



# ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

**KHOREZMSCIENCE.UZ**





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## MODERN PROBLEMS OF TOURISM AND ECONOMICS

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### THE CLUSTER APPROACH AS A SYSTEM OF INNOVATIVE DEVELOPMENT OF THE ECONOMY

**Khajieva Nazokat Davronbekovna,**  
Assistant of the Department of  
Management and Marketing,  
Tashkent University of Information  
Technologies named after  
Muhammad al-Khwarizmi  
[khadjievanazokat@gmail.com](mailto:khadjievanazokat@gmail.com)

**Annotasiya.** Ushbu maqolada klaster yondoshuvi asosida iqtisodiyotni innovasion rivojlantirish masalasi ko‘rib chiqilgan. Rivojlangan mamlakatlardan klaster tizimining o‘ziga xos xususiyatlari tadqiq etilgan. Klasterlarni qo‘llab-quvvatlash sohasidagi zamonaviy davlat siyosati ko‘plab milliy xususiyatlar o‘rganilgan. Rivojlangan mamlakatlar iqtisodiyotini klasterlashtirishning asosiy tarmoq yo‘nalishlari keltirilgan va innovasion klasterlarning shakllanish tamoyillari ko‘rib chiqilgan va dunyoda eng rivojlangan klasterlar tahlili keltirilgan.

**Kalit so‘zlar.** Innovasion rivojlanish, innovasiya, iqtisodiyot, klaster, klasterlash, innovasion klaster, raqobat, raqobatbardoshlik, grant.

**Аннотация.** В данной статье рассматривается вопрос инновационного развития экономики на основе кластерного подхода. Изучены особенности кластерной системы развитых стран. Исследованы многие национальные особенности современной государственной политики в сфере поддержки кластеров. Представлены основные отраслевые направления кластеризации экономик развитых стран, рассмотрены принципы формирования инновационных кластеров и дан анализ наиболее развитых кластеров мира.

**Ключевые слова.** Инновационное развитие, инновации, экономика, кластер, кластеризация, инновационный кластер, конкуренция, конкурентоспособность, grant.

**Annotation.** This article discusses the issue of innovative development of the economy based on the cluster approach. Studied the features of the cluster system of developed countries. Also given many national features of modern state policy in the field of cluster support. Presented the main sectoral directions of clustering of the economies of developed countries, considered the principles of formation of innovative clusters and given an analysis of the most developed clusters of the world.

**Keywords.** Innovative development, innovations, economy, cluster, clustering, innovation cluster, competition, competitiveness, grant.

**Introduction.** On April 14, President Shavkat Mirziyoyev held a meeting on the effectiveness of reforms in the development of information technology and the digital economy, as well as the tasks to be fulfilled in 2022. At the meeting, President Islam Karimov said, “In the Development Strategy, we have set great goals to turn the digital economy into a driver sector, increase information technology services by 2.5 times

and increase exports to \$ 500 million. One thing is clear: if this industry does not develop, no other network will move forward. Our main task is to turn Uzbekistan into a regional IT center,"he said, emphasizing the importance of the ICT sector.[1]

The field of information and communication technologies in our country is developing year by year. This can be seen only in the example of economic indicators, which includes the work done in the first quarter of this year. The volume of services in the field of ICT in 2021 will reach 17 trillion. soums. In the first quarter of last year, the figure was 3.4 trillion. In the same period of this year, 4.6 trillion soums were spent. soums, ie the increase in percentage was 135%. By the end of 2022, the volume of services in this direction will reach 21.2 trillion. soums. In 2019, IT-Park residents employed only 4,000 people, now there are 11.5 thousand specialists.[2]

At the meeting, the head of our state set the task to turn Uzbekistan into a regional IT center.[3].

To do this:

- Bring IT exports to at least \$ 100 million by the end of the year;
- ensuring an increase in the volume of domestic IT services by at least 50% per year;
- In the remaining 6 regions this year, it is necessary to fully launch IT parks and provide qualified personnel, to establish at least 20 companies in the remaining areas and to provide high-income jobs for 5,000 young people.
- The Ministry of ICT has been instructed to develop a program to transform the University of Information Technology into a basic science and education cluster within two months.

**Literature review.** The involvement of managers and practitioners directly involved in the production processes of companies operating successfully in a highly competitive environment, as well as the involvement of professors and teachers of global IT training centers is a key factor in the success of education renewal. Such a mechanism of cooperation should be developed in the scheme "employer - education system - potential employee." This mechanism eliminates the "fragmentation" of knowledge and helps the future specialist to rapidly change knowledge and technology and increase information literacy through the formation of Internet resources.

Thus, the main task of the IT cluster in terms of its potential and structure is to increase the competitiveness of the national economy through the development of competitive markets, to become an initiator and conductor of a set of measures to address innovation, develop various sectors of the economy, accelerate small business development, encouraging and strengthening the interaction between government, business and the scientific community.

**Analysis and results.** In the process of developing the global economy, clusters represent the most advanced of all forms of social development and are the most effective platform for innovation. At present, in the world economy, macro-level innovation clusters have become an important source of specific forms of economic organization and the formation of regional competitiveness. Today, increasing the competitiveness of the national economy through the implementation of cluster strategies is one of the most pressing issues facing the country's economy.

In practice, the innovation cluster brings together many small and large enterprises to survive in strong market competition and maintain various forms and forms of cooperation. For example, forms of cooperation can include the joint development of new products, the opening of new markets and the creation of an industrial supply chain, thereby forming a joint competition mechanism that combines competition and cooperation. The main feature of this cooperation mechanism is mutual assistance and collective action. Through such cooperation, small businesses can achieve effective networking and cooperation in science, finance, technology development, product design, marketing, export, distribution to overcome existing shortcomings. In this way, small businesses can compete with strong competitors. The cluster forms many small enterprises that are not able to survive separately in the market, but by participating in the cluster, they not only survive, but also increase the overall competitiveness of the cluster. Clusters not only increase efficiency, but also encourage corporate innovation that integrates many aspects such as concept, management, technology, system, and environment.

The main goal of cluster policy implementation is to ensure high rates of economic growth and diversification of the economy by increasing the competitiveness of enterprises, equipment, components suppliers, specialized production and services, research and education organizations that make up regional clusters.

Today, the main objectives of the introduction of a cluster system in developed countries are:

- development of a cluster development strategy to eliminate barriers and restrictions that undermine the competitiveness of products produced within the value chain, as well as increase the competitive advantage of cluster members;

- Formation of support mechanisms for projects aimed at increasing the competitiveness of cluster members, orientation and coordination, taking into account the priorities of cluster development, economic activity:

- support for small business development;
- innovative and technological development;
- development of educational activities;
- investment attraction;
- export development;
- development of transport and energy infrastructure;
- development of sectors of the economy;
- formation of a system of methodological, information, consulting and training support for the implementation of cluster projects and initiatives;

Cluster policy is based on the following principles:

- Consistency - the formation and implementation of cluster policy is carried out in collaboration with public authorities and local authorities, innovative entities, specialized organizations, cluster members;

- openness - clarity and transparency of documents on cluster development for cluster members;

- other information, except for information related to state and trade secrets, shall be officially published in the media or posted on official websites;

- consistency - all socio-economic, institutional and organizational factors are taken into account in the development and implementation of cluster policy;
- Effectiveness - public authorities and local authorities monitor the implementation of measures in the field of cluster policy, assess the completeness and effectiveness of planned activities, if necessary, decide on their correction and additions;
- Convenience - public authorities and local authorities to carry out activities in the field of cluster policy on an equal footing with the activities of cluster members and with the support of the state;
- Targetedness - development and implementation of cluster policy measures, ensuring the ability of public authorities and local authorities to take measures to support the implementation of cluster projects in relation to cluster participants and competent organizations;
- Volunteering - public authorities and local governments support proposals from potential members of the cluster.

The main objectives of cluster projects are:[4]

- improving the quality of management in cluster enterprises and organizations;
- increase the competitiveness and quality of products produced by suppliers and develop subcontracting mechanisms;
- development of mechanisms to stimulate innovation and commercialization of technologies, support cooperation between scientific organizations and enterprises;
- promoting the marketing of products produced by cluster members and attracting direct investment.

Particular attention should be paid to the role of the state in shaping cluster strategies. If initially the clusters were formed only due to market relations, primarily in the process of modernization of transnational corporations (TNCs), recently many governments have begun to move to a system of material and moral support on their own initiative in the framework of public-private partnership.

Modern public policy in the field of cluster support is determined by many national characteristics. It can be very diverse and can look like this:[5]

- a clear strategy and policy with a allocated budget covering a number of industries and various aspects of cluster development;
- Reforms focused on some aspects of cluster development: liaison between business entities and research organizations;
- reforms as an element of economic development strategies;
- direct financial support for specific projects;
- ensuring compliance with administrative procedures;
- providing knowledge or other components of infrastructure;
- reducing taxes on research and innovation;
- reduction of taxes on research and development, other costs not related to innovation ;
- organization of public events (fairs, trade missions, etc.);
- providing networks with universities, administration;
- providing networks with firms;

- support the development of incubators;
- support in enhancing the reputation of the region (cluster);
- ensuring information transmission (market research, market conditions, new rules, etc.);
- providing transport links with other clusters or geographic areas.

The formation of a separate infrastructure is important in the implementation of state support for the development of clusters in foreign countries. As a rule, the implementation of cluster strategies is of particular importance for the availability of grant-generating funds to support cluster initiatives.[6] It is worthwhile to cite the following as examples of funds:

- DATAR National Planning Agency (France);
- CASSIS Cluster Search and Classification Information System (Luxembourg);
- National Competitiveness Council (USA);
- LINK Affiliate Program (UK).

In addition, special institutions are being formed to effectively perform the functions of construction and development of network structures. These include expertise centers (Finland), centers of excellence (USA), consulting, marketing, analytics and branding companies (Economic Competitiveness Group (USA), Center for Marketing and Analytical Research (Kazakhstan)) and the development of a number of cluster initiatives within the Technical University of Munich. institutions and agencies.

An integral part of the infrastructural support of cluster strategies is the creation of business incubators, technoparks, special economic zones, which are in fact catalysts for the formation of innovative clusters.

The process of cluster formation involves the use of the following mechanisms.

- interest-free loans (Sweden),
- distribution of financial resources in the form of direct financing, their share sometimes reaches 50% of the total investment in development. (Russia, USA, France);
- providing preferential tax treatment for companies and enterprises, including the exclusion of investments in research and development from taxable amounts, preferential taxation of universities and research institutes (Japan);
- legal protection of intellectual property and copyright (in many developed countries);
- provision of patent attorney services by the state (Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, Russia, Tajikistan and Turkmenistan);
- insurance of potential risks from projects and developments; - Assistance in the form of foreign "brains", ie the involvement of highly qualified specialists with relevant experience, as well as assistance in relocating them.

In a number of developed countries, large-scale promotion of innovative development has been established. In particular, it has led to a doubling of federal spending on innovation in the U.S. and an expansion of tax incentives for private innovation businesses. In developed countries, the role of science and higher education institutions has been increasing in recent years, and they are becoming the most important component of research centers. In particular, universities in Canada account for 35% of total research, in Italy and the United Kingdom - 22%, in the United States



- 13%. As a result of the formation of an innovative economy, the structure of employment is also changing; in which the share of advanced knowledge carriers (researchers, engineers, etc.) is increasing.[7] Recent research by local and foreign scientists estimates the role of innovation in the economic growth of leading foreign countries at an average of 35-50%.

World practice shows that the process of cluster formation has become more active over the past twenty years. Overall, experts estimate that to date, clustering has covered more than 50 percent of the economies of leading countries.[8]

In the United States, more than half of all businesses operate within clusters, and the share of GDP produced in them exceeds 60%. There are more than 2,000 clusters in EU countries, which employ 38% of the workforce.

Denmark, Finland, Norway and Sweden are fully covered by industrial clustering. Thus, Finland, whose economic policy is based on clustering, has been leading in the global competitiveness rankings in recent years. In the telecommunications market, it accounts for 30 percent of global mobile equipment exports and 40 percent of mobile phones. Italian industrial clusters account for 43% of the number of people employed in industry and more than 30% of national exports.

Cluster structures operate successfully in Germany (chemical and engineering), France (food, cosmetics).

The process of cluster formation is also actively underway in Southeast Asia and China, particularly in Singapore (petrochemical industry), Japan (automotive industry) and other countries.

China has spent nearly 15 years and more foreign investment in developing export-oriented telecommunications, textile, sports equipment factories, clusters for the production of clothing, toys and tableware, and creating competitive clusters. As a result, there are now more than 60 special zone-clusters in China, with about 30,000 firms with 3.5 million employees and a sales volume of about \$ 200 billion a year.

In the process of globalization, modern science and technology clusters are emerging in the world. According to the researchers, clusters in China in 2021 showed the most steady growth in the ranking. Clusters in Delhi, Mumbai and Istanbul have also made significant gains in 2021.

The top 100 modern clusters available in the world today are located in 26 countries, six of which (Brazil, China, India, the Islamic Republic of Iran, Turkey and the Russian Federation) are middle-income countries.[9] The largest number of clusters is still located in the US (24), followed by China (19), Germany (9) and Japan (5).

