativity of students were analyzed as well.

Key words: alternative energy source devices, technical creativity, competence, design, physics, environment, natural resources

Introduction. The development of creative abilities of students around the world is based on modern technology and innovative technologies. Modern knowledge plays an important role in the formation and development of a person throughout his life as a professional, personal experience and a well-rounded person.

The use of alternative energy sources in the development of technical creativity of students is important not only to engage students in creative activities, but also to



increase their interest in physics, knowledge of physical and various technological processes from alternative energy sources, the integration of science with production. takes place [1, p. 42].

In the development of technical creativity competencies of students in physics classes, the teacher first organizes the search for teaching materials in the classroom to study the structure and operation of devices related to alternative energy sources.

The device design plan for all students can be in the following order:

1. Knowledge of the intended use of the device for which the design is intended.
2. Have an idea of the structure of the device, its main parts.
3. Knowledge of the operating process of the device, the physical phenomena and processes that take place in it.
4. Acquire skills in the practical use of the device.
5. Knowledge of the importance of the device in the national economy, household use.

Based on the above ideas, the use of alternative energy sources in the development of technical creative competencies of students contributes to the formation of students' design, construction, modeling skills, increase their interest in Physics.

Literature review. In a continuing education system, the possibilities for using alternative energy sources in Physics lessons are enormous. Explaining the application of physical phenomena and laws in practice, the use of alternative energy sources training elements, among other examples in the transition to some topics of the program, the choice of examples and problems of alternative energy sources in solving technical problems on this or that topic are being more actual. [2, p. 32], [3, p. 127], [5, p. 177], [7, p. 28]. The information on alternative energy sources in the physics program is interlinked with the topics and helps to achieve the educational and pedagogical goals set out in the teaching of physics.

B.Khayriddinov, N.Kholmiraev, B.Sattorov's textbook "Physical bases of the use of solar energy" is a textbook that considers the use of solar technology in the process of describing teaching materials in the classroom, including the consolidation of the lesson [12, p. 5]. The textbook deals with the structure and operation of solar devices and equipment, which can be cited as an example at the same time, because in order for a teacher to give an example, he must have a complete knowledge and understanding of solar devices. Extended, experience-based, scientific data have been provided to provide a complete picture of the structure and operation of devices such as solar water heaters, solar water heaters, solar dryers, solar greenhouses, and solar coolers.

In the textbook "Alternative energy sources" by S.K. Qahhorov, H.O. Juraev, the existing energy sources on earth are mainly divided into two types: non-renewable and renewable (alternative). Non-renewable energy sources - the types of fossil fuels: mainly oil, gas, and coal. Alternative energy sources include data on the types of energy that are permanently present in the biosphere: solar, wind, biomass, ocean and sea waves, and the hydropower of rivers [6, p. 4].

Analysis and Results. The growing demand for energy brings in the widespread use of alternative energy sources on the agenda. The growth of the world's population

is also leading to an increase in demand for food. The role of greenhouses in the uninterrupted supply of food to the population is invaluable.

Solar greenhouses consist mainly of a transparent layer, accumulator and walls. The principle of operation of the greenhouse is the same as the principle of operation of the "hot box". For example, sunlight passes through a transparent layer and is absorbed by the indoor air and the elements of the greenhouse. The absorbed energy is converted into heat. The greenhouse temperature is formed due to this energy.

The rise in temperature in the hot box is caused by a greenhouse event. The physical interpretation of this process is as follows. We know that the higher the temperature of an object, the smaller the wavelengths of light radiates from it. The wavelengths of light coming from the sun are short, and glass transmits such waves well. As the temperature of the working body heated under the influence of absorbed rays is low, it propagates long waves [4, p. 84], [8, p. 149] [9, p. 21], [11]. Such waves are poorly transmitted by the glass itself. As a result, the box looks like a light-emitting cage, and the temperature inside rises. This phenomenon is called a greenhouse phenomenon.

The light energy incident on the solar device, the loss of energy passing through the glass and the "captured" energy, and the efficiency are determined by the following formulas.

$$Q_{ut} = \beta Q_{tush} \quad (1)$$

$$Q_{ut} = Q_{is} + Q_f + Q_{non} \quad (2)$$

Here is: Q_{tush} – the energy of light falling on the device, β – is the light transmittance of the glass, which depends on the angle of incidence of the light; Q_{is} – energy that is wasted on the environment in the device; Q_f – useful energy used to perform work on the device; Q_{non} – the amount of energy lost in the device [10, p. 11].

Due to the fact that in the northern regions of the country in the winter months the temperature drops more often, solar greenhouses in these areas should be heated with additional fuel.

The size of solar greenhouses is smaller than that of greenhouses. The main purpose of their use is to grow a variety of greens, melons and vegetables for consumption. At present, various polymer films are widely used in roofing of solar greenhouses. Today there are many types of solar greenhouses and hothouses. Among them, the most widely used today are arched greenhouses and hothouses (Fig. 1)



Figure 1. Covered greenhouse



In the construction of such greenhouses are used wire, wooden boards, polymer films with a diameter of 6–10 mm. A wooden board 5 cm thick (10 cm wide, two rows of grooves are cut. Then the wire is bent in two planes with different radii. First, small bent wires with a small radius are placed in the grooves on the board and covered with a film. bent wires are laid and a second layer of film is laid over them. There is a layer of 5-6 cm of air between the films. The width of this type of solar panel is 1; 2; 2.5 m; the height is 0.9; 1; 1.25 m, respectively; As a result of observations made by experts, it is possible to grow seedlings 3 times in January-April in such greenhouses, and then ripen the tomato crop 20-25 days earlier than in the field. Such devices can be made by students independently under the guidance of a teacher.

Conclusion. The use of alternative energy source devices in the development of students' technical creative competencies serves to improve their knowledge of modern techniques and tools used in energy supply in everyday life.

Developing students' technical creative competencies using alternative energy source devices will help them develop practical skills in solving future energy supply problems, using natural resources wisely, and protecting the environment.

Models of various devices developed by students can be used to ensure the effectiveness of lessons by using physics as a teaching tool in the classroom.

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UDC: 372.52:371.3

DEVELOPMENT OF CREATIVE ABILITY OF YOUNGER SCHOOLS IN FINE ARTS LESSONS

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Annotasiya. Tasviriy faoliyat ijodiy qobiliyatlarni rivojlantirishning samarali vositasidir. Har bir san'at turi shaxsga ta'sir qilishning o'ziga xos imkoniyatlariga ega, lekin har doim ham alohida ta'sir ijodiy qobiliyatlarini to'liq rivojlantira olmaydi va binobarin, to'laqonli, barkamol rivojlangan, ijodiy shaxsni tarbiyalay olmaydi. Shu sababli, ijodiy qobiliyatlarni rivojlantirish uchun turli xil san'at turlari va badiiy-estetik faoliyatning o'zaro ta'siri alohida ahamiyatga ega.

Kalit so'zlar: ijodkorlik, tasviriy san'at, o'quvchi, fantaziya, ta'lim, samaradorlik, o'qituvchi, individual, mustaqil ravishda rasm chizish.

Аннотация. Изобразительная деятельность является эффективным средством развития творческих способностей. Каждый вид искусства обладает своими специфическими возможностями воздействия на личность, но, действуя в отдельности, не всегда может в полной мере развить ее творческие способности, а, следовательно, и воспитать полноценную, гармонически развитую, творческую личность. Поэтому особое значение для развития творческих способностей представляет взаимодействие разных видов искусства и художественно-эстетической деятельности.

Ключевые слова: креативность, изобразительное искусства, ученик, фантазия, образования, эффективность, учитель, рисовать, индивидуально, самостоятельно.

Abstract. Visual activity is an effective means of developing creative abilities. Each type of art has its own specific possibilities of influencing the personality, but acting separately, it cannot always fully develop its creative abilities, and, consequently, bring up a full-fledged, harmoniously developed, creative personality. Therefore, the interaction of different types of art and artistic and aesthetic activity is of particular importance for the development of creative abilities.

Keywords: creativity, visual arts, learner, fantasy, education, efficiency, teacher, draw, individually, independently.

Introduction: The concept of creativity presupposes a personal principle, and the word corresponding to it is used primarily in application to human activity. In this generally accepted sense, creativity is a conditional term for a mental act expressed in the embodiment, reproduction or combination of the data of our consciousness in a new form, in the field of abstract thought, creative activity. In studies devoted to the problems of the development of children's creativity, it is noted that in preschool age a child develops a number of traits that characterize him as a creator.

Literature review: This is a manifestation of activity and initiative in the application of already mastered methods of work in relation to the new content, finding original ways to solve the assigned tasks, using different types of transformations, etc. According to L.S. Vygotsky, the basic principle of "children's creativity is that its value



should be seen not as a result, not in a product of creativity, but in the very process of such activity” [2, p. 98].

The problem of creativity is one of the most controversial and relevant in modern pedagogy and psychology. Significant difficulties in defining the concept of "creativity" are associated with the generally accepted everyday understanding of this term. Hence the ambiguity in the interpretation of the term "creativity", despite its widespread use in psychology, pedagogy, philosophy and the presence in the literature of many of its definitions.

We will begin our examination of the creative abilities of primary school children by clarifying the essence of the concept of “ability” and “creativity”. In the history of Russian psychology, the problem of abilities consider revising many times (studies by B.G. Ananyev, V.N.Druzhinin, V.A.Krutetsky, B.M. Teplov and others). At the same time, two main approaches to this problem consider revising. The psychology of creativity as a science began to take shape at the turn of the 19th and 20th centuries. “Creativity - in the literal sense - is the creation of the new” [1].

In various types of visual activity (application, drawing, modeling, construction from paper or various materials), the development of the ability to create goes from imitating a teacher to an attempt to independently transfer the acquired experience to creative initiative. The acquired skill will allow the child, in each new artistic product, to use the various pictorial and expressive possibilities of artistic materials to obtain new and unusual in drawing, applicative work, etc.

Research methodology: If we talk about the creative activity of children of primary school age, teachers and psychologists emphasize its specificity. So, many of the components of creativity at this age are just beginning to develop, although subjectively the child is constantly discovering something new. A.V. Petrovsky noted, "In childhood creativity should be understood as a mechanism for the development of various activities of the child, the accumulation of experience, personal growth" [3, p.51].

In Russian psychology, the most holistic concept of creativity as a mental process was proposed by Y. A. Ponomarev [4]. He developed a structural-level model of the central link of the psychological mechanism of creativity. Studying the mental development of children and solving problems by adults, Y. A. Ponomarev came to the conclusion that creativity has in its essence a certain scheme, which is decomposed into three components: the statement of the problem, in this case the human thinking is working, consciousness is activated; then the unconscious, essentially a creative talent, comes into operation, and at the next stage, consciousness is again activated.

Creativity is spontaneous, not planned. It is inexpedient, involuntary, irrational and does not lend itself (at the moment of the creative act) to regulation by consciousness. Creativity is based on the global irrational motivation of a person's alienation from the world, is directed by the tendency to overcome, functions as a "positive feedback": a creative product only spurs the process, turning it into a pursuit of the horizon.

Analysis and results: So, creativity is an activity, the result of which is new material and spiritual values; the highest form of mental activity, independence, the ability to create something new, original. As a result of creative activity, creative



abilities are formed and developed. Until the middle of the 20th century, psychology associated creativity with mental development. The need to measure intelligence led to the creation of intelligence tests.

Conclusion and recommendations: However, the studies of many psychologists have shown that there is no direct dependence of creative abilities on intelligence and the amount of knowledge, i.e. there was no correlation between IQ and the ability to create new things - creativity. There are three main approaches to the problem of creative and intellectual abilities:

1. As such, there is no creative ability. The main role in the determination of creative behavior is played by motivations, values, and personality traits. Intellectual abilities act as necessary, but insufficient conditions for the creative activity of the individual.

2. A high level of intelligence development presupposes a high level of development of creative abilities and vice versa. There is no creative process as a specific form of mental activity.

3. Creativity is a factor independent of intelligence. The study of the phenomenon of creativity is complicated by the fact that in assessing the creative characteristics the researcher deals primarily with the quality of the phenomenon. The study of creativity on scientific material itself was carried out in 1959 by a group of scientists led by J. Guilford [5]

Thus, the set of lessons we have developed will help develop the creative abilities of younger students in fine arts lessons.

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UDC: 378-057.175:355+004.7

THE FORMATION STRUCTURE OF STUDENTS' SKILLS FOR THE SUBJECT OF MILITARY EDUCATION

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Annotatsiya: Ushbu maqolada maktab o'quvchilariga boshlang'ich harbiy ta'lim ko'nikmalarini shakllantirish tuzilmasi, Chaqiruvga qadar boshlang'ich ta'lim fani orqali o'quvchilarning ko'nikmalarini shakllantirish tuzilmasi ishlab chiqilgan bo'lib, virtual ta'lim texnologiyalari asosida o'quvchilarning ko'nikmalarini shakllantirishda qo'yiladigan ilmiylik, tizimlilik va izchillik, o'quv materiallarining o'zaro ta'siri, muvofiqlik, vizual o'qitish, ta'lim muammolarini ta'minlash, mustaqil ta'lim olish, o'quv materialini tarqatish, qiziqtirish, nazariyani amaliyot bilan bog'lash tamoyillari keng yoritib berilgan.

Kalit so'zlar: virtual ta'lim, o'quvchi, maktab, muammo, amaliyot, material, vizual o'qitish, harbiy ta'lim, texnik vosita, interfaol, ko'nikma, bilim, texnologiya, mustaqil ta'lim, internet, axborot, nazariya.

Аннотация: В статье разработана структура умений начального военного образования школьников, структура формирования умений обучающихся через довузовское начальное образование, научное, систематическое и последовательное, взаимодействие учебных материалов, совместимость, наглядная подготовка в формировании умений и навыков студентов на основе о технологиях виртуального обучения широко освещаются принципы постановки учебных задач, самостоятельного обучения, распределения учебного материала, интереса, связи теории с практикой.

Ключевые слова: виртуальное образование, студент, школа, проблема, практика, материал, визуальная подготовка, военное образование, технические средства, интерактив, умение, знания, технологии, самостоятельное обучение, Интернет, информация, теория.

Annotation: This article develops the structure of primary military education skills for schoolchildren, the structure of students' skills formation through pre-service primary education, scientific, systematic and consistent, interaction of teaching materials, compatibility, visual training in the formation of students' skills based on virtual learning technologies, the principles of providing educational problems, independent learning, distribution of educational material, interest, linking theory with practice are widely covered.

Keywords: virtual education, student, school, problem, practice, material, visual training, military education, technical means, interactive, skill, knowledge, technology, independent learning, internet, information, theory.

Introduction. The concept of development of military education in preschool, secondary, vocational and higher education systems of the Republic of Uzbekistan, the



concept of the Development Strategy of the Republic of Uzbekistan until 2035, PD-5712-April 29, 2019 and PD-5812 of September 6, 2019 "On additional measures to further improve the system of vocational education" and PD-5847 of October 8, 2019 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030", The concept of industrial development of Uzbekistan until 2025, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan which is dated on February 23, 2018, by number 140, "On the Concept of educating youth in the spirit of military patriotism" was developed on the basis of the tasks set out in the charter.

The concept of the pre-prescription subject is mainly to improve the pre-prescription competencies of 10th and 11th grade high school students using virtual learning technologies.

Today, due to the rapid development of information and communication technologies, one of the most pressing issues today is the widespread introduction of computer technology and its pedagogical teaching aids in the subject of preschool education. From this point of view, the widespread use of innovative technologies, as well as computer and their teaching aids, including virtual learning technologies has become a serious need in improving the teaching methods of science departments.

Virtual learning is the ability to visually present learning materials with the help of simulation and technical aids, to create a virtual image of complex processes and events, to conduct experiments in a virtual way, as well as to prepare complex processes in a virtual form. It is a modern learning environment that encourages methodological support for independent work on learning materials and enhances creative thinking.

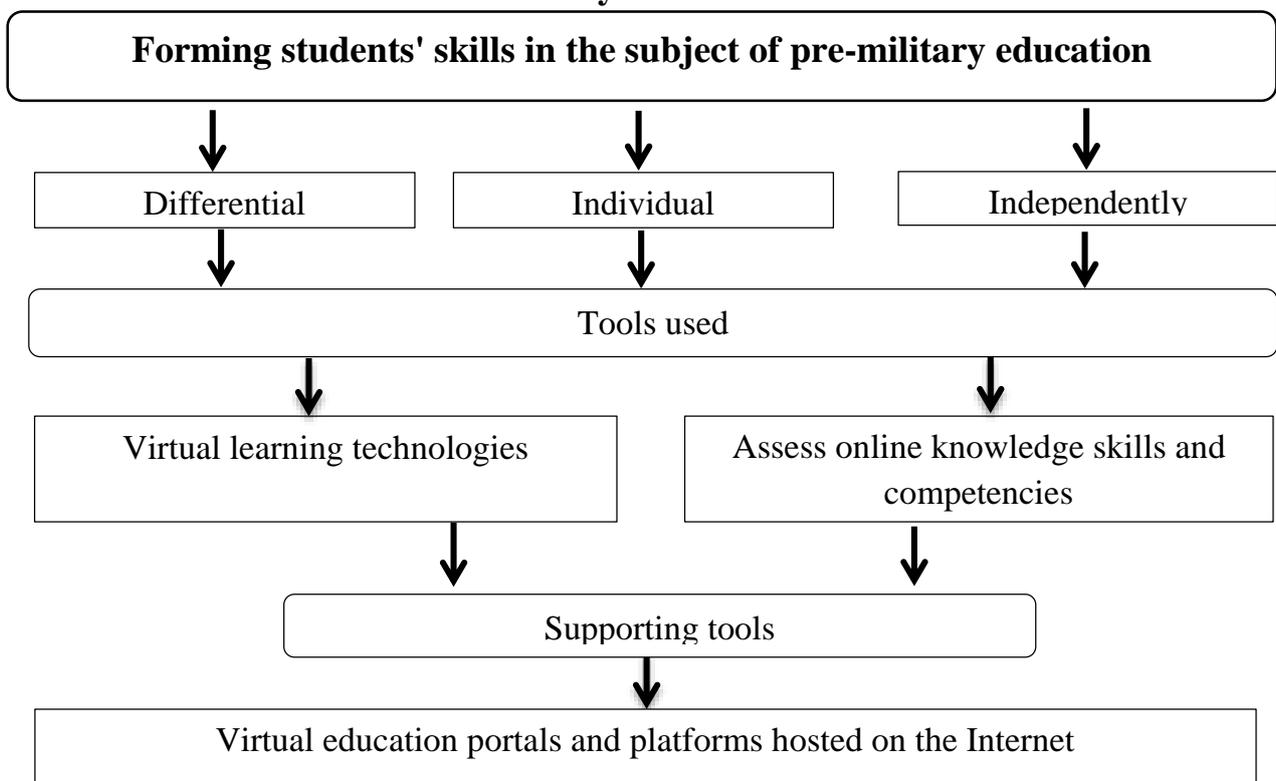
Literature review. According to the analysis of scientific and methodological sources and the current state of teaching in secondary special education, it is clear that the solution to the pedagogical problem of improving the effectiveness of teaching the subject in schools depends on the implementation of the following main tasks: The use of new modern computer technologies (e-learning resources, virtual learning technologies, interactive teaching aids, e-textbooks, cloud technologies, e-simulators), abandoning traditional methods in teaching the subject; use of virtual learning technologies to demonstrate some complex processes and events; implementation of learning tasks aimed at developing students' motivation in science; creating a virtual world for students to practice independently; formation of a culture of using Internet technologies and networked educational portals, virtual learning platforms. The interactive capabilities of the global network provide the community opportunities for science education. Through online communication, the listener has the opportunity to collaborate on practical learning projects with their peers. Students will also be able to engage in interactive discussions in a variety of geographic areas once they are exempt from compulsory classes. The military education teacher in charge of distance learning through the Internet will have the opportunity to conduct online discussions, arranging a certain amount of time for students to answer questions and explain topics they do not understand.

In this regard, a number of informal learning environments, virtual learning portals and platforms on the interactive capabilities of the global network and the use

of distance learning and related virtual learning technologies have been created and widely used in foreign countries. These include the State University of Pennsylvania (world campus.psu.edu), the University of California Virtual University (sms.edu), the Open University of Washington (gwu.edu), Western Governors University (umuc.edu), and the Virtual University of Minnesota (isek.org/sv). /index.JSP), the Center for Distance Learning at the University of Florida (FCD.ufl.edu), the British Open University (open. ac. the UK), and the Kharkiv Correspondence University in Germany (tu-drezden.de) are examples of informal learning environments.

Research Methodology. Based on the results of the analysis, we came to the conclusion that the formation of skills in the subject of CBT in students can be done in three ways (Figure 1).

Figure 1. **The structure of the formation of students' skills in the subject of Pre-Military Education**



Also, the principles of scientific, systematic and coherent, interaction of teaching materials, compatibility, visual teaching, providing educational problems, independent learning, distribution of teaching materials, interest, linking theory with practice are given in the formation of students' skills on the basis of virtual learning technologies. Based on these principles, a virtual learning platform chqbt.uz will be created on the Internet to organize the process of teaching and learning Military Education on the basis of virtual learning technologies. Its structural structure is as follows (see Figure 1). The main aspect of this virtual learning platform to distance learning is the development of the didactic basis of virtual learning technologies, which has the following features: the availability of retraining courses that require less cost than the traditional teaching method. There is no limit to the number of participants; the level of knowledge, the opportunity for in-depth study of skills through repeated peer and self-assessment of the user of the training courses; the student receives education at a



convenient time and place without interruption of work; the ability to reach a wide range of users; the ability to receive more information in visual (textual, audio, video, animated, three-dimensional) form than traditional education; the ability to conduct virtual experiments at difficult times and places; the ability to see processes and events that are difficult to see (walking in a line, standing in a line, disassembling and assembling a weapon, the process of using weapons) competencies are improved.

Analysis and results. Differentiation is derived from the Latin word meaning "difference", which means to divide the whole into different parts, forms, stages, stratification.

Formation of differential teaching skills:

- in this case, the teacher works with a group of students formed in the presence of any common qualities that are important for the learning process (same group);
- part of a general didactic system that provides a specialization of the learning process for different groups of different students.

Differentiated education consists of working in different programs, divided into groups according to the individual characteristics, abilities, interests and needs of each student. Therefore, the differentiation of teaching requires to be individualized education.

Individual education is one of the forms of teaching that has a pedagogical impact on the student. Understands the teacher's activities with the student outside the classroom. Individual education is the oldest form of education and was widely used in ancient times and the Middle Ages.

In the history of education in Uzbekistan, the form of individual education has been widely used. Its effect, especially in the applied arts, was manifested in the form of teacher-student education in the craft. Famous national masters Toshpolat Arslonkulov, Usta Shirin Murodov, Kadyrjon Khaydarov, Mahmud Usmanov, Hamro Rakhimov were educated in this way. Individual education provides an opportunity to fully take into account the individual characteristics of the child's psycho- natural tendencies to the field of science and profession.

Individualized learning is a model of the organization of the form and process of teaching, which is specific to the programs of all forms of individualized learning. The main advantage of individual education is that it allows students to organize their learning activities, choose the content, tools and methods of education and take into account their individual characteristics and speed to create. There is an opportunity to do this more effectively through virtual learning technologies.

Taking into account individual characteristics in the design of virtual learning technologies helps to select individual information in teaching and to consolidate the units of information in the field, as well as to shape the skills of the student. This is because students' interest in learning varies, which can help them find the optimal norm.

Organizational forms of independent work of students

Students goals will be highlighted independently and the collection of additional information will be more engaging, providing independent thinking in problem-solving, searching for relevant information, and highlighting the results of their work. The information in the given program should be aimed at the student's independent



acceptance and knowledge. Virtual learning technologies can serve to further improve the quality of education if used not only as an additional aid in education but also as a basic learning tool.

Another way to build students' skills in the subject of Military Education is to use this type of independent learning. The use of virtual learning platforms placed on the Internet in the organization of independent learning gives good results. To do this, it is necessary to follow the following didactic tasks: to provide accurate and complete information on the topic under study; increase visual education (creating a virtual view of the sections of the subject of Military Education); increase the volume of independent work of students (increase of scientific knowledge by carrying out the given tasks); deepening the activity of students, ensuring their optimal and rapid growth in military service; maximum satisfaction of students' interest in learning; organization of feedback; monitor students' performance (for example, by conducting an online test to determine their initial level of knowledge and knowledge acquired after studying certain sections of the CBT) and provide them with the necessary guidance; reading additional literature on science and independent use of virtual learning technologies posted on the Internet.

To perform these didactic tasks, it is necessary to develop science-based 3-D format virtual learning technologies.

The tools used are software tools (MS PowerPoint, prezi.com, Turbo Site, I-Spring Suite), technical tools (computer, video gun, smart board).

The creation of **virtual learning technologies** should be carried out in the following order:

1. Identify topics where virtual learning technologies are created;
2. Selection of modern pedagogical software;
3. Select the appropriate coverage for the purpose and topic of virtual education;
4. Development of a scenario and structure of virtual education;
6. Selection of educational material;
7. Development of the structure of educational materials;
8. Development of a multimedia component;
9. Approbation;
10. Documentation (official registration from the Intellectual Property Agency, assignment of copyright).

Teaching VAT with the help of virtual learning technologies is a new stage in the use of computers for the educational process, and modern educational platforms for traditional and distance learning systems are being created and used. This creates a wide range of opportunities for the organization of effective communication between teachers and students of military education and the independent study of the subject.

Conclusion. The most important task of the head of military education is the formation of students' skills in the subject of Pre-Military Education. This can be done effectively through the Internet. The resources that make up a virtual learning platform for students on the Internet can include graphics, animation, pictures, sound effects, and textual information. In other words, a virtual learning platform incorporates a combination of different means of presenting information integrated into a single content. The exchange or combination of text, graphics, video and audio presentations



allows the formation of motivation, new knowledge and skills by conveying educational information in a form that is as clear and easy to master as possible.

To perform these didactic tasks, it is necessary to create a virtual learning platform on the Internet. It should include methodological - normative (curriculum, program); information-educational (text of lectures in electronic form, notes of electronic short lectures, the electronic text of the textbook, multimedia applications, electronic scientific manual); information - auxiliary (dictionaries, presentations); practice-oriented (tasks for independent work of students, virtual practical work, methodical instructions, etc.); control-diagnostics (tasks for self-control); monitoring function (control work questions and tasks, course work, abstract topics, test questions).

In order to attract students to patriotic and military duties, it is necessary to develop modern virtual learning technologies in the field of CBT. Virtual learning technologies allow students to edit and simplify working papers, independent work provided by military education leaders and teachers.

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UDC: 373

DESIGNING STAGES OF CONSTRUCTION AND PLANNING OF DISTANCE LEARNING COURSE

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Annotatsiya: Maqolada masofaviy ta'lim tizimida yuqori sifatli kurslarni qo'llash, qurish va loyihalash bosqichlari tasvirlangan, o'qituvchining bu sohadagi o'rni tasvirlangan, masofaviy ta'lim yordamida o'qitish davrida talabalarni rag'batlantirishning asosiy shakllari ko'rsatilgan, masofaviy o'qitish davrida o'quvchilarning ota-onalarining rollari va vazifalarini belgilangan.

Kalit so'zlar: masofaviy o'qitish, ta'lim texnologiyalari, roli, bosqichi, motivatsiya, o'qituvchi, istiqbol, tashkilot, dizayn, mavzu, jarayon, interaktiv material, o'quv kursi, onlayn o'qitish, o'quv material, interfaol kurs, fikr-mulohaza.