Many European and American clusters have more intensive scientific and technological activities than Asian clusters. Nine of the top 25 clusters are from the United States, followed by Germany and Sweden (three clusters each). The leaders in this indicator are Cambridge in the United Kingdom and Eindhoven in the Netherlands / Belgium. It is followed by Ann Arbor, Michigan (USA), Oxford (UK) and San Jose San Francisco (USA). As in last year's ranking, the intensity of scientific and technical activity was high even when patenting was the basis of cluster results. In 15 of the top 25 clusters, most of the results were patented. This figure also indicates that the clusters have high levels of scientific and cost-effectiveness.



The following is an analysis of the most advanced clusters in the world. The United States ranks first in the total number of clusters. USA - There are 380 clusters. The most advanced field is computer technology.

The Silicon Valley cluster includes world-renowned Intel, AMD, Oracle, Apple, Cisco, Yahoo!, eBay. is the homeland of companies. In the United States, more than half of all businesses operate within clusters, and the share of GDP produced in them exceeds 60%. The most famous and successful of these is Silicon Valley. This is an area in California characterized by a high density of high-tech companies involved in the design and manufacture of computers and their components. This is especially true for microprocessors, as well as software, mobile devices, and biotechnology.

The next place was taken by Italy with 206 clusters. In Italy, the main specialization of clusters is the production of consumer goods and food products.

Italian industrial clusters account for 43% of the number of people employed in industry and more than 30% of national exports. Most clusters are a single industry (90%) specializing in the production of consumer goods, fabrics, clothing, footwear, jewelry, accessories, as well as furniture, kitchen appliances, decoration materials and sanitary ware. One of the most striking examples of individual industrial clusters in Italy - Sassuolo includes 220 enterprises, which employ an average of 100 people. This cluster produces more than 330 million square meters of ceramic tiles (almost every fourth tile in the world) with a total value of more than 3 billion euros annually. Exports of these products bring about 1.5 percent of the country's total export earnings.

There are a total of 168 clusters in the UK. His main specialty is Biotechnology and Bioresources.

The \$ 30 million allocated to finance UK clusters is mainly focused on the development of biotechnology. Areas around Edinburgh, Oxford, and Southeast England have been identified as key areas for biotechnology firms.

India has 106 clusters, specializing in Computer Technology.

IT industry turnover in India is 70 billion US dollars Technological regions around the world are trying to replicate the success of Silicon Valley. The Silicon Plateau is currently operating successfully in Bangalore. At present, the IT industry turnover in India is 70 billion US dollars. The Indian government provides significant tax incentives for high-tech companies. Thus, all IT organizations can be exempt from tax for five years, if the company operates in a technopark, for ten years. However, tax benefits apply to any IT company, regardless of size or form of ownership.

France completes the top five with 96 clusters. The specialization of French clusters is pharmaceuticals and cosmetics, food production.

Cluster Cosmetic Valley is a leading cosmetics manufacturer worldwide, uniting 600 companies. France is home to the world's first cosmetics and perfumery resource center. Currently, every tenth cosmetic product sold in the world is produced in the Cosmetic Valley cluster. The cosmetic valley includes about 600 enterprises engaged in all stages of the work, from research to production. The cluster, which is a unique source of knowledge and experience, includes seven universities, major national research institutes, and 200 private and public laboratories.

In conclusion, the development of entrepreneurship in science-intensive industries and regional industrial specialization are the main trends in shaping the



competitiveness of the national economy. In the context of globalization of the world economic space and increasing human capital mobility, the country's competitiveness is becoming more dependent on the competitiveness of the regions. In this case, the cluster approach is the best option for further development, as it allows to take into account the existing industrial base of the region and to form innovative superstructures on its basis. In addition, the formation of clusters determines the industrial specialization of the region, which ensures the proximity of suppliers of all necessary factors of production, saving transaction costs and, most importantly, the formation of new knowledge and technologies needed to conduct business.

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## INNOVATION IN THE FIELD OF TOURISM: ANALYSIS OF THEORETICAL APPROACHES

**DSc. Alimova Mashhura Toirxonovna,**  
**Professor of the**  
**Samarkand Institute of Economics and Service**  
[alimovamashhura@mail.ru](mailto:alimovamashhura@mail.ru)

**Jahongir Isoxonovich Mamarizoev,**  
**2nd year student of the**  
**Samarkand Institute of Economics and Service**  
[m.jaxongir2002@mail.ru](mailto:m.jaxongir2002@mail.ru)

**Annotasiya:** Ilm-fan va taraqqiyotning jadal rivojlanishi jarayonida ilm-fan va amaliy hayotda yangiliklarning joriy etilishi jamiyatda keng talabga ega. Bundan kelib chiqqan holda, maqolada turizm sohasida innovatsiyalarni joriy etish turizm bozorida kuchayib borayotgan raqobat sharoitida omon qolishning muhim omili sifatida qaraladi. Innovatsiyalarning mohiyatini ochishga qaratilgan yondashuvlar uchta yondashuv nuqtai nazaridan ko'rib chiqilgan. Shuningdek, mazkur metodologiya asosida turizm sohasidagi innovatsiyalarni tasniflash yo'nalishlari taklif etilgan. Shu bilan birga, turizm sohasiga axborot texnologiyalarini joriy etish orqali innovatsion rivojlanish yo'nalishlari taklif etilgan.

**Kalit so'zlar:** yangilik, innovatsiya, mahsulot innovatsiyasi, jarayon innovatsiyasi, boshqaruv innovatsiyasi, biznes-model' innovatsiyasi, marketing innovatsiyasi, logistikada innovatsiya, institusional innovatsiya, resurs innovatsiyasi, konseptual innovatsiya.

**Аннотация:** В ходе стремительного развития науки и прогресса тема появления и внедрения в науку и практической жизни инноваций широко востребована в обществе. Исходя из этого в статье внедрение инноваций в сфере туризма рассматривается как важный фактор выживания в условиях растущей конкуренции на рынке туризма. Подходы по раскрытию сущности инноваций рассмотрены с позиции трёх подходов. Также на основе данной методологии предложены направления классификации инноваций в сфере туризма. При этом предложены направления инновационного развития за счет внедрения информационных технологий в сфере туризма.

**Ключевые слова:** новация, инновация, продуктовая инновация, процессная инновация, инновация в управлении, инновационная бизнес-модель, маркетинговая инновация, логистическая инновация, институциональная инновация, ресурсная инновация, концептуальная инновация.

**Abstract:** In the course of the rapid development of science, the topic of the emergence and implementation of innovations in science and practical life is widespread within the social demand. Based on this, the article considers the introduction of innovations in the field of tourism as an important factor for survival in the face of growing competition in the tourism market. Approaches to reveal the essence of innovations are considered from the standpoint of three approaches. Also, on the basis of this methodology, directions for classifying innovations in the field of

tourism and directions for innovative development through the introduction of information technologies in the field of tourism are proposed.

**Key words:** innovation, product innovation, process innovation, management innovation, business model innovation, marketing innovation, logistics innovation, institutional innovation, resource innovation, conceptual innovation.

**Introduction.** If we look at the current practice of international tourism development in the world, the growing competition in the tourism market in the post pandemic environment and a number of other factors require the introduction of innovations in the practice of tourism. In addition, the observation of trends in the demographic, economic and social situation in society, changes in human psychology are the main conditions for the widespread application of innovations in the tourism industry as a driving force of economic development. At the same time, the following new development trends can be observed in the formation of demand for tourism products:

- The range of potential buyers of tourism products is expanding. At the same time, more and more people from different social groups (e.g., people with disabilities) are joining tourism activities;
- The age structure of the tourist flow is changing – there is a tendency to «rejuvenate» it internationally. However, the share of older tourists in the total number of foreign tourists visiting Uzbekistan remains dominant. (This indicates that the range of tourist products for young people in our country is insufficient);
- Personalization and specialization of demand. The modern tourist is more interested in the individual tour he chooses based on his taste. At the same time, tourism organizations that keep pace with the times direct their products to a group of tourists united by a specific goal and try to develop individual tour packages;
- Eco-friendliness. The development of ecotourism around the world today is a shining example of this;
- Increased demand for tourist services. The growth of knowledge and skills of tourists in this regard has led to an increase in their demand.

The presence of these factors has led to the fact that innovation has become the main means of «survival» in the tourism market by tourism organizations. This situation determines the relevance of the topic under study.

**Literature review.** Since the beginning of the XIX century. a huge number of foreign specialists and scientists are engaged in research and study of the essence of innovation. In their works, they give their vision of the concept of the essence of innovation, as a result of which today there are many definitions of this term that consider it from different points of view.

An analysis of existing definitions shows that the term «innovation» is based on various objects and subjects of research, which are divided into 4 approaches:

- 1) innovation as a process (B. Twiss, T. Brian, V.L. Makarov, V.G. Medynsky, S.V. Valdaitsev, A.E. Abrameshin, M.A. Gershman, Yu.P. Morozov and others);
- 2) innovation as a system (N.I. Lapin, J.A. Schumpeter, A.I. Muravyov, etc.);
- 3) innovation as a change (Yu.V. Yakovets, L.S. Blyakhman, F. Valenta, A.I. Prigozhin, L. Vodachek, J.A. Schumpeter, Yu.P. Morozov, etc.);

4) innovation as a result (N.N. Molchanov, E.A. Utkin, A.S. Kulagin, S.D. Beshelev, I.T. Balabanov, G.Ya. Goldstein, S.D. Ilyenkova, L.V. Kantorovich, V.G. Medynskii, R.A. Fatkhutdinov, G.Ya. Kiperman, N.K. Moiseeva, Yu.P. Aniskin, etc.) [1].

The existence of such a huge number of different definitions of the term «innovation» can be explained by the fact that their authors lived in different periods of time, in different conditions of economic development, which led to such discrepancies. However, even today, contemporaries do not have a unanimous opinion on this matter, and there are no regulatory documents on the methodology for analyzing innovative activity.

The word «innovation» is derived from the Latin word «innovatio», which means «introduction of novation». The introduction of innovation is a novelty that has become the subject of input.

Thus, innovation can be considered «innovation» only if the following two conditions, ie, «innovation» is recognized and accepted by the consumer, and secondly, it has the property of novelty for the consumer. The innovation process occurs at the stage of developing a new idea. This idea is then deepened and concretized throughout the implementation program. After that, the innovation process will continue during the implementation of the innovation in practice and in service practice.

The interpretation of «innovation» as an economic concept was given by the Austrian scientist I. Schumpeter in his work «Theory of Economic Development». The play deals with «new combinations» of changes in the development process. According to the author: «Each method of production represents a specific combination» [2]. These «new combinations», according to the scientist, are due to changes in the development of the manufacturing sector and the market economy. The concept of «innovation» is defined as: «introduction of new products; use of new raw materials; use of a new method of production; exploration of new sales markets; commercial realization of new combinations based on the introduction of new organizational forms»[3].

In other words, according to this approach, innovation is the simultaneous manifestation of two «worlds», ie, the «world of technology» and the «world of business». I.Schumpeter calls the changes that have taken place only at the level of technology a discovery. According to him, when business is added to change, they become innovation [4]. In this case, the development is understood as the transition of the economy «from the center of gravity to the current period» The essence of development is defined by Schumpeter through the concept of «realization of new combinations». Thus, the main features of innovation are scientific and technical novelty and application in production.

P.F.Draker interprets innovation as a special tool of entrepreneurship. In P.F.Draker's description of the concept of innovation, in our opinion, the essence of the classical interpretation of Y.Schumpeter is more fully reflected, with special emphasis on the essence of the entrepreneurial factor in the development of production. B. Twist interprets innovation as a process in which an invention and idea acquires economic content. According to F. Nixon, innovation is a set of technical, production and commercial measures that lead to the emergence of new and improved industrial

devices and processes in the market [5]. At the same time, all researchers agreed that «innovation is the result of the innovation process».

**Research Methodology.** Thus, in our view, there are three different approaches to the interpretation of the concept of «innovation»:

1. In the first approach, the concept of innovation is interpreted through the concept of «effectiveness». In this case, innovation is seen as a result, i.e. a new product produced or an organized process. This approach is mainly about innovation - it is «resultant» innovation.

2. The second approach is based on the interpretation of the concept of innovation - the concept of «competitiveness». Innovations provide opportunities for organizations to become more competitive by forming their ability to be sensitive to changes in the market. In competitive organizations, innovation is the result of effective management of the innovation process, not accidentally.

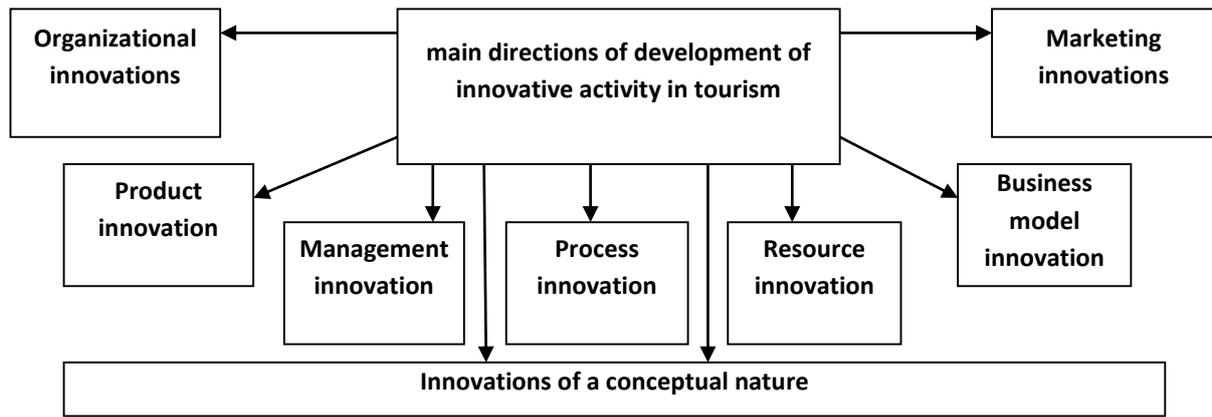
3. The third, that is, the application approach, adds the concept of «realization of ideas» as a structural element to the definition of the concept of innovation. According to this approach, innovation is not only the development of an “problem-solving” idea, but also its realization. One of the proponents of this approach, Kanter, interprets the concept of «innovation» through three concepts: generation, application, and implementation.

Based on this point of view and methodological approach, the article develops scientific and practical proposals and recommendations for the development of tourism on the basis of innovative approaches.

**Analysis and Results.** In our opinion, innovation has a systemic character because it leads to changes in some or all elements of the production-technological, organizational-economic, socio-economic systems of the organization. As an innovation, it is necessary to understand the transformation of ideas, research, developments, new or improved scientific-technological or organizational-economic, socio-economic solutions and conclusions, aimed at their recognition by society through their application and use in practice. In this regard, innovation is the implementation of new (compared to those already existing in this system) objects, methods, procedures aimed at meeting the specific needs of society. Innovation as an event should be understood as materialized changes in goods, technology, organizational structure and communications, which are the result of scientific and technological progress, arising from the desire of the subject of economic activity to gain a clear competitive advantage. Only new ideas realized in a new product or new process are called innovations. Innovation is the result of investing in new products, intellectual solutions and developments to create innovation.

Thus, in our opinion, innovation is a «novelty» (new product, new event, new process, etc.) aimed at attracting consumers, meeting their needs, as well as generating income for the organization and strengthening its competitive position in the existing market and its implementation. to make and sell.

Today, innovations in international tourism practice are carried out in a number of areas (Figure 1).



**Figure 1 Classification of innovations in tourism**

Table 1 provides information on the classification, content and forms of innovation in tourism in international practice.

**Table 1**

**Classification of types of innovations in tourism**

Types of innovation	content	examples
Product innovation	Introduction of a new product to the tourism market (tour package, service, brand).	- submarines with a capacity of 2-4 people used exclusively for tourist purposes; - electronic guide-guides installed on mobile phones; - electronic tours of museums and exhibitions.
Process innovation	Introduction of new or improved equipment and technology in the process of providing tourist services (complex services) (can be combined with product innovation).	- automated ticketing and reservation systems; - global distribution systems ; - Computer backup systems ; - electronic ticketing; - hotel reservation system («Belye nochi», «Laccordo»).
Management innovation	Implement effective procedures and structures in the organization of organizational activities.	- new systems of cooperation; - new job profiles; (specialties) and new requirements for them.
Business model innovation	New ways of doing business: - client and firm; - Doing business on the basis of new approaches to the relationship between the firm and service providers.	- creation of a database and database of customers in hotels (AMAKS Hotels & Resorts)
Marketing innovation	Development of new marketing approaches aimed at improving price formation, supply, product movement, product payment.	- system of benefits for regular customers of airlines («Aeroflot bonus»); - An all-inclusive sales system.
Innovation in logistics	New methods in supply, distribution, delivery (as well as tourist) chains and systems.	- Hub systems - migration through single interconnected air transport networks; - integrated information systems of destination;

		- clearing payment systems in air transport.
Institutional innovation	New regulatory systems and regulations in tourism, as well as in other sectors related to tourist services; Creation of new forms and structures of cooperation between the state, private sector, administration, public in tourist areas.	- various forms of institutional innovation - formation of tourist clusters .
Resource innovation	Use of new types of resources in the development of new tourism products and services and the organization of tourism.	- City of Big Pandas Built specifically for tourist visits in China.
Conceptual innovation	New knowledge specific to a modern group of tourists seeking to acquire knowledge and skills through tourism, innovations aimed at meeting the need to gain new experiences.	- Ice Hotels (Ice Hotel in Switzerland); - Casino Hotels (in Las Vegas); - Excalibur is a medieval hotel where knightly tournaments are held.

The tourism industry has been heavily influenced by information technology over the past decade. The tourism industry is ideally suited for the introduction of computer technology. Innovations in the field of tourism are directly related to the introduction of information technology.

Currently, the following areas of development of information technologies in tourism have been formed:

- local automation of the tourist office;
- introduction of applied programs for automation of the formation, promotion and sale of a tourist product;
- use of database management systems;
- introduction of telecommunication systems for booking places in hotels and booking tickets;
- introduction of multimedia marketing systems;
- use of the Internet.

World experience shows that the factor determining the success of any organization of the tourism industry in the tourism market is the time of customer service. The winner is the one who is able to provide the client with the full range of services in real time. The possibility of doing business in this mode is directly related to how and with the help of what information technologies the exchange of information between the tour operator and the service provider, between the tour operator and travel agents is organized.

**Conclusion and recommendations.** Based on the existing practical experience in the field of world tourism, we consider it expedient to implement the following innovative projects in the field of regional tourism:

- in the direction of product innovation, ie the introduction of electronic guides, electronic tours of museums and exhibitions, installed on mobile phones, the



preparation and placement of multimedia presentations on the Internet, reflecting the tourist potential of the region;

– formation and development of exclusive resource innovation, ie «honey» tourism, «wine» tourism; creation of «ethnographic tourism» products and «animation» programs;

– in the direction of process innovation, the formation and improvement of geographic information systems, electronic booking systems in hotels, the formation of the Web portal «Samarkand - Tourism Center»;

– in the direction of business model innovation, ie in order to strengthen the «hotel-customer» relationship, the formation and widespread use of a database of customers;

– organization of electronic sales of certain types of tourist products in the field of marketing innovations, organization of virtual tourist excursions on the Web portal;

– conceptual innovations, ie the construction of a medieval hotel, the formation of an interactive tourist information system in the region;

– formation of a regional tourism cluster in Samarkand region as an innovative organizational and economic mechanism, etc.

In our opinion, it is expedient to pay attention to the above-mentioned directions in the innovative development of the tourism market in our country.

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**METHODS OF FORMING A HEALTHY RELIGIOUS BELIEF IN  
PRIMARY SCHOOL PUPILS**

**Abdullayeva Surayyo Babojonovna**  
2nd level PhD student at  
Urgench state university  
[phdsurayvo@gmail.com](mailto:phdsurayvo@gmail.com)

**Annotatsiya.** Maqolada boshlang'ich sinf o'quvchilarida sog'lom diniy e'tiqodni shakllantirish metodikasi, e'tiqodni shakllantirishga hissa qo'shgan allomalar haqida so'z yuritiladi. Maqolada, shuningdek, yoshlarning Qur'oni Karim va Xadisi SHariflardagi sog'lom e'tiqodga oid masalalarni anglab yetishlarini ta'minlash ta'lim-tarbiya jarayonining asosiy vazifalaridan biri ekanligi haqida fikr yuritiladi.

**Kalit so'zlar:** e'tiqod, aqida, tarbiya, go'zal axloq, tavfiq, fe'liy sifat, ilohiy sifat.

**Аннотация.** В статье рассматриваются методы формирования здорового религиозного убеждения у учащихся начальных классов, а также изучается деятельность ученых, внесших свой вклад в формирование веры. В статье также ведётся мышление о том что одной из основных задач учебно-воспитательного процесса является обеспечение понимания молодежью вопросов твердой веры в Священный Коран и хадисы.

**Ключевые слова:** вера, вероучение, воспитание, хорошие нравы, тауфик, действенные качества, божественное качество.

**Annotation.** The article discusses the methods of forming a healthy religious belief in primary school pupils, the scholars who have contributed to the formation of the faith. The article also argues that one of the main tasks of the educational process is to ensure that young people understand the issues of sound faith in the Holy Quran and Hadith.

**Key words:** faith, creed, upbringing, good morals, taufiq, active qualities, divine quality.

**Introduction.** A person's faith is a key indicator of his goals and life activities. Only when faith is healthy can it have an effective effect on a person's outlook and determine his or her position in life. The main goal of the formation of a healthy religious faith in students is to prevent various conflicts in society, to prevent the violation of religious values. Due to the acceleration of information flows, religious values are deteriorating. Efforts to inculcate ideas and religious views in the hearts and minds of young people are growing. A healthy faith is the foundation of Islam. The correctness of faith ensures the maturity of a person's spirituality. If faith is not healthy, a person's actions will develop in the wrong way. Since the faith is the basis of Islam, foreign forces have tried to destroy it in the first place. The purpose of teaching elementary school students the sciences of spirit, language, heart, and faith is to teach them the value of life, to understand why they were born, to know God first, and then

to study the scientific knowledge created by mankind. consists of preparing the ground for the study [6].

**Literature Review.** The concept of "faith" is the knowledge that has come down to us from the Qur'an, the Prophet Muhammad (peace be upon him), the Companions, the followers, and the Salaf. One of the greatest representatives of the scholars was Abu Hanifa Nu'man ibn Sabit (d. 769). Their successor was the theologian Abu Mansur al-Moturidi (d. 944) in the mid-tenth century. The Hanafi scholar Ibn Zakariyya compiled a series of scholars who taught in Dor al-Juzjaniya. [7].

Farobi's ideas about education are primarily aimed at knowing Allah and mastering the scientific knowledge created by mankind.

In his worldview, Beruni understood that believing in Allah is the duty of every Muslim...

The formation of a healthy religious belief in primary school pupils, taking into account the scientific approaches discussed in the content of religious education, is embodied in each era as a theory of human identity.

**Methodology.** The methodological basis of the research is the support of the Eastern thinkers' beliefs, theories of belief, human qualities: honesty, purity, conscience, generosity, tolerance. In the research process, the author used statistical and systematic analysis methods, generalization, classification methods, systemic and structural-functional approaches and others.

**Analysis And Results.** The rapid movement of society towards renewal also requires the formation of a new way of thinking in the younger generation. At the same time, it puts a responsibility on educators.

Islam is the embodiment of the psyche, ideology, traditions of life of our people, the enlightenment of our great ancestors. Young people need to know that the educator of our religion-spirit, science is a means of knowing the world. After all, these sacred cultural values are still the main source of a person's development in faith and belief, good morals, spirituality and thinking. There is no doubt that Islam has served as a source of eternal knowledge in the development of the history of national pedagogy [1].

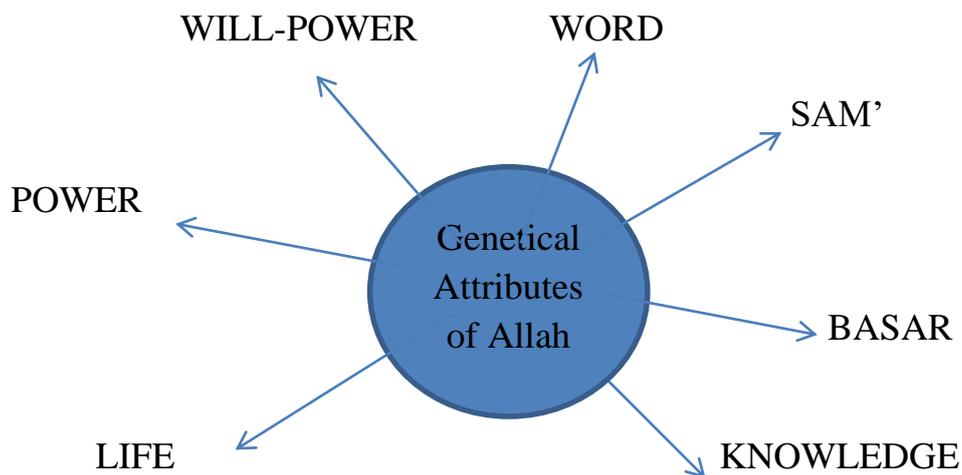
Farobi's ideas on education are primarily aimed at knowing Allah and mastering the scientific knowledge created by mankind [2: 44p]. In his worldview, Beruni understood that believing in Allah is the duty of every muslim... [2: 51p].

Belief is a person's spiritual thinking and reflects the essence of his life goals, views, beliefs and actions. Over the centuries, our intellectual ancestors have managed to create a solid foundation of national culture, morality and spirituality on the basis of the Islamic faith, which can serve as an important pedagogical tool in educating young people today.