Аннотация: В статье описаны этапы применения, построения и проектирования качественных курсов в системе дистанционного образования, описана роль преподавателя в этой сфере, указаны основные формы мотивации студентов в период обучения с использованием дистанционного обучения, и показаны роли и задачи родителей учеников в период дистанционного обучения.

Ключевые слова: дистанционное обучение, образовательные технологии, роль, этап, мотивация, учитель, перспектива, организация, дизайн, предмет, процесс, интерактивный материал, учебный курс, онлайн-обучение, учебный материал, интерактивный курс, обратная связь.

Abstract: This article describes the stages of application, construction and design of high-quality courses in the distance education system, describes the role of the teacher in this area, indicates the main forms of motivating students during the period of learning using distance learning, and shows the roles and tasks of parents of students during the period of distance learning.

Keywords: distance learning, teacher, educational technologies, role, stage, motivation, teacher, perspective, organization, design, subject, process, interactive material, training course, online training, training material, interactive course, feedback.

Introduction. During the global pandemic that broke out at the beginning of 2020, mandatory quarantine was introduced in many countries with no end, and all stages of the education systems, from the lowest grades to higher educational institutions, were subjected to a total crisis. As a result, the younger generation risked being left without the quality education they needed. But in this case, the long-open, but little used distance learning came to the rescue of everyone.

Distance learning technologies contribute to achieving the goals of the state in the field of education - its accessibility, improving the quality of education, eliminating barriers to obtaining information. Thus, distance learning is becoming a means of solving political problems. Technologies of modern learning at a distance (e-learning, distance



learning) are a response to the challenges of globalization, a colossal increase in the amount of knowledge that is falling on humanity today. In fact, distance learning is an integral part of the structure of the information society, the basis of a new economy, the development of which is based on knowledge management.

Distance learning technologies are considered as:

- An optimal model of continuing professional education for schoolchildren, means of developing the regional education system;
- Environment of self-development and secondary socialization⁶ of personality, self-education of students;
- Educational technology in secondary schools, secondary and higher vocational education, the system of advanced training in the tourism sector, trade union workers, social workers, customs officials.

Distance learning based on modern information technologies brings new opportunities to the educational process, a combination of high economic efficiency and flexibility of the educational process, widespread use of information resources, a significant expansion of the possibilities of traditional forms of education, as well as the possibility of building new effective forms of education. Therefore, the role and importance of distance learning is steadily increasing every year, there are more virtual universities, institutes and faculties of distance learning.

Research Methodology: The use of distance learning systems in the education process represents a change in the role of a teacher in an educational institution, more precisely, the role of a teacher becomes even more significant, and his functions are broader. This is possible under the condition of a certain clear organization and design of all educational processes of distance learning in educational organizations, as well as an understanding of the teachers themselves of this role and the functions that they are forced to take upon themselves, thereby changing their place in the learning process as a whole.

It should be noted that modern educational institutions, like other educational organizations of the education system, cannot do without organizing, designing and planning their information educational environment, which, in fact, without fail includes the use of distance learning systems based on e-learning or distance learning. educational technologies.

Basically, by distance education, we mean such concepts as an interactive or online course. First of all, it should be emphasized that the online course is not an electronic textbook or any other electronic teaching aid. The main difference between an online course and an electronic textbook is that an online course is an information system that includes elements such as lectures, tutorials, communication tools (e-mail, forum, chat, etc.). The electronic teaching aid, meanwhile, is only an element included in the online course.

An online course is a collection of training modules that include the following components: educational text, a library, a set of tasks for self-examination and student assessment, a questionnaire for feedback with the author of the course (module), which allows you to improve the course (module).

The module is based on an educational text on which a variety of resources are “strung”. These can be information sources, such as photographs, diagrams, animation,



audio and video fragments or other multimedia applications, as well as links to sites of world information sources on this topic. As part of our course, the issue of creating an electronic library of the course will be considered. The module also includes services that allow organizing interactions between participants in the educational process: forums, chats, e-mail. As a rule, the module includes services that allow assessing both the work of students and the course as a whole: tests, questionnaires.

Typically, a distance course is created by an expert in the field. To improve the quality of the course, it is advisable to include in the course only materials from reliable sources (textbooks, monographs, scientific articles in officially registered journals, etc.). In any case, an indication of the sources of materials is mandatory.

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So what is the role of a teacher? First of all, creating a project plan or distance learning course.

As we know, there are certain requirements for the materials of the distance and traditional course:

Relevance. The DL course should take into account the current level of development of science; the use of outdated data is unacceptable.

Modularity. Distance course is a complex of training modules, the structure of which is invariant for the entire course.

Informativeness: The distance course provides the student with the opportunity to use a large variety of information sources, including various websites.

Compliance with the requirements of the legislation on copyright protection: Very often, the distance course uses materials developed by other authors (especially graphics, animation, videos).

Stages of training course preparation

- ✓ Assessment of the needs and capabilities of the target audience of the course (schoolchildren, students, specialists, etc.)
- ✓ Determining the purpose of the course. At the same time, it is necessary to develop methods and tools for diagnosing the level of knowledge, abilities and skills that students must achieve at the end of the course. Each section and the entire training course as a whole will achieve the goal if it is initially determined what knowledge and skills the student should acquire in each module;Выбор источников;
- ✓ Development of the structure of the training course to think over the content of the course in the form of modules, writing a detailed plan for this.

Analysis and results: Management of the educational process begins with its planning, so it must be performed, firstly, taking into account the fact that every educational process takes place in a certain educational system; secondly, based on the definition of the functions of the components that make up the educational process and participants in this process; third, to rely on the necessary stages of its implementation.

Lead educators advise the following course design plan:



Definition of distance learning process. Consider how to work with students first. In this regard, remote work can be carried out in one of the ways that is described below, or use a combination of them.

- **Meetings in real time:** The teacher agrees with the students about the time, where and when the online broadcast will be held or an online meeting will be scheduled. On the online lesson, the teacher distributes materials, answers students' questions and asks them questions.
- **Distance learning through interactive teaching materials:** Learning for learners can be built through interactive learning materials that contain instructions, learning content: (all sorts of graphics, videos, interactive videos, audio, text, and pictures), self-test materials, various links, etc. With these interactive learning materials, the student learns a new topic on his own. For the students' questions that have arisen, it is worth creating a chat for joint communication, so that, when faced with difficulties, they continue to complete the assignments.
- **Work scheduling:** Choose the necessary and convenient time period, for example, a week, a day, and plan the work of students in their subject to organize the work in a holistic manner.

When planning their course, the teacher should ask several questions:

- 1) What do I want to teach my students (what results can they achieve in their studies)?
- 2) How can students learn this (how can they achieve high educational results)?
- 3) How can I support them in this process (how can I help them achieve better learning outcomes and how do I know if they have achieved them)?

Based on the answers, each teacher should draw up a work plan for himself: what educational materials need to be created, how to control the work of the children, how and when, to provide them with feedback.

Definition, student feedback. Students must have an entry point through which they gain access to interactive learning materials. If the teacher in the process of working with students uses certain platforms (blog, website, instant messengers, closed group, etc.), then in distance learning students can work through it. If such a platform is not available, then teaching materials can be transmitted through the electronic journal (although it may not withstand the load, so it is best to have an alternative, backup source of communication).

Create teaching materials. The organization of educational work remotely means helping the student to independently deal with what he does not know and cannot do. And for this, the student must have teaching materials and assignments that are feasible for a particular age group with which we work. Adding instructions for work to the training materials, indicating the time it takes to work on the assignment and studying the materials, the necessary strategies, recommendations and tips.

The mode of work and workload of employees of an educational institution depends on the following characteristics of the course, which must be determined before starting the educational process:

- The volume of the academic discipline in hours, its place in the educational standard;
- Period (semester or list of months);



- Target audience of the course / discipline (contingent of students - schoolchildren, students, applicants, employees, managers, etc.);
- Forms of the course (network version, case technology, mixed version).
- In any case, when planning the educational process, the following actions are necessary:
- Setting learning goals;
- Choice of teaching methods;
- Development of methodological requirements for educational material;
- Scheduling classes;
- Organization of monitoring of the educational process;
- Planning of control measures;
- Planning independent work of students;
- Planning the forms and types of interaction of participants in the educational process
- Forecasting learning outcomes;
- Summarizing.

Setting learning goals. Learning objectives should be written clearly and clearly. Usually they are contained in the annotation to the course / discipline, in the work program and perform several functions: motivational, advertising, informational. The goal in the pedagogical system should be set so precisely and definitely that it is possible to unambiguously make a conclusion about the degree of implementation and build a certain didactic process that guarantees its achievement in a given time.

Conclusion/Recommendations. Among the teaching methods are distinguished - informational, reproductive, algorithmic, heuristic, research. When teaching by distance technology, their combination is most expedient. It is impossible and impractical to build a course only on teaching methods that most activate students (heuristic, research). Active teaching methods will become effective only after the learners have mastered a certain amount of material (during this period, informational, receptive, reproductive and algorithmic methods are used) and the involvement of students in independent cognitive activity.

Teaching methods should be correlated using various teaching aids: educational books on paper, online teaching aids, computer training systems, audio, video materials, remote access simulators, virtual laboratories, electronic libraries).

In conclusion, we can say that the teacher is the main figure in the organization, planning, design, in the choice of methods and goals of the distance learning course, and his creative, scientific and modern approach is the basis for motivating the student in modern distance learning.

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UDK: 81. 255.4

FOREIGN LANGUAGE TEACHING IN UZBEKISTAN

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Annotatsiya. Ushbu maqolada O'zbekistonda chet tillarini o'qitishning rivojlanishi tahlil qilingan. O'zbekistonda asosan sharq tillari: arab va fors tillari hamda rus tili o'rganilgan bo'lib, 19-asrdan boshlab ingliz, fransuz va nemis tillari Yevropa mamlakatlari kabi O'zbekistonda chet tili sifatida o'qitila boshlandi. Bir necha tadqiqot ishlari o'rganilgandan so'ng, chet tillarini o'qitishni yetti davrga bo'lish taklif etildi va bunday davriylashtirish sabablari ko'rsatib o'tildi.

Kalit so'zlar: Chet tillarini o'qitishning tarixi, davirlashtirish, chet tillarini o'qitish, lingua franca, sharq tillari, g'arb tillari.

Аннотация. В этой статье рассматривается обзор развития преподавания иностранных языков. В Узбекистане восточные языки: арабский, персидский, а также русский изучались как иностранные. С 19 века английский, французский и немецкий языки преподаются как иностранные в Узбекистане, как и в европейских странах. После обзора несколько исследовательских работ предлагается разделить преподавание иностранного языка на семь периодов и в статье обсуждаются причины такой периодизации.

Ключевые слова: история изучения иностранных языков, периодизация, обучение иностранным языкам, lingua franca, восточные языки, западные языки.

Abstract. This article considers an overview of the development in Foreign Language Teaching in Uzbekistan. In Uzbekistan eastern languages: Arabic, Persian and Russian were studied as a foreign language in the past. From the 19th century on, English, French and German languages are being taught as a foreign language in Uzbekistan as European Countries. After reviewing other scholars' research work, dividing Foreign Language Teaching into seven periods is suggested and discussed the reasons for such periodization in the article.

Key words: history of FLT, Periodization, Foreign Language Teaching, lingua franca, eastern languages, western languages.

Introduction. As everything in the world has its own history, with no exception Teaching Foreign Languages also has its long history. It is an interesting question that who and when begin to learn the foreign language first in the world. As an answer to this question, the following historical fact can be given. In the Roman Empire Latin was their native language from the earliest time. After the expansion of it, Latin was dominant in the West whilst Greek in the East part of the Roman Empire. During the 5th century, there was bilingualism, two languages were used in the different parts of the Empire. From the 6th century in the west part of the Roman Empire, the Greek language was learned as a foreign language with the translation of Latin [7]. It indicates that Romans were the first to begin learning a foreign language in the world. The language of a country that is economically and politically strong is studied as a



foreign language by other states. So, as Roman Empire was leading in the world, Latin was the dominant language in education, religion, and political system till the 16th century. Since the end of the 16th century French, Italian, and English were becoming popular in society, as a result, Latin was diminished and later be a dead language.

Literature review. In society always, there is a need-to-know foreign language. Accordingly, in Uzbekistan, from history, it is known that in addition to the native language, Uzbek, it is necessary to know foreign languages all the time. Uzbeks learned usually eastern languages such as Tajik, Turkish, Arabic, and Persian. Due to the arrival of the Islamic religion in Uzbekistan, Arabic was widely studied. Until the second part of the 20th century, the Arabic language was dominant and pupils in schools and madrasahs study it as a foreign language. They read Koran and learn by heart surahs. Later Persian was a pervasive language in the territory of Uzbekistan. Whilst Arabic was studied to improve religious knowledge, Persian was used in education and science in Uzbekistan.

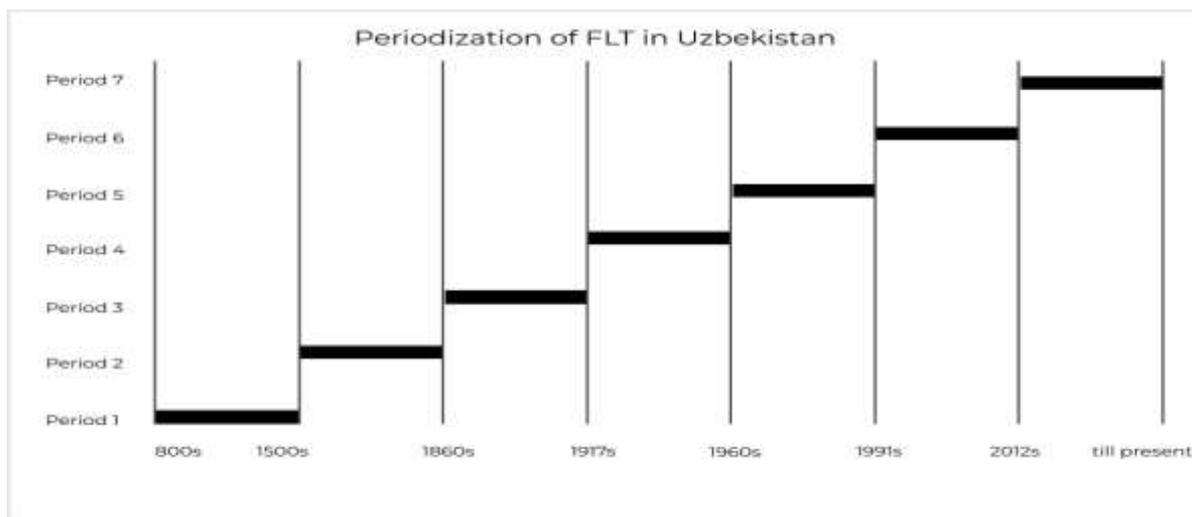
The evolution of foreign language teaching was analyzed by R.A.Zaripova as she divided it six periods as follows: 1st period – from the 70s of XIX century until 1917; 2nd period – from 1917 until the early 1930s; 3rd period – from the 1930s until the first half of 1940s; 4th period – from the middle of 1940s until the early 1960s; 5th period – from the 1960s until the early 1970s; 6th period – from the early 1970s and further time [12]. In Uzbekistan methods of foreign language teaching were not used till the middle of the 1950s. After the October Revolution in 1917, plans were introduced in schools, and foreign languages were taught based on specialized plans [4]. But not in all schools foreign language taught because of a shortage of foreign language teachers.

However, J. Jalolov and G. Tojjeva recommend dividing four periods: 1st stage – from the earliest period till 1924; 2nd stage – till 1961; 3rd stage – till 1991; 4th stage – from 1992 up to date. They gave the following fact as a reason for his version of periodization. “The first three stages could be called the period of absolute dependence on foreign forces which, in the long run, didn’t let the social-political order develop freely, in particular, the educational system. The last stage is important because of great positive changes in various spheres of social life under the conditions of independence” [5]. In Uzbekistan till 1924 Asian languages were used to study in religious institutions while European languages were learned in Russian educational institutions. However, textbooks, manuals, original studies did not exist. Teaching foreign languages relied on the methods of teaching foreign languages in Russian schools. From 1924 on foreign languages were taught based on educational plans prepared by Moscow specialists in Uzbekistan. In 1941, foreign language was taught as the main subject in city schools, later in 1944 rural schools also had foreign language subjects. In 1948 Tashkent State Foreign Languages Pedagogical Institute, which was reorganized and renamed as Uzbekistan World Languages University in 1993 [4]. It shows that foreign language teaching began to play important role in the education system in Uzbekistan. Nevertheless, there were no foreign language textbooks for Uzbek pupils; they used textbooks written for Russian schools in their lessons. Only after 1960, original foreign language textbooks were published for native pupils in Uzbekistan. In the 70s of the

20th centuries, first national original syllabus for Uzbek schools was published for the first time in history. It influenced the development of foreign language teaching in Uzbekistan enormously as after that many research works were conducted on foreign language teaching.

Analysis and Results. Above mentioned division gave us an opportunity to express our opinion towards these periods and recommend our version of periodization. It would be better if the foreign language-teaching period can be divided into seven:

1. FLT in great Uzbek ancestors' period-800s-the 1500s. Why added this period



is our ancestors: Muhammad Musa Khwarizmi (787-850), Ahmad Fergani (died in 861), Abu Nasr Farabi (870-950), Abu Rayhan Beruni (973-1048), Abu Ali ibn Sina (980-1037), Mirzo Ulugbek (1394-1449), Alisher Navoi (1441-1501) knew many languages and their achievements served as a base of new fields in science. They knew east and west languages, read books in foreign languages, and wrote their works in different languages in a proficient level. They moved from one place to another consistently so they had to learn foreign language to communicate with local people. Even if nowadays, we have so many opportunities like learning any language staying at home with videos or in online courses, we are not being successful as them. Motivation, environment and enthusiasm are essential to learn any language even learning it in online. We should learn thoroughly about Uzbek ancestors' learning system of foreign language and implement them in practice.

2. Foreign language in the 1500s-1860s in Uzbekistan territory. At that time, current Uzbekistan's territory consists of Uzbek Khans and we know that the Arabic language was taught in educational institutions as Islamic religion's influence. J. Jalolov and G. Tojjeva pointed that "In the territory of Uzbekistan in maktab (schools), madrasahs (Muslim religious universities) students first mastered the Arabic alphabet, syllables, learned by heart parts of the Koran" [5].

3. Foreign language in the 1860s-1917. Uzbekistan was under the control of the Empire of Russia and they affected the education system as an economic and political system. Schools with Russian-speaking teaching started to be organized and as a result, by 1867 their quantity reached 10 schools [4].

4. Foreign language in 1917-1960. This period is characterized by introducing European languages especially English, French, German to Uzbekistan and decreasing



of teaching Arabic or Persian languages as foreign languages anymore. Since 1917, Foreign languages were taught with teaching plans at school [6]. However, as above mentioned, Uzbek students learn foreign languages through textbooks, which were published for Russian schools, as there were no textbooks for Uzbek pupils.

5. Foreign language in 1960-1991. At the beginning of this period, first textbooks began to appear for native Uzbek learners. J. Jalolov et al stated “In 1961-1964 the first English, German and French textbooks for 5 and 8 forms were published. But these textbooks were created on the material of the curricula for Russian schools. At the same time the specifics of the Uzbek language were taken into consideration.” [4].

6. Foreign language in 1991-2012. The Republic of Uzbekistan was independent in 1991 and it influenced the education system enormously. Uzbek people are able to choose any foreign language to learn freely. After the Independence of Uzbekistan, in 1992, “Law on Education” was signed and implemented in practice and as a result, foreign language teaching in Uzbekistan had started to meet world standards. In pre-schools, secondary schools, and higher education foreign languages began to teach with new educational standards, curriculum, textbooks, and syllabus. Since the independence of Uzbekistan, teaching foreign languages changed to the positive side and the English language has been an important and preferred foreign language [6]. Especially among youth the reason of studying English as a loved one rather than other language is it seems their desires about studying overseas or working there and exchanging experience in an internship. Also, K. Tangirova cited Rod Bolitho’s opinion about two factors of Uzbeks desire to learn English by the objection of studying and working overseas and idealization of the UK and US in her article “The Status of English and Russian in Uzbekistan” [8]. The first factor might be true that nowadays many youths want to study abroad especially in European countries, nevertheless, it seems not true that one of the reasons learning English in Uzbekistan is an idealization of the UK and US. People in Uzbekistan know the merits and demerits of studying and working in the UK and US, so they are not idealized in Uzbekistan. Youth not only interested in studying in there, but they are excited to study in Germany, Japan, Russia, and other countries. To develop English language teaching skills in Uzbekistan, many projects were launched. For instance, PRISETT, organized with the cooperation of the British Council in order to train pre-service teachers (11). Another one is the Uzbekistan Teachers of English Association (UZTEA), established in 1996 to provide teachers with the necessary teaching materials, as well as enriching their knowledge of English language teaching. Therefore, UzTEA regularly organizes forums, seminars, and conferences in the field of English language teaching methods in order to exchange views and experiences [9].

7. Foreign language from 2012-till to present. Decree of the president of the Republic of Uzbekistan dated 10.12.2012, number PD-1875 "On measures to further improve the system of learning foreign languages" plays important role in the development of foreign language teaching in Uzbekistan. According to the decree, teaching the English language at school is being taught not from the fifth class but first-class since the 2013-2014 academic year. Furthermore, in 2013, in order to implement the Presidential Decree new test form was adopted for secondary foreign language teachers for an increase in their salaries. In the first stage of this test, teachers are



examined on listening, reading, vocabulary and grammar, foreign language teaching methodology, and writing. So as to pass they should gain more than 50% of the maximum score on listening, reading, vocabulary and grammar, and foreign language teaching methodology sections after that their writing will be checked. In the second part, teachers should take more than 50% of the maximum score in the speaking exam. Overall if teachers take more than 60% of the maximum score in this test, in rural schools they receive a 30% increase in their salaries, and foreign language teachers in urban schools receive a 15% increase [1]. Such benefits inspire foreign language teachers to know their subjects well and increase the quality of lessons. Later in 2017 August 11, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 610 “On measures to further improve the quality of foreign language teaching in educational institutions”. This resolution influenced foreign language teaching tremendously. As specified in the resolution, teachers of higher and secondary educational institutions, who teach specialty subjects in foreign languages and have a qualification certificate of B2 and higher receive up to 100 percent increase in the salaries [2]. This resolution motivated teachers to learn foreign languages and use them in medium instruction. After the adoption of this resolution, not only foreign language teachers but also other teachers are learning and teaching their subject in foreign language. Moreover, from January 1, 2018, introduced a procedure for granting benefits for up to 3 years for certified persons: applicants with a qualification certificate are given maximum scores in the foreign language (English, German, French) in entrance exams to lyceums, colleges (A2 and above), for bachelor's degree (B1 and higher) and master's degree (B2 and higher)” [10]. Next year, in 2019 the Resolution of the Cabinet of Ministers No. 395 “On measures in admission to higher education with national and international certification” was signed. According to this Resolution, the applicants can apply with national and international certificates without entrance exams for foreign languages in higher education. In particular, for English language National certificate or IELTS (5.5), TOEFL (72), FCE (B2); for Japan language JLPT (B2); for German language DSD or DAF (B2); for French language DELF or TCF with B2 or higher level [3]. These reforms impacted foreign language learning positively so applicants in order to enter university and institution, students to continue their study in abroad and teachers to take an increase in their salary are learning them with ambiguous.

Conclusion. This research work was conducted to analyze the historical progression in Foreign Language Teaching. From the discussion above, it can be concluded that in Uzbekistan, Arabic, Persian, Tadjik languages were learned till the second part of the last century. From the last quarter of the 20th century on European languages: English, French, and German are being learned as a foreign language in Uzbekistan. In particular, the English language is considered lingua franca after being independent and taught as a main foreign language in Uzbekistan. After studying thoroughly other scholars’ research, this study reveals that Foreign Language Teaching in Uzbekistan can be divided into seven periods based on the abovementioned reasons: 1) 800s-1500s, 2) 1500s-1860s, 3) 1860s-1917, 4) 1917-1960s, 5) 1960s-1991, 6) 1991-2012. 7) 2012-till present. Studying the evolution of Foreign Language Teaching reveals that Teaching Foreign Language always carried on with the help of methods



and techniques. We leave learning the theory of teaching methods of foreign languages and their peculiarities for future research work.

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**UDK: 17.51****LANGUAGE PROPOSAL: TEACHING MATHEMATICS IN ENGLISH
IN PUBLIC SCHOOLS**

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Annotatsiya. Dunyoning aksariyat rivojlangan mamlakatlarida matematikani ingliz tilida o'qitish to'g'ri tanlov deb hisoblanadi. Mamlakatimizda umumta'lim maktabini tugatgan maktab o'quvchilari ingliz tilida matematikani bilmasliklari sababli xalqaro universitetlarga kirishlarida muammolar paydo bo'ladi. Bu haqida o'ylash vaqti keldi, chunki maktab yoshidagi bolalarning aksariyati uzoqdagi joy va moliyaviy muammolar tufayli xalqaro yoki xususiy maktablarda emas, davlat maktablarida o'qiydi. Matematikani yaxshi biladigan kishi boshqa narsalarni ham oson o'rganishi mumkin, chunki matematika inson miyasini charxlaydi. Bundan tashqari, ko'pchilik matematikani boshqa fanlarning shohi deb biladi. O'zbekistondagi barcha davlat maktablarida matematikani ingliz tilida o'qitishni boshlash kerak, chunki u chet el universitetlariga kirish yoki boshqa sohalarda xalqaro akademik faollikni rivojlantirish kabi ko'plab afzalliklarga ega.

Kalit so'zlar: Matematika, umumta'lim maktabi, xalqaro, baholash, o'quv jarayoni, prezident maktablari, ta'lim, taklif

Annotation. Mathematics in English is considered to be the right choice in most developed countries of the world. School children who finished public school in our country are not capable of entering international universities since they do not know mathematics in English. It is high time to think about this matter since the most part of school aged children study in public schools rather than international or private schools because of distant location and financial problems. The one who is good at mathematics can easily learn other things too, since mathematics sharpens human's brain. Besides, most people consider mathematics to be the king of other subjects. In all public schools in Uzbekistan mathematics should begin to be taught in English language since it has many advantages such as entering oversea universities or developing international academic activeness in other fields too.

Key words: Mathematics, public school, international, assessment, learning process, presidential schools, education, proposal

Аннотации. Математика на английском языке считается правильным выбором в большинстве развитых стран мира. Школьники, окончившие государственную школу в нашей стране, не могут поступать в международные университеты, так как не знают математики на английском языке. Пора задуматься над этим, поскольку большая часть детей школьного возраста учится в государственных школах, а не в международных или частных школах из-за удаленности и финансовых проблем. Тот, кто хорошо разбирается в математике, легко может научиться и другим вещам, поскольку математика оттачивает



человеческий мозг. Кроме того, большинство людей считает математику королем других предметов. Во всех государственных школах Узбекистана математику следует начать преподавать на английском языке, поскольку это дает много преимуществ, таких как поступление в зарубежные университеты или развитие международной академической активности в других областях.

Ключевые слова: математика, общественная школа, международная, оценка, учебный процесс, президентские школы, образование, предложение.

Introduction. The demand for English is increasing day by day. This language is covering every field of life. Mathematics is the most crucial subject for everybody for a lot of reasons. In fact, life consists of mathematics since during a single day we have to count money, do shopping and measure things all of which demands mathematical knowledge. Besides, most honorable international and national universities have accepted exams on mathematics and English. In order to make school children modern and fully developed I suggest teaching mathematics in the English language at least once a week according to students' grades. I cannot deny that there are numerous international and private schools in our country which teach all subjects in English. However, the problem cannot be solved with them in that most of them are situated in the capital city of Tashkent and there is no any international school in most other regions of the country. Furthermore, not everyone can afford for international or private schools. We should develop these kinds of project in public schools too because of the fact that most of our Uzbek children study in public schools. We should not forget that they are our happy future leaders whom we should think about now.

With the initiative of the president of our country Presidential Schools are opening in all regions of Uzbekistan. Entrance exams for presidential school are conducted by Cambridge assessment and candidates should take exams on English, mathematics and critical thinking. But the problem is that all exam questions are in English. Students who do not study mathematics in English in their current school are not able to take these exams. So, students are preparing in study centers in order to be accepted to the presidential schools. Such kinds of presidential schools are only one in each region and there is limited small number of students in each class in this school. Each grade is made up of only one class and it is impossible to cover all the school children in the region. The difference between presidential schools and public schools is very high like the difference between the sky and the earth since in presidential schools all subjects are taught in English, but in public schools even general English is not thought properly. If my project begins to be used in public schools, these differences between schools will not be very high and students are able to achieve high prospects even after finishing public schools.

Nowadays, there are a lot of international universities, especially, in Tashkent which is the capital of Uzbekistan. And these kinds of universities are likely to be opened in other regions of the country. Students are required to study math in English since mathematics is included in the entrance exams. The duty of schools is preparing students for the future life. It is the fact that universities are the future life as the continuation of school education. There should be connection between schools and university education in that one comes after another. So, if the teaching and learning process changes in Universities, these changes should reflect in school education too



so that our school children are able to be students of modern national and international universities.

Literature Review. This suggestion has been proven in other developed countries of the world. To, illustrate, let's speak about China, it began to teach other subjects in English some years ago knowing only general English is not enough for the young who want developments or benefits for their country. In my opinion, in Uzbekistan also we should begin to teach other subjects in English like China or Malaysia. As for mathematics it should be the first to teach and to learn in English.

Since my proposal is teaching mathematics in English in public schools, I relied on the article in which a lot of upsides are presented, in order to support my approach. By these articles I have learned that mathematics in English is considered to be the right choice in most developed countries of the world. According to G, Hu (2005), teaching other subjects, especially, mathematics, in the English language was applied as one of the most important changes in China. Besides, Wesche & Skehan (2002) also claim that this form of content based English instruction (CBII) has a lot of upsides rather than traditional language teaching. So I hope this gives its high quality effect in Uzbek public schools too. Teaching mathematics using English has been in use in Malaysia's public schools since 2003 in that it has many advantages such as entering oversea universities and developing science in the country [6]. Furthermore, Cummins (1986) suggests that students who are learning mathematic in English are able to develop their academic language proficiency along with the basic interpersonal communicative skills.

Recommendation. If my proposal is in use, Uzbek students are able to get B1+ or B2 from English as well as being capable of calculating mathematic problems in the English language.

This proposal should be conducted step by step in order to make progress. First of all, the English teachers in the school increase their qualification by teacher training courses in which they will learn elementary math in English along with increasing their background knowledge in General English. This training courses last two or three months. After then, in my opinion, all English teachers are able to teach elementary math for students from Grade 1 to Grade 4.

At the same time, the second teacher training course is also formed in which match teachers who are good at learning languages, are chosen and taught English for five or six months in order to be able to teach their math lessons in the English language. After the course these teachers begin to teach mathematics for students from grade 5 to grade 11, of course, in English.

In my opinion, Cambridge assessment standards to assess learners' language and math knowledge should be used. According to the demands of the project, at the end of each term overall four times an academic year students take an exam on their language skills, math knowledge and critical thinking skills. According Glenn, F. (2010) real assessment serves to develop students' knowledge rather than a criterion. So students are able to know about the gaps in their knowledge and try to improve. Besides, international standards for assessment help to prepare students for the exams of international universities as well as honorable national universities.



According to my proposal Grade 1 students in public schools should have general English two times and once math English per week with total three hours a week lasting 45 minutes each. Grade 2 students should have general English twice and math English twice per week with total four times. In Grade 3 general English should be taught three times and Math English should be taught twice with total five times. In Grade 4 three-hour general English and three-hour-math English is planned being total six hours per week with 45 minutes each. Students from Grade 5 to Grade 11 are supposed to have general English four times and math English four times with 45 minutes each making up total 8 hours per week. This is also shown in the following table

Grade	General English Per week	Math English Per week	Weekly total	Yearly total
1	2 hours	1 hours	3 hours	99 hours
2	2 hours	2 hours	4 hours	136 hours
3	3 hours	2 hours	5 hours	170 hours
4	3 hours	3 hours	6 hours	204 hours
5	4 hours	4 hours	8 hours	272 hours
6	4 hours	4 hours	8 hours	272 hours
7	4 hours	4 hours	8 hours	272 hours
8	4 hours	4 hours	8 hours	272 hours
9	4 hours	4 hours	8 hours	272 hours
10	4 hours	4 hours	8 hours	272 hours
11	4 hours	4 hours	8 hours	272 hours

below:

Conclusion. Education is the process in which there always should be changes for improvements according to the demands of time. Traditional ways of teaching gives their place for the modern and more effective ones. Textbooks can be renewed with more beneficial materials. So it would be great to begin other subjects also, especially, mathematics, in English leads our country to further developments and happier future. It is about time to extend the rate of English in our country since the highest percentage of information is in English.

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UDK: 17.51

USE OF MODERN INNOVATIVE TECHNOLOGIES IN TEACHING RUSSIAN LANGUAGE

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Annotatsiya. Ushbu maqolada O'zbekiston Respublikasida chet tillariga berilgan katta ahamiyat hamda ularni o'rganish uchun zarur bo'lgan innovatsion texnologiyalar yoritilgan. Bugungi kunda xorijiy tilni bilish o'ta muhim ahamiyat kasb etganligi bois chet tili o'qitish tizimini ham isloh etish, dars jarayonlarida zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or usullarini qo'llash ta'limdagi dolzarb masalalardan biriga aylandi.

Kalit so'zlar: chet tili, metod, innovatsion texnologiya, texnologik vositalar, rus tili metodikasi, axborot-kommunikatsiya, o'yin texnologiyasi.

Аннотация. В данной статье подчеркивается важность, придаваемая иностранным языкам в Республике Узбекистан, и инновационные технологии, необходимые для их изучения. Поскольку сегодня знание иностранного языка очень важно, одной из самых актуальных проблем в образовании является реформирование системы обучения иностранному языку, использование



передовых методов обучения в учебном процессе с использованием современных педагогических и информационно-коммуникационных технологий.

Ключевые слова: иностранный язык, методика, инновационные технологии, технологические средства, методология русского языка, информация и коммуникация, игровые технологии.

Annotation. This article highlights the importance given to foreign languages in the Republic of Uzbekistan and the innovative technologies needed to study them. As knowledge of a foreign language is very important today, one of the most pressing issues in education is to reform the system of foreign language teaching, the use of advanced teaching methods in the teaching process using modern pedagogical and information and communication technologies. turned.

Key words: foreign language, method, innovative technology, technological means, Russian language methodology, information and communication, game technology.

Introduction. Today, at all stages of the education system, the introduction of advanced teaching methods using modern pedagogical and information and communication technologies, further increase the interest of the younger generation in foreign languages and, in turn, fluency in these languages It is planned to radically improve the system of training specialists. Effective use of modern information and communication technologies is important in the consistent study of foreign languages. After the independence of our country, the interest in teaching foreign languages has grown and many opportunities have been created for young people. At present, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain. For countries that are striving to take their rightful place in the world community today, perfect knowledge of foreign languages is of great importance for our people, who are building their great future in solidarity and cooperation with foreigners.

New methods and requirements for the teaching of foreign languages in the country, in accordance with the recommendations of the pan-European framework for the assessment of knowledge and skills of foreign language teachers have been developed. According to him, textbooks have been created for high school and university students. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for foreign language learning is also growing. [5] Foreign language science is divided into four aspects (reading, writing, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language.

Literature review. Theoretical and methodological bases for the development of distance learning technologies and their introduction into the educational process are reflected in the research work carried out by scientists of the Republic and foreign



countries. In particular, S.S.Gulyamov, A.A.Abdukadirov, M.Aripov, R.H. Hamdamov, N. Toylakov, and a number of other scientists dealt with this issue. [10]

The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, writing, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time.

Research Methodology. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways.

In this process, including:

- when using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language;
- It is possible to listen and watch radio broadcasts in foreign languages and TV programs;
- use of tape recorders and cassettes, which are more traditional methods;
- CD players are available. The use of these tools makes the process of learning a foreign language more interesting and effective for students [1].

Today, interactive teaching methods are becoming a tradition in higher education. It is well known that teaching a variety of methods helps students to demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. [8]

The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on academic subjects. [2] During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he can play, speak, listen, understand and write in Russian.

Analysis and results. We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for Russian language classes is to teach students to think independently. [4] Today, Russian language teachers use the following innovative methods based on the experience of Russian educators in the United States:

- "Problem Solving" In order to use this method, the beginning of the story is read and the end is referred to the judgment of the students;
- "Funny riddles" are important in teaching students riddles in English, they learn words that are unfamiliar to them and find the answer to the riddle;



- "Quick response" helps to increase the effectiveness of the lesson;
- The use of various games in the classroom to engage students in the lesson "Wings wrote" [6];
- Pantomime can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises;
- The "story chain" method helps to develop students' oral skills;
- Role-playing games can be used in all types of lessons. Professionals such as Interpreter, Translator, Writer, and Poet can participate in the class and talk to students;
- The "Assembly of Scholars" can "invite" poets and writers such as W. Shakespeare, A.S. Pushkin, R. Burns. At the same time, using the words of wisdom they say in class will help young people to become perfect human beings;
- The method of "speaking pictures" is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use pictures on the topic;
- Quiz cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time [4].

As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process [7].

Conclusion. In short, the use of innovative methods in Russian language lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and correctly. Such methods stimulate students' interest in knowledge. [3] The student strives to prepare thoroughly for the lessons. This makes students active participants in the learning process.

As the education system aims to nurture a free-thinking, well-rounded, mature individual, we can contribute in the future as teachers develop more effective ways to use innovative technologies.

Through the introduction of advanced teaching methods using modern pedagogical and information and communication technologies, teaching the younger generation in foreign languages, radically improving the system of training specialists who are fluent in these languages, and on this basis, it is expedient to do a lot to create conditions and opportunities for their achievements in world civilization and the widespread use of world information resources, the development of international cooperation and dialogue.

The use of interactive methods in the teaching of foreign languages enhances the participation of students, encourages them to achieve maximum results. Interactivity also helps teachers incorporate more complex material into the course.

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UDK: 17.51

THE IMPORTANCE OF EFFECTIVE LEARNING OF FOREIGN LANGUAGES THROUGH INFORMATION TECHNOLOGIES

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Annotatsiya. Ushbu maqolada chet tillarini axborot texnologiyalari vositasida samarali o'rganishning ahamiyati haqida so'z yuritilgan. Bugungi kunda yuqori kasbiy malakaning asosiy talablaridan biri chet tillarini mukammal bilishdir. Texnologiyalar ta'lim tizimida o'z aksini topishi chet tili o'qitish saviyasini o'stiradi. Chet tilida, jumladan, ingliz tilida mutolaa qilish malakalarini shakllantirishga yordam beradi.

Kalit so'zlar: xorijiy til, nutq, texnologiya, ta'lim, mutaxassis, o'qitish, mulqot, axborot-kommunikatsiya, matn dasturlari, tarbiya, metod.

Аннотация. В статье рассматривается эффективное изучение иностранных языков с помощью информационных технологий. Одно из основных требований к высшей профессиональной квалификации сегодня - безупречное знание иностранных языков. Отражение технологий в системе образования повысит уровень обучения иностранным языкам. Помогает развить навыки чтения на иностранном языке, в том числе на английском.

Ключевые слова: иностранный язык, речь, технология, образование, специалист, обучение, общение, информация и коммуникация, текстовые программы, обучение, метод.



Annotation. This article discusses the effective study of foreign languages through information technology. One of the main requirements of higher professional qualification today is perfect knowledge of foreign languages. The fact that technology is reflected in the education system increases the level of foreign language teaching. Helps to develop reading skills in a foreign language, including English.

Key words: foreign language, speech, technology, education, specialist, teaching, communication, information and communication, text programs, education, method.

Introduction. Of course, learning a foreign language can expand your communication skills, increase your chances of getting a more prestigious job, and allow you to watch and read movies and books in your native language. Only by learning a foreign language can we begin to appreciate our mother tongue more. Since we started talking about it as children, we don't think about how it was built, and often we don't understand its beauty. U.S.A. researchers have found that people who speak several languages have been asked to understand words and have had their tomographs taken. The results showed that such people are better able to identify similar words than those who speak only one language. This ability blocks various distractions and helps you focus on a single task. Learning a foreign language improves the ability to remember new information, which reduces reading time. In addition, multilingualism tends to be multitasking. The essence of learning a foreign language is to communicate with other people. To improve your communication skills, it is best to work with people who speak the language or have already learned it. [5]

Nowadays, the problem of formation of creative abilities in students in the process of teaching English is especially relevant. In the modern conditions of the pedagogical process of higher education, this is an important scientific problem of historical, ethnic, cultural and socio-pedagogical significance.

Literature review. Theoretical and methodological bases of development of teaching technologies, their introduction into educational process are reflected in scientific researches carried out by scientists of the Republic and foreign countries. In particular, S.S.Gulamov, A.A.Abdukadirov ("Talent" Fund), A.A.Abdukadirov (National University of Uzbekistan), M.Oripov, R.X.Hamdammov, N.Toylokov, E.S.Polat, R.England, A.S.Lauzen, S. Novas, W. Souder, and a number of other scholars were involved.[9]

Research Methodology. The study of English, its history of development, folk culture and everyday life is one of the conditions not only for students to learn English, but also for teaching a foreign language and developing the creative abilities of schoolchildren on specific life material should be considered as.

Today, one of the main requirements for higher professional skills is a perfect knowledge of foreign languages. It is no coincidence that special attention is paid to the study of English, which is one of the leading languages of international communication.[4] The teaching of English in the education system of the Republic of Uzbekistan is rising to a new level of quality on the basis of a scientific approach, the introduction of new information and communication and pedagogical technologies that can fully meet the requirements of the time.

In the process of training, it is important to ensure the priority of the education system, including the introduction of new technologies in the teaching of foreign



languages. It is known that the expression of thinking, communication between peoples, spiritual and other communication is expressed through language.

The presence of such technologies in the education system will increase the level of foreign language teaching. Helps to develop reading skills in a foreign language, including English.[8]

Teaching and education and their interdependence, ensuring consistency in the training of specialists who have mastered the English language in the system of continuing education, including effective forms and methods, methods of teaching new additional texts the introduction and widespread use of other similar advanced teaching methods is a guarantee of positive results.

Analysis and results. Conditions of communication in a foreign language show that it is a requirement of the time to know many types of speech, additional professional texts. Without discriminating against other languages, especially in communicating in English, reading comprehension, writing practice, speaking practice, reading extensive and professional literature on the specialty, specialty, annotations, theses, as well as in the process of written information exchange the importance of information and communication technologies is clearly demonstrated and defined.[3]

As our Methodist scholars have pointed out, in addition to expressing the content of the text in the form of images, the reality reflected in the text, the opinions of the characters involved in it, students also express their opinions in addition to the topic of conversation. The increase helps to think correctly in English. Properly used in the learning process, this method can be used to achieve positive results in terms of mastery, duration of study, and excellent learning of English.

The use of additional text-oriented curricula is one of the methodological approaches that provides a good solution to the problem of teaching English. Approaches to teaching based on this methodology are now widespread in the national methodology.[7]

All of these approaches are not in pure form, but are used in various combinations. It is important to note that such an approach should not be overlooked in English teaching, as such an approach can solve a number of learning problems more successfully than other technologies. It is easier to receive information and text content on the basis of various programs, using computer equipment, magnetic disks for the development of speech in English classes in higher education.

Depending on the nature of the additional text, it may be suggested to write or narrate a composition created by means of computer-generated educational game learning programs, or by using pre-selected pictures. It is important to use the creation of a situation and then the narration of that composition.

Conversations about parts of the text or the content of the text are also helpful in developing speech. This will allow students to expand their vocabulary and participate in research activities so that they can put their knowledge into practice.

Additional text topics can be prepared using press, periodicals, and media materials. Students will be interested to learn about interesting research and scientific discoveries.[2] If there are any words or phrases in the text that are difficult to understand, it is important to consider some simplified phrases that will help students



understand them. As a result, students have the opportunity to apply their knowledge, expand their horizons, and participate in research. The most exciting thing is that in addition to language learning, students become more interested in modern information and communication technologies, the unique opportunities of the Internet.[6]

Only when new ideas and technologies are used in teaching English can development and progress be achieved. If you follow them during the training, you will definitely get good results. The purpose of using additional text teaching technology is to introduce students to the most common ideas in teaching. This technology reflects a person-centered approach, where effective, positive results can be achieved not only in the acquisition of knowledge, skills and abilities of each student, but also in the individual characteristics of his development.

In order to be truly effective in teaching additional text, it is necessary to create conditions for students to work independently in the classroom, using a lingophone device. Recently, there has been a growing interest in using this style in the classroom. Relying on the latest advanced methodologies, we understand the independent work of students in English classes as the independent work on the formation and improvement of their speaking skills, the development of speaking skills in a certain order of the learning process methods with the given task.[1]

There are also different styles of language teaching. When teaching English, it is best to use step-by-step instructions, depending on the age and level of the learner. Students are divided into groups based on elementary education, intermediate education, and advanced education. A special program will be developed by the teacher for each stage.

Conclusion. The ability to use information technology and modern teaching methods helps to quickly understand new materials. By combining different methods, the teacher will be able to solve specific educational programs. In this regard, teachers and students need to become familiar with modern methods of teaching foreign languages. As a result, they develop the skills to choose the most effective ways to achieve their goals. Using a variety of teaching and learning methods can be effective.[10]

Therefore, the introduction of technology, ensuring that teaching methods meet the requirements of the times are the urgent tasks of educators.

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MODERN PROBLEMS OF TOURISM AND ECONOMICS

UDC 316.33

THE IMPORTANCE OF FINANCIAL LITERACY IN SOCIO-ECONOMIC DEVELOPMENT OF UZBEKISTAN

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Annotatsiya: Ushbu maqola moliyaviy savodxonlikning mamlakatimiz ijtimoiy-iqtisodiy rivojlanishidagi rolini tahlil qiladi va shuningdek, maqolada aholining moliyaviy savodxonligini oshirishga qaratilgan taklif va tavsiyalar keltirilgan.

Kalit so'zlar: aholi, ijtimoiy-iqtisodiy rivojlanish, moliya, moliyaviy ta'lim, tasarrufidagi daromad.

Аннотация: В статье анализируется роль финансовой грамотности в социально-экономическом развитии нашей страны, а также даются предложения и рекомендации, направленные на повышение финансовой грамотности населения.

Ключевые слова: население, социально-экономическое развитие, финансы, финансовое образование, располагаемые доходы.

Annotation: This article analyzes the role of financial literacy in the socio-economic development of our country and also, provides proposals and recommendations aimed at improving the financial literacy of the population.

Keywords: population, socio-economic development, finance, financial education, disposable income.

Introduction. It is true that each person makes a number of decisions throughout their daily lives, which can be social or economic as a whole because at a time when globalization is on the rise, people's needs are growing day by day, and products and services aimed at maximizing these needs are also being offered by national and international business entities. In such processes, each person must make a decision in such a way that he or she fully satisfies his/her needs and receives maximum utility for each unit of money which is spent on. Interestingly, if we compare final consumption expenditures, including both private and government consumption, in a global level, \$2,21 trillion was spent on total consumption globally in 1970, the figure increased radically in the next three decades, reaching to \$25,5 trillion. In 2019, the total amount of final consumption expenditures accounted for \$64,269 trillion which was 2,5 times greater than it was in 2000 [5,6]. Another astonishing data is that people with low-income in developing countries spend roughly five trillion US dollars per year which is higher than the spending of the population with high income [8]. Relying on the data, it is clear that the effective spending of income is more important in developing

countries. Thus, one of the important tasks and objectives of most countries, namely developing countries today is to implement social, economic and foreign policies that ensure sustainable economic development in the long run. Of course, achieving this goal requires a number of changes in all spheres of life in the country such as structural changes, transition to a new form of producing and delivering goods (services). In this regard, countries categorically implement their policies taking into account economic and social factors. As we mentioned above, one of such factors is the level of financial literacy of the population, which means that it is highly important for the population to use and control their income effectively and correctly over a period of time. This is because the inability of the population to spend their income wisely leads to a number of negative problems, such as poverty. That is why it is essential to increase the financial literacy of the population in order to avoid the possible negative consequences which may occur. Effective spending of their income and right financial decisions make people's life better. The higher level of financial literacy guarantees exact planning of consumption and savings, investing in retirement, optimization of economic decision making and in the long run it means an opportunity to enter financial markets, become investors and get the benefits of passive income.

Literature Review. Nowadays it is highly possible to come across terms like financial literacy, financial capability and financial well-being in many economic literature and scientific journals. Not surprisingly, these terms are often interpreted as synonyms or the words that have similar definition. But each of these terms has a different meaning. If we analyze the above mentioned terms, the first of them is financial literacy which is the primary stage of financial knowledge. Over a period of time, population may increase their financial literacy in various ways and reaches the level of financial well-being in the long-run (Figure 1).

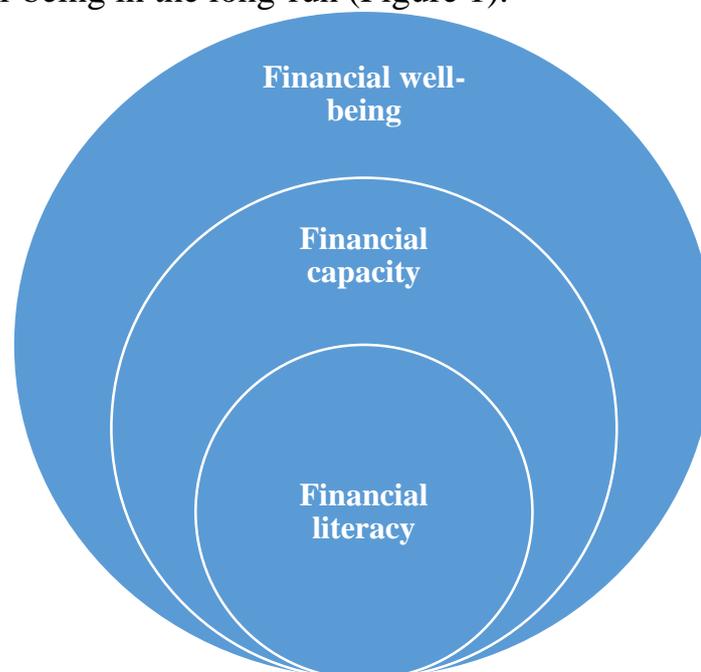


Figure 1. Transition of financial knowledge from primary to advanced level

Source: Created by the authors



In this regard, financial literacy is explained by The President's Advisory Council on Financial Literacy as a group individual abilities of people which lets them use their existence financial resources effectively [4].

According to Elizabeth Johnson, the professor of Washington University and Margaret S. Sherraden, a research professor of University of Missouri, St. Louis, financial capacity is a broader concept that refers not only to people's financial knowledge and skills (including financial literacy) but also to their interactions with financial institutions and markets [1].

Finally, financial well-being, in turn, is the highest level of financial knowledge (including both financial literacy and capacity) that means financial freedom and security of individuals over the period of times. People are considered as a financial well-being when they control their finances in a daily or monthly basis, be able to accomplish their financial goals and have financial capacity to deal with a financial shock [3].

Based on the above-mentioned definitions, we can conclude that financial literacy is a set of behaviors and skills related to effective decision-making in a number of financial processes that help to allocate the existential disposable income of households correctly and rationally.

Research Methodology. A number of methods were used during the research, including: descriptive, case studies, comparative analysis, statistical grouping, and synthesis.

Analysis And Results. According to our opinion, formation of financial literacy differs in different stages of human's life. To clarify, it can be clearly seen from the figure is that the acquisition of financial literacy is divided into 3 general stages. At the initial stage, each person tries to analyze and imitate the financial behavior of family members and others, and in the process, through advice from parents on the management of the primary financial resources and through a number of school subjects, such as Economics for Kids people can form their initial knowledge in finance and economics. In the next stage, the level of understanding of financial issues of individuals deepens a bit, which people learn a number of special subjects, such as Financial Management, Financial Analysis with being involved in higher education institutions. Besides, they also increase their knowledge by doing internship programs or apprenticeships in which they can see how theories are applied into real-world settings. And also, the age of people at this stage will be around 16-25 years old, they can also increase their financial literacy level by spending their money as they wish. In this case, each wrong decision will be a lesson for the next decision or it is simply called learning by mistakes. The last stage is one of the important stages in the formation of financial literacy. At this stage, individuals are considered to have sufficient knowledge and skills, to this level they have gained experience by making many right or wrong financial decisions in daily life. Individuals are either employed in the public and private sectors as 'a salaried employee' or start their own businesses. The difference from other stages is that individuals shape their financial knowledge through being more involved in practice. With having extra income, individuals can possible invest their money in business projects or risk-free deposits to get passive

income

(Figure

1).

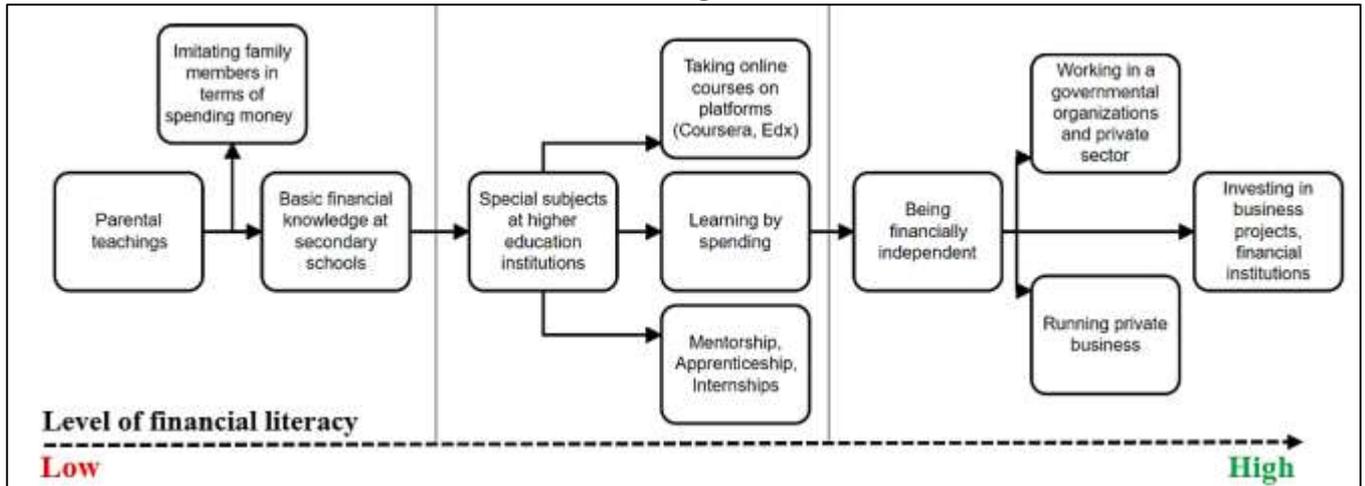


Figure 2. Formation of Financial literacy

Source: Created by the authors

The results of the analysis show that the low level of financial literacy among the population is explained by a number of factors:

- the difficulty of specific terms or glossaries used in financial activities and processes such as compound interest;
- problems with math skills and statistics which make it difficult to deal with Future Value, Present Value, PI (Profitability Index);
- lack of initiatives, special programs and institutions that are in charge of increasing financial literacy in the country.