The results of the study and analysis of the historical ways and stages of the development of healthy religious beliefs have shown that our thoughtful ancestors, along with the creation of a great school in the science of belief, through their scientific and pedagogical efforts, have succeeded in raising their spirituality and building their human qualities through the formation of religious beliefs. In turn, these experiences, as a product of sound spiritual thinking, have been passed down from generation to

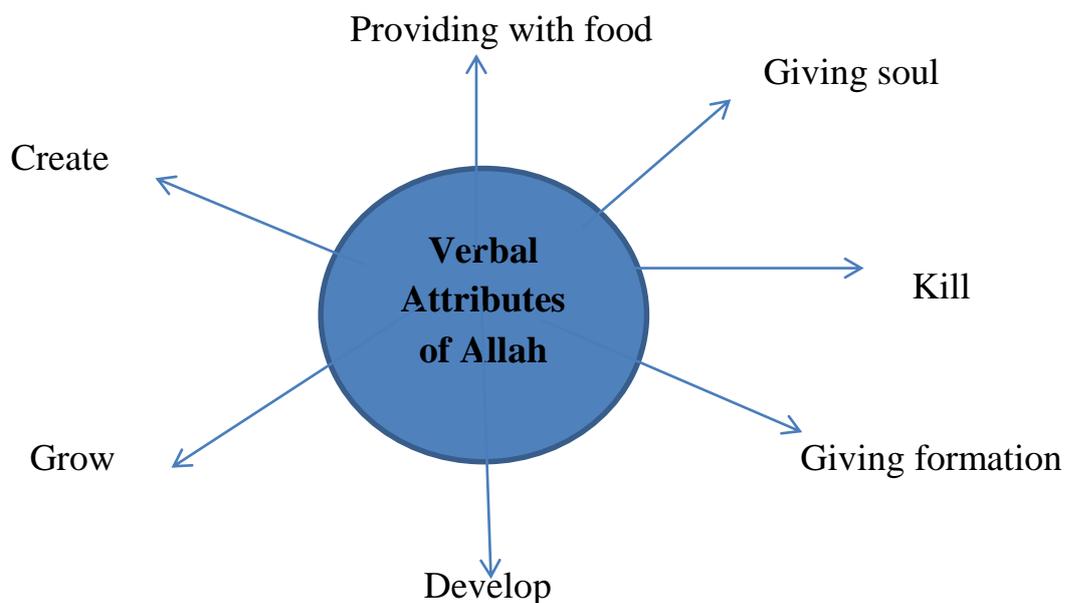
generation through examples of fiction and folk pedagogy, and their application in pedagogical practice is especially relevant.

Sirojiddin Oshi's presentation on faith-building in the work of “Badil Amoli” can be illustrated for primary school pupils using the Cluster method (Figure 1). The lack of science-based materials on faith formation in primary school pupils can be likened to potter’s working without clay on a potter's wheel. Students' self-awareness, appreciation of life, why they study, and their determination to choose a career all depend on spirituality and faith.



**Figure 1. Divine Attributes of Allah [3]**

Praise be to Allah, our Lord, Who has guided us to the right path and allowed us to do what is pleasing to Him! Blessings and peace be upon our Prophet Muhammad Mustafa, his family, and his Companions, who taught us the pure faith and warned us against wrongdoings and superstitions! “Aqeedah” has always been a topical issue. Because human action depends primarily on one's beliefs.



**Figure 2. Verbal Attributes of Allah [4]**

If the belief is corrected, the action will be acceptable. With the violation of the creed, the practice is broken. No matter how hard a believer tries, no good deed is acceptable in the sight of Allah. Therefore, it is necessary to study the science of Aqeedah (Creed) first.

It makes sense to start with the belief that raising our children. Because if our sons and daughters are taught that God is One, the Lord of the worlds, the Almighty, the Merciful, the Compassionate, the All-Seeing, then in the future they will grow up righteous and virtuous.

*Aqida bilmagan shaytona eldur. (It is a devil who does not know creed).  
Agar ming yil amal, deb qilsa, yeldur. (Thousand goodness is like wind).*

*So'fi Allayar*

Aqeedah (Creed) is an Arabic word derived from the word “aqd” and means “fasten”. “Aqid” is its plural form. After all, a pure creed is like a solid foundation. The strength of a building depends on its foundation. When a person recognizes the truth and realizes the purpose for which God created him, his understanding, beliefs and actions will be correct. Those who do not know why they came into the world, those who do not know the difference between right and wrong, will pass away in the Hereafter empty-handed, without any reserve. The main reason for this is the erroneousness of the creed and ignorance of the science of faith. The greatest cause of the deterioration of human life is not knowing the Lord of the worlds, denying Him, and not doing what He says. In fact, a person who claims to be blessed with two worlds believes in Allah and obeys His commands. Only those who live by divine criteria are worthy of true happiness. A strong belief can be likened to a strong immune system. The stronger the immune system, the lower the risk of contracting the disease. In the same way, if a person's faith is correct and his knowledge of the 'aqeedah' is strong, he will not believe in foreign ideas and will not go astray. [5]

### **Conclusions / Recommendations.**

1. The results of the study and analysis of the formation of a healthy religious faith in primary school pupils showed that our thinker ancestors, in addition to creating a great school in the science of belief, through their scientific and pedagogical efforts in the younger generation they have succeeded in raising their spirituality, in building their human qualities, through the formation of a sound religious faith. In turn, these experiences, as a product of sound spiritual thinking, have been passed down from generation to generation through examples of fiction and folk pedagogy, and their application in pedagogical practice is especially relevant.
2. Belief is a person's spiritual thinking, which reflects the essence of his life goals, views, beliefs and actions.
3. Over the centuries, our thoughtful ancestors have managed to create a solid foundation of national culture, morality and spirituality on the basis of the Islamic faith, which is an important pedagogical factor in the education of young people today. can serve as an engine.
4. In the gradual formation of a healthy religious faith in students from primary school, educators use Hadiths, sages, tools of folk pedagogy, works created by thinkers,



narrations about them, as well as the explanation of the nature and deeds of Allah recommended.

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**UDK: 37.012.5**

## **THE FORMATION OF WORDS BELONGING TO THE NOUN PHRASES IN UZBEK LANGUAGE LESSONS (on the example of learning Uzbek as a second foreign language)**

**Qaraeva Begam Kholmanovna,  
Candidate of Pedagogical Sciences,  
Lecturer of Moscow State Linguistic University  
[karaeva\\_61@mail.ru](mailto:karaeva_61@mail.ru)**

**Annotasiya:** Ushbu maqolada o'zbek tilini ikkinchi chet tili sifatida o'rganuvchi guruhlarda ot so'z turkumiga oid so'zlarning yasalishi mavzusi tahlil qilinadi. O'zbek tilida ot yasalish usullari misollar asosida tushuntiriladi. Mavzuni o'zlashtirish bo'yicha mashqlar tizimini ishlab chiqish uchun tavsiyalar, misollar beriladi.

**Kalit so'zlar:** Ot, otlarning yasalishi, morfologik usul yoki ot yasovchi qo'shimchalar, amaliy mashg'ulotlar, o'quv jarayoni, mustaqil ishlar, topshiriqlar, mashqlar tizimi, tavsiyalar.

**Аннотация:** В статье анализируется образование имен существительных в узбекском языке как втором иностранном. На примерах объясняется процесс образования существительных в узбекском языке и даются рекомендации по разработке системы упражнений для изучения темы.

**Ключевые слова:** Существительные, образование существительных, морфологический способ или способ аффиксации, практические занятия, учебный процесс, самостоятельная работа, задания, система упражнений, рекомендации.

**Abstract:** The article analyzes the formation of nouns in Uzbek language as a second foreign language. It explains the process of how nouns are formed in Uzbek language

based on the examples and provides recommendations to develop a system of exercises to study the topic.

**Key words:** Nouns, noun formation, morphological method or affixation method, practical exercises, educational process, independent work, tasks, exercises system, recommendations.

**Introduction.** Consistent study of language levels is one of the most important issues in the science of foreign language teaching methods today. The issues of creating a grammatical minimum in the study of a foreign language have been discussed a lot in literature. Therefore, a serious approach to this issue is required from the very beginning of learning a foreign language.

In the process of learning a foreign language, the main focus is on the study of grammar, before you start learning the syntax part of grammar, the first part of it is to get acquainted with all word groups in morphology and master them well. In Uzbek language classes, as in other foreign languages, the first part of morphology begins with the study of noun phrases. The program, designed for a group of bachelors studying in the socio-political field, takes more than 12 hours to master the vocabulary, and the topics are followed by reinforcing exercises [3, p. 23].

In addition to mastering the so-called grammatical categories of nouns or forms of relations, a good mastery of words related to the word group of nouns, acquaintance with their formation further strengthens the knowledge of grammar.

**Materials and Methods.** According to Kononov's division into groups on this topic, the formation of words belonging to the category of nouns is divided into the following methods:

- 1) morphological method, ie affixation method;
- 2) the syntactic method, in which words belonging to a group of words are formed in three different ways, i.e., words formed by the addition of words, compound compound words, and double words;
- 3) syntactic-morphological method, a method of substantivization, ie the transition of words from other word groups to word groups; [2,104-141].

Because language is a social phenomenon, changes also occur in the language system, but the basic concepts remain unchanged, sometimes they can be grouped differently. At this point we can look at one of the views on noun-making today, and we can see that the above ideas remain virtually unchanged.

Compiled on the basis of many school textbooks and manuals, the textbook for university entrants has five different ways of making nouns, which are explained by the following methods: 1) with the help of noun-making additives; 2) by adding or pairing words; 3) by abbreviating words; 4) by series transfer; 5) by repeating words. [5, p. 46]

The textbook lists more than a hundred types of noun-making additions, and they are divided into such types as personal noun-making, object-making, place-making, and abstract noun-making. In the early stages of learning grammar, we explore the following types of noun-making affixes:

- *chi* (*worker-worker, student-student, pilot-pilot*);
- *dosh* (*classmate-odnoklassnik, relative-rodstvennik, compatriot sootchestvennik*);
- *bon* (*gardener-gardener, goalkeeper-vratar*);
- *paz* (*oshpaz-povar, kabobpaz-shashlychnik*);



- dor* (cattle-breeder, captain - starosta)
- shunos* (linguist-yazykoved, orientalist-vostokoved,)
- xon*, (reader-reader)
- soz* (watchmaker-watchmaker)
- kor*, ( *san ' atkor* -artist, representative of art, *paxtakor* - *xlopkorob*)
- zor*, (cotton- cotton field, diamond-yablonevyy garden);
- istan*, (Uzbekistan-Uzbekistan, Kazakhstan-Kazakhstan, Gulistan-Gulistan);
- room*, (library-library, workshop-masterskaya, kitchen-dining room);
- lik* (goodness-kindness, friendship-friendship);
- chilik* (lie-obman). [textbook, p. 283]

Some of the suffixes listed above are the answer to another question and can also be used in the construction of nouns with different meanings or words belonging to a different word group. For example, *-bon* suffix (*gardener-gardener, gatekeeper-vratar*) names a person and who? answers the question. And in the word *umbrella*, which can be used a lot in our daily life, what is the *-bon* suffix? makes an item name that answers the query.

suffix *-chilik*, which makes abstract nouns, because the suffix *-chilik*, which makes abstract nouns, can also make words denoting the names of a certain field, for example: *piillachilik-kokonovodstvo, forestry-lesovodstvo* [1,283-p].

Among the suffixes listed above, the suffixes *-shi, -dosh, -iston, -kor, -zor* are productive suffixes, because the words formed with these suffixes make up the majority and we can find them in our speech. Only the appendices with examples will be explained during the lesson. In the process of completing independent assignments, students will become more familiar with other noun-making additions. This leads to a further increase in students' vocabulary and better mastery of noun-making adverbs based on examples.

Syntactic or compositional methods are also used to make words by adding, pairing and tying words. In this case, a joint or a pair of nouns is made. We will look at how to make joint nouns in the example of the tutorial mentioned above. Joint nouns are made as follows:

- 1) from noun to noun: *stomach - gallbladder*;
- 2) noun with quality, *hamtok -obrezat vinogradnye lozy*;
- 3) from noun quality: *oshkok-zelen, priprava*;
- 4) from a noun with a number: *triangle-trexugolnik, thousand-foot-sorokonojka*;
- 5) from the verb with the noun: *deputy-deputy, beshiktervatar-bogomol*;
- 6) from verb to verb: *alibsotar-perekupshchik, speculator*; [5,49-c]

Most of the words made in this way are added in writing. It is also recommended to work independently on the development of joint nouns. In the process of working with oral or written text, copying independent words into a notebook, translating them into the native language serves to further increase the student's vocabulary of compound nouns.

**Results and Discussions.** We can also look at the making of a pair of nouns in the example of the tutorial mentioned above. A pair of nouns is made as follows:

- 1) from words with similar meanings: *house (dom, zemlya), limbs (ruki, nogi)*;
- 2) from synonymous words: *strength (sila, pomoshch), food (produkty), happiness (schaste, gryadushchee)*;



3) from antonyms: *young-old (young, old), high-low (high-low or high, low)*

4) from words expressing the meaning of the whole-part: *speech, month-day, time-hour, mountain-stone*; [5, 49-s]

We use more pairs of nouns during daily communication than joint nouns. In the process of practical training, it is possible to perform exercises to memorize joint words, organize word games. It is also possible to reinforce the mastery of the topic through homework and independent work assignments.

In the process of explaining the topic, it is not necessary to go into too much depth, because we must not forget that students studying Uzbek as a second foreign language on this program are not linguists, but students studying socio-political sciences. In this regard, it is recommended to prepare texts, prepare conversations and use compound and double words in texts of such content to prepare for professional communication on the topics being prepared for practical training. New texts from magazines and newspapers, the use of texts from the Internet, their simultaneous translation, as well as the combination of speech activities such as *listening, reading, speaking, writing*, will help to master and strengthen the topic.