As we mentioned above, low levels of financial literacy may likely cause some possible socio-economic problems in the country or higher levels of it may minimize the negative consequences of them as there is a relationship between financial literacy and socio-economic indicators. In their article, Uuriintuya Batsaikhan and Maria Demertzis prove this view. They determine a negative relationship between financial literacy rate and inequality by analyzing European countries (figure 3).

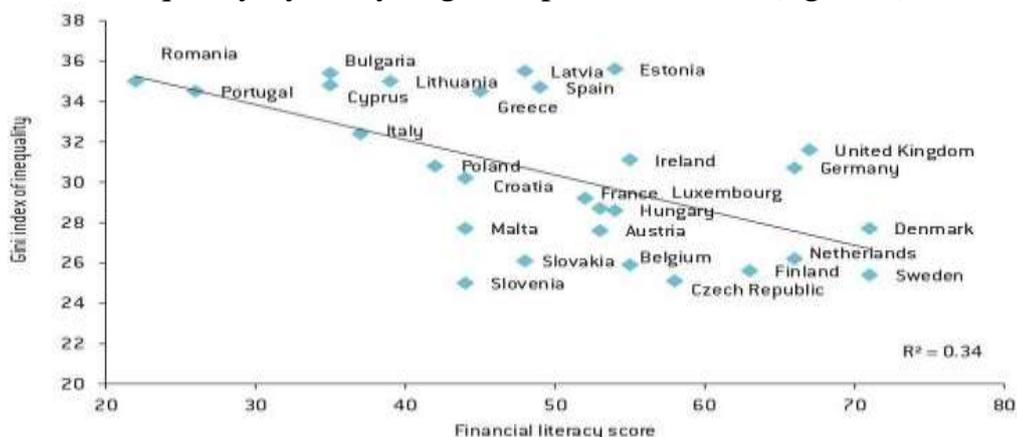


Figure 3. Financial literacy rate and inequality in European countries [2]

From the figure, it is clear that countries with higher level of financial literacy rate among the population have lower level of inequality because the population of these countries can use and plan their disposable income effectively. Interestingly, Council for Economic Education refers that some young adults in most countries unlikely carry out credit card debt due to financial education they receive [7].



Conclusions. Based on the results of the research and analysis, we believe that the systematic implementation of the following proposals and measures in the country will significantly increase the level of financial literacy of the population in the future:

➤ a certain month should be recognized by the state as the "Financial Literacy Month" in the Republic of Uzbekistan, that is to say, during this month there will be held events and special seminar-trainings which are directed at outlining the importance of financial literacy in individual's life;

➤ creating a 24/7 call-center on the website www.finlit.uz, developed by the Central Bank of the Republic of Uzbekistan. This call-center will be established at each branch of the Central Bank, which will allow the population and business entities to get valuable pieces of advice to their questions or problems in terms of finance from financial experts and specialists;

➤ effective integration of financial education into schools and secondary vocational colleges, this means introducing a special subject that teaches students fundamental financial skills according to their age-level. Also, creating and implementing of an interactive mobile application and entertainment games aimed at increasing basic financial knowledge of younger generation of the country;

➤ developing mechanisms for state support of non-governmental and non-profit organizations and private businesses that are involved in promoting and increasing financial literacy among the population.

In conclusion, increasing the population's financial literacy is essential for the country's economy in the long run, which can probably help increase the efficiency of the population's use of financial services in the age of globalization. Besides, the population will probably learn how to use and spend their disposable income effectively. Even more important, the increase in the level of financial literacy in the country over the years will pave the way for mitigating income inequality in the country.

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UDC: 677.21.021

CHANGES IN FIBER QUALITY OVER BUNT HEIGHT

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Annotasiya. Ushbu maqolada Buxoro-102 seleksiya navli paxtani g'aramning birinchi, ikkinchi, uchinchi va to'rtinchi qatlamlaridan laboratoriya sharoitida ajratib olingan tola sifat ko'rsatkichlari zamonaviy Textechno FIBROTEST asbobida aniqlangan. Olingan tadqiqot natijalari asosida g'aram qatlamlari bo'yicha paxta tolasini sifat ko'rsatkichlarining o'zgarish gistogrammalari keltirilgan.

Kalit so'zlar: hajmiy zichlik, g'aram, solishtirma uzish kuchi, tolaning nur qaytarish koeffitsienti, kalta tolalar indeksi, sarg'ishlik darajasi.

Аннотация. В данной статье на современном приборе Textechno - FIBROTEST определены показатели качества волокна лабораторно отобранного хлопка селекционной разновидности Бухара-102 из первого, второго, третьего и четвертого слоев бунта. По результатам исследования приведены гistogramмы изменения качества хлопкового волокна по слоям бунта.

Ключевые слова: объемная плотность, бунт, удельной прочности на разрыв, коэффициента отражения волокна, индекс короткого волокна, степени пожелтения

Annotation. In this article, on a modern Textechno - FIBROTEST device, the quality indicators of the fiber of laboratory-selected cotton of the selection variety Bukhara-102 from the first, second, third and fourth layers of the bundle are determined. According to the results of the study, histograms of changes in the quality of cotton fiber by layers are given.

Key words: bulk density, bundle, tensile strength, fiber reflectance, short fiber index, degree of yellowing

Introduction. Currently, the creation of new technologies and technologies for the ginning and textile industries, the production of high-quality finished products competitive in the world market based on the deep processing of raw cotton, the



construction of a number of textile and light industry enterprises, equipping with modern technological equipment, it is important to improve the quality of the produced fiber.

Uzbekistan is the sixth largest cotton producer in the world with an average annual harvest of three million tons, which suggests that there are comparative advantages for the formation of a large textile and garment-manufacturing sector. One of the main reforms of the period under review in the field of regulation of inter-farm relations between agricultural producers and processing enterprises was the introduction of a cluster form of management, which allows creating a single production chain from raw materials to finished products, while significantly reducing transaction costs for both farmers and producers.

Over the years, the cluster model has shown its effectiveness relative to the previous model of relationships between farmers, ginneries and cotton producers. As a result, since the testing of the cluster model and the creation of the first cotton-textile cluster in 2017, over the next three years, their number has grown sharply and reached 97 in 2020. In 2020, more than 90 percent of the country's total cotton crop was harvested in clusters.

Thus the transition to a cluster model in a short period of time provided a radical change in the production chains in this area from raw materials to finished products on a national scale, which has already formed a new environment for relations between manufacturers of different cycles of the production process and leads to an increase in production efficiency and an increase in the competitiveness of domestic products.

Literature review. The quality of the cotton fiber varies according to the position and height of the cotton in the bundle. The quality indicators of the fiber and seeds in the lower layer of the bundle deteriorate as a result of the increase in density. In ginneries, uneven spinning occurs when raw materials are cleaned. As a result, the quality of fiber and seed differs in different parts and layers of the riot. For example, where riot density increases, fibers and seeds are rapidly destroyed as microorganisms and fungi multiply as the density increases. These are microorganisms that produce liquid and gas. This causes a spontaneous increase in moisture content and yellowing of the fiber.

Research methodology. A model of direct and even distribution of raw materials has been developed at the ginnery, and the fiber quality indicators by the bundle height are determined on the modern Textechno FIBROTEST instrument. (Table 1)

Changes in fiber quality indicators along the bundle height

№	Indicators	Layers of riot			
		I	II	III	IV
1.	Міс-микронейр	4,02	4,22	4,27	4,06
2.	UHM- upper middle length, mm	26,48	27,10	26,57	26,88
3.	SFI- short fiber index	12,44	11,70	12,40	12,04
4.	HVI-STR- specific breaking load, cN / tex	23,94	25,31	24,39	24,96
5.	Emax- elongation at break, %	11,37	13,19	12,28	13,73
7.	Rd- reflection coefficient	78,02	81,29	80,76	81,18
8.	+b- degree of yellowness	8,43	7,76	7,76	7,61

Based on the results of the study, Figures 1-5 show histograms of the microneir of the fiber by height, high average length, fiber tensile strength, elongation at break, light reflectance, change in yellowness.

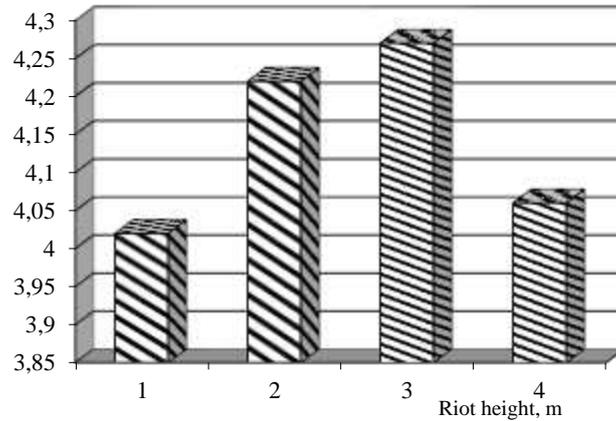


Figure 1. Changes in fiber microneir values along the bundle height.

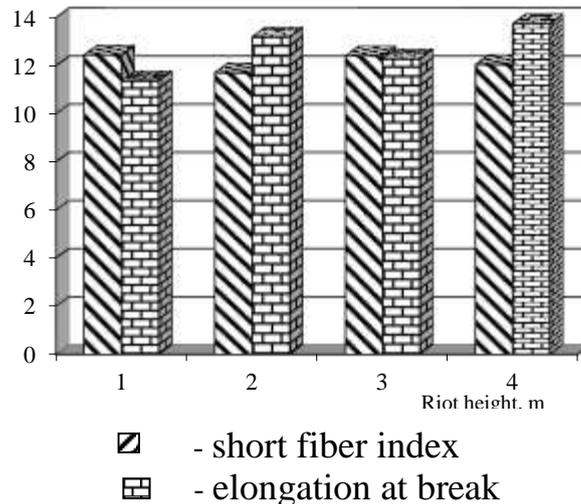


Figure 2. Change in short fiber index and elongation at break along the bundle height.

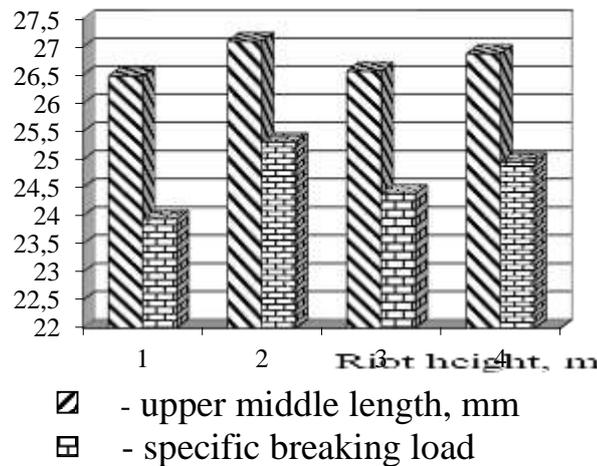


Figure 3. Changes in the upper average fiber length and tensile strength along the fiber height.

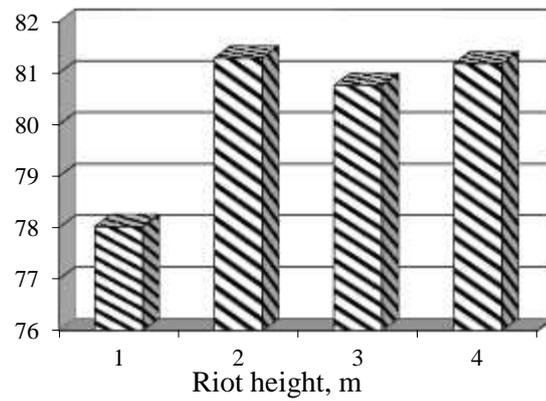


Figure 4. Change in the reflectivity of the fiber along the height of the bundle.

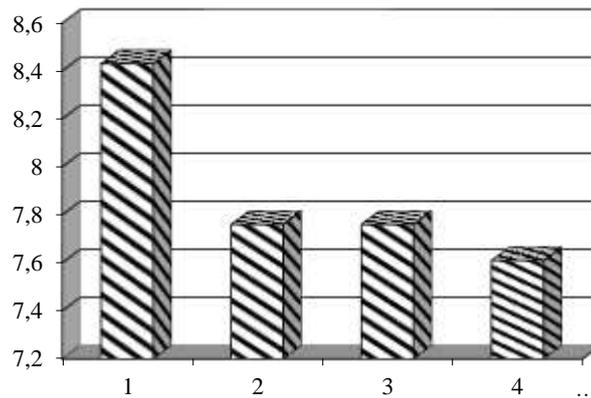


Figure 5. Changes in the degree of yellowness of the fibers along the height of the riot.

Analysis and results. Analyzing the test results obtained in determining the quality of the fiber by the change in the height of the riot, the micronair of the fiber obtained at a height of 1 meter from the ground was 4.02, the upper average length was 26.48 mm, the index of the short fiber was 12.44, the specific breaking load was 23.94 cN / tex, elongation at break 11.37%, light reflectance 78.02, degree of yellowness 8.43, fiber micronair index 4.22 by reel height 2 m above ground, top average length 27.10 mm, short fiber index 11.70, specific breaking strength 25.31 cN / tex, elongation at break 13.19%, light reflectance 81.29, degree of yellowness 7.76, microneira of fiber obtained at a height of 3 meters above the ground 4.27, upper average length 26.57 mm, short fiber index 12.40, tensile strength 24.39 cN / tech, elongation at break - 12.28%, light reflectance - 80.76, yellowness - 7.76, the micronair index of the fiber obtained at a height of 4 meters from the ground is 4.06, the upper average length is 26.88 mm, the short fiber index is 12.04, the tensile strength is 24.96 cN / tech, the elongation at break is 13.73 %, the light reflectance is 81.18 and the degree of yellowness is 7.61.

Analysis of the test results shows that, compared to the fiber obtained at a height of 1 meter above the ground, the micronair value of the fiber obtained at a height of 2 meters above the ground increased by 4.7% and the upper average length by 2.3%, the index of short fibers by 4.1%. The specific breaking strength increased by 5.4%, the elongation at break by 13.8%, the light reflectance by 4.1%, the degree of yellowness decreased by 8.0%, the micronair of the fiber obtained at a height of 3 meters above the ground 5, 9%, upper average length increased by 0.4%, short fiber index decreased by 0.3%, tensile strength increased by 1.9%, and the elongation of the fiber at break



increased by 7.4%, and the light reflectance increased by 3.4%, and the degree of yellowness decreased by 8.0%. The microneir index of fiber obtained at a height of 4 m from the ground increased by 0.9%, the upper average length increased by 1.5%, the short fiber index decreased by 3.2%, the tensile strength increased by 4.1%, the elongation at fiber break increased by 17.2%, light reflectance increased by 3.9%, and yellowness decreased by 9.7%.

Conclusion. The results of the analysis showed that as a result of an increase in the density of the bundle at a height of 1 meter and 2 meters above the ground, cotton raw materials, especially, an increase in the degree of yellowness of the fiber and a negative effect on the quality of the fiber. In addition, if the work on the formation of raw cotton is not carried out evenly, the quality of the cotton and seeds deteriorates with an increase in the density of the riot.

The results of the study show that, in particular, the microneir index of the fiber increased from 4.7 to 5.9%, the upper average length from 0.4 to 2.3%, compared to the fiber obtained at a height of 4 meters from the ground, between 1 meter and 2 meters from the ground. Short fiber index decreased from 0.3% to 4.1%, tensile strength from 1.9% to 5.4%, fiber elongation from 7.4% to 13.8%, light reflectance increased from 3.4 to 4.1%, while the degree of yellowness decreased from 8.0 to 9.7%.

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UDK: 94:902(575.1)

THE CULTURE OF THE SAK TRIBES OF THE EARLY IRON AGE

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Annotatsiya: Maqola O'rta Osiyoda ilk temir davriga oid sak qabilalari madaniyati masalasiga bag'ishlangan. Asosiy e'tibor o'sha qabilalarning madaniyatini aks ettiruvchi arxeologik tekshiruvlarga qaratildi. Shu bilan birga, tarixchilarning mavzuga oid tadqiqotlari ham tahlil qilindi. Keltirilgan ma'lumotlar arxeologik tadqiqotlar natijasida o'z isbotini topgan faktlar asosida yoritilgan.

Kalit so'zlar: Saklar, Orol dengizi mintaqasi, qabilalar, chorvachilik, Tozabog'yob, Amirobod.

Аннотация: Данная статья посвящена к проблеме культуры саков раннего железного века в Центральной Азии. Основное внимание уделяется археологическим исследованиям, отражающим культуры этих племен. При этом проанализированы и исследования историков по данной теме. Изложенные материалы подтверждены фактами, изученными в результате археологических раскопок.

Ключевые слова: саки, Приаралье, племена, домашний скот, Тозабагяб, Амирабад.

Annotation: In this article is dedicated to the issue of the culture of the Sak tribes of the Early Iron Age in Central Asia. The main attention is paid to the archeological investigations reflecting the culture of those tribes. At the same time, researches of historians on the theme has been analysed either. The expounded informations have been proved by the facts at the result of archeological expeditions.

Key words: Saks, Aral Sea region, tribes, livestock, Tozaboghyob, Amirabad.

Introduction. In the process of covering this issue, the question whether the ancient local-cultural traditions radically changed as a result of the emergence of the first Saks in the Aral Sea region, or whether the Saks should be considered as tribes that continued these traditions, is relevant.

Some aspects of the problem related to livestock development were analyzed in the study. It was noted that natural and geographical conditions, the impact of the environment as a determining factor in the human economy and lifestyle. This factor determined the main features of material culture.

Literature review. In the history of Central Asia, the 10th-8th centuries BC are a period of transition to the Iron Age [6]. The manufacture of various items and weapons from iron led to radical changes in the economic and military spheres. The steppe tribes



were not left out of the technological discoveries that emerged in the metallurgy and metalworking professions. In the steppe monuments of Central Kazakhstan Iron weapons of the 8th-7th centuries BC were found [2], the ancient iron objects of the Aral Sea tribes are marked by 7th-6th centuries.

In the ancient East, iron was originally a rare and precious metal and was used to make jewelry. Silver, bronze and iron bracelets were found in the Uygarak cemetery in the Lower Syr Darya. Two iron bracelets were also found in the tomb of Sakarchaga [11].

The material culture of the early Saks was studied on the basis of findings made in their burial mounds. In the Aral Sea region, the first Iron Age cattle-breeding settlements were excavated at only one monument – Kuyisay 2. They date back to the 7th-6th centuries BC and consists of the remains of semi-basement huts [12]. It is clear from this that since the middle of the second millennium BC, the architectural structure of housing in the Aral Sea region has not changed.

Another tradition that has survived from the Bronze Age has continued in the development of domestic crafts, namely, household items, ceramics were produced in household condition. Domestic handicrafts included pottery, spinning, textiles, leather and wicker production, and processing of wood, bone, and stone. The manufacture of bronze and iron weapons, as well as metal horse equipment, is a specialized trade carried out by specially trained degreasers and gunsmiths.

Domestic handicrafts met the daily needs of the community members and were used in the exchange process. Craftsmen arranged burials in the tombs of the Saks. These include pottery, tools, weapons, household items, jewelry, and horse equipment.

The pottery is handmade in a ribbon style and baked in a fireplace. Their shapes differed in size, and the utensils served domestic, kitchen, and household functions. Pottery items were found in the graves of men and women. The vessels were placed next to the head or feet of the deceased. There are also pottery vessels imported from the southern regions of Central Asia – Dahistan (Girkania), Margiana and Bactria through trade. They were specialized ceramic products and manufactured on a pottery wheel. The first Saks did not know the wheel. Their pottery industry embodied local Bronze Age traditions such as the method of housing construction. The description of bronze and iron weapons and various other items is a separate topic.

Research methodology. Since the middle of the third millennium BC, lapis lazuli played a major role in the foreign trade system of the Ancient East, Central Asia, India, Iran, Between Two Rivers, Frontier Asia and Egypt. As a result the Lapis lazuli Road, which defined the territorial boundaries of the gemstone trade, appeared [7]. Its northern steppe directions were also formed very early. Archaeological evidence testifies to this.

It is necessary to speak once again about architecture, methods of building structure and building materials, which form an important part of culture. The early Saks did not know the culture of urban planning. Traces of this culture are found in the left bank of Khorezm. Until the 6th century BC, the right bank was located in Khorezm oasis and the Eastern Aral Sea region. It seems that it did not exist until the 5th-4th centuries BC.



Analysis and results. The oldest monument in the city is Kozalikir. It is located in the middle of the Dovdon River, 120 km west of the Amu Darya. Its total area is 25 hectares. Kozalikir consists of an inner fortress and an outer part surrounded by defensive walls. No settlements have been identified in this section, but the remains of a palace containing 20 rooms, column halls and a spacious courtyard have been found in the inner castle. On the sides of the courtyard were found the pedestals made of raw bricks and the place of the brick raised throne, as well as in the sacred fire burning in front of it [13].

The previously unknown defense system of Kozalikir on the Aral Sea coast is distinguished by its unique architectural features. The defensive walls are made of clay, rectangular raw brick. The walls are equipped with holes in a “chess” line for shooting. Semi-circular wall towers, built to significantly strengthen the defense system, also have such holes. Kozalikir was built on the border of 7th-6th centuries BC and after the middle of the 5th century BC, it met a crisis [14].

At the same time, a large city of 60 hectares was built in Kalalikir, 20 km northeast of Kozalikir. Its defensive wall was 15 meters thick. In the middle of the four sides of the city walls, huge fortifications in the size of 100x50 meters were built. The only building in the city was a large palace. But for unknown reasons, the construction of the city was stopped and the builders left Kalalikir [4].

In our opinion, the reason why houses were not built in the interior of Kozalikir and possibly Kalalikir is that these large fortresses were originally built to serve as a settlement center. Second, they were a haven for the surrounding population and herds. The possibility of using these military facilities when there was a need to protect them from external invasions was finally important. In this regard, the first written sources of the name of Khorezm (according to the “Avesto” – “hvairizam”, “huwarazmi” in ancient Persian) as “a country with good fortifications for livestock” or “land with fortified addresses”, M.N. Bogolyubov's translations are noteworthy [1].

According to the presence of architectural structures in the inner fortress of Kozalikir and, conversely, in the “low town” part, they were not built, the same history is repeated in the construction of Chirikrabort. In most of the ruins of the city, surrounded by defensive walls, no settlements have been identified. They are only in the inner part of the castle [15].

A similar situation was observed in the construction of the cities of Bazar-kala and Kazakliyatgan on the right bank of Khorezm. They were built in the 5th century BC. According to E.E. Nerazik, these cities are likely to be built as base military fortifications on the borders of the Ahamanid state [3].

In our opinion, they acted as a defensive structure – a shelter for the surrounding population and herds, such as Kozalikir and Chirikrabort. Another feature of Chirikrabort is that in its inner fort there are the remains of large burial structures built of raw bricks. At the time, S.P. Tolstov tried to explain. According to the scientist, “a ball of burial mounds inside the castle is probably the oldest part of the ancient city. Once these huts were erected, they were surrounded by a wall of the ancient tower approaching a straight rectangle. It is unclear to us for what purpose this tower was built. Probably there is a garrison guarding the tombs of kings [8].

“Tombs of kings” refers to the burial structures of the chiefs of the Sak tribes. In our opinion, the place of Chirikrabort used to be a kin hut of the leaders of the Sak tribes. In the 5th-3rd centuries, their surroundings were fortified with defensive walls and a large fortification was built.

Inside the burial structures, excavations were carried out in the ruins of a large round mausoleum (diameter 38.5 m, height 8.5 m). In the center of the ring shaped mausoleum are four large rectangular tombs made of raw bricks. The roots of such architectural history (the outer part is ring-shaped, the center is a rectangular structure made of raw bricks) can be seen in the North Tagisken tombs of the Late Bronze Age [9].

However, such a history developed much earlier and it is reflected in the settlement of Arkaim in the Urals cattle-breeding culture and in the Dashtli 3 temple of Southern Bactria peculiar to the end of the 3rd millennium – the beginning of the 2nd millennium BC. For comparison, the center of Arkaim was a rectangular area, its circular circumference (diameter 85 m) surrounded by walls, and the second (outer) ring-shaped defense system had a diameter of 145 meters. The walls are made of wood and clay [16].

Round architectural history was used in Bactria not only in the Bronze Age, but also in the first Iron Age in the Kutlugtepa temple and in large and medium-sized castles such as Altindilyor, Otchopor and Talashkan [5]. In Khorezm, such a construction approach can be observed in the construction of Koykirilgan fortress in the 4th century.

Chirikrabort culture belongs to the history of the last period of the Aral Sea Saks, and testifies to radical changes and innovations in the fields of architecture, construction and material culture. For example, the study of the Chirikrabort burial mounds provided an opportunity to open new pages on the subject of the military work of the Saks, their armament, and the composition of the weapons included in their armaments [10].

Conclusion. As a conclusion of the above mentioned ideas, the following should be stated:

1. At the end of the 8th-6th century BC livestock breeding dominated in the life of the first Saks in the Aral Sea region. The tribes living in the Inkardarya and Jonidarya basins (according to the archeological materials of the Southern Tagisken, Uygarak, and seasonal settlements) had a semi-nomadic (semi-sedentary) lifestyle. Communities of shepherds living in the Sarikamish region Dovdon oasis (Sakarchaga, Kuyisay 2) formed semi-settled and settled herdsmen.

According to the teachings of the early Saks, they were divided into farming groups such as shepherds and herdsmen-farmers, miners, hunters and fishermen.

2. As a result of the analysis of the geography and cartography of the monuments of the first Saks (settlements, seasonal places, burial mounds), the level of development of the territories, the features and boundaries of the territorial location were determined. In this process, the topography of the settlements, their relationship with water bodies, meadows and steppe pastures, the distance between the settlements and the total area of their distribution were taken into account.



On the basis of the results of research, written sources and historical data on the ethnography of sak-massagets, putting forward the following issues responds to historical fact: the Saks behind the Sughd were located in the Eastern Aral Sea region, the Saka Tigrahauds in the steppes of Lake Sarikamish and the Caspian Sea, and the Apasiak and Derbik tribes along the right and left banks of the Uzbay River. In winter and other seasons of the year, according to the requirements of the farm, the boundaries of the territorial location were found to vary. The Khorasmians are located in the Sarikamish region Dovdon and Daryolik oases.

3. According to the results of the analysis of the professional level of the first Saks and the quality of the products produced, most of the available items, excluding bronze and iron weapons, metal horse equipment, were products of the home craft. In the home environment, ranchers made items that met their daily needs. The jewelry, weaving, arms, textile and leather industries are also developed.

The first Saks did not use raw bricks and cotton as building materials. For a long time they lived in huts covered with reeds and felt meadows, consisting of wooden columns and slender structures, typical of simple building methods (as evidenced by the information of Herodotus' about "Scythian meadow"). This custom is primarily due to the cultural traditions and semi-nomadic lifestyle typical of pastoralists.

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UDC:316.622:301(575.1)

THEORETICAL MODELS AND UNIVERSAL TECHNIQUES OF THE SOCIAL PROTECTION SYSTEM

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Annotasiya: Maqolada aholining ehtiyojmand qatlamlarini ijtimoiy himoyalash tizimining ilmiy asoslangan nazariy modellari va universal texnologiyalari o'rganilgan. Ijtimoiy himoya tizimining nazariy-metodologik yo'nalishlari turkumlangan. Bunda sosiologik yo'nalishda shakllangan nazariy modellar xususiyatlariga alohida e'tibor qaratilgan. Ijtimoiy himoya chora-tadbirlari amaliyotida qo'llaniluvchi universal usullar va ijtimoiy texnologiyalar xususiyatlari tahlil qilingan.

Kalit so'zlar: Ijtimoiy himoya, ehtiyojmand qatlam, nazariy model', sosiologik model', universal texnologiya, ijtimoiy texnologiyalar, rasional faoliyat, turmush modellari.

Аннотация: В статье изучено научно обоснованные теоретические модели и универсальные технологии системы социальной защиты нуждающихся слоев населения. Классифицировано теоретико-методологические направления системы социальной защиты. Особое внимание удалено специфике социологических моделей. Проанализировано особенности универсальных методов и технологий применяющихся в практике социальной защиты населения.

Ключевые слова: социальная защита, нуждающиеся слои, теоретическая модель, социологическая модель, универсальные технологии, социальные технологии, рациональная деятельность, модели повседневной жизни.

Annotation: The article examines the scientifically based theoretical models and universal techniques of the system of social protection for the underprivileged segment of the population. Theoretical and methodological directions of the social protection system have been categorized. In this, special attention is given to the features of the theoretical



models formed in the sociological direction. The characteristics of universal methods and social techniques used in the practice of social protection measures are analyzed.

Keywords: Social protection, the underprivileged segment of the population, the theoretical model, the sociological model, universal technique, social technique, rational activity, life models.

Introduction: The system of social protection is a multifaceted field, which requires not only measures to meet the needs of the underprivileged segment of the population, but also a comprehensive adoption of socio-cultural processes. This is manifested, first of all, in the diversity of theoretical models of the social protection system. From the social protection perspective, two groups of the theoretical models can be discussed: models that are in scientific use in the research community and those that are used in practice. Such theoretical models and methods used in the social protection system are cross-sectoral and universal for this type of knowledge.

Literature review: S. I. Grigorev has analyzed modern models of the social protection system and divides them into three groups [1]:

1. sociologically oriented;
2. psychologically oriented;
3. comprehensively oriented.

The sociologically oriented model is inextricably linked with sociological concepts and is based on an understanding the laws of social development, the fabric of society, and the interaction of its social institutions. Although there are different views on this issue in sociology, one of the most pressing issues is the study of social problems poverty and inequality, which create the most vulnerable groups in society, and the study of the causes of these problems. In fact, in the words of E. Durkheim (1858-1917), one of the founders of this science, “Changes in modern societies are occurring so fast and rapidly that, as a result, significant social challenges are surfacing [2]” He explains this by the phenomenon of anomie, in which the inequality created by certain social conditions in society causes the individual to feel that there is no purpose to existence. To prevent such cases, the author proposes to establish community-based professional associations.

His work was continued by E. Mayo (1880-1949), who showed that anomie as a result of irrational division of labor and bureaucratic methods of management can lead to a sharp stratification between individuals [3]. Indeed, what is happening in modern societies complicates the social environment and affects the individual. Apparently, the inability of a single person to independently solve life's problems makes him or her an inseparable part of society and its negative effects may bring about a feeling of insecurity.

According to Robert Merton, the established norms of orderly social life, the ways in which people's values, goals and interests are expressed are often aimed at attracting the attention of the ruling elite, which sets the priorities of social policy. The aim is to ensure that the need for social protection in its entirety is understood by higher-level organizations and stakeholders [4]. While studying the essence of a just society, J. Galbraith finds that it is based on a rational distribution of income [5]. However, we know that in modern societies the distribution of material wealth and income is not uniform. Such a division creates extremely rich and poor strata that threaten the development of any society. A sensible social protection system can alleviate similar tensions and ensure the stability of the middle class that serves the development of society.



Among sociologically oriented models, the most widely known is the ecological model ("life model"), in which the "life model", being one of the new theories, reflects one of the concepts of the interaction of psychological and social systems and the relative understanding of social practice. The problem with these theories is that they intersect with the theory of social systems and social psychology (social adaptation, stress, etc.). In this approach, the effectiveness of social protection measures depends not only on the activities of the entity applying it, but also on the environment in which the object of social protection surrounds it.

Socio-radical model. At its core is the state of the human rights movement (fight against discrimination, etc.). This model is seen as a model for developing and protecting the self-awareness of different social groups. Social protection technique and the "equal distribution of power" are about relieving the needy by realizing their inner potential while supporting those in need.

Systematic model. The systematic approach is a methodological direction of the system of scientific knowledge and social protection, based on which it is universal in the study of the object as a whole system. Therefore, it can be widely used. The object of a systematic approach is integrity, which includes: a) its various elements, b) the structure of the elements, their internal relationship properties, c) the boundaries of the system, d) the relationship of the system to the environment, and so on.

The comprehensive-oriented model focuses on the problems of protection and support of the human being as a biopsychosocial being. This approach first of all teaches a person to understand, behave and develop based on past experience, forming an idea of his or her role in life.

The cognitive model became popular in the 1980s. According to this model, the main principle of the social protection system is that social protection should be relevant to all who need it. The main way to implement this model is through advice. One of the key issues to be addressed in this model is to resolve conflicts through group discussion and self-analysis.

Research Methodology: The nature of social protection activities includes economic, legal, political, socio-psychological, medical-social, administrative and other methods [6]. These methods are usually characterized by the nature of the subject to which the social protection entity is directed, as well as the type of social protection and the structure of other services. Sometimes the methods used in the social protection system are covered by a relatively general concept called "social technique". Social technique is a set of tools used to apply the theoretical conclusions of science in the solution of certain tasks, to achieve the goals and objectives of the social sphere. The term "social technique" belongs to the system of social knowledge formed in the 70s of the XX century. Initially, it served to create opportunities for rational activity by representing specialized tools and methods [7].

One of the factors that led to Popper's research, which was a conceptual study of the formation of social techniques, was the macrosocial theories of the mid-twentieth century and the projects based on them, which proved to be imperfect because they could not change existing social systems. According to K. Popper, there is no need to radically change social life. Improving the social system takes place gradually in a "partial" process. Based on this



approach, the scientist describes social technique as a way to apply theoretical conclusions in practice [8].

Defining the goals and objectives of social work allows them to present social work technique as a separate group. The technologies used in the social protection system are a system of systematic assistance to the needy, the optimal means of regulating social relations aimed at supporting them [9].

Analysis and results: The following universal social technologies are used in modern social protection systems:

1. Social diagnostics - in order to find an effective solution to social problems, it is necessary to have a deep understanding of the origin of the problem, its prospects and possible consequences, as well as ways and means of solving it. This can only be achieved if the specialist has social diagnostic skills and experiences. In the context of modern development, it is especially important to increase professional skills in this area. Only then will the opportunity arise to develop targeted measures based on gathered information and intelligence for the social protection of various groups of the population.

2. Social therapy - the implementation of social diagnoses and social analyses requires the implementation of special actions and measures aimed at finding a solution. This social treatment, called social therapy, is a set of decisions, procedures, measures, and actions aimed at solving social problems at different levels. Social "treatment" refers to comprehensive assistance in finding solutions to the problems of the needy. Social protection is aimed at protecting the interests of those who need it, and promoting this in front of those who are directly responsible for the social welfare.

3. Social prevention - the clarification of social problems at different levels is intended for the activities aimed at their prevention. Social prevention is a consciously targeted and socially organized activity designed to prevent potential social, psychological, pedagogical and legal problems and achieving the expected results [10]. Every person is faced with difficult life situations throughout the life, as a result of which the established and habitual pattern of life is disrupted, the established social ties and relationships are broken, and his or her social environment changes. In such a situation, the subject not only has to adapt to the new conditions, but also to restore the lost social status, physical, emotional and psychological resources.

4. Social rehabilitation is a set of measures aimed at restoring social ties and relationships, socially and personally significant characteristics and features and capabilities of the subject, which are broken or lost for certain reasons [11]. The need for social rehabilitation is a universal social phenomenon.

5. Social counseling - modern societies place a host of problems on the path of a person. Such problems may not have occurred in previous generations. This is due to such factors as increasing the pace of social mobility, radical changes in basic norms and values, increasing the pace of urbanization of society. For these and many other reasons, most people feel the need to choose the only effective solution to their personal or social problem. In some cases, knowledge and experience may not be enough to solve the problem. Then one has to rely on the help of a specialist. That is where the provision of social counseling is meant.

Conclusions: In the system of social protection bodies, social methods - socio-economic, organizational-distributional and psychological-pedagogical methods are



specially clarified. Socio-economic methods apply to all means that affect the material, moral, national, family and other social interests and needs of those in need of social protection. This group includes in-kind and paid assistance, established benefits, one-time benefits, household services, moral incentives, and more.

Organizational-distributive methods - the organizational structure of the social protection system is based on the influence of management, based on monitoring, regulatory documents. Organizational approaches strengthen the rights, powers, duties and responsibilities of the various branches of the social protection system. Distribution methods perform rapid intervention, detection, and resolution in episodic tasks. The main methods of this group are: regulatory, normative and instructive.

Regulation is the means by which the governing bodies of the social protection system fulfill their obligations (orders, model decisions, job descriptions) and influence the implementation of organizational decisions.

Regulatory is the establishment of norms at the upper and lower limits, which is the goal for the activities of the subjects of the social protection system.

The instructor is a relatively gentle means of organizational influence, the content of which is to identify tasks, opportunities, complexities and consequences of misbehavior, to warn the individual of possible mistakes or misconducts (via advice or by providing information).

The stability of the components of this system is a factor that ensures the balance of social protection measures at all levels (individual, group, collective).

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UDC: 12-25.28/38.41

FOREIGN EXPERIENCE OF FAMILY STUDIES

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Annotatsiya: Ushbu maqolada oilaviy munosabatlarni o'rganishda chet el tajribasi haqida fikr yuritilgan. Muallif oilaviy o'zgarishlarda yuz berayotgan o'zgarishlarga o'z qarashlarini Xitoy, Yaponiya, AQSh, Janubiy Koreya, Litva, Ispaniya va Rossiya misolida asoslashga harakat qilib, olib borayotgan ilmiy izlanishlari va tadqiqotlariga tayanadi. Mavzu turli xil diniy imtiyozlarda va turli millatlarda oilaviy marosimlar va oilaviy munosabatlar to'g'risida aniq dalillar bilan yoritilgan.

Kalit so'zlar: oilaning, xorijiy tajribadagi oilaviy qadriyatlarga munosabat, diniy va ma'naviy qadriyatlardagi oilaviy muammolar.

Аннотация: В статье представлены взгляды на зарубежный опыт изучения семейных отношений. Автор пытается обосновать свои взгляды на изменения, происходящие в трансформации семьи, на примере Китая, Японии, США, Южной Кореи, Литвы, Испании и России, опираясь на проводимые ею научные исследования и исследования. Тема покрыта убедительными свидетельствами о семейных ритуалах и семейных отношениях в разных религиозных концессиях и разных национальностях.

Ключевые слова: трансформация семьи, отношение к семейным ценностям в зарубежном опыте, проблемы семьи в религиозных и духовных ценностях.

Abstract: This article presents views on foreign experience in the study of family relationships. The author tries to ground her views on the changes taking place in the family transformation on the example of China, Japan, the United States, South Korea, Lithuania, Spain and Russia, relying on the scientific research and studies she is carrying out. The topic is covered with solid evidence on family rituals and family relationships in different religious concessions and various nationalities.

Key words: family transformation, attitude to family values in foreign experience, family issues in religious and spiritual values.

Introduction. The extensive study of the international experience in the formation of spiritual and moral values, respect for parents and adults in the younger generation, the enhancement of the educational, cultural and scientific potential of the family, and exchange of views on the comparison with national education in Uzbek families and on popularization of it in our country is of great importance.

The history of the developed countries of the world shows that purposeful, continuous spiritual education serves as the human capital of progress. That is to say, the commonality in educational values prepares the people to serve the common goal, turning it into a driving force.

We see that in determining the qualities of citizens in accordance with the requirements of the time, in the civic education in the United States, what a person achieves, what status he/she occupies is led only by their own minds and



talents, not by turning their backs on someone or something else, but by relying on their own strength, believing in the "American dream"[1].

In Japan, civic education is a system that serves "moral education", "education aimed at the formation of character", "activities aimed at cultivating moral qualities acceptable for the state", "education for the basics of civic ethics."

Special attention is paid to fostering group solidarity in schools. Importantly, the child is required to know his or her role clearly in the overall work, and to feel responsible accordingly. A citizen educated this way accepts community problems as his/her own.

Materials and methods. In the document entitled "Ideal Japanese Virtues" [2], 16 virtues are brought up in Japanese youth in 4 groups. These are: 1) personal qualities: freedom, development of uniqueness, independence, ability to control one's desires, possession of a sense of piety; 2) qualities that are characteristic of the head of the family: ability to turn the house into a place of love, pleasure and upbringing; 3) social qualities: devotion to one's work, contribution to the welfare of society, creativity, respect for national (social) values; 4) civic qualities: loyalty to the motherland, respect for state symbols, social activism teach to gain the best national qualities.

In China, features such as goodness, righteousness, purity, wisdom, and reliability are identified and practised as the five main pillars of Confucian ethics. The education of the youth was organized on the basis of the idea of "Serving the Motherland and being loyal." Young people were taught to balance personal and national interests.

In the United States, "the American Dream" is functioning as the national idea. It is understood as the sum total of the highest values of the American state, the spiritual mother of the nation. The basic concepts of the "American Dream" are individual freedom, free enterprise, democracy, and the pursuit of success.

In South Korea, the national idea was inculcated in the minds of young people through traditions and moral ideals. In preparing young people for life, special attention was paid to family and preschool education. Today, 56 percent of the total budget in the average Korean family is spent on human capital. The concept of continuous spiritual education makes effective use of the world's pedagogical experience and achievements

In November 2018, the International Press Club and the Center for Scientific and Practical Research "Family" under the Cabinet of Ministers of the Republic of Uzbekistan held an international scientific-practical conference on "The role of the family in the spiritual and moral education of children and youth." Foreign researchers Kuniko Hakamada, Honorary Professor of Ashi University, Japan, Kim Peng Il, Executive Director of the International Association for Central Asian Studies, Professor of the Korea University of International Relations, Manuel Huan, Director of the School of Economic Studies, Madrid Autonomous University, Spain, Department of Sociology and Political Science Professor Tatyana Kameneva's unique speeches were especially recognized.

The conference, which was attended by scientists and experts from Lithuania, Spain, Japan, Turkey, the Republic of Korea and a number of other countries, noted



that the family in Uzbekistan is a source of high morals and the basis for the development of the younger generation. As a core value of society, this institution plays a special role in the processes of harmonious personal growth, contributes to the formation of skills, knowledge and abilities that are important for life and development, reduces the risk of disruptive behavior in society. Therefore, in our country, great attention is paid to the full support of the family, its role in the upbringing of children and youth in a spiritual, moral and cultural environment.

Analysis and Results. Kuniko Hakamada, an honorary professor at Ashi University in Japan, said: "There is a situation in Japan that requires a more flexible and effective approach to children's learning and upbringing. Many of the youth are selfish and corrupt, impatient, unkind, and disrespectful to the older generation. The reason for these changes is that the elderly, that is, grandparents, live separately from young families, do not participate in the upbringing of children, and the number of children decreases as families improve their quality of life. If in the past children grew up in a group of peers, led a developed, active lifestyle in nature, today they are immersed in their personal devices and limit themselves only to social networks or sms, computer games and so on. Factors in our country have increased attention to the education of the younger generation. As an example, the subject of "Ethical Education" was included in the school curriculum "[3].

The process of studying family relationships suggests that there is a way of development in which the peculiarities of the Chinese family are intertwined with tradition and innovation. Before covering modern family-marriage relations, we considered it appropriate to focus on the traditional family relations of the Chinese, which were practiced until the beginning of the twentieth century. After all, it is the traditional family-marriage relationship that lays the foundation and basis of the Chinese family relations today.

In traditional Chinese family relationships, marriage is the responsibility of the family, not the couple. The main goal is to continue the male generation. The choice of a spouse is in the hands of the parents and grandparents, in which the men, that is, the grandparents, are the deciding factor.

It should be noted that in China, monogamy is considered an obligation, and celibacy is unusual for them, except for the priests. Traditionally, the Chinese have to have several generations living in the same family, and even if the daughters get married, the sons have no right to leave their parents and be separated. Such a family was considered ideal and endorsed by philosophers and imperial authorities.

Since the early 80s of the twentieth century, the family has been in the spotlight of the state and is being formed in accordance with the new social, economic conditions and demographic situation. But most of the new laws are based on the 1950 Marriage Act.

According to it, the traditional family-marriage is outlawed, and thus forms a family-marriage relationship based on a completely different order, i.e. equality of genders and generations, freedom of marriage and its annulment, monogamy.

In 2007, there were 352 million families in China, with an average of 363 members per 100 families[4]. While ordinary Chinese families consist of couples and their



children, some families are extended – grandparents live with them. However, in many cases, families are becoming smaller as a result of the younger generation's desire to live independently. In the past, each family had its own "head", but now family members live independently and make plans for the future.

We know that birth planning is done based on the wills and intentions of the population. However, under the 2001 Law in China, there are basic criteria for birth planning, which include:

- support for late marriages and late childbearing;
- determining the number of children in a family as one child per family;
- in rural areas, if a family has a child with a disability, allow them to have a second child and, for minorities, three children.

In 1981, the Chinese government passed a law setting the age of marriage for young people. According to him, men should not be younger than 22 years old and women not younger than 20 years old. Today, there is a profound change in the attitude of the Chinese towards "marriage". Young people are voluntarily seeking to get married later than the age set by the government, to improve their material and spiritual condition. Every family strives to ensure that their children grow up healthy and well-rounded.

It should be noted that government control of family-marriage relations, which is traditional in China, has significantly weakened over the past decade.

Changes in family discipline in China include:

- decrease in the number of marriages, increase in the age of marriage, and nucleation of the family, i.e. the presence of only parents and children in a family;
- at the same time, the main focus is on the relationship between husband and wife, in which the pursuit of harmony, equality and mutual respect is the main goal;
- in recent years, the main focus has been on younger members of the family, the focus of attention being on increasing the number of families with children than adults;
- older parents find it necessary to believe in themselves more when they are ignored;
- today's Chinese youth do not follow the traditions in their relations with their parents, but rather strive for individuality and entrepreneurship, thinking of their own interests;
- squeezing family values into other - professional, material, striving to be independent and working on oneself;
- the Chinese are not in a hurry to get married and have children in order to improve their material and spiritual condition;
- increase in illegal civil cohabitation due to habitual treatment of premarital sexual intercourse.

Nevertheless, it can be seen that in the appreciation of kinship, love for children, attitude to the elderly, traditions are preserved in society.

So, even though tradition has changed, it still influences the development of the Chinese family now and in the future, thereby separating it from other nations. The closeness and interdependence of intergenerational relations in China, the fact that the care of the elderly is the responsibility of the family, and its reflection in state programs indicate that traditions are still alive in modern Chinese society.



When we talk about the peculiarities of the Korean family-marriage relationship, first of all, it should be noted that the name has a special place in it.

Until recently, the remnants of tribal relations in Korea were strong, and people with the same surname were considered relatives. In addition to the surname, each Korean has a dynastic name - Bon-gwan, which is not the same as a surname. Common surnames like Kim, Pak, Lee have dozens of dynastic names. Some surnames have a single Bon-gwan. It is also common for people with different surnames to belong to the same group. Nowadays, the names of these groups are associated with different geographical locations.

Feudal-patriarchal relations prevailed in the Korean family, and the head of the family had unlimited rights and authority over his wife and children. The decision of the head of the family was considered binding and firm. After the death of the father, the head of the family passed to the son, who owned all the land and property, in turn, it was necessary to take care of his brothers and sisters, to provide them with financial assistance. The eldest son usually lived with his parents after marriage, took care of them, ran the farm. The father, on the other hand, remained the head of the family and enjoyed dominion and respect.

Korean families are large, with each family having an average of 4 to 5 children, and families with 7 or more children are also common. Children are raised with respect for parents and adults. To this day, the old traditional appeal of minors to adults has been preserved. Korean children do not call their brothers and sisters by name, but refer to them as 'senior brother' and 'senior sister'. They also address their peers 'parents, friends' brothers and sisters in the same way. This custom is peculiar to the ancient tradition of the "prohibition of personal names."

According to Koreans, there are three major holidays in everyone's life: the one-year anniversary of a child, a wedding, and the 60th anniversary.

South Koreans try to hold on to tradition and strive for more ideals in Confucian teachings in family-marriage relationships. In South Korea, in particular, they try to raise girls as "caring, loving, obedient wife, mother and daughter-in-law" based on Confucianism.

Just like in China, men make up a significant proportion of women here. It should be noted in the Korean family-marriage relationship that most of the traditions cited belong entirely to the Korean people. At the same time, Koreans are now experiencing significant changes in their family-marriage relationship. In particular, it includes such processes as the nucleation of the family, that is, the reduction of women's rights, the pursuit of harmony in the relations of all members of the family, the improvement of the quality of family life.

The Japanese family is based on patriarchal relations. That is, in a Japanese family, the head of the family can only be a man (father, husband, son). Traditionally, they are given unlimited power in the family. Until recently, the patriarchal family was recognized as the only social unit in Japan. Even the older members of the family did not go beyond the line drawn by the head of the family, and in the eyes of those around them, they were just a member of the family.

The status of the family is recorded in the family register book. It was conducted in the village and city administrations and included all the changes that would take



place in the family (marriage, birth, death). This family register book also included misconduct by family members. Such records have tarnished the reputation of the whole family.

In Japan, women have almost no rights in the social, family life of the country, despite the fact that the law defines their rights. Japanese girls are brought up to be obedient, submissive, and humble from a young age. Parents can give them to a marriage, a factory, or a service.

A Japanese girl cannot express her opinion on choosing a spouse. In Japan, marriage is based on the agreement of the parents, in addition to the intelligentsia, the progressive strata of society.

After 3 or 7 days of the wedding ceremony, the young people visit the house of the bride's parents. This visit is called "Sato-Kaeri", which means 'to return to the house where one was born and raised'. This is the end of the marriage ceremony.

After the young people see the bride's parents, they inform the local authority about the newly built marriage. Earlier, the head of the family appealed to the local authorities to remove the daughter from the list, indicating where to register her as daughter-in-law. Because in Japan, the separation of a newly married family was generally not accepted. The son and his wife were staying at their parents' house. If the bride did not like her husband in anything, she could send his wife back home, and the children remained with the father. Although marriage laws are democratic, most of these procedures have survived to this day.

In Japan, a husband may also live with the family of his wife, a case that often occurs when there is no other heir in the wife's family. However, if the groom does not please his wife's parents, he may be evicted from the house. Because the children belong to that family, they stay with the mother when they divorce.

The age of a child in Japan is calculated by year without specifying the month and date of birth. The birth of a child goes like a family celebration. In the first days, relatives come to congratulate with gifts. A week later, the naming ceremony for the child begins. The child's parents invite relatives, neighbors, and the midwife who gave birth to the child to the ceremony. Apart from the midwife, all guests bring gifts (kimono, mato, rice, vine). The name selection ceremony is performed in different ways. Often, each visitor writes the name on a long thin strip of paper and throws it into a hole, a groove, called a tokonoma. Because there are no traditional names in Japan, a child chooses a name voluntarily, unreasonably. The midwife takes a risk, picks up a tape, and reads the name written on it. The guests then pass the baby to each other and repeat the name aloud. That way the baby gets his/her own name.

On the 31st day after birth, the boy, and, on the 32nd, the girl is taken to the Shinto shrine where the hair of the scalp is removed, leaving only a tuft of hair on the top of the head. At the end of the ceremony, the child is baptized.

Younger children are looked after by their older sisters: there are many girls who wrap the baby in a long towel on their back. In the twentieth century, special straps for carrying a baby became widely used. Carrying a child in this way is common to most peoples in East Asia.

Thus, in Japan, one of the most developed countries in the world, in the XXI century - the century of information technology, which contributes the most to its



development, and at the same time, amazes the whole world with its achievements, the role of traditions is stronger than in any other country. Even though the Japanese are not particularly religious, they perform religious rites diligently. This tradition is especially evident in their family relationships.

Currently, the age of marriage varies in different countries. In South Korea and Japan, the marriage age is 20 for males and females, while in Argentina and Malaysia it is 21. In some countries, the age of marriage varies for both genders. In Uzbekistan, the marriage age is 18 for women and their counterparts.

The fact that the minimum age for marriage (14 years) was adopted in the Islamic Republic of Afghanistan can be explained by the extreme weakness of the socio-economic development of this country, and by the fact that the peculiarities of the Middle Ages stand out.

The relatively high age of marriage in China, which is relatively high among other countries, can be explained as a result of population restriction policies.

When it becomes necessary to reduce the age of marriage in different situations in life, its formalization also varies from country to country. For example, in Argentina, Belgium, Bulgaria, Denmark, Brazil, Chile, Malaysia, Canada, the United States, Russia, Croatia, Japan, Kazakhstan, South Korea, and Turkey, parental consent is sufficient to reduce the age of marriage.

Conclusion. In other countries, including Uzbekistan, not only parental consent is required for marriage, but also the permission of the relevant authorities. For marriage age, the level of socio-economic development of the country; national and spiritual values of the people; features of physical, psychological, spiritual, social development of the youth; geographical, territorial features of the state; demographic situation in the country; the importance of education and professional development of young people for the state and society; the role of religion in public policy and other factors are of great importance.

So, in Eastern families, the traditions of living as a community and holding national celebrations and having a holiday as a team have existed throughout history.

Even if a person living alone dies, the neighborhood gets together, following him on his last journey and holding his ceremonies. In Western families, the principles of individualism and egocentrism prevail, not collective. That is, man consists only of the peculiarities in which he lives, for his own benefit. In the behavior of young people, the family, the neighborhood and even the state play the role of social control. State regulation of family and marriage relations ensures the social stability of the political, economic and cultural changes taking place in society.

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UDK: 1:13

THE DEVELOPMENT OF KNOWLEDGE ABOUT THE ART IN THE AESTHETIC PARADIGM

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Annotasiya: Maqolada, estetika paradigmasida san'at, uning mohiyati to'g'risidagi fikr-mulohazalarga alohida e'tibor qaratilib, san'at hamda estetik bilishning tarixan rivojlanib borganligi, doimiy xarakterdagi masalalari yoritib berilgan. Estetik paradigma va san'at to'g'risidagi klassik nazariyalar, bahs-munozaralar ko'rsatilgan.

Kalit so'zlar: falsafa tarixi, san'at, go'zallik, estetik paradigma, san'at asari, badiiy-estetik tafakkur, estetik bilish.

Аннотация: В статье особое внимание уделяется представлениям об искусстве и его сущности в парадигме эстетики, историческому развитию



искусства и эстетическому познанию, постоянному движению. Представлены классические теории и дискуссии об эстетической парадигме и искусстве.

Ключевые слова: история философии, искусство, красота, эстетическая парадигма, произведение искусства, художественно-эстетическое мышление, эстетические знания.