It is also common to create new nouns by abbreviating words, and it is also called an abbreviation method. In the process of writing texts, we often come across abbreviated nouns. Such acronyms are often used in the speech of students who are currently studying Uzbek as a second foreign language, and in the future preparing for specialization in socio-political fields. Such abbreviations are often used in the writing of daily political news, essays, abstracts. First, the names of government agencies, international organizations and countries, for example: *HEI-Higher Education Institution, MGLU-Moscow State Linguistic University, RTM-Republican Education Center, UN-United Nations, CIS-Commonwealth of Independent States, The United States*, and so on. We have considered here the most common form of abbreviated nouns in our speech, that is, a form that is abbreviated by using only the first letter of a word in the form of capital letters. In another type of abbreviation, the first syllable of the first word and the capital letter of the following words are written in capital letters, for example: *National University of Uzbekistan-Uzbekistan, Tashkent State Pedagogical University, UzSWLU-Uzbekistan State World Languages University, SamSU-Samarkand State University*, etc.

The authors such as B. Tokhliev, M. Shamsieva and T. Ziyodova recommend an explanatory dictation to further strengthen the memory of abbreviations by language learners. As an assignment for dictation, it is suggested to expand and explain the abbreviations given. [4, p.104]

Abbreviated nouns are also common in our speech, derived from taking the first part of a word or using the first part of the first word and the next word in full. For example, *the executive committee, the pedagogical council*, and so on.

In addition, words formed by switching from one category to another are followed by the transition of words from other word groups to nouns, for example: by using words from another word group or by repeating them, words from another word group are formed, for example: *future (budushee), geldi- went (guest), bought (sold)*.



One type of rare artificial noun is formed by repeating words, for example: pat-pat (motorcycle), khola-khola (detskaya igra), shaq-shaq (ptitsa);

**Conclusion.** The following can be recommended when developing a system of exercises for learning the formation of words related to the word group:

- 1) use diagrams, tables, visual aids on the construction of words related to the word group;
- 2) preparation of audio texts on the construction of nouns;
- 3) conducting grammar assignments and explanatory dictations;
- 4) create knowledge-strengthening exercises for homework and independent work;
- 5) writing texts on topics based on the program and working on texts.

In addition to the exercises recommended in the textbook on noun vocabulary and noun making, the audio recordings provided as an appendix to the textbook are sounded as audio recordings of noun making. The types of speaking activities, i.e. , practical exercises related to *listening, reading, speaking, and writing* , are comprehensively expedient in terms of mastering the topic.

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## **ENHANCING WRITING COMPETENCE AND WORKING WITH LEGAL DOCUMENTS**

**Mamatkulova Guzal Irkinovna  
Kattabaeva Sevara Safarovna  
English teachers of  
Kashkadarya Law College  
[mamatqulovaguzal47@gmail.com](mailto:mamatqulovaguzal47@gmail.com)**

**Annotatsiya.** Talabalarning yozma malakasini shakllantirish talabalar tomonidan kasbiy sohada ham, kundalik hayotda ham muloqot vositasi bo'lib xizmat qiladigan yozma matn yaratish uchun zarur bo'lgan tegishli bilimlar, nutq qobiliyatlari va kommunikativ ko'nikmalar majmuasini o'zlashtirish jarayonida amalga oshiriladi. Ushbu ilmiy maqolada bugungi kunda oliy ta'limda dolzarb bo'lgan talabalarning yozma malakasini oshirishning bir qancha samarali usul va usullari tahlil qilinib, dalil

misollar va natijalar keltirilgan. Bu ishda talabalarni huquqiy hujjatlar bilan ishlashga o'rgatishning bir qancha amaliy usullari ham yoritilgan.

**Kalit so'zlar:** yozish malakasi, huquqiy ta'lim, innovatsion huquqni o'qitish, huquqiy hujjat, hujjatlar bilan ishlash.

**Аннотация.** Развитие письменной компетенции студентов реализуется в процессе овладения учащимися комплексом актуальных знаний, речевых умений и навыков общения, необходимых для создания письменного текста, служащего средством общения, как в профессиональной сфере, так и в повседневной жизни. В данной научной статье анализируются несколько эффективных методов и приемов повышения письменной компетенции студентов, актуальных в высшей школе на сегодняшний день, и приводятся подтверждающие примеры и результаты. В работе также освещены несколько практических методов обучения студентов работе с юридическими документами.

**Ключевые слова:** грамотность письма, юридическое образование, инновационное правоведение, юридический документ, работа с документами.

**Annotation.** Developing students writing competence is realized in the process of mastering by students a set of relevant knowledge, speech skills and communication skills necessary to create a written text that serves as a means of communication, both in the professional field and in everyday life. This scholarly article analyzes several effective methods and techniques for improving students writing competence, which are relevant in higher education today, and provides proof examples and results. Several practical methods of teaching students to work with legal documents are also covered in this work.

**Key words:** writing competence, legal education, innovative law teaching, legal document, working with documents.

**Introduction.** Since a modern specialist must combine general professional and special skills with a good knowledge of the humanities, the development of foreign language writing is of great importance, as it contributes to the personal development of the student, increasing his competitiveness. Written speech, which researchers call "speech algebra", its highest and most complex form, is an indicator of cultural development.

Teaching students writing is realized in the process of mastering by students a set of relevant knowledge, speech skills and communication skills necessary to create a written text that serves as a means of communication, both in the professional field and in everyday life.

We agree with the opinion of I.L.Kolesnikova and O.A.Dolgina that both in foreign and traditional methods, the term "Writing" (Letter) is traditionally used to refer to any educational and speech activity associated with a graphic code. The role and place of writing in teaching are determined by the specific goals of teaching. But it should be noted that in the traditional methodology the term "Letter" is often used in the narrow sense of "Mechanics of writing", for example teaching graphic and spelling systems of a foreign language. [1]

While learning to write involves mastering graphics, spelling, word formation, punctuation, a set of speech intentions for expressing ideas in a coherent form.

Consequently, the teaching of foreign language writing should take place in a complex manner, taking into account the spelling, lexical, grammatical and stylistic norms of a foreign language; developing general and communicative (linguistic, sociocultural, pragmatic) competences. The main goal of teaching a foreign language productive written speech is to form linguistic, communicative, linguistic and cultural competence. Linguistic competence includes knowledge of the language and the rules of its functioning in the process of foreign language communication [2]. Communicative competence in the field of foreign written speech provides for the ability to perceive and generate foreign written speech in accordance with the conditions of communication. The formation of this competence implies the development of skills to create such types and genres of written messages - texts such as official letters and essays that function today in the process of intercultural communication, which students may need in their professional activities, as well as for personal purposes. Linguistic and regional competence includes knowledge of the main features of the socio-cultural development of the country of the language being studied and the ability to carry out written communication in accordance with it. [3]

**Methods.** In the traditional methodology, there are such concepts as "educational written speech" and "communicative written speech". Note that writing for training is understood as the performance of language and conditional speech exercises in writing. These types of exercises are aimed at mastering lexical and grammatical skills and speech skills. While communicative written speech (writing for communication) is "an expressive type of speech activity aimed at generating a speech message in writing". The development of communicative written speech occurs through educational writing, which is based on the technique of writing, as well as the formed graphic and spelling skills. The main goal of teaching this type of writing is to develop the skills to create various types of written messages for educational, professional activities.

Forms for the purposeful development of students' written competence used in teaching look quite traditional. The most common possibilities for the implementation of written competence are a written presentation by a student of a text read by a teacher, a presentation with elements of an essay, as well as an essay on a given topic. Presentation and writing seem to be quite effective and successful forms of work, but still not the only ones. [4]

To create a written text in a foreign language, it is necessary to organize the student's work in several stages. At the first stage, the student is offered such types of preparatory exercises that make it possible to collect material for the future text and help students realize what kind of lexical means he needs so that his work on the future text is as effective as possible. At the next stage, the student performs a series of constructive exercises to successfully work with individual words, to organize these words into conceptual chains that will help in the future when creating an independent written text [5]. The purpose of the structuring exercises of the last stage is to help students, step by step, organize the collected lexical material into a unity, on the basis of which they will create the final product - a written text.

There are a huge number of exercises that can be used at various stages of preparation for writing a text by students. Let us dwell only on some of them, those

that are quite interesting and can be effectively used in the classroom to develop the written competence of students. [6]

The preparatory exercises include the creation of various kinds of associograms. The principle of associograms is known to many teachers, when students select associations for a word, sentence (for example, a proverb, quotation, etc.), i.e. spontaneous ideas, thoughts that appear to them at the moment in connection with the proposed topic. Pictures, photographs (or parts of them), some objects, music, individual sounds can be used as source material, an impulse for the formation of associations. Collected associations are the main material for creating a written text.

**Results.** More complex than the usual associogram are the forms "Brainstorming", "Mind-map", "Clustering".

The Brainstorming form is possible only when working in a group, when all students express ideas and thoughts that currently come to their mind and one of the students fixes them on the board in a free order. The next step is to determine the links between all recorded associations. Further, the established schemes are used to write the text.

"Mind-map" is another variation of the associative chain, in which the ideas and concepts of the named topic graphically represent a hierarchy: the keyword is in the center, the "branches" extending from it form direct associations, from which, in turn, subsequent associations "branch". Thus, the scheme is the structure of a given topic and the internal links between the individual parts of the future text.

"Clustering" is another version of the association chart that can look even more complex, since here the individual associations themselves can be linked into complex chains of ideas. Each subsequent word itself becomes central and can form a complex associative chain. The difference from the previous form is the time limit - the chain must be created quickly, without much thought in a short time. Each new idea or association creates its own chain, and does not supplement the existing ones. At the same time, not only individual words, but also whole sentences, lines from songs, proverbs, book titles, etc. can act as associations. The last two forms can be used both when working in a group and for independent work of students. [7]

Associograms, with a sufficient variety of their forms, thus become the main form of organizing lexical material and an excellent opportunity for conducting the preparatory stage of working with the future text.

The last stage brings the student close to the independent creation of a written text and may include a number of structuring exercises. An example of this type of exercise is, for example, the material "Six Questions". The Six Questions are: Who? (Who?), what? (What?), when? (When?), where? (Where?), how? (How?), why? (Why?) [8]. The answers to these six basic questions usually form the logical basis for the creation of a written text.

**Discussion.** In business correspondence, it is important not only what is written, but also how it is done. It is precisely by the way that a letter received from an organization is composed and formatted that one can draw a fairly accurate conclusion about the culture of office work, about the level of culture of managing an organization. There are various definitions of a letter as a document. One way or another, a service letter is a generalized name for documents of various content (open letter, confirmation,

refusal, offer, order, message, cover letter, invitation, gratitude, notice, information letter, reminder, letter of guarantee, request, response to a request, complaint, claim, multi-aspect letter), allocated to one group on the grounds that they all serve as a means of communication between legal entities and individuals and are sent from the author to the addressee. The ways of transferring a document can be different: - in an electronic document management system between separate and remote structural divisions within one enterprise and - by mail, e-mail, telegraph, fax, if the correspondence is carried out between different enterprises. It all depends on the practice that has developed in the organization, on the level of technical equipment.

**Conclusion.** The above possibilities are only selected examples of exercises designed to prepare the student to perform specific tasks to develop his writing skills. The use of these exercises, in our opinion, will help to effectively develop the written competence of students, which will certainly have a positive impact on the process of teaching a foreign language in general. In the developed democratic society, creating legal documents that suits all required conditions will be so important for lawyers. Therefore, the legal education institutions should create a module to accustom the students to make or work with legal documents.

To conclude, “Law is the art of goodness and justice,” said the famous Roman jurist Ulpian [9]. However, art is a lot of work, and just an idea, no matter how great, is not enough to create a masterpiece. As an artist paints a picture of a thousand small strokes, so a lawyer painstakingly works on an ideal presentation of legal thought.

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**HISTORICAL DEVELOPMENT TENDENCIES OF BELIEF UPBRINGING**

**Abdullayeva Surayyo Babojonovna**  
2nd level PhD student at  
Urgench state university  
[phdsurayyo@gmail.com](mailto:phdsurayyo@gmail.com)

**Annotatsiya:** Ushbu maqolada e'tiqodning tarixiy yo'nalishi, rivojlanishi va jamiyatda tutgan o'rni tahlil qilinadi. Shuningdek, maqolada bir qator xorijiy olimlarning hayotiy nuqtai nazarlarida e'tiqod tushunchasi yoritilgan. Maqolaning muhim jihati bo'lib, diniy e'tiqod inson irodasidan yuqori turuvchi Zot – Allohga iymon keltirish, ishonishga ijtimoiy-pedagogik omil sifatida qarash hisoblanadi.

**Kalit so'zlar:** e'tiqod, diniy ong, ijtimoiy ong, "Gibrit madaniyat", "Ommaviy madaniyat", iymon.

**Аннотация:** В данной статье анализируются историческое направление, развитие и роль веры в обществе. Также в статье рассматривается понятие веры в жизненных взглядах ряда зарубежных ученых. Важным аспектом статьи является то, что религиозная вера является социально-педагогическим фактором веры в Бога, Высшее Существо.

**Ключевые слова:** вера, религиозное сознание, общественное сознание, «гибридная культура», «народная культура», вера.

**Annotation:** This article analyzes the historical direction, development and the role of faith in society. Furthermore, the article discusses the concept of faith in the life views of a number of foreign scholars. An important aspect of the article is that religious belief is a socio-pedagogical factor in believing in God, the Supreme Being.

**Keywords:** faith, religious consciousness, social consciousness, "Hybrid culture", "Popular culture", creed.

**Introduction.** In the age of intellectual development, there is a growing demand in society for knowledge, understanding and awareness. As a factor in raising awareness, we will address the issue by applying the spiritual heritage of religious thinkers. Article 31<sup>st</sup> of the Constitution of the Republic of Uzbekistan states, "Freedom of conscience is guaranteed to all. Everyone has the right to believe in any religion or not to believe in any religion. It is unacceptable to forcibly assimilate religious views." [1] All the knowledge created by our ancestors is based on secular knowledge and religious beliefs. Our spirituality is based on sound religious beliefs and worldviews.

**References.** The concept of "faith" is the knowledge that has come down to us from the Qur'an, the Prophet Muhammad (peace be upon him), the Companions, the followers, and the Salaf. One of the greatest representatives of the scholars was Abu Hanifa Nu'man ibn Sabit (d. 769). Their successor was the theologian Abu Mansur al-Moturidi (d. 944) in the mid-tenth century. The Hanafi scholar Ibn Zakariyya compiled a series of scholars who taught in "Dor al-Juzjaniya" [2].

The famous philosopher Pythagoras emphasized the need for knowledge and faith for scientists in order to eliminate the perversions of his time. This means that the development of an individual and a society can serve goodness only if any religious

belief is combined with knowledge. One of the nineteenth-century philosophers, V. Solovev, also pointed out that blind faith is extremely dangerous and harmful, and that it disturbs the peace of society [4].

The content of religious education, by taking into account the scientific approaches considered, the direction of historical development is embodied in each period as a theory of human identity.

**Methodology.** The methodological basis of the research is based on the beliefs of local and foreign experts, the theory of beliefs, human qualities: honesty, purity, conscience, generosity, tolerance. In the research process, the author used statistical and systematic analysis methods, generalization, classification methods, systemic and structural-functional approaches and others.

**Analysis And Results.** At this stage of its development, the Uzbek people are paying close attention to democracy and laying a solid foundation for freedom of religion. It is based on secular and religious knowledge. All the knowledge created by our ancestors is based on secular knowledge and religious beliefs. Our spirituality is based on sound religious beliefs and worldviews. Because our national values have been formed on the basis of religious beliefs for many centuries and have become an integral part of people's life, way of life and culture. This can be seen in the examples of written and oral literature, in our moral views, in the customs, traditions and views of the Uzbek people. Because a healthy religious belief is an integral part of an individual's inner world, emotions, and worldview.

Religious beliefs help people to respect their people, parents, relatives and homeland. That is why educators should pay special attention to the choice of means of forming a healthy religious belief in the minds of students from an early age. Religious consciousness is formed in a person through the means of forming a healthy religious belief. Religious consciousness is an integral part of social consciousness. Social consciousness, in turn, is a deified imaginary expression of material existence. It forms the basis of interpersonal relationships and is expressed in respect for one another, will, generosity, loyalty, tolerance, anger, or hatred, based on religious beliefs.

Religious belief is a key element of religious consciousness. At the same time, religious belief means following religious beliefs, rules, and instructions with firm belief. Religious beliefs also embody religious beliefs. Therefore, religious belief is the basis of religious consciousness.

Belief is a psychological condition in which a person sets goals and believes in ideas with confidence. It should be noted that pedagogical conditions should be created for students to form a healthy religious faith. Because faith is a socio-pedagogical factor that unites members of society, encourages cooperation and ensures that they become active citizens of society.

Religious belief means believing in Allah, who is above the will of man, the Wise. Through sound religious beliefs, young people come to understand the true meaning of religious beliefs, the Bible, prophets, and saints. They do not give in to the propaganda of various groups that falsify religion. Because a healthy religious faith is made up of fixed beliefs. In educational institutions, students should be provided with a variety of teaching materials that form the basis of a healthy religious belief.

In order to form a healthy belief in a person, it is important to develop it intellectually, to form the qualities of knowledge. In addition to the pedagogical skills of the teacher, a healthy religious imagination, consensus with parents in this area, and the ability to work together are essential for the formation of a healthy religious belief in students.

In order to form a healthy religious belief in students, it is recommended to first form a sense of identity and explain the way to strive for goodness on this basis. The famous philosopher Pythagoras emphasized the need for knowledge and faith for scientists in order to eliminate the perversions of his time. This means that the development of an individual and a society can serve goodness only if any religious belief is combined with knowledge. One of the nineteenth-century philosophers, V. Solovev, also pointed out that blind faith is extremely dangerous and harmful, and that it disturbs the peace of society.

It is evident that the pedagogical teachings of our ancestors are based on sound religious beliefs and serve the development of mankind. Even today, the pedagogical views of our thoughtful ancestors serve to warn the younger generation of attacks of religious extremism and terrorism. Therefore, we must be able to effectively use the pedagogical teachings of our ancestors to form a healthy religious worldview.

In the past, our ancestors paid special attention to the role of religion in a person's life. Along with Eastern thinkers, Western experts have taken a scientific approach to the issue. Well-known philosophers I. Kant, U. Okkam, F. Schelling, Yu.A. Kmelov, R. Bacon, E. A. Jilson, J. Mariten first tried to study the issue of religious beliefs.

Oriental thinkers Abu Rayhan Beruni, Abu Ali Ibn Sina, Abu Nasr al-Farabi, Ibn Mubarak, Imam Al-Bukhari, Imam At-Termizi, Ahmad Yassavi, Najmiddin Kubro, Aziziddin Nasafi, Moturudi, Ibn Arabi, Ibn Rushd, Abu Hamid al-Ghazali, Jalloliddin Rumi, Ahmad Al-Shahristani and others have made a worthy contribution to the science of belief.

Even today, a group of specialists in the science of faith - M.Yusuf, M.Sodiq, N.G.Nizomiddinov, N.Kamilov, H.A.Alikulov, A.Mansurov, Z.Munavvarov, A.Abdusamedov, SH.B.Kahharova, M.Ahmedova, MMKhairullaev also addressed the issue of religious beliefs.

Everyone has a religion. The purer the faith, the clearer the thought. A healthy mindset and worldview depend on faith. Religious beliefs have evolved over the course of human history. Because religion is a phenomenon that promotes goodness and has a special place in the life of the individual and society. Mankind has felt the need for a healthy religion throughout its development. This need has given people confidence and a desire to live as a community.

Belief is a concept that defines a person's spirituality and has a special place in it. Belief refers to a person's personal attitude toward a particular religious teaching. Beliefs are manifested in religious, moral, and political forms.

One of the most important spiritual uplifting events is faith. Belief is a product of strong faith. Knowledge, views, ideas, relationships are all components of faith. As man's cognitive activity develops, so does his faith, and so does his spirituality. That is why a person's worldview is formed on the basis of faith. Beliefs have their own

functions. These functions are particularly important as they focus on personal development (Table 1). The functions of faith can be expressed in the following ways:

**Table 1**

**The structure of the functions of faith**

<b>Functions of faith</b>	<b>Composition</b>
Cognitive function	Knowledge of various events in the life of the individual and society
Evaluation function	The believer understands the essence of what is happening in social reality based on the knowledge he has acquired.
Control function	It is the process of directing a person toward a specific goal.

While belief is a person's belief in a particular doctrine, that belief also combines certain interests and views. To do this, everyone must first and foremost have a deep understanding of the interests of humanity and its essence. Only by understanding the nature of the common good and having the necessary knowledge of how to pursue it can students develop a strong religious faith.

No any ideas or opinions can be converted into beliefs. Only ideas and views that are in the common interest can be the basis of faith. Faith is an important tool in the spiritual and moral upbringing of students and serves to ensure their level of education. As a result, the progressive views, ideas and values of the Uzbek people are motivated to be creatively adopted by the younger generation.

Belief is expressed in a number of personality traits. They are patriotism, patriotism, honesty, loyalty, honesty, trustworthiness, courage, devotion, diligence, steadfastness, responsibility. A healthy worldview is based on sound faith. A healthy worldview, in turn, is a spiritual phenomenon that contains knowledge, ideas, and views that are organized into a coherent system. A person with a healthy outlook understands himself and tries to live a decent life in society.

In the process of school education, the formation of healthy beliefs and worldviews in students should be carried out systematically. At the same time, if students develop or are prone to negative attitudes through a variety of influences, it is possible to overcome this situation by forming a healthy religious belief.

Today, the concepts of "Hybrid Culture" and "Popular Culture" require the formation of a healthy religious belief in order to overcome the negative impact on the minds of students and young people. With the help of healthy religious beliefs, students will have more opportunities to improve their spirituality.

Students have a unique ability to develop a healthy religious belief. They have both subjective and objective factors (Table 2).

<b>Factors in the formation of a healthy faith</b>	
<i>Objective factors</i>	<i>Subjective factors</i>
Sources for developing one's faith and spirituality	Heritage of national heroes
Education	Family, neighborhood
National and family values	National-cultural centers

The centuries-old historical and spiritual heritage of the Uzbek people	Historical monuments, monuments, artistic and historical works
Rituals, customs and traditions that do not involve heresy	Mass media

It is advisable to rely on certain criteria in the formation of a healthy religious belief in students. They are:

- understanding of national identity, religious affiliation;
- to know the contribution of our ancestors to the development of religious education;
  - to know the role of the Uzbek nation in world civilization;
- know the spiritual, cultural, religious independence of the nation, ways to strengthen it;
- be aware of the importance of healthy religious beliefs in ensuring national and spiritual development;
  - they have a sense of patriotism.

It is important to build loyalty and trust as the hallmarks of faith. Spirituality plays an important role in the manifestation of faith.

Our ancestors had a very strong religious faith. The great thinkers Ibn Arabi, Najmiddin Kubro, and Moturudi set a high example of sound faith in their exemplary lives. In particular, Imam Moturudi founded the doctrine of Moturudiya. It is based on reason. Reasonableness, on the other hand, rejects false beliefs and encourages people to adopt healthy religious beliefs.

### **Conclusions / Recommendations.**

1. Belief is a person's spiritual thinking, which expresses the essence of his life goals, views, beliefs and actions.
2. Over the centuries, our thoughtful ancestors have managed to create a solid foundation of national culture, morality and spirituality and because it embodies the pillars of faith, it can serve as an important pedagogical tool in educating young people today.
3. The results of the study and analysis of the historical path and stages of development of healthy religious beliefs, the pillars showed that our thinker ancestors, along with the creation of a great school in the science of belief, through their scientific and pedagogical efforts they have succeeded in raising their spirituality and building their human qualities through the formation of a healthy religious faith in the generation. In turn, these experiences, as a product of sound spiritual thinking, have been passed down from generation to generation through examples of fiction and folk pedagogy, and their application in pedagogical practice is especially relevant.
4. Students are encouraged to use Hadiths, hadiths, folk pedagogical tools, works created by thinkers, and legends about them in order to consistently form a healthy religious belief from the elementary grades.

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## **TECHNIQUES AND METHODS USED IN THE STUDY OF PHRASEOLOGY IN THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE**

**Tsagaraeva Olga Batirbekovna,  
Senior Lecturer of the Department of  
Uzbek Language and Literature.  
Tashkent State Technical University  
named after I. Karimov  
[Tsagaraeva O@mail.ru](mailto:Tsagaraeva_O@mail.ru)**

**Annotatsiya:** Maqolada rus tilidagi rus frazeologiyasini chet tili sifatida sinfda o'rganishda qo'llaniladigan uslub va usullar muhokama qilinadi, ko'p miqdordagi ekstralingvistik ma'lumotlarga ega frazeologik birliklarning to'liqligi qayd etilgan. Xulosa, rus frazeologiyasini chet tilidagi auditoriyada o'rganish bo'lgan ulkan kognitiv va umumiy tarbiyaviy roli haqida. Rus frazeologiyasini egallash lingvosotsiomadaniy kompetentsiyani shakllantirish mezonlaridan biri ekanligi ta'kidlangan. Chet tili sifatida rus tilida sinfda kommunikativ ko'nikmalarni shakllantirish usullari ko'rib chiqiladi, folklor materialining o'quv va tarbiyaviy imkoniyatlari sharhlanadi. Mavzuni samarali o'rganish uchun mashqlar ishlab chiqilgan. Ularning yordami bilan umumiy til madaniyati rivojlanib borishi, o'quvchilar o'z fikrlarini erkin va obrazli bayon etishni o'rganishi, o'rganilayotgan tilning mamlakati va madaniyati haqidagi tasavvurlari kengayishi ta'kidlangan.

**Kalit so'zlar:** rus frazeologik birliklari, rus tili chet tili sifatida, muloqot qobiliyatlarini rivojlantirish.

**Аннотация:** В статье рассматриваются приемы и методы, используемые при изучении русской фразеологии на занятиях по русскому языку как иностранному, отмечается наполненность фразеологических единиц большим объемом экстралингвистической информации. Делается вывод об огромной познавательной и общеобразовательной роли, которую играет изучение русской фразеологии в иноязычной аудитории. Подтверждается, что владение русской фразеологией является одним из критериев формирования лингвосоциокультурной компетентности. Рассмотрены методы формирования коммуникативных умений на занятиях по русскому языку как иностранному, прокомментирован учебно-воспитательный потенциал фольклорного материала. Для эффективного изучения темы разработаны упражнения. Отмечается, что с их помощью развивается общая языковая культура, обучающиеся учатся свободному и образному изложению мыслей, расширяются их представления о стране и культуре изучаемого языка.