Abstract. The article pays special attention to art, its essence in the paradigm of aesthetics, the historical development of art and aesthetic knowledge, the constant movement. Classical theories and debates about the aesthetic paradigm and art are presented.

Keywords: history of philosophy, art, beauty, aesthetic paradigm, work of art, artistic-aesthetic thinking, aesthetic knowledge.

Introduction. At present, special attention is paid to the innovative development of culture and art in our country. The report of President Sh.M.Mirziyoev "Development of literature and art, culture - a solid foundation for the spiritual development of our people" and the measures taken to form a culture of reading and reading shows the urgency of an in-depth study of the issue of creativity. In particular, "teachers, artists, our spiritual heritage, the media, theaters, sports, the formation of a culture of reading serve to shape the worldview, consciousness and thinking of young people." [1.596]

In this regard, in order to increase the effectiveness of reforms in the field of art and culture, there is a need to study the theoretical foundations of art and aesthetic knowledge, to understand its essence through modern approaches, to scientifically substantiate its spiritual significance.

Philosophers have always been interested in the primacy of art and aesthetics, the various debates around them, their place in space and time, their interdependence, their impact on culture and civilization, especially their inner essence, structures, complex phenomena. Therefore, classical, non-classical, modern, postmodern and contemporary ideas and theories of art and aesthetics have been formed. Western and Eastern thinkers have created significant and significant works devoted to the analysis of the impact of art on human consciousness and thinking, its spiritual significance, goals and objectives, laws, peculiarities in aesthetic cognition.

Materials and methods. Because the essence of art is a deep, wide-ranging, complex concept, its forms and types are more studied in scientific sources than as a separate research work. In the philosophical sciences, concepts such as "the essence of art", "understanding of art", "purpose of art" are interpreted differently. In particular, according to E.V. Ilenkov, "only in art, which is the work of a genius, can the image of perfection be presented as an image in a completed observation. Here all is reconciled by generality (generally accepted norms) and individuality (character), integrity and partiality, morality and legitimacy, belonging, and existence. For this reason, perfection takes on the appearance of sophistication. If individual character is exaggerated at the expense of normal abstraction, beauty disappears and is replaced by ridicule. When the opposite is the case, that is, when the normality of leadership emerges, a lifeless abstract line emerges, which is not beautiful, but clearly and accurately drawn, not creative-aesthetic, but an academic image of the educational process." [2.205]



Two centuries ago, the Western scholar Balzac argued that not everyone understood the true nature of art. "And finally," says Balzac, "it is impossible for almost all visitors to a museum to see a person who is deeply immersed in a work of art." Perhaps the pursuit of these changes in us, the aim of simple actions, the indulgence of bright impressions, is the variability of our minds, or is it the influence of the climate of the place where we live, the districts of the north or the unopened cloudy skies of England? I don't know. Maybe our national upbringing is not over yet, and our understanding of art has not developed in our tradition." [3.190]

In the paradigmatic hierarchy of aesthetics, there has been much debate about the nature of art: "Ancient thinkers shaped the basic problems of aesthetics and created important concepts and terms of aesthetics. Concepts such as imitation, inspiration, beauty, tragedy, comedy, ingenuity, norm, proportion, ideal were formed by the ancient Greeks and later stamped in the literature of aesthetics and art criticism. Ancient aesthetics arose through its attempts to philosophically understand the artistic processes of its time. The connection with the modern art and the great problems of its time shows us the most interesting aspects of ancient thought." [4.14]

Even in conversations with the sculptor Clinton, Socrates, who argued that the aesthetic nature of events, that is, the aesthetic nature of things and events, was related to their usefulness, was impressed by Socrates' works with his realism. Socrates: There is great life in your statues because you give them the characteristics of living people. Hence, the sculptor must express the state of the heart in his works. Socrates expressed very strong, systematic, rational ideas about different areas of artistic life. He explained the essence of all fields, especially artistic creation, gymnastics, music, dance, poetry, epic art. He proved that works of art are a powerful tool that not only gives people aesthetic pleasure, but also helps to educate them as mature people who are just, patriotic, tolerant, compassionate, liars, hypocrites, haters of oppressors, loyal to the country.

According to Aristotle's mimesis, art is the creation of an image by imitating reality. The purpose of Mimesis, according to Aristotle, is to arouse the mind, to comprehend and observe the subject, by acquiring and imitating knowledge. In Plato's aesthetics, absolute beauty is mentioned as an earthly shadow of a divine idea.

The Middle Ages and the Renaissance In the works of European thinkers, art and its essence, the understanding of art in the views of Aurelius Augustine (354-430) on art, and later in the Renaissance (XIV-XVI a.d.) In the works of Vinci, Michelangelo, Rable, Cervantes, Shakespeare, Leon Battista Alberti, the theoretical and practical aspects were studied in detail, the scientific-historical basis was created. For example, Leonardo da Vinci, Campanello saw art as a factor in shaping a harmonious human spirituality. In his theoretical views, Leonardo da Vinci put forward the idea of "mirror". Leon Battista Alberti (1404-1472) also created the theory of art, linking the essence of beauty and aesthetic concepts with harmony. "Harmony is the basis of beauty and elegance. Because the task and purpose of harmony in general is to arrange parts that are different in nature by a certain perfect comparison, so that they create beauty in harmony with each other there is ample room for it to manifest and develop: it encompasses all human life gets absorbed into the nature of all things. After all, everything created by nature is measured by the law of harmony. Renaissance



philosophers and creators praised the role of art in personal development. The ideas they put forward were continued in the aesthetics of later periods.

“He’s spinning! said Galileo, kneeling before the judges. Nevertheless, the infinite subtlety of the creators' nature is their wealth, their hatred is their generosity; scientific controversies, literary debates - a profession that awakens talent. If they gossip about each other, the real feeling will reunite them as soon as possible. If their primary feeling is greed, know that greed is their passion for art; but as soon as they hear their strong and honest voices, they meditate honestly and recite warm thoughts and conscientious appraisals and praises.”[5.199-200]

I. Kant and V. Gegel analyze the place of art in human and social life from a philosophical point of view. According to Kant, “Art is a harmonious field of human activity that creates such harmony in accordance with the aesthetic goal based on the unity of emotion and mind.” The author argues that the concept of emotion needs to be linked to aesthetics. He also understands that the escalating social conflicts in Europe in the XVIII century, especially in Germany, are laying the groundwork for the beginning of the spiritual crisis, and he believes that a new philosophy and worldview is needed to prevent such a threat. German philosophers seek to resolve such aggravation through the laws of beauty, literature, and art.

In Gegel’s philosophical teaching, art is described as one of the ways of propagating truth and expressing deep human goals. Aesthetic feeling is viewed not as a spirit, a means of expressing truth, as an external form, but as a content that embodies essence. “A work of art is not a pure emotion,” says the philosopher, “but a spirit expressed in emotion.”

On the question of whether the beauty of nature is superior or the beauty of art is superior, Gegel defended the beauty of art. Such a high appreciation of art in Gegel’s views is explained by the development of its spirituality, psyche, and human talent as a divine power. In any case, the remarkable aspect of Gegel's thought is that art is a completely new world in relation to nature and society, and that it has never been an exact and mechanistic reflection of nature and life. That is why the unique creative power and light of the artist’s talent is shrouded in various mysterious veils. A. Schopenhauer says that art is a kind of independent "observation", the purpose of which is to reflect the idea, the essence of which is that one event is responsible for thousands of events, the artistic idea is not logical, but intuitive perception and imagination. Although in classical German aesthetics, art and beauty are defined by Kant's various theoretical views, such as "discriminatory free activity," Schiller's "man's need for play," Gegel's "emotional expression of the absolute idea," and Schopenhauer's "type of observation," they are all unique. The idea that art is an example of free creativity is an artistic assessment of man’s aesthetic attitude to reality. They interpreted art as a "symbol of freedom," an expression of man's spiritual freedom.

In Russian sources, art is described as a social phenomenon, giving priority to its ability to reflect reality in artistic images. The debate over the essence of art continued unabated. Leo Tolstoy explains that art is a means of conveying one's feelings to another. Although N.G.Chernyshevsky emphasized the difference between the depiction of a beautiful face and the depiction of a beautiful face, in contrast to Gegel,



he also argued that beauty in life is superior to beauty in art, calling art the “school of life”.

Conclusion. Understanding art is a process of emotional activity, spiritual mood that drives the human imagination and imagination. The moving imagination leads a person to the world of social and spiritual values. Aesthetic perception of something or an event is perception of its social, historical, national and human significance. This suggests that aesthetic experience is, by its very nature, a historical and social phenomenon. In the views of medieval Eastern thinkers, art was described as an imitation of spirituality, goodness and beauty, a treasure of human perfection, cultural heritage, a means of education, while their works have served as a theoretical and methodological source in terms of spiritual heritage, inheritance.

Medieval Central Asian aesthetics, with its oriental approach to beauty, is of great importance as a higher doctrine (aesthetic paradigm) that synthesizes tradition and modernity. Thus, in line with the development of human life, art and creativity will also change, be renewed, rise, and be enriched with new, unique theories and views. As Yu. Borev noted, “scientific research can be repeated, but in the centuries-old history of art there are no similarities in the works of different artists.”[8.32-33] Thus, art is a unique, self-organizing aesthetic reality that develops and renews itself in an integral connection with space and time as a product of human life and artistic thinking. Discussion section. In our opinion, the science of aesthetics, which studies the aesthetic attitude of man to natural, social and national reality, universal values, traditions, is also the experience of all types and genres of art, which is the highest expression of this relationship and changes in the artistic process.

Art is such a thinking, a field of human activity that produces transcendental knowledge beyond the theoretical mind, in which a priori emotion and a priori mind, transcendental knowledge, which is evaluated by the criterion of beauty and glory in harmony. As a spiritual process, art represents all the light and dark, high and low, deep and superficial states of human thought due to its complex internal system. It demonstrates the aesthetic value of what is described, expressed in people, events and experiences, forms the ability to make aesthetic assessments of things-events. While the reader and viewer are forced to see reality through the eyes of an artist, his or her aesthetic taste forms an aesthetic consciousness that understands the universe, nature, and human nature.

Art, by its very nature, is a unique method of perception in terms of traditional stagnation, spirituality, having its own history, national characteristics, traditions, in terms of complexity, understanding of the world, nature, society, human diversity, human openness and is a necessary method and means of preserving and even cultivating intellectual potential in the artistic process. [9]

So, first of all, art is a spiritual, cultural, artistic-aesthetic reality, which is figuratively reflected by the creative human artistic-aesthetic thinking, imagination, imagination, fantasies of the universe, nature, things and events in society; secondly, art has historically influenced the human mind and thinking with moral, aesthetic, spiritual and enlightenment aspects through its historically formed forms and its means, is a socio-cultural field with historical-scientific theoretical-methodological bases.



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UDC: 12-25.37/82

ACTIVITIES OF SOCIAL SERVICE

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Annotatsiya: Ushbu maqola ijtimoiy xizmatlarning faoliyati to'g'risida fikrlarni taqdim etadi. Yetarli dalillarga asoslanib, ijtimoiy xizmatlarning muammolari bir-biridan tubdan farq qilishi va ular shaxsga bevosita ta'sir qilishi isbotlandi. Shu bilan birga, u ijtimoiy muammolarni hal qilish uchun jamoat kuchini talab qilishini ta'kidlaydi. Shuningdek, u ijtimoiy ishchining roli, ularning ijtimoiy faoliyatni psixosotsial baholashdagi o'рни va vazifalariga e'tibor qaratadi va ijtimoiy ishning uslubiy asoslarini ilmiy asosda ochib berishga harakat qiladi.

Kalit so'zlar: ijtimoiy ish, ijtimoiy ish turlari, ijtimoiy ishchi, ijtimoiy xizmat masalalari.

Аннотация: В статье представлены взгляды на деятельность социальных служб. На основании достаточных доказательств обосновано, что проблемы социальных услуг принципиально отличаются друг от друга и напрямую затрагивают человека. В то же время подчеркивается, что решение социальных проблем требует общественной силы и усилий. Особое внимание уделяется видам социальной работы. Он также фокусируется на роли социальных работников, их месте и задачах в психосоциальной оценке социальной



деятельности и пытается раскрыть методологические основы социальной работы на научной основе.

Ключевые слова: социальная работа, виды социальной работы, социальный работник, вопросы социального обслуживания.

Abstract: This article provides views on the activities of social services. Based on sufficient evidence, it has been substantiated that the problems of social services are fundamentally different from each other, and, they directly affect the person. At the same time, it stresses on the fact that solving social problems requires public strength and effort. Special attention is paid to the types of social work. It also focuses on the role of the social worker, their place and tasks in the psychosocial assessment of social activities, and tries to reveal the methodological basis of social work on a scientific basis.

Keywords: social work, types of social work, social worker, social service issues.

Introduction. What is a social problem? We need to find the answer to this question first. A social problem is considered to be the disproportion of rituals to meet the existing and necessary (desired) needs of people, complicating the lives of social groups, the community and society as a whole, and requiring public strength and effort to address it. Social problems and problems of community are complex and physical that directly or indirectly affect a person or require public action on the situation and the system of their elimination, vary in different societies at different times. So, what are the peculiarities that make them different?

Materials and methods. While the need for modern social services are driven by factors such as alcoholism, disability, drug abuse, convicts, prostitution, suicide, terrorism, and trafficking, man's demand for knowledge is growing exponentially.

As it is known, cognition is the product of people's social and intellectual activity, and that this output is the ideological reconstruction of the objective, legitimate problems of the objective person in the form of language, which is practically changing. In the process of cognition, people gain knowledge and understanding about the real world, and realize the surrounding environment. They use this knowledge for practical purposes in order to change the world, to subjugate nature to the needs of people. Man discovers heat, cold, colour, smell, hard, soft, etc., and finds the right path in the universe, separates them from each other, and perceives various information about changes in the surrounding environment.

The subject of knowledge is the peculiarities, properties, and attitudes of objects recorded through experience and incorporated into the process of human activity, which are explored on specific purposes in specific contexts and situations. In addition, as knowledge about the object develops, new aspects of the object are discovered, and they become the subject of the knowledge (for example, anatomy - the structure of the organism, the study of medical diseases, etc.).

The method as a matter of fact emerges on the basis of human practical activity. As the methods of human practical activity became a comprehensible material factor, they took the form of sources of the method of thinking, and, eventually led to the emergence of the doctrine of methods - methodology. The main content of the scientific methodology consists first of all of the scientific theories tested in practice: any theory



serves as a method that represents another theory or determines the content or consistency of the practice.

The methods of modern science are different, and are classified accordingly. (For example, the experimental method, the method of creating and testing scientific theories, the method of stating scientific conclusions, philosophical, general and special scientific methods). The deepening of interrelationships between sciences has led to the application of the results, models, and methods of certain ideas to other sciences (e.g., the use of physics, chemistry, biology, and medical methods).

Philosophical methods usually work in conjunction with other concrete models, not directly but indirectly. In social cognition, historicity serves as a method for all social sciences. Methods of a general nature: comparison, analysis and synthesis, generalization, moving from abstraction to specificity, and other methods used in a variety of ways.

In a broad sense, methodology is a necessary component of any activity, because the understanding of the activity can be improved in different ways (for example, education) Methodological knowledge emerges, firstly, in the form of habits and norms that cover certain types of activities (in the form of normative methodology), and secondly, as an effect of the activities performed in practice (descriptive methodology). In both cases, it consists of the realization of the function of knowledge as a process of cognition, or of the effective change of an object. In modern literature, methodology refers primarily to the methodology of scientific knowledge, that is, the forms and methods of scientific knowledge activity.

The methodology of science represents the components of scientific research - its object, the subject of analysis, research tasks, the tools needed to solve these tasks, as well as gives an idea of the consistency of the researcher's activities in tackling the problem. The most significant aspect of the application of the methodology is the formation of the research topic and scientific theory, as well as the verification of the obtained result in terms of its validity, that is, its relevance to the object under study.

Analysis and Results. According to the abovesaid, direct practice - clinical practice, is the provision of certain services using work with clients, direct practice is the provision of services to individuals, groups and families, which includes therapy, counseling, training of the skills, client can provide other services aimed at increasing their capacity to solve their problems, increase the well-being of the client and meet their needs.

The types of the social service are divided into medical service institution, neighborhood, social security, public organizations, labor exchange, school and clubs of parents of children with disabilities. The information part being a method of means, operations, is the shortest way to achieve, and in social work, this method is a way to achieve a goal, a specific task (scientific research or practice). If the classification of social methods is based on the number of people who have influence, then individual and group methods of social work are applied.

Social individual work is a system of values, a practical type, used by social workers in overcoming their mental, interpersonal, socio-economic problems through direct interaction with individuals.



Group social work, a form and means of social work, according to which the activity of small groups based on similar interests and problems, is understood as a continuous and common goal.

Collective social work serves as the means of coordinating traditional methods and satisfying the socio-political needs, interests and observations of citizens. When working with the community, the task is to get the client to identify the integral connection between individual and collective problems. He should take an active part in solidarity efforts to resolve conflictual situations.

In social work, only the methods specific to this professional activity are used. These include social diagnosis, involvement in organizational activities, and teamwork. Social workers provided a range of services for people who felt the need for something while practicing. If representatives of other branches, including volunteers, are involved in the provision of social services to a group of clients, the social worker should be specially trained to perform the specific practical roles associated with the profession.

In the lexicon of social work, however, this role is a behavior that depends on the assigned cultural context in which a particular position is held. Thus, role-based behavior depends on the position a person occupies and the field in which he or she works. It is necessary to perform a wide range of functions in order to play different roles in social work.

The roles of many occupations, such as physical therapy, medical care, counseling, aimed at helping people, are defined by social norms, types of services, as well as administrative rules and laws that allow for this type of activity. The social work area shapes the roles that are expected to be performed by the social worker. While people have opportunities and abilities that go beyond their professional scope, every representative of that profession should be prepared to perform at least the roles assigned to social work.

Let's take the broker of service industry, for example. Among other "helping" professions, socialization is more focused on helping people to establish effective interactions with the social environments of others. Their job is to evaluate the customer and resources. It also includes customer referral, customer protection and integration of service systems.

The task of a social resilience skills teacher is to develop skills that help clients deal with life situations and to expand the use of these skills in clients' social lives. The majority part of social work involves how clients deal with problematic situations in life and how they prevent crises from happening.

Its functions are to teach daily skills and daily life competences and to help them change the behavior. The initial warning indicates that the purpose of the teaching role is to prevent recurrence or serious problems in life.

The role of the counseling health worker is to help clients change their social activities by explaining their attitudes, managing their behavior in problematic, social situations, or learning aspects of the activities that they want to enhance as an individual.

Perhaps the most prominent role of a social worker is in the role of a counselor or health worker. This role allows him to psychosocially assess and identify. It also



includes the implementation of long-lasting stabilizing care and social treatment as well as research. Case - manager - consists of connecting customers with agencies and services on a regular basis, as well as achieving quality service and ensuring continuity by coordinating services. Christina Rich gave the case manager five basic functions. Evaluation of a specific event and plan assistance; communicating with consumer services and controlling the delivery of actions.

Here seven key functions related to function are distinguished:

1. To monitor the appropriateness of the process of supporting the purpose and clear direction of the coordination of strengths and efforts, and to ensure a clear flow of information within the system of actions.
2. "Following" the customers in the course of service, acting on behalf of the clientele, which is necessary to verify the detection of unexpected problems.
3. Providing the client with recommendations and information to assist them or their families in case of a conflict with service providers.
4. Provision of constant emotional support so that the client and his family can better deal with their problems and benefit from the services provided.
5. Carrying out all necessary work for the orderly storage of documents related to the implementation of the initial plan and the progress of the client.
6. Provision of measures to ensure that the client's wishes and desires are known to all participants in the process and to continue the provision of relevant services, to act as an intermediary between the client, his family and relevant workers through programs and informal resources included in the overall action plan.
7. Act as an intermediary between service delivery programs to ensure quality information exchange and minimize workload between support networks.

The workload volume manager is all about managing the volume of his workload in order to be able to help customers as much as possible and feel responsibility before the employers.

Services include planning, timely execution, quality control of services, and data processing.

The organizer of staff development is to ensure the professional orientation of the agency's staff through trainings, performance monitoring, consulting. Their functions include employee guidance and training, personnel management, job supervision, and consulting.

The Head of Administration includes a visit policy on the provision of humanitarian services, planning, development and implementation of a program of services. They carry out internal and external coordination, and, an effective head of administration should be proactive, and, evaluate the program.

An agent of social change should have the ability to direct groups of people with common interests who are involved in identifying problems from communities and areas where life can be improved, acting as advocates for change or resource development. At the same time, it is necessary for them to analyze the social problem and social policy, to draw public attention, to protect the public interest, and develop social resources. A master of his profession contributes to the development of the social work profession by engaging in skilled and ethical practical activities. Evaluating one's



work is the professional development of a person and the improvement of the social work of the profession.

The methodological foundations of social service consist of the above-mentioned, and they include a number of activities. All of them are aimed at improving the quality of social work and serve to improve the methodology of social services. The importance of studying the social work service system is enormous. The fact that social service enters our lives as an object of research indicates that it is an innovation, a competence.

Conclusion. We have focused on social and legal services, official and sponsorship, medical and social services, educational services, socio-economic and social services, pedagogical and psychological, and labor protection services. Circumstances such as alcoholism, poverty, unemployment, disability, inflation, corruption lead to social problems. The list of social workers should be further expanded and formed. It is due to the fact that the scale of the roles of a social worker is really huge and diverse. In addition to learning different work techniques, it is important to consider how the social worker should apply the unique knowledge and skills he or she has acquired to solve practical situations and how to perform the above roles in the most beneficial way possible for clients. Family values refer to a particular family dynasty, that is, to the spiritual upbringing of related families, to the interdependence of human qualities between them, to the interaction of different national customs, rituals, and traditions, and to the upbringing of all family members, including children and adolescents that play a positive role in maturity. One of the measures to strengthen families, to preserve them, as well as to bring up a perfect person in it, to create a healthy environment that allows, is to bring up children on the basis of national, spiritual and moral and universal, and family values. Family values have a special place in the family in the cultural development of the child, and have long been formed and developed in the family environment. Adherence to family values based on the national spirituality and national culture of the family: strengthening of relationships between parents, children and relatives, positive qualities such as family, humanity, loyalty to the family, knowledge of the past seven years, respect for parents, relatives and the elderly, forms and develops spiritual and moral qualities such as respect for the little ones, mutual kindness, caring. The use of family values in the organization of bringing up a child in the family helps young people to grow up as worthy heirs to their ancestors, in the spirit of respect, dignity and love for their families and relatives.

Urbanization is the process of increasing the role of cities in the development of society. The development of industry in cities, the development of political and cultural functions, the deepening of the territorial division of the state are characteristic features of this process. This is due to the vibratory migration from the surrounding villages to the cities, from small towns. The process of urbanization takes place owing to the following: the granting of urban status to rural settlements, the formation of new settlements around cities, the migration of the population from rural to urban areas. The methodology is a necessary component of the performance of any component. Because activity can be understood in different ways. Methodological knowledge emerges, firstly, in the form of habits and norms acquired by certain ways of activity,



and secondly, as the effect of the activity performed in practice. Both rules involve processing this knowledge functionally or changing it objectively.

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UDK: 539.194:53.01

THERMODYNAMIC FOUNDATIONS AND METHODOLOGICAL ASPECTS OF SYNERGETICS

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Annotatsiya: Maqolada sinergetikaning tabiiy-ilmiy jihatlari ochiq tizimlar termodinamikasi va boshqa fizik paradigmalar asosida metodologik jihatdan tahlil qilingan. Bunda sineregetika ilmi insoniyat ilmiy tafakkurining zamonaviy manzarasini o'zida ifodalovchi hamda olam haqidagi bilimlarni integratsiyalovchi soha sifatida talqin etiladi. Shuningdek, dissipativ sistemalar va fraktal strukturalardagi o'z-o'zini tashkillashtirish jarayonlarining shakllanish mexanizmini bilishda Sinergetika tamoyillarining ahamiyati ko'rsatilgan.

Kalit so'zlar: sinergetika, o'z-o'zini tashkillashtirish, termodinamika, ochiq va yopiq sistema, dissipativ struktura, entropiya, tartib va kaos, nochiziqlilik, fraktallik, bifurkatsiya.

Аннотация: В статье методологически проанализированы естественно-научные аспекты синергетики на основе термодинамики открытых систем и других физических парадигм. При этом наука синергетика трактуется как область, представляющая современную картину научной мысли человечества и интегрирующая знания о Вселенной. Показано также значение принципов синергетики в познании механизма образования самоорганизующихся процессов в диссипативных системах и фрактальных структурах.

Ключевые слова: синергетика, самоорганизация, термодинамика, открытая и закрытая система, диссипативная структура, энтропия, порядок и хаос, нелинейность, фрактальность, бифуркация.

Annotatsiya: The article methodologically analyzes the natural-scientific aspects of synergetics based on the thermodynamics of open systems and other physical paradigms. At the same time, the science of synergetics is interpreted as a field that represents the modern picture of the scientific thought of mankind and integrates knowledge about the Universe. The importance of the principles of synergetics in understanding the mechanism of formation of self-organizing processes in dissipative systems and fractal structures is also shown.

Key words: synergetics, self-organization, thermodynamics, open and closed system, dissipative structure, entropy, order and chaos, nonlinearity, fractality, bifurcation.

Introduction. Synergetics has entered the modern scientific picture of the world as a theory of the development of self-organizing, open, nonlinear complex systems. However, in the classical sense, it cannot be called a theory, since the latter is defined



as a form of knowledge that creates a complete picture of the regularity of a certain area of reality, a high stage of the systematic organization of knowledge, a developing dynamic system of concepts, ideas, principles, laws, and methods. When we talk about a theory, we usually recall the Newtonian dynamics, which is characterized by internal perfection, logical consistency, structural accuracy and provides a harmonious agreement of the concepts, principles, laws, and mathematical apparatus used by it. But in comparison with classical mechanics or the theory of relativity, synergetics is very far from such internal perfection, from the possibility of meeting the serious requirements imposed on theories. Therefore, we propose to perceive it at the current level of development not as a mature theory, but as a scientific direction that tries to give an adequate image of self-organizing open complex systems. One of the outstanding scientists in the field of synergetics, G.Haken, known as the author of the concept of “synergetics”, in one of his speeches, evaluating this concept as a “direction of research”, writes: “After I gave a general picture of this area, this line of research was proposed in a slightly different form and under different names. And so this field has other names: complexity theory, self-organization theory, etc.” [1].

An invaluable contribution to the development of this science is I. Prigogine, who, based on his discoveries in the field of non-equilibrium thermodynamics, showed that in non-equilibrium open systems, effects are possible that lead not to an increase in entropy and the tendency of thermodynamic systems to a state of equilibrium chaos, but to the “spontaneous” emergence of ordered structures, to the birth of order from chaos. Synergetics studies the coherent, coordinated state of self-organization processes in complex systems of various natures. In order for the application of synergetics to be possible, the system under study must be open and nonlinear, consist of many elements and subsystems (electrons, atoms, molecules, cells, neurons, organs, complex organisms, social groups, etc.), the interaction between which can be subject to only small fluctuations, insignificant random changes, and be in a state of instability, i.e., in a non – equilibrium state.

Synergetics uses mathematical models to describe nonlinear processes, which can be self-organizing processes in the study of a laser or self-sustaining and self-developing structures in a plasma. Synergetics determines what processes of self-organization occur in nature and society, what type of nonlinear laws govern these processes, and under what conditions, at what stages of evolution, chaos can play a positive role, and when it is undesirable and destructive.