**Ключевые слова:** русские фразеологизмы, русский язык как иностранный, развитие коммуникативных навыков.

**Abstract:** The article discusses the techniques and methods used in the study of Russian phraseology in the classroom in Russian as a foreign language, notes the fullness of phraseological units with a large amount of extralinguistic information. The conclusion is made about the huge cognitive and general educational role, which is the study of Russian phraseology in a foreign language audience. It is emphasized that the mastery of Russian phraseology is one of the criteria for the formation of linguosociocultural competence. The methods of formation of communicative skills in the classroom in Russian as a foreign language are considered, the teaching and educational potential of folklore material is commented. Exercises have been developed for effective study of the topic. It is noted that with their help a common language culture develops, students learn a free and figurative presentation of thoughts, their ideas about the country and culture of the language being studied expand.

**Key words:** Russian phraseological units, Russian as a foreign language, development of communication skills.

**Introduction.** Currently, in the practice of teaching the Russian language to foreigners, there is a rather complicated methodological problem of mastering Russian phraseology, despite the fact that in the educational literature the topic of teaching Russian phraseology to a foreign audience is given quite a lot of attention. Interest in phraseological units of the Russian language is explained by the fact that these linguistic units present a huge amount of extralinguistic information, which is their specificity.

The relevance of this topic is substantiated by the fact that the development of Russian phraseological units by foreign students is not only an important cognitive and general educational stage in the study of the Russian language, but also becomes one of the stages in the development of a communicative-activity approach in the study of vocabulary. Knowledge and understanding of the meaning of fixed phrases makes it possible to correctly perceive the read passage of the text or the phrase heard.

**Main part.** The ability to use proverbs correctly and in the right context leads to the growth of a common language culture, allows you to express thoughts figuratively, freely and colorfully, improves the translation technique, deepens the knowledge of regional studies of students [1, p. 70]. In the context of the theoretical aspects of the methodology of teaching Russian as a foreign language, phraseology is beginning to be considered the same subject of study as vocabulary [8, p. 17]. Most scientists consider it expedient to include proverbs and sayings in the Russian as a foreign language curriculum; Based on this, the primary role is given to the study of criteria for selecting lexical and phraseological material from the funds of the Russian language (M.T. Tagiev, N.M. Shansky and others [6; 7]), finding effective ways to determine the meaning, meaning of phraseological units and ways of transferring them to students, developing methodological guidelines in the application of typologically diverse methods of teaching vocabulary (N.M. Shansky, E.A. Bystrova [2], etc.). The expediency of including phraseological units in the process of teaching the Russian language is confirmed by their ability to serve as a tool that can determine and delineate the functional styles of speech (O.D. Mitrofanova [5], N.H. Kokhtev [4] and others),



and their indisputable benefit from the point of view in terms of expanding knowledge of regional studies (V.G. Kostomarov, E.M. Vereshchagin [3], etc.).

Phraseologism is a stable combination of words with an idiomatic meaning belonging to a certain language. When getting acquainted with the topic of phraseological units in the lessons of Russian as a foreign language, it is best to combine various techniques and methods: this is a semantic interpretation, linguistic and regional commentary and a comparative analysis of phraseological units of the Russian and native languages. Some linguists suggest that a comparative analysis of foreign and Russian phraseological units is one of the important stages in the study of phraseology in general.

The most effective is the phased teaching of Russian phraseology with the selection of appropriate educational material for each of the stages. Thus, students reveal the hidden meanings of phraseological units and consolidate their knowledge by completing tasks, reading texts, etc. At the initial level, it is necessary to carry out: a) a comparison of the features that reveal the main meaning of the phraseological unit. The comparison is performed with each phraseological unit separately; b) alignment of phraseological units from the maximum to the minimum number of matching features; c) division of the received list of phraseological units into subcategories, for example, by topics; d) assigning a common name for each of the subcategories, based on the functional and semantic features of phraseological units.

The second stage is such a methodological orientation of the formed linguistic model that, as a result of the reconfiguration of this linguistic model, there will be an agreement with the methodological goals and objectives of the necessary stage of the educational process.

For high-quality assimilation of the material and consolidation of skills on the topic of phraseological units, it is preferable to include the following exercises in the lesson plan:

- 1) it is necessary to explain the meaning of each of the phraseological units presented in the text (interpretation method);
- 2) the teacher briefly conveys the meaning of the proverb; students must guess and name it;
- 3) in the text, in places of omissions, from a separate group of words, select phraseological units that are suitable in meaning;
- 4) to find from two phraseological units with the same reference word the most suitable in meaning;
- 5) explain the meaning of phraseological units (phraseologism) and apply them in the preparation of sentences (the method of semantic analysis of images);
- 6) take one proverb and pick up several illustrations that reveal its meaning; determine the correspondence or inconsistency of the illustrations with the proposed proverbs;

The tasks can also include such techniques as polysemy, false homonymy (i.e. similar outwardly phraseological units and free phrases) and antonymy.

The study and development of phraseological units by foreign-language students is a complex but entertaining process. For the practical development of the Russian language, the section of phraseology becomes especially significant, since



phraseological units, like many other units of speech, are the building material for the language.

Specialists involved in teaching methods and linguistics of the Russian language are paying more and more attention to the issues of phraseology and making them the object of their research. Despite the fact that phraseological units bring a unique national color to speech, they at the same time make it difficult to understand and assimilate the material when teaching a language.

It is imperative to include the topic of phraseological units in the training program for foreign students because of the need to compile an active, full-fledged speech dictionary, because the study of phraseological units allows students to correctly perceive the language and comprehend the richness of Russian speech in all its manifestations.

**Results and Discussions.** Methodists are interested in studying the problem of phraseological units, since stable phrases, as opposed to free phrases, cause many difficult-to-remove errors.

If we consider two separate languages, and any languages can be taken for comparison, then they will have a bizarre dialectical structure consisting of distinctive and common elements. Various levels of completely different languages include a fair amount of common phenomena, which are for the most part the result of the development and formation of identical thinking. But there will also be specific components that have arisen as a result of individual imagery of thinking among different peoples.

In each language, due to its development, similar figurative bases evoked stable combinations that were absolutely different in semantic and expressive-emotional properties. This happened because the basic concepts of these images had different cultural and historical connotations.

To determine the features of phraseological units of the Russian language, students can use a comparative system, while drawing parallels with phraseological units of their native language. Thus, errors in the understanding and use of proverbs are prevented.

At the initial stages of the educational process (first year, preparatory period), one should not neglect the study of phraseological units of the Russian language. Sooner or later, foreigners will encounter them in the colloquial speech of native Russian speakers, in educational situations, when watching movies and in the media. The teacher is the main element of this process, since it is he who can foresee possible errors in the understanding of phraseological units and their use, while classmates or other close people can give an incorrect, distorted interpretation of phraseological units, which in the future can cause damage and will increase students' mistakes. In cases where there is no intermediary language, the explanation of the meaning of phraseological units may be approximate, purely situational.

To simplify the understanding of the semantic meaning of phraseological units and the role they play in a sentence, in interaction with other words, students are invited to analyze in detail the structural and grammatical basis for the classification of such phraseological combinations.

It must be taken into account that a consciously implemented way of studying and mastering proverbs and sayings prescribes to turn to such a methodological principle as taking into account the peculiarities of the students' native language. The most correct understanding of the semantics of phraseological units, their rapid assimilation and skillful application, as well as the appeal to the associative type of thinking in their analysis, can be helped by the selection and comparison of specific stable speech units of the Russian language with units of the native language that are similar in meaning.

At the same time, it is possible to single out both distinctive and similar features in them, the reason for the appearance of which lies in the universal properties of mental activity, while the national coloring of languages will be revealed, the mutual influence of languages on each other will be excluded.

Comparison of phraseological units in different languages serves as a source of linguoculturological knowledge (the native language is compared with the mastered foreign language) and acts as a methodological basis for the practice of teaching phraseology.

Much attention in these classes is given to tables as a method of methodological understanding of the process of teaching vocabulary. In the tables, information is presented in a concentrated form, and in tasks with proverbs for examples in Russian, analogues are offered in native languages for the students being taught.

With the help of tables, complex methodological processes are simplified, since, in addition to the usual descriptive method of the semantics of phraseological units, the comparative method works in full force: multilingual students have their own vision of common elements not only among closely related, but also in distant regional languages (identical internal form, the presence of imagery, etc.).

In addition to the listed methodological methods, during the pre-speech and speech practice of students, it is proposed to include in the educational process a system of exercises for mastering and consolidating phraseological units:

- 1) explain the style features of the presented phraseological units;
- 2) distribute the proposed sentences into two categories: the highlighted phrases are used in a figurative sense; phrases are used in the literal sense;
- 3) determine the phraseological unit, the origin of which was based on the described situation; 4) find antonyms, homonyms, synonyms or comparisons in the proposed proverbs.

In the process of assimilation of the topic of phraseological units, foreign students experience difficulties associated with the study of vocabulary, grammar, interpretation of meaning, and difficulties in getting acquainted with country-specific and linguistic-cultural realities.

In particular, lexical difficulties in interpreting phraseological units arise due to phrases with phraseologically related meanings, words with low general language frequency, stylistically marked vocabulary, neologisms, archaisms, terms, anthroponyms, transliterations from one language to another.

In another type of difficulties - grammatical - problems in understanding phraseological units are caused by the presence of stable phraseological combinations, the predominance of rarely used forms, homonyms. Students are faced with cases of



semantic satiety (repetitions of a word or phrase), violation of the usual word order, predicative formations unfamiliar to foreign students. In tasks, students can be asked to restore proverbs by inserting the missing adjectives (their list is given in footnotes). With the help of exercises, you can activate and automate many of the grammatical skills of students.

But proverbs and sayings that do not find correspondences in their native national language become more difficult for students to assimilate. Such proverbs are mainly made up of words and expressions rich in geographic facts and nuances. A good example is the Russian proverbs that arose as a result of accompanying speech with gestures and facial expressions (keep your eyes open, on your thumb, do not put your finger in his mouth, his eyes climb on his forehead, and does not lead an eyebrow, hit his hands, wave his hand), from - due to the lack of such gestures, such phraseological units have not received distribution in the languages of other peoples.

Russian phraseological units about the weather and climate of Russia (Indian summer; changeable, like March weather; fierce February; on fish fur; in the middle of winter you can't beg him for snow; as old as last year's snow; white flies flew like snow on your head), winged words and expressions originating from literary works (a disservice, shoeing a flea, a wise minnow, an extra person, a man in a case, a man with a capital letter), created on the basis of zoomorphic images (getting like chickens in a pluck, the first swallow, a fox tribe, bear's corner), - there are no semantic analogues in the languages of other peoples.

Thus, information about important milestones in the history of the country is concisely concentrated in phraseological units, in addition, the characteristic features of the culture of the people, their customs and mores are reproduced. With the help of a number of methodological methods and techniques in the study of phraseological units, students' communicative skills are formed, their horizons are expanded, their knowledge of the grammar of the Russian language is improved. In particular, in phraseology classes, the method of word interpretation, methods of forming communication skills (modeling situational dialogues), the method of semantic analysis of images, etc. are used.

**Conclusion.** The study of phraseological units makes it possible to show the originality of the Russian language, to increase the erudition of students through their assimilation of the historical, cultural and everyday realities of Russians.

Paroemias are a repository of ethnographic and regional information, thereby helping foreign students in learning the Russian language.

Such training contributes to the development of positive motivation in the assimilation of the vocabulary of the Russian language and the acquisition of not only linguistic, but also linguistic, cultural and regional knowledge. Acquaintance with the rich inner world of Russian phraseological units stimulates the speech and thinking activity of students, improves the quality of teaching Russian to foreigners, provides an opportunity to plan the educational process in a new way, extraordinary and effective.

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**UDC: 881.111.1****DESCRIPTION OF TIME AND PLACE IN KATHERINE MANSFIELD'S STORIES "MISS BRILL", "TAKING THE VEIL"**

**Achildieva Nigora Bakhtiyorovna**  
**Lecturer, Russian and**  
**World Literature department**  
**Termez State University**  
[Achildieva\\_n@gmail.com](mailto:Achildieva_n@gmail.com)

**Annotatsiya** – maqolada Ketrin Mansfieldning “Miss Brill”, "Taking the veil" hikoyalarida vaqt va makon tavsifi yoritilgan. Shu bilan birga 20-asr ingliz adabiyoti eng rang-barang, boy va realistik adabiyot bo'lganligi, Jeyms Joys, Uilyam Folkner, Virjiniya Vulf, Ketrin Mensfild kabi gullab-yashnagan yozuvchilar o'zlarining adabiy faoliyatini boshladilar va adabiy yangi meroslar berganliklari, Ketrin Mensfild 20-asr boshlarida eng mashhur ayol yozuvchilardan biri bo'lganligi, qaysidir ma'noda u Yangi Zelandiya xalqi adabiyotining haqiqiy asoschisi ham bo'lganligi haqida fikrlar keltirilgan.

**Kalit so'zlar:** Ketrin Mensfild, hikoya, ichki monolog, Ingliz adabiyoti, realistik adabiyot, 20-asr adabiyoti, makon va zamon.