To the characteristics of synergetics, we also add the fact that, aimed at finding common patterns of evolution and self-organization of natural, social and cognitive systems, formulating the foundations of a new representation of the world, it acts as one of the important paradigms of natural science, including physics. Therefore, synergetics, being closer to philosophy in terms of its content, exists as a theoretical and methodological approximation to the image of self-organizing complex systems. Before we find out the place and role of synergetics in the theory of natural science knowledge, we will pay attention to a number of points that adequately reflect its complex and multifaceted nature. Note that at present, two directions have emerged in synergetics, as well as in quantum mechanics. Therefore, it is necessary to distinguish between two types of synergy: natural-scientific synergy (“synergy-1”) and



philosophical synergy (“synergy-2”). Philosophical synergetics is usually portrayed as “X science”. This expression denotes the not yet fully defined name of a still not fully established scientific direction that studies the processes of self-organization, development, storage and destruction of structures in systems that differ in their nature (physical, chemical, biological, etc.) [2]. The main goal pursued by us in the article is to characterize synergetics not as a philosophical science, but as a natural science.

The emergence of synergetics, which emerged in the second half of the twentieth century at the intersection of nonlinear dynamics, nonlinear physics and chemistry as a new scientific direction, was due to three important discoveries of the second half of the twentieth century. First – the discovery of “strange attractors” that make up a special type of phase trajectory (a trajectory that takes place in the mathematical layer of the state space).

Secondly, the opening of a new type of objects, called “autowaves” and the active environment. Unlike classical waves, the characteristics of an autowave do not change with time, the amplitude and speed of its movement are constant, they are not dissipated. Autowaves that do not obey either the superposition principle or the phase law (the interference principle) destroy each other during the interaction (annihilation).

The reason for this behavior of autowaves, in contrast to classical waves associated with an ordinary medium, is that they are generated by an energetically saturated active medium, in which they acquire the ability to receive any amount of energy. Natural models of the active medium are most often found in chemistry[3].

Third – the discovery of the transition of the active medium from a structureless state to a structural one. This discovery is connected with the emergence of a new type of systems. Observations show that changes in the parameters of media in the isotopic state can put an end to the stability of their equilibrium state, and in such cases the concentration of different spatial points is also different. This model was first described at the beginning of the last century by Thuringian and was called the Thuringian model, or self-organization.

Literature review. Thus, in the 70s of the twentieth century, the emergence of synergetics as a new direction of science is primarily associated with the discovery of spatial self-organization of chaotic systems, active media, autowaves, and self-oscillations in chemical systems within the limits of nonlinear dynamics. This is evident from the definition of G.Haken, one of the founders of synergetics. He brings to the fore the question: what are the common qualities that take place in the development of various natural and social systems? And he says so himself: this general quality – the spontaneous emergence of the structure, the qualitative changes occurring at the macroscopic level, the emergence of a new quality in an emergent way-is a process of self-organization characteristic of open systems [4].

According to G. Haken, the difference between synergetic and traditional analysis is that here the study of simple systems is replaced by the study of complex systems, the study of linear systems – nonlinear, the study of closed systems – open, the study of the equilibrium of processes – their delocalization [5], instability.

Synergetics uses a number of new concepts: bifurcation, dissipative structures, fluctuation, chaosomality, strange attractors, nonlinearity, uncertainty, irreversibility, etc.to express the observed patterns of complex systems located at different levels of



organization and connected through chaos [1]. The synergetic paradigm, which explores the hierarchy of disequilibrium in self-organizing complex systems, reveals the superposition of the systems it studies, and reveals such patterns of formation of a complex system from simpler ones that are still unknown to science. In this case, the mechanism of combining simple structures cannot be attributed either to the principle of superposition or to the principle of interference: here the whole is not equal to the sum of its parts, it is neither greater nor less than this sum.

In short, a synergistic system is a new qualitative state that has not been previously studied by science. The process typical for a synergetic system can be described as follows: there is an initial state of the system in which the movement and the state of its elements – subsystems – have relative independence. There is a transition from this state of the system to a state of dynamic microstate, in which the relationship of microelements-subsystems is strengthened. The quality of this transition process lies in the fact that although in this state the initial factors – “environment-system”, external influence – do not have a structure, but there is a structure of its result, due to the properties of “environment-system”. G.Haken, taking into account these qualities, called this process self – organization, and the science of systems of this kind – synergetics (the Greek word synergetics-together, together). In synergetics, it is possible to study and sequence the complexity of dynamic structures and the chaotic motion of simple dynamical systems [5].

Synergetic ideas gradually but surely enter the natural-scientific, including the physical picture of the world. It is known that in the twentieth century, the formation of cosmogonic views on the universe was more static and structurally guiding in nature. And it was during this period that A.Eynshteyn put forward stationary equations about the development of the universe, and in 1922-1924 their veracity was confirmed by the exact calculations of A. A. Fridman. In 1929. The American astronomer A. Hubble expressed in the form of a law the displacement of the red boundary of light coming from distant Galaxies, and established that this event is the result of the distance from the Earth of other Galaxies, and the speed of their distance from the Earth is directly proportional to the distance of the distance.

In this concept, the development of the Universe, the question of its evolution, starting from the “Big Bang”, put forward in the cosmogonic ideas of that time, is evaluated as the joint evolution of the phenomena of the micro-and macrocosm, the existence of differential and complex phenomena is associated with the evolution of the micro - and macrocosm, which occurred in different time sections. In connection with the idea of the development and evolution of the inanimate world in the physical picture of the world, elementary particles began to be depicted more vividly.

To express the idea of development in theoretical knowledge, new concepts were created. One of these concepts was the concept of “open system”. This concept was first proposed in 1929 by a representative of the Brussels school, a physicist by profession, R. Defay. In 1932, L. von Bertalanfi, applying this concept to biological systems, somewhat expanded its scope. On the basis of physical chemistry, genetics and thermodynamics, he created a new concept-the theory of the “biological organism”. This theory, having significantly changed the mathematical apparatus of differential equality, attracted the fundamental qualities of open systems to scientific



research: integrity, finiteness, self-organization, etc. Thus, the discussions conducted within the framework of the scientific picture of the world led to a synergistic approximation of reality.

According to the idea of self-organization, which is the basis of the synergetic approximation, there is no sharp boundary between living and non-living systems in their self-regulation [6, p. 58]. The principle of self-organization, which was formed as the fundamental position of Darwin's theory of evolution, subsequently crossed the boundaries of this theory and entered the natural-scientific picture of the world.

In modern science, the synergetic approximation is an exemplary manifestation of integrative thought. The emergence of synergetics in the arena of modern natural science is associated with the evolutionary synthesis of all types of natural science knowledge. In the nineteenth century. In classical physics, there was a concept that matter from the very beginning is characterized by a violation of order, a tendency to the initial state of equilibrium. In the language of synergetics, this is called chaos, disorder. This view of the phenomena was formed under the influence of equilibrium thermodynamics, which studies the processes of mutual conversion of various types of energy. This science has revealed that in nature, the processes of converting heat and work into each other are not equal. While work can be completely converted into heat by friction and other means, heat cannot be completely converted into work by any means. This phenomenon shows that in the transformation of energy from one type to another, there is an unchangeable direction chosen by nature itself.

The second principle of thermodynamics-the law that expresses the conservation of thermal energy in nature and its uniform distribution between bodies-is interpreted by the German physicist R. Clausius as follows: "Heat cannot spontaneously pass from a cold body to a warmer one". Although the law of conservation and transformation of energy (II principle of thermodynamics) does not prohibit such transitions under the condition of quantitative conservation of energy. The second law of thermodynamics reflects exactly one-sidedness, unidirectionality in the distribution of energy for closed systems. To reflect this process in thermodynamics, a physical quantity called "entropy" is used. The concept of entropy is understood as disorder, disunity in the system. After the introduction of this concept in physics, a more accurate expression of the second principle of thermodynamics was as follows: in the processes occurring in systems with constant energy, entropy always increases [7].

The physical meaning of increasing entropy means that a closed system consisting of a large number of particles always tends to move to a state in which the regularity and order in the movement of particles are minimal. This state, in which the particles move randomly, is called the simplest state, or the state of thermodynamic equilibrium of the system. The maximum entropy is equivalent to a state of thermodynamic equilibrium, complete chaos in the motion of its particles. However, the general result that follows from this is very sad: the irreversibility of the processes of energy conversion in closed systems will sooner or later lead to the conversion of all types of energy into thermal energy, and the latter, evenly distributed between the bodies, will eventually cause the thermodynamic equilibrium of the Universe or the appearance of chaos. If the universe is finite and closed, then its not at all joyful fate

will be just that. Ancient Greek thinkers confirm that the universe arose out of chaos, and classical thermodynamics proves that it will turn into chaos again.

This raises a paradoxical question: if the Universe evolves only in the direction of chaos, then how did it appear, how did the complex structures in its composition arise, how did its current ordered, regular state form? Of course, it is impossible to explain this phenomenon with the help of random “excitations” of the Universe, which is generally in equilibrium: to describe the existing general picture of the world, matter must be attributed not only to a destructive-destructive, but also to a creative-constructive tendency. It is necessary to take into account that matter is able to perform work against thermodynamic equilibrium, i.e., self-organize, self-complicate. The emergence of synergetics as a theory of self-organization was associated exclusively with the realization of this truth in natural science thought in the 70s of the XX century. Currently, the main meaning of the complex of synergetic ideas developed in various directions consists of two main theses [5]:

1) the processes of origin and destruction, evolution and degradation occurring in the universe are equal;

2) regardless of the nature of the system, the processes of origin occurring in it (increasing the degree of complexity and order) have a single algorithm.

Research Methodology. As can be seen from the theses, synergetics is the desire to create a universal mechanism by which it would be possible to depict the self-organization of living and inanimate nature. In this case, self-organization is understood as the process of spontaneous transition of an open, unequal system from a relatively simple and poorly ordered form of self-organization to a more complex and more ordered form. Hence, it becomes clear that not any systems, but only those that meet the following requirements, can be self-organizing synergistic systems:

a) the synergistic system should be open, i.e. it should exchange matter, energy and information with the environment;

b) the synergetic system must be unbalanced(unstable), remain distant from the state of thermodynamic equilibrium.

Most of the systems we know meet these requirements. In the development of such systems, two phases are observed:

a) an even evolutionary period that allows us to predict linear changes that eventually lead the system to an unstable (nonequilibrium) critical state;

b) the period of instantaneous abrupt transition of the system from a critical state to a complex, ordered and equilibrium state.

The quality that characterizes this phase is that the transition of the system to a new stable state is not at all ambiguous. Systems whose parameters have reached a critical state (the “bifurcation point”) pass into one of the possible stable states. At the point of bifurcation, the evolutionary path of the system branches off and the choice of the trajectory along which the continuation of its development takes place is completely random. And after the system chooses the orientation of development, it has no way back and the process is irreversible [8]. Although the calculation of possible variants of the evolution of such systems is practically possible, it is still impossible to predict unambiguously in advance which of these paths will be given preference.



Conclusion. Thus, the synergetic interpretation of phenomena creates new opportunities for their adequate study. The novelty of the synergetic approach to the study of phenomena can be briefly described as follows:

1) one of the important characteristics of the modern world is its constant improvement, the irreversibility of development processes, the ability to have a serious impact on the overall course of phenomena, even the most insignificant events and influences;

2) chaos is not only destructive, but also creative, constructive in nature: development is implemented precisely through unstable (chaotic) states;

3) the linear nature of the evolution of complex systems, which is customary in classical science, is an exception, not being an inviolable rule. The nonlinear nature of the development of most such systems means that there are always several ways of development for complex systems. However, this does not exclude the possibility of a serious quantitative determination of complex systems and the most optimal options for their development;

4) it is impossible to determine the direction of development of complex systems from the outside. And so it is necessary not to interfere grossly with their development, but simply to adapt them to the tendency of their particular development. However, we should not forget that human thinking is not yet able to influence natural and social processes in the most optimal form in order to ensure the desired development bias;

5) the interaction of a self-organizing system with the outside world and its entry into the nonequilibrium condition is the cause of the formation of new dynamic states – dissipative structures [9];

6) there are significant fluctuations in the system near the “Bifurcation” point. Such systems seem to “hesitate” in choosing one of the paths of evolution. At this time, a small fluctuation can cause the emergence of a new direction in the evolution of the system;

7) at all levels of self-organization, the primary source of order is irreversibility, “creating order out of chaos”, causing the emergence of a new unity;

8) chaos can turn into a constructive mechanism of the creative beginning of evolution;

9) if quantum mechanics has determined the dualism of the particle-wave properties of micro-objects, then nonlinear dynamics has revealed deterministic and stochastic (random, probabilistic) dualism;

10) the complexity of the organization of the system becomes the reason for speeding up the processes occurring in them, and reducing the degree of stability;

11) knowing the tendencies of self-organization of the system, you can speed up the evolution by bypassing a number of its mazes [10].

First, it would be a complete absurdity (if not macro-madness) to say anything against synergetics, which has been developing rapidly in recent years, and whose ideas and methods are widely invading the natural and socio-humanitarian sciences, increasingly defining the face of science at the end of the twentieth century.

Secondly, synergetics, as its founding fathers believe, is a general scientific, not a philosophical discipline, and even more so-not philosophy as such. These are different (though related) methodological levels: philosophy (and dialectics as one of



its methods) is on the top floor, synergetics is on the lower (general scientific) floor. And although, of course, synergetics is already initially philosophical – like any science-but to declare it a “philosophy of modern culture” [11] would, in our opinion, be a clear exaggeration.

Thus, the fact that synergetics has its own natural-science foundations and meta-methodological significance has made it the main ruler of post-classical scientific thinking.

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- [13] Knyazeva E. N. Self-reflexive synergetics//Questions of philosophy.2001.№ 10.

**UDK 528.93****THE WAYS OF USING GIS TECHNOLOGY IN STATE LAND CADASTRE**

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rchitecture and Civil
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Annotatsiya: Maqolada davlat yer kadastrini yuritishda geografik axborot texnologiyalaridan foydalanish masalalari keltirilgan. Hozirda qo'llanilayotgan geografik axborot tizimlarida ular uchun zarur bo'lgan axborotlarni yig'ish, yig'ilgan axborotlarga ishlov berish, saqlash, zurur hollarda yangilash va maqsadga qarab to'plangan ma'lumotlarni tahlil qilish va qayta ishlash imkoniyatiga ega bo'lgan maxsus dasturlar bilan ta'minlangan texnik vositalar orqali ushbu jarayonlarni bajarishga e'tibor qaratilgan.

Kalit so'zlar: Davlat yer kadastrini, geografik axborot tizimlari (GAT), maxsus dasturlar, kartografik axborot, axborotlarni yig'ish, saqlash, qayta ishlash, tahlil qilish ularga ishlov berish, yangilash, karta, qog'ozli karta, raqamli elektron karta, GRS va boshqa turli xil vositalar.

Аннотация: В статье рассматривается использование географических информационных технологий при ведении государственного земельного кадастра. Текущие географические информационные системы ориентированы на эти процессы с помощью технических средств, оснащенных специальным программным обеспечением, способным собирать для них необходимую информацию, обрабатывать, хранить собранную информацию, обновлять ее при необходимости, а также анализировать и обрабатывать собранные данные в соответствии с целью.

Ключевые слова: Государственный земельный кадастр, географические информационные системы (ГИС), специальное программное обеспечение, картографическая информация, сбор данных, хранение, обработка, анализ, обработка, обновление, карта, бумажная карта, цифровая электронная карта, GPS и другое. инструменты.

Annotation: The article deals with the use of geographical information technology in the maintenance of the State Land Cadastre. The current geographic information systems focus on these processes through technical means equipped with special software capable of collecting the necessary information for them, processing, storing the collected information, updating it if necessary, and analyzing and processing the collected data according to the purpose.

Keywords: State land cadastre, geographic information systems (GAT), special programs, cartographic information, data collection, storage, processing, analysis, processing, updating, map, paper card, digital electronic card, GRS and various other tools.

Introduction . Mankind today cannot live without information. Information is entering every aspect of our lives and is being used for different purposes in different



sectors of the economy. Cartographers around the world now have extensive experience in creating thematic map atlases using a variety of information from a variety of observations, and in decoding (reading) aerospace images, processing and analyzing the results, and collecting data in computer systems [1, 2].

The data collected will change over time and lose their validity, which in turn makes it more difficult to use the paper map currently in use. Therefore, increasing the speed of information retrieval in various fields, as well as taking measures not to lose relevance, is currently solved only by entering data into an automated system [2].

Although the use of Geographic Information Systems (GIS) in various fields in world practice began in the 60s of the last century, its main period of development dates back to the 90s. Because by this time, the work done in the field of computer technology around the world has expanded and new programs have been created. At present, in addition to the simple method of creating maps, which is constantly used in various sectors of the economy, the production of maps on paper, extensive work is being done to create digital electronic forms using modern geographic information systems [1, 2, 3].

All geographic information systems currently in use around the world focus on performing these processes through technical means equipped with special software capable of collecting, processing, storing, updating, and analyzing and processing data as needed.

Simply put, the Geographic Information System (GIS) collects and processes topographic, geodetic, land, water resources and other cartographic information about natural and social objects and phenomena, stores them in computer memory, updates, analyzes, and retrains if necessary. can be described as an automated hardware-software complex that provides performance [2, 3].

Currently, this system is widely used in all areas around the world, including navigation, transport, construction, geology, military affairs, economics, ecology, land management and land cadastre, as well as other system cadastres, cartography, geodesy and others. That is, it is difficult to carry out the processes of collecting, processing, analyzing and describing large amounts of textual, graphic and other data in these areas without a geographic information system.

Based on the above, it should be noted that the geographic information system is a perfectly developed system with a comprehensive database of data collected and analyzed on various sectors of the economy using various methods and tools known today [3, 3].

Therefore, we set ourselves the goal of exploring the possibility of using geographic information systems in the maintenance of the State Land Cadastre.

Methods: In our experiments, the use of Geographic Information System (GIS) in land cadastre was based on generally accepted standard methods. Systematic analysis, analogies, comparisons, comparative analysis and calculation methods were used in the conduct of land cadastre, formation, registration of cadastral documents.

Main body: As a result of the development of world science, many geoinformation systems are now used in scientific research and practice [2, 3, 4]. Personal GATs are also common among existing geographic information systems.



Examples of such geoinformation systems are GeoDraw, GeoGraph, AtlasGis, WinGis, ArcInfo, MapInfo and various other programs created by scientists of the Institute of Geography of the Russian Federation.

In short, the geographic information system for the creation of modern digital electronic maps can be imagined as follows [2].

1. Preparation work. At this stage, experts scan the data obtained using modern equipment, including electronic total station (tachymeter) GRS and various other tools, image processing tools, digital data obtained on the basis of research, map data on various topics, available cartographic and stock materials, scaling raster images to a certain scale, as well as entering them into computer memory.

2. Create thematic layers of the created map and their corresponding tables, analyze them. Creating a database; classification of objects into existing tables (attributes) and text data into computer memory. Development of a system of symbols.

3. Placing thematic layers of the map, creating a cartographic image and editing them; development of the card layout and its preparation and publication for publication [3, 4, 5].

Experts consider modern geographic information systems to be an automated system with a large number of databases. It will be possible to perform various tasks on the basis of the created database. It combines different modeling and computational functions, as well as mapping existing spatial data, making various decisions and monitoring [4, 5, 6].

Cards created on the basis of geographic information systems differ from ordinary paper maps in a number of features. In other words, maps based on this system are well-decorated, computer-aided and can be modified by the user if necessary. will be able to do. To do this, you need to be better acquainted with computer-based mapping, and each specialist must know how to create and analyze maps [4, 5, 6]. Today, this technology of card creation is significantly universal, is developing very rapidly and covers all areas of human activity. Currently, in monographs and conference proceedings related to these areas, researchers are introducing a number of innovations into the geographic information system. In this regard, a number of studies are being conducted in Uzbekistan by relevant organizations to create a national geographic information system [4, 5].

The National Geographic Information System (NGIS) is a set of information resources that are integrated into a single system and generated by ministries and agencies based on their powers and their distribution across sectors. From the technological point of view, NGIS is defined as a functionally automated complex information system, which will be introduced throughout the territory of the Republic of Uzbekistan, covering information on key sectors and areas of activity, and will include [6, 7].

One of the tasks of the State Land Cadastre (SLC) is to address the spatial issues of various forms of ownership and land plots. Along with the coordination of spatial identification of cadastral objects on the basis of a certain coordinate system, cadastral maps are created. Currently, the creation of such maps in an automated manner on the basis of geographic information systems provides increased accuracy and speed [7, 8].



The use of geographic information technologies in land cadastre also has a history. Research and literature reviews have shown that the use of this system, GIS technology, began in the 60s of the twentieth century. Initially, the system was introduced in Minnesota to determine land accounting, and later this system was used to improve tax administration. Thus, GIS technologies began to improve. In the early stages of the use of GIS technologies in cadastral work, reflected in raster formats, now the system is implemented in both raster and vector forms [7, 9, 10].

Currently, several types of GIS technologies are in operation. Examples include: Mapinfo, ArcInfo, Autocad, InterGraf, ArcGis, Panorama, as well as many GIS programs. All the programs listed above are based on a database, which has the ability to fully create a database created for cadastral purposes. It is no secret that the database is the basis of cadastral map plans [9, 10].

The database function performs the following functions in addition to storing data: entering data, updating, managing them, and so on. The information entered into the GIS database is supplemented by statistics obtained using statistical and modern electronic geodetic instruments. The information obtained on the basis of geodetic instruments is placed in such a way as to determine the specific topographic location of objects. The use of GPS systems in obtaining such survey results also contributes to increased accuracy and efficiency. This ensures that we always have accurate and up-to-date information. Based on the base built on the basis of these technologies, it provides a basis for the analysis and processing of information by comparing various events related to the cadastral system [8, 9, 10,].

When working with the cadastral database, keep in mind the following:

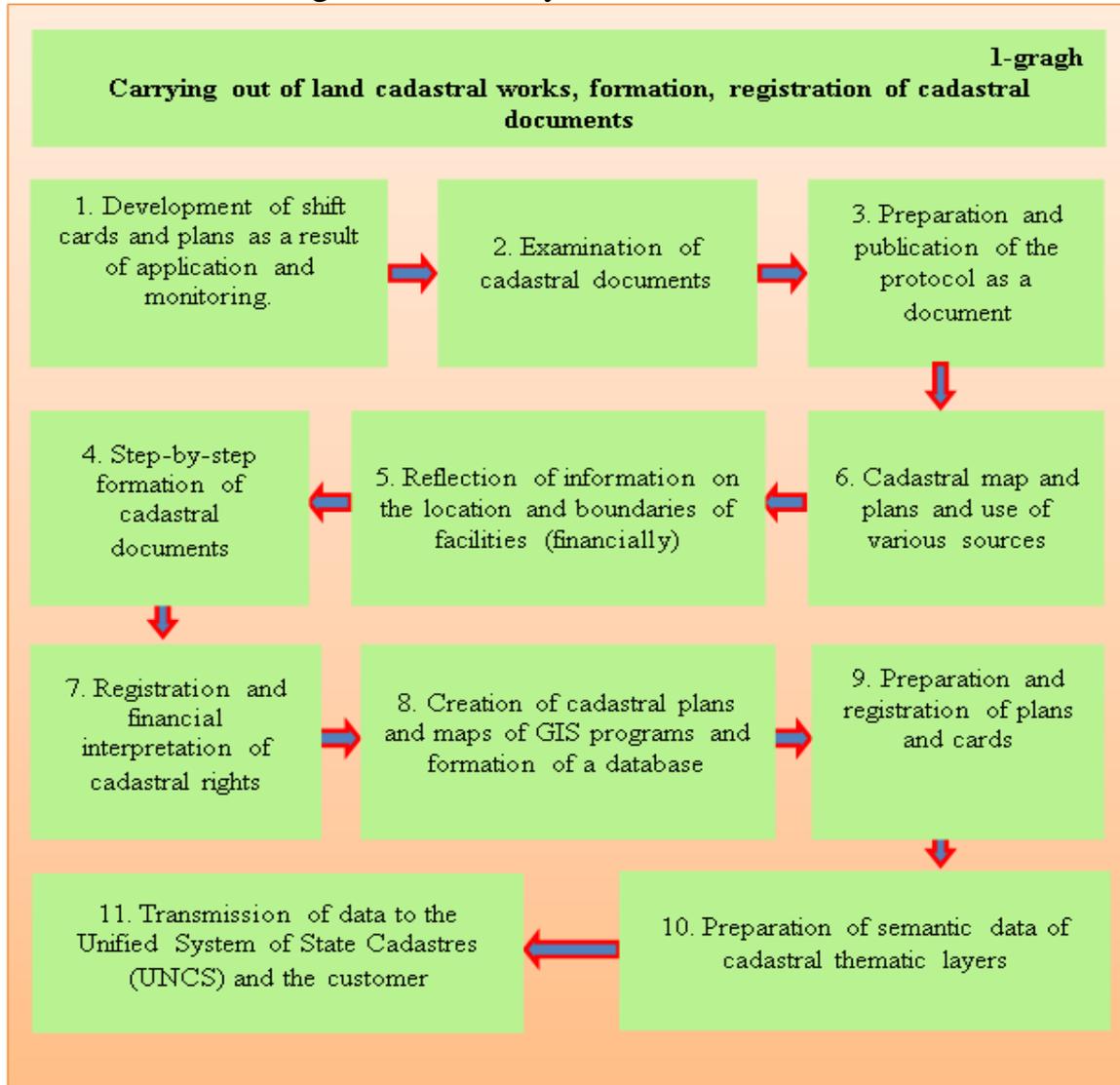
1. Once all the necessary data has been entered into the database, it should be constantly updated to meet the demand.
2. Valuation of land plots, their management, rational use of it, decision-making related to it, and the use of a three-dimensional model to address property management and other similar issues is an important task [5].

Remote sensing data is used in the comprehensive organization of the above activities, in large areas, to increase efficiency. Photogrammetric processing of remote sensing data determines the size and spatial location of objects.

GIS technologies provide the basis for solving the following tasks on the basis of high quality and efficiency on the basis of photogrammetric processing methods of this data:

- creation of thematic maps of different scales for the purpose of cadastral registration of lands;
- creation of digital 3D models;
- land inventory;
- Determining the quality of lands, monitoring them and assessing the damage caused by various natural disasters;
- high-resolution mapping of the location of land maps and settlements;
- rapid creation of a modern digital database;
- yield forecast, etc.

The availability of these capabilities in GAT technologies allows for the registration of cadastral objects and their formation in the database, as well as the creation of digital maps with the accuracy required for the rapid and efficient implementation of land surveying [9,10,11]. In addition, GAT technologies ensure that coordinate systems are compatible with each other. In most cases, maps and plans for cadastre are created in a single coordinate system.



Their results are processed and transferred to other coordinate systems in the next stages. It is not a problem for GAT program specialists and researchers to address such issues quickly and efficiently. In the land cadastre system, along with permanent maps and plans, shift maps are widely used. Duty cards are the basis of the results of daily activities [10, 11].

It is clear from the research and literature reviews that today it is necessary to form the land cadastre using GAT technologies.

During the study, the following methodology was developed and proposed for the conduct, formation, registration of cadastral documents of land cadastre.

This developed methodology is shown in Figure 1.

1. As a result of the received applications and the carried-out monitoring on the basis of the cadastral and land management data it is planned to carry out work on creation of new duty maps and plans.



2. Issues of examination of documents formed on the basis of cadastral objects are considered.

3. Preparation and publication of the protocol on registration and formation of the cadastral object as a document.

4. The cadastral map and plans of the territory of the registered object are created on the basis of the data received from various sources (land surveying materials, remote sensing, etc.).

5. The main focus is on ensuring that the cadastral document contains information on the availability, location and boundaries of the objects (financially).

6. Gradual formation of cadastral documents is provided from the farm to the regional level. Preparation and publication of graphic documents of the subdivision "Land plots" of the State Register of Lands is carried out.

7. Implementation of current changes based on the results: registration of rights, demarcation, financial interpretation.

8. Cadastral plans and maps are created from GAT technologies on the basis of ArcGIS program and a database is formed. The main focus of the research is on the principles of creating plans and maps, developing a database and using three-dimensional models in the conduct of cadastral work.

9. Plans and maps of facilities are prepared and registered.

10. Cadastral thematic layers containing generalized information about a particular area, which is a cadastral document, are prepared and published on the basis of semantic data.

11. At the final stage of the work, all the information collected about the object is entered into the DKYaT and issues of delivery to the customer are provided.

Conclusion. Based on the results of the research, it can be concluded that the use of GAT technology in the state land cadastre in the country is the process of data collection, processing, storage in computer memory, updating, analysis, processing and submission of finished materials to the user, delivery to the user. speeds up and reduces unnecessary time and costs.

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UDC 574.3

**ECOLOGY OF THE JACKAL ORDINARY (*CANIS AUREUS*, L. 1758)
IN THE CONDITIONS OF THE SOUTHERN ARAL SEA AREA**

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Annotasiya. Maqolada Janubiy Orolbuyi mintaqasi sharoitida oddiy chiyabo‘rining (*Canis aureus* L., 1758) ekologiyasi ko‘rib chiqilgan. Oddiy yoki Osiyo chiyabo‘risi (*Canis aureus* L., 1758) – *Canidae* oilasiga mansub va *Canis*. turkumining keng tarqalgan va ko‘p sonli turlaridan biri bo‘lib hisoblanadi.

Kalit so‘zlar: yirtqich, qishloq xo‘jaligi, zararkunandalar, tuqay, turanga, muyna, kemiruvchilar, hashorotlar.

Аннотация. В статье рассматриваются экология шакала обыкновенного (*Canis aureus* L., 1758) в условиях Южного Приаралья. Обыкновенный или азиатский шакал (*Canis aureus* L., 1758) – относится к семейству *Canidae* и является одним из широко распространенных и многочисленных видов рода *Canis*.

Ключевые слова: хищные, сельское хозяйство, вредители, тугай, туранга, мех, грызуны, насекомые.

Annotation. The article deals with the ecology of the jackal ordinary (*Canis aureus* L., 1758) in the conditions of the Southern Aral Sea region. Ordinary or Asian jackal (*Canis aureus* L., 1758) - belongs to the family *Canidae* and is one of the widespread and numerous species of the genus *Canis*.

Key words: predatory, agriculture, pests, tugai, turanga, fur, rodents, insects.

Introduction. Predatory mammals play an important role in biocenoses of deserts, riparian forests and a cultural landscape. Predatory, eating rodents and insects bring a certain benefit to agricultural industry, destroy – carriers of dangerous incurable diseases, and also attacking pets, does huge harm. Therefore studying of predatory mammals in the conditions of Southern Aral Sea represents not only theoretical interest, but also practical value.

Interest in a research of a jackal ordinary (*Canis aureus* L., 1758) in Southern Aral Sea it is determined by versatility of the functions which are carried out by it in



ecological communities, weak study of his systematization, geographical variability, distribution, number, biology, impact on resources of the main victims. The jackal renders the noticeable competition to the hunter, causes a considerable loss to farms of the region, livestock production, melon growing, birds and some fur-bearing animals, and at the same time plays a big sanitary role, destroying rodents - distributors of a number of dangerous infectious diseases of wild animals and the person, and also various invertebrate wreckers of cultural and wild plants as locust, grasshopper, large bugs, etc. So far the jackal role in transfer of some parasites and diseases is still insufficiently clear.

The materials received in this research will promote development of a number of nature protection actions and will serve as a necessary prerequisite for scientific reasonable management of populations of predatory mammals, including an jackal ordinary (*Canis aureus L., 1758*) in the conditions of South Aral Sea Area.

Literature review. In various regions, the ecology of carnivores, including the ecology of the jackal, the structure of the population and the factors influencing it, are reflected in the studies of foreign scientists A.G. Bannikov. (1967), Bekenova A. (1981), Sulimova K. T. (1983), Poyarkova A. D. (2003) and others.

In the Republic, studies on the ecology of the jackal ordinary, their distribution in ecosystems and their economic importance were given in the works of M. Palvaniyazov (1974, 1990), T. Nuratdinov (1969), R. Reimov (2000, 2003). But the above information cannot provide complete information on the ecology of the jackal ordinary (*Canis aureus L., 1758*) in the conditions of the Southern Aral Sea region. Therefore, the substantiation of the study of the ecology of the jackal ordinary, the census of the population size and monitoring in the conditions of the Southern Aral Sea region are of theoretical and practical importance.

Research Methodology. Field scientific research (2007-2019) in the region of South Aral Sea Area within borders of the Republic of Karakalpakstan (RK) is the basis for this work. Land researches were conducted according to an adopted agenda on studying of ecology and ethology of a jackal ordinary (*Canis aureus L., 1758.*) At the same time field expeditionary departures in the territory of the regions of Karakalpakstan – Kegeyliy, Chimbay, Takhtakupir, Muynak, Kanlykul and Shumanay regions, and the Ustyurt plateau are performed.

During the research we used the commonly accepted techniques - route accounting [6,8,11], mapping of territorial sites by means of poll and questioning, determination of individuals on measurement of trace prints, the analysis of excrement, stomachs and a remaining balance of production, stay and survey of holes and a den of thigs. According to the research program more than 20 thousand km are passed by land routes. Questionnaires were developed for receipt of information on a jackal. By means of questioning data on occurrence of a jackal on all researched areas of the Republic of Karakalpakstan were analyzed.

On own observations and as a result of long-term collection of biographical particulars on spring and summer accommodation of married couples and broods, studying of materials on production of predators general mapping of their main sites of dwelling was carried out, coordinates of these sites which were applied on physical, relief maps were determined. Openings, measurements of external and internal



morphological indicators were carried out according to the commonly accepted technique across Novikov (1953). Determination of age of animals was carried out by Klevezel's technique (2007).

In a work progress information network of observers from number of persons employed of government, livestock departments of the researched regions of RK, by members of Society of Hunters and fishers of RK, Committee for Environmental Protection and Ecology of the RK, workers of Kungrad and Kazakdary of forest-hunter economy, specialists "Ustyurt expedition" and hunters of fans, and also shepherds of livestock farms was created.

Analysis and results. The comprehensive investigation of features of an organism of predatory can serve as a key to knowledge of the general direction of adaptation of types to the changing living conditions and will help to open some behavioral reactions of animals from a position of evolutionary ecology.

The ecology of one of representatives of group predatory, a jackal ordinary is insufficiently studied in the conditions of South Aral Sea Area. For the first time for the extensive region of South Aral Sea Area the main bio-ecological features of a jackal ordinary have been investigated and generalized on various areas of the Republic of Karakalpakstan.

According to the zoological nomenclature the jackal treats group of predatory (*Carnivora*), family of dog (*Canidae*), a genus of wolves (*Canis*), and his Latin name - *Canis aureus* - is given to this predator still by the well-known Swedish taxonomy animals and plants Karl Linney in 1758.

Ordinary or Asian jackal (*Canis aureus* L., 1758) – treats family Canids and is one of widespread and numerous types of the sort *Canis*. In South Aral Sea Area meet nominative (*S. and. aureus*) jackal subspecies - the Turkestan jackal (*Canis aureus, aureus, L., 1758*).

According to researches, the area of distribution of a jackal to Aral Sea Area has been established. The northern border of an area of distribution includes North - the western part of Ustyurt (the station Karakalpakstan, Zhaslyk), Muynak (Uchsay, Kyzylzhar, Karadzhar, Shege, Kazakhdarya) and Kungrad areas. The southern border includes Turtkul, Beruniy, Ellikalla districts (the massif Dzhambas kalla). The central district of distribution includes territories of Takhtakupyr, Chimbay, Karauzyak, Kegeyliy district. The main concentration of a jackal is observed in those places where there is a steady food supply (rodents, birds, reptiles, and also plants). We have noted cases of calling of a jackal the cities and settlements in search of food.

The Turkestan jackal (-) - an animal on shape is similar to a wolf, but considerably smaller size. At a jackal shorter, than at a wolf the tail which does not reach or hardly reaches a ankle joint. The head easier and not such broad-browed, a muzzle considerably already and more pointed. The trunk at a jackal is more extended, than at a wolf. Fur rough and rigid. The general tone of coloring it is red - gray with impurity brown. The ends the top hair of a black color, why on a back, shoulders and a neck fur with a strong black raid. Muzzle and forehead ocheros and red. The back of ears faintly rusty, ears are always excreted on color from the head and a neck. The belly and paws is red whitish. The tail in the top part on a color is similar to a back, a tip black [3].



Summer fur of a jackal is shorter, with less expressed blackness. Length of a body of adult jackals of males of 70 — 85 cm, length of a tail is 25 — 27 cm. As a rule, females these indicators have a little less. The mass of males are 7 — 14 kg, females of 7 — 12 kg. Total length of a skull is less than 200 mm.

According to Palvaniyazov (1974) main habitats of a jackal are connected with lowlands. The jackal lives on the woods from Asiatic poplar, the sucker and a sea-buckthorn, with numerous bushes and huge cereals in the lower tier. The jackal and in reed the lodges. The jackal often lodges in close proximity to human housing and becomes, in fact, a semitropical animal [15].

Jackals live in couples, which remain for a number of years. The female brings one dung a year. Jackals become mature by 9 — 10 months, but the majority of males in the first year of life don't participate in reproduction, then, as females can copulate also at the 10th monthly age [13]. However, in populations with a high number many females do not participate in reproduction in the first year of life, remaining in parental families as assistants — young ewe [4].

The season heat begins at the beginning of February and proceeds to the middle of March [3]. The severe and cold winter can detain rutting approach terms, and warm to accelerate. At one female time of pairings proceeds 3-4 days during a season.

Daily activity is connected with a season and a condition of a food supply. Generally jackal night animal. In warm time activity of jackals begins in 1-1,5 hours before dark, sometimes even earlier, and proceeds all night long. Jackals return to a day's rest at sunrise or at 1-1,5 o'clock later [12].

Jackal — a predator collector. Pantophagy with prevalence of forages of an animal origin is characteristic of a jackal. (Geptner, etc., 1967). According to Taryannikov (1978), studying food of jackals, more than 90 types of the plants and animals eaten by a jackal were revealed. However, during different seasons the list of the eaten forages can strongly differ (in the winter the jackal eats 10 — 15 animal species, spring of 20 — 22 animal and vegetable foods, summer 45 — 50, in the fall 25 — 35).

During our research us were the main annual diet of a jackal which consists of 30% - drop, 23% — rodents, and 16% of invertebrate wreckers of cultural and wild plants as locust, grasshopper, large bugs, etc. is established. It is enough to tell that eating by it only crickets brings considerable benefit to crops of a cotton — the main crop. The harm done by jackals to vegetables, birds and some fur-bearing animals isn't really big [15].

Animals suit dens to a thicket on suburbs of reed massifs. The shelter has an appearance of a flat superficial pole. From above it is usually covered with the natural roof formed by the tumbled-down reed and a dense texture of grassy plants [13].

Unlike a wolf, the jackal practically never forms hybrids with a dog in the nature though in the conditions of bondage such hybridization was carried out [12]. The jackal fades two times a year in the spring and in the fall. Terms of a molt fluctuate depending on weather conditions [2]. It is possible to carry the wolf who is widely meeting in a jackal area to enemies of a jackal. It is possible to carry a cane cat, a fox and a wolf to potential competitors of a jackal [3].

Jackals perish in severe winters from fodder shortage. From infectious diseases at a jackal are established plague carnivorous and rage [7]. As well as others dog, jackals catch many types of helminthes. Donovan's leishmania causing visceral leishmaniasis in the person are found in jackals.

In the recent past, the jackal was a fur animal, but fur its invaluable as indumentum rough and rare. Trade of a jackal was conducted only on the southern areas. Especially essential contribution to procurements of skins of a jackal was made by the republics of Central Asia, including Uzbekistan. For the period 1951 — 1958 prepared about a half of all skins here.

During scientific research we did, extensive materials about procurements of skins of a jackal from 1950 to 2000 were saved up. However this material was heterogeneous and isn't equivalent: if till 90th years data of procurements more or less objectively reflected a number tendency, then later from - for violations of the mechanism of procurements, closings of procurement offices, these data couldn't serve as reliable indicators any more. Because of an essential loss of a jackal to domestic and wild animals till 1991 for stimulation of destruction of this predator the state in addition to the procurement cost of skins of a jackal paid to hunters considerable awards.

Considering the schedule on dynamics of procurement of skins of a jackal ordinary it is possible to note that in 80 - years 1520 skins a year, in 90 - years of 1200 pieces, by 2000 900 skins (fig. 1) were prepared.

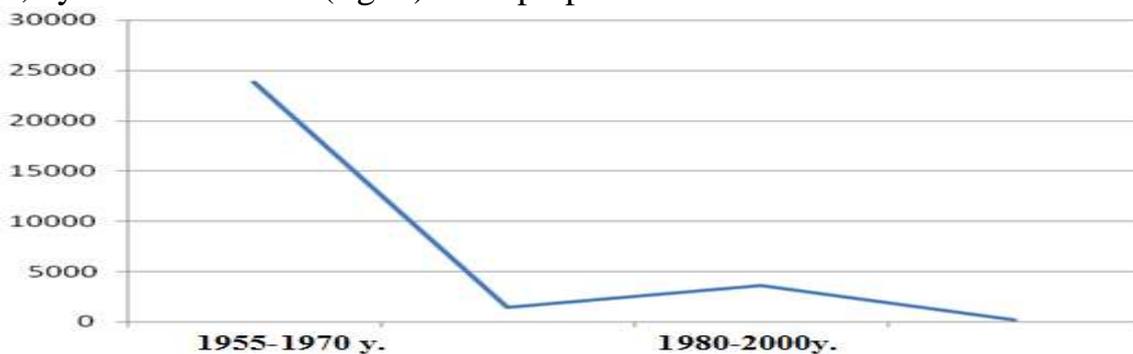


Fig. 1 Dynamics of procurement of skins jackal of ordinary from 1980 to 2000 (according to R. Reymov, 2000, 2003)

The maximum production of these predators fell on 1955-1970 when on procurement points 1293 skins, minimum in 2000 arrived.

Results of accounting of a jackal ordinary according to the Karakalpak Republican society of hunters and fishers (2000-2019) are given in fig. 2.

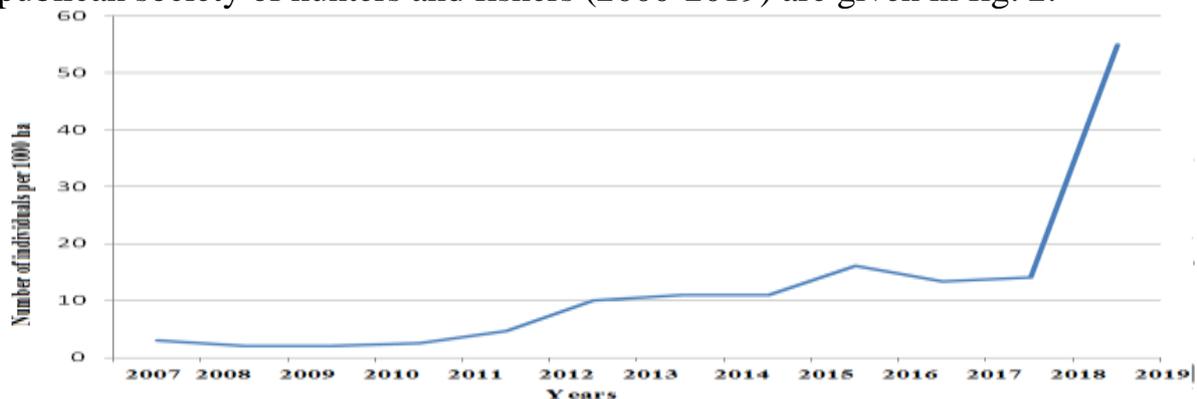


Fig. 2 Dynamics of the number of population of a jackal ordinary by data Karakalpak Republician Society of hunters and fishers from 2007 to 2019 (density of individuals is at 1000 hectares)

Accounting was carried out in the territories of hunting grounds of Dautukul, Domalak, "Southern", Free hunting grounds "The Kuk Tas", "Kok Darya", "Lake Baymurat", Hunting economy "Uzyn of willocks" and hunting grounds "Akpetky". Analyzing dynamics of number of a jackal from 2007 to 2019, it is possible to see that the number trend of a jackal from 2007 to 2010 is directed towards growth. From 2007 to 2009, the number of a jackal was stable, but since 2009 their number gradually began to increase which reason, apparently, is fast adaptation to the changing environment conditions, pantophagy, a sinatropism, and also improvement of protective and fodder conditions of dwelling. The maximum peak can be noted by 2019.

Apparently, it is connected with the increased number of rodents – their main object of food, increase in the territories of a planting of melon cultures, also being a food object in summertime.

The jackal as the most widespread predator in the Aral Sea Area, undoubtedly made and makes the big creating impact on evolutionary development of the victims — radical inhabitants of riparian forests and reed thickets. This party of its activities shall be acknowledged certainly useful, especially in undisturbed natural complexes. The role and value of this animal are diverse and contradictory.

In one cases he you goes as the wrecker, in others — as a useful animal. Special attention should be paid to preserving riparian forests and cane the nick of the thickets having great water preserving value, serving as the habitat of many useful animals and birds including a jackal. It is impossible to dismiss also the moral, esthetic value of the river woods. Future generations shall receive from us not only colorful descriptions, but also inviolable wild corners of the nature together with their natural inhabitants.

Conclusions. Thus, considering the a foresaid and researching bio-ecological features of a jackal ordinary in the changing region the Aral Sea Area conditions, it is possible to draw the following conclusions:

1. Preserving riparian forests and cane the nick of thickets, have great water preserving value, and serve as the habitat of many useful animals and birds including a jackal.
2. The main habitat of a jackal in the conditions of the Aral Sea Area are the woods from a Asiatic poplar, the sucker and a sea-buckthorn, with numerous bushes and huge cereals in the lower tier. Recently because of reducing the areas of the woods and reed thickets the jackal often lodges near human housing and becomes, a sinantropical animal.
3. Considering dynamics of number of a jackal from 2000 to 2019, it is possible to see that the number trend of a jackal from 2000 to 2010 was towards increase which reason bystry adaptation to the changing environment conditions, pantophagy, a sinantropizm, and also improvement of protective and fodder conditions of dwelling is.
4. A predator, eating a hare, a pheasant and waterfowl, does harm to farms in the territory of the Aral Sea Area. Besides, it can extend various parasites. But at the same time, exterminating a large number of harmful rodents, insects and destroying any garbage, the jackal brings a certain benefit for agricultural industry.



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UDK 911.5/.2

SOME ISSUES OF ORGANIZATION OF FISHERY AND INTRODUCTION OF CLUSTER SYSTEM

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Annotasiya: Ushbu maqolada Markaziy Farg'onada baliqchilik xo'jaligini tashkil etishning tabiiy va iqtisodiy-geografik asoslari va sohaga klaster tizimini joriy etishning ayrim masalalari yoritilgan.

Kalit so'zlar: Baliqchilik xo'jaligi, irrigasiya tizimi, to'liq siklli ishlab chiqarish, granula baliq yemi, klaster tizimi, texnologik zanjiri.

Аннотация: В статье освещено природные и экономико-географические основы организации рыболовства в Центральной Ферганы и некоторые вопросы внедрения кластерной системы в отрасли.

Ключевые слова: Рыболовство, оросительная система, производство полного цикла, гранулированные корма для рыбы, кластерная система, технологическая цепочка.

Annotation: The article highlights the natural and economic-geographical foundations of the organization of fisheries in Central Fergana and some issues of the introducing the cluster system in the industry.

Key words: Fisheries, irrigation system, full cycle production, pelleted fish feed, cluster system, process chain

Introduction: Placement of enterprises of the industry based on the specifics plays an important role in the development of agriculture and the introduction of scientific and technological advances and advanced technologies. To this end, the formation of clusters, which are a modern form of social organization of production, is becoming a requirement of the times. Based on world experience, Uzbekistan has launched a practice of introducing clusters into the agricultural economy, the purpose of which is to reduce the country's dependence on imports and increase the country's export potential.

Research methodology: The concept of cluster was introduced in 1990 by the American economist M. Porter. According to him, the cluster is a geographically dense group of interconnected companies, specialized enterprises, service industries, firms in related industries and organizations involved in their activities[3]. The concept of a cluster was later defined by several scholars, including P. Rudneva, who argued that "The cluster is a group of suppliers of geographically localized interconnected networks, specialized services, infrastructure, research institutes, universities, individual companies that complement each other, and other organizations that strengthen the competitive advantage of the whole group"[4].

It is known that agriculture is the mainstay of the country's economy, providing the population with food and industry with raw materials. The share of agriculture in the country's GDP decreased from 34% to 28.1%, respectively during 2017-2019, but



this does not mean that there is no growth in agriculture, but rather the rapid development of industry and services, their share is increasing in the country's economy. Proof of our opinion is that in 2017-2019, agricultural production increased by 101.2%, 110.3% and 102.5%, respectively, compared to previous years[5].

One of the fastest growing sectors in agriculture is fisheries, the development of which provides the growing population with dietary food products, especially fish products. In today's era of rising cost of meat products, it is possible to create similar products. However, due to the fact that a large area of our country is arid, it limits the possibility of locating the fishing industry in all regions. At the same time, the inland water basins are dense and the most favorable for the development of fisheries is the mountain front, and the development of fisheries in the intermountain basins and the introduction of modern technologies in it is required. To this end, in order to create conditions for further development of the fishing industry, improve the system of training and retraining, improve the quality of scientific and innovative research and development, the proposal to establish free economic zones "Fish Producer" was approved[6]. Based on the world experience, the establishment of fishing clusters in these free economic zones is an optimal solution.

It is known that the Uzbek part of the Fergana Valley consists of plains and foothills. Most of the areas are intensive farming zones. There are problems in locating livestock and especially fishery enterprises. One of the areas where fish farms can be located is the Central Fergana Plains. In the central part of the Fergana Valley, groundwater is close to the surface, in sparsely populated Yazyovan and Ulugnor districts it is possible to locate and develop a fishery agrocluster, and there are several natural and economic geographical reasons:

- Due to the proximity of groundwater to the surface, the soil is highly prone to salinization, so the average cotton yield per hectare does not exceed 15-20 quintals;
- Concentration of water sources from Andijan region in this area;
- the fact that the population has historically been engaged in fishing and the adequacy of labor resources;
- the abundance of natural and artificial basins and the relatively low cost of building artificial water basins;
- that the raw material is sufficient and cheap;
- Although there is an excess of odors and wastes from the production process, the fact that they are far from populated areas shows that they are a convenient area for the development of the fishing industry.

Taking into account the above factors, the development of fisheries in the region has become a priority for the last 4-5 years. Intensive fish farming has been introduced in facilities based on the return of excess water without wasting water in a short period of time. In the Central Fergana Reservoir, the enterprise "DOLINA LIANA" KTXF conducted an experiment with 40 fish in cages. The size of the cages is 6x6 (36m²) and a total of 12040 kg of squid was raised in all cages, per 301 kg in each. Ensuring the continuity of such farms will allow them to win in today's competition of related enterprises by placing full-cycle production in the region. This is because the process of preparing fish feed, which is necessary for fish care, consists of several stages.



“DOLINA LIANA” KTXF uses 4.5 tons of fish feed per quarter and a total of 180 tons of fish feed for 40 cages. Ensuring the full and uninterrupted operation of this firm depends in many respects on the uninterrupted supply of fish feed. For this reason, it is appropriate to create a full-cycle system of fish feed production around fisheries. The main component of fish feed is the process of producing meat-bone and bone flour (see Table 1).

Table 1**Meat-bone production costs****(for 1 ton of raw material)**

No	Product type	Size	Product prime cost (soums)
1	Raw material	1 000 kg	300x300000
2	Manpower	1 person	70000
3	Natural gas	148m3	75000
4	Electricity	14 kw/h	7000
5	Transport costs		100000
			Total: 552000

Source: Information of “Jamolidin Abrorovlar” Private Production Company.

Meat-bone is a semi-finished product and is one of the main components of fish feed. It is advisable to place this product away from the settlement, as it emits an unpleasant odor during the production process. In the above production process, 1000 kg of raw materials are processed, from which 350 kg of semi-finished products are obtained. The market price of the product during the production period is 2.5 thousand soums, and the company earns 323 thousand soums of income from production.

Table 2**The cost of producing bone flour****(for 1000 kg)**

No	Product type	Size	Product prime cost (soums)
1	Raw material	1000 kg	500x500000
2	Manpower	3 persons	60000x180000
3	Natural gas	390 m3	150000
4	Electricity	29 kw/h	13000
5	Transport costs		100000
			Total: 943000

Source: Information of “Jamolidin Abrorovlar” Private Production Company.

In the above production process, 1000 kg of raw materials are processed, from which 1000 kg of semi-finished products are obtained. The market price of this product



during the production period is 1500 soums, and the company earns 457000 soums of income from this production.

These semi-finished products are an integral part of fish feed, and it is necessary to place more such industrial enterprises in the region. This enterprise brings semi-finished products to finished products.

Table 3

Products and costs for the production of granular fish feed

(for 1000 kg)

№	Type of raw material	Price of raw material for 1 kg	Size of raw material, kg	Total cost price, soums
1.	Wheat	2000	450	900000
2.	Sunflower seeds	2500	120	300000
3.	Cotton oilcake	2000	120	240000
4.	Wheat bran	1600	100	160000
5.	Soy flour	5500	50	275000
6.	Vegetable oil	9000	15	135000
7.	Meat-bone	2500	120	300000
8.	Vitamins	20000	15	300000
9.	Bone flour	1500	10	15000
		Total:	1000	2625000

Source: Information of “Hualong Siliiao” LLC.

In addition, 8 workers are employed in the process of preparation of raw materials, which cost them a total of 480000 soums per day from 60000 soums, 350000 soums for electricity and 40,000 soums for natural gas. A total of 3495000 soums is spent on the production of 1000 kg of fish feed, and the market value of each kg of fish feed at the time of production is 4100 soums. The income during this production is 605000 soums.

The above production process is a mixed fodder production process for fish, which shows the need to locate production facilities as a technological chain in one area. This is a phase of finished product production and requires government support for full cycle production.

Conclusion: The importance of the natural factor in the organization of agricultural sectors, as well as the development of the fishing industry is directly related to natural and economic-geographical factors in the correct placement of production enterprises. Proper site selection for the establishment of an agro-cluster in the fishing network in the Central Fergana region plays an important role;

- in creating value-added products;
- in saving transportation costs;
- in increasing the economic potential of the region;
- in employment of the population;
- in the formation of economic and social infrastructure of the region;
- in the development of regional ecotourism;



- in reducing the country's dependence on imports;
- in directing the economy to the production of import-substituting products and localization;
- in increasing the country's export potential.

Given that the establishment of a cluster system is carried out at the expense of large financial resources, it is advisable to support it by the state.

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