**Abstract** - The article describes time and space in Catherine Mansfield's stories "Miss Brill" and "Taking the veil". At the same time, 20th century English literature was the most colorful, rich, and realistic literature, and prosperous writers such as James Joyce, William Faulkner, Virginia Woolf, and Catherine Mansfield began their literary careers and gave new literary legacies. It has been suggested that Mansfield was one of the most famous women writers of the early 20th century, and in a sense, she was also the true founder of New Zealand folk literature.

**Key words:** Catherine Mansfield, story, inner monologue, English literature, realistic literature, 20th century literature, space and time.

**Аннотация** - В статье описывается время и пространство в рассказах Кэтрин Мэнсфилд «Мисс Брилл» и «Принятие чадры». В то же время английская литература 20-го века была самой яркой, богатой и реалистичной литературой, и такие преуспевающие писатели, как Джеймс Джойс, Уильям Фолкнер, Вирджиния Вульф и Кэтрин Мэнсфилд, начали свою литературную карьеру и оставили новое литературное наследие. Было высказано предположение, что Мэнсфилд была одной из самых известных женщин-писателей начала 20 века и в некотором смысле также была настоящим основателем новозеландской народной литературы.

**Ключевые слова:** Кэтрин Мэнсфилд, повесть, внутренний монолог, английская литература, реалистическая литература, литература XX века, пространство и время.

**Introduction.** Mansfield is one of only a few writers to gain critical prominence on the basis of her short stories alone; she published no novels during her short lifetime.

Though published widely while she was still alive, her literary reputation was permanently established after her death with the publication of her collected letters and correspondence. In *The Letters of Katherine Mansfield*, the author gives readers insight into the way in which she constructed "Miss Brill": In "Miss Brill," Katherine Mansfield introduces readers to an uncommunicative and apparently simple-minded woman who eavesdrops on strangers, who imagines herself to be an actress in an absurd musical, and whose dearest friend in life appears to be a shabby fur stole. And yet we are encouraged neither to laugh at Miss Brill nor to dismiss her as a grotesque madwoman. Through Mansfield's skillful handling of point of view, characterization, and plot development, Miss Brill comes across as a convincing character who evokes our sympathy.

**Literature review.** By telling the story from the third-person limited omniscient point of view, Mansfield allows us both to share Miss Brill's perceptions and to recognize that those perceptions are highly romanticized. This dramatic irony is essential to our understanding of her character. Miss Brill's view of the world on this Sunday afternoon in early autumn is a delightful one, and we are invited to share in her pleasure: the day "so brilliantly fine," the children "swooping and laughing," the band sounding "louder and gayer" than on previous Sundays. And yet, because the point of view is the third person (that is, told from the outside), we're encouraged to look at Miss Brill herself as well as share her perceptions. What we see is a lonely woman sitting on a park bench [1]. This dual perspective encourages us to view Miss Brill as someone who has resorted to fantasy (i.e., her romanticized perceptions) rather than self-pity (our view of her as a lonely person).

**Analysis.** Miss Brill reveals herself to us through her perceptions of the other people in the park- the other players in the "company." Since she doesn't really know anyone, she characterizes these people by the clothes they wear (for example, "a fine old man in a velvet coat," an Englishman "wearing a dreadful Panama hat," "little boys with big white silk bows under their chins"), observing these costumes with the careful eye of a wardrobe mistress. They are performing for her benefit, she thinks, even though to us it appears that they (like the band which "didn't care how it played if there weren't any strangers present") are oblivious to her existence [2]. Some of these characters are not very appealing: the silent couple beside her on the bench, the vain woman who chatters about the spectacles she should be wearing, the "beautiful" woman who throws away a bunch of violets "as if they'd been poisoned," and the four girls who nearly knock over an old man (this last incident foreshadowing her own encounter with careless youths at the end of the story) [3]. Miss Brill is annoyed by some of these people, sympathetic toward others, but she reacts to them all as if they were characters on stage. Miss Brill appears to be too innocent and isolated from life to even comprehend human nastiness. But is she really so childlike, or is she in fact a kind of actress?

There is one character whom Miss Brill appears to identify with the woman wearing "the ermine toque she'd bought when her hair was yellow." The description of the "shabby ermine" and the woman's hand as a "tiny yellowish paw" suggests that Miss Brill is making an unconscious link with herself. (Miss Brill would never use the word "shabby" to describe her own fur, though we know that it is.) [4] The "gentleman

in gray" is very rude to the woman: he blows smoke into her face and abandons her. Now, like Miss Brill herself, the "ermine toque" is alone. But to Miss Brill, this is all just a stage performance (with the band playing music that suits the scene), and the true nature of this curious encounter is never made clear to the reader. Could the woman be a prostitute? Possibly, but Miss Brill would never consider this. She has identified with the woman (perhaps because she herself knows what it's like to be snubbed) in the same way that playgoers identify with certain stage characters. Could the woman herself be playing a game? "The ermine toque turned, raised her hand as though she'd seen someone else, much nicer, just over there, and pattered away." The woman's humiliation in this episode anticipates Miss Brill's humiliation at the end of the story, but here the scene ends happily. We see that Miss Brill is living vicariously, not so much through the lives of others, but through their performances as Miss Brill interprets them [5].

Ironically, it is with her own kind, the old people on the benches, that Miss Brill refuses to identify:

They were odd, silent, nearly all old, and from the way they stared they looked as though they'd just come from dark little rooms or even-- cupboards!

But later in the story, as Miss Brill's enthusiasm builds, we're offered an important insight into her character [6]:

And then she too, she too, and the others on the benches--they would come in with a kind of accompaniment--something low, that scarcely rose or fell, something so beautiful--moving. Almost despite herself, it seems, she does identify with these marginal figures--these minor characters.

**Discussion.** We suspect that Miss Brill may not be as simple-minded as she first appears. There are hints in the story that self-awareness (not to mention self-pity) is something Miss Brill avoids, not something of which she is incapable. In the first paragraph, she describes a feeling as "light and sad"; then she corrects this: "no, not sad exactly--something gentle seemed to move in her bosom." [7] And later in the afternoon, she again calls up this feeling of sadness, only to deny it, as she describes the music played by the band: "And what they played warm, sunny, yet there was just a faint chill--a something, what was it--not sadness--no, not sadness--a something that made you want to sing." Mansfield suggests that sadness is just below the surface, something Miss Brill has suppressed. Similarly, Miss Brill's "queer, shy feeling" when she tells her pupils how she spends her Sunday afternoons suggests a partial awareness, at least, that this is an admission of loneliness [8].

Miss Brill appears to resist sadness by giving life to what she sees and hears: the brilliant colors noted throughout the story (contrasted to the "little dark room" she returns to at the end), her sensitive reactions to the music, her delight in small details. By refusing to accept the role of a lonely woman, she is an actress. More importantly, she is a dramatist, actively countering sadness and self-pity, and this evokes our sympathy, even our admiration. A chief reason that we feel such pity for Miss Brill at the end of the story is the sharp contrast with the liveliness and beauty she gave to that ordinary scene in the park. Are the other characters without illusions? Are they in any way better than Miss Brill? Finally, it's the artful construction of the plot that leaves us feeling sympathetic toward Miss Brill. We are made to share her increasing excitement

as she imagines that she is not only an observer but also a participant [9]. No, we don't believe that the whole company will suddenly start singing and dancing, but we may feel that Miss Brill is on the verge of a more genuine kind of self-acceptance: her role in life is a minor one, but she has a role all the same. Our perspective of the scene is different from Miss Brill's, but her enthusiasm is contagious and we are led to expect something momentous when the two-star players appear. The letdown is terrible. These giggling, thoughtless adolescents (themselves putting on an act for each other) have insulted her fur--the emblem of her identity. So, Miss Brill has no role to play after all. In Mansfield's carefully controlled and understated conclusion, Miss Brill packs herself away in her "little, dark room." We sympathize with her not because "the truth hurts," but because she has been denied the simple truth that she does, indeed, have a role to play in life [10].

Miss Brill is an actor, as are the other people in the park, as we all are in social situations. And we sympathize with her at the end of the story not because she is a pitiful, curious object but because she has been laughed off the stage, and that is a fear we all have. Mansfield has managed not so much to touch our hearts in any gushing, sentimental way, but to touch our fears. "Miss Brill" narrates one day the spinster, Miss Brill spent in the park. Sitting in the park and observing people at weekends is the only happy thing in her tedious, lonely life. That day she wore her leather scarf specially and went to the park as usual, she sat on her usual bench and observing coming and going people happily to enjoy her long-expected time. But a couple of young men abused her just for her existence. She realized suddenly that she was ugly and unwelcome. When she put her scarf back into the box, she heard something crying. — That's her heart crying. Here the inner monologue is used to explore the character's inner world, and the deep consciousness of the essence of life is perceived.

"Miss Brill" presents the interior monologue of a woman on a Sunday trip to the park whose pleasant illusions are shattered when reality infringes on her thoughts. "Miss Brill" is set in the "Jardins Publiques," the French term for "public garden," or park. Miss Brill, through her name and the indication that she tutors students in English, is revealed to be a non-native of France and, thus, an outsider from the start. The Jardins Publiques (Public Gardens) in a French town on an early autumn Sunday afternoon is the setting for "Miss Brill."

**Conclusion.** "Miss Brill" presents an afternoon in the life of a middle-aged spinster. On her usual Sunday visit to the park, she imagines that she and the people in the park are characters in a play. Contributing to her good mood is the fact that she is wearing her prized fur stole. Anticipating the conversation of two strangers who sit down next to her, Miss Brill's vivacious mood is shattered by the couple's ridicule for her and her fur. She returns to her tiny apartment and places the fur back in its box, imagining that she hears it crying.

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## PROBLEMS OF TRANSLATION OF TERMS RELATED TO MELIORATION AND AGRICULTURE IN ABSTRACTS

**Khaitova Gulshan Bahodirovna**  
**Lecturer, German and French**  
**languages department**  
**Bukhara State University**  
[Khitova\\_g@gmail.com](mailto:Khitova_g@gmail.com)

**Annotatsiya** - AGRIS ma'lumotlar bazasiga kiritish uchun qishloq xo'jaligiga oid ilmiy maqolalarning tezislari ingliz tiliga tarjima qilish muammosi o'rganiladi. Odatda tarjima xatolarining ba'zi misollari ko'rsatilgan va ularni tuzatish usullari taklif etiladi. Qishloq xo'jaligi maqolalari uchun tezislarni tarjima qilish sifatini oshirishga imkon beradigan manbalardan foydalanish tavsiya etiladi.

**Kalit so'zlar:** tarjima, tezislar, qishloq xo'jaligiga oid ilmiy maqolalar, lug'atlar, tezauruslar, AGRIS, CSAL.

**Аннотация** – Исследуется проблема перевода рефератов сельскохозяйственных научных статей на английский язык для включения в базу данных AGRIS. Показаны некоторые примеры типичных переводческих ошибок и предложены способы их исправления. Рекомендуются ресурсы, использование которых позволяет улучшить качество перевода рефератов сельскохозяйственных статей.

**Ключевые слова:** перевод, рефераты, сельскохозяйственные научные статьи, словари, тезаурусы, AGRIS, CSAL.

**Abstract** – The problem of translation of abstracts of agricultural scientific articles into English to be included into the AGRIS database is studied. Some examples of typical translation errors are shown and the ways to correct them are offered. The resources the use of which allows improving the quality of translation of abstracts for agricultural articles are recommended.

**Key words:** translation, abstracts, agricultural scientific articles, dictionaries, thesauruses, AGRIS, CSAL.

**Introduction.** AGRIS (International System for Agricultural Science and Technology) is an international bibliographic database (DB) with more than 8.9 million structured bibliographic data on agriculture and related disciplines.

The Food and Agriculture Organization of the United Nations (FAO) administer the database; data comes from over 150 institutions in 65 countries. For the period 2014-2017, about 2,000 abstracts in English from domestic agricultural scientific journals intended for publication in AGRIS were analyzed. Unfortunately, the translation quality of most of them left much to be desired. Most of the translations had to be edited, and some even re-translated. For the most part, the cause of this problem is the use of automated (machine) translation.

**Literature review.** The current stage in the development of machine translation can be characterized as the stage of syntactic word-for-word translation. The basic unit of meaning is the word, and the grammatical forms and order of words in the generated text are determined based on syntactic links between words in the original text. According to the established tradition, dictionaries for automated translation are built mainly as dictionaries of words (the share of phrases in them is small). However, a high-quality manual translation of texts is more of a phraseological translation than a word-by-word translation [1].

Certain steps are being taken towards improving machine translation and bringing it closer to phraseological translation, but the problem has not been fully resolved.

**Analysis.** A translator who is fluent in a foreign language will not always be able to correctly edit a machine translation of a scientific text or translate it if he does not know the subject of the article and does not know the special terminology. Therefore, for example, the machine as “barrel” (noun “barrel” incorrectly translates the word “barrel” (plural of “side”). The word "connections" has several translation options ("relationships", "relations", "links", "connections", etc.), the choice of which depends on the context, which, in turn, in machine translation is often either defined incorrectly or not taken into account at all [[2].

This also includes such words as “steam” (a plowed field left unsown for one summer - “fallow”, and not “steam” - very hot moist air), “grade” (“grade” - a discharge of something, which has certain qualitative characteristics; “variety” is a plant variety) and “sample” (“specimen” is a single sample representing its class; “sample” is a sample taken for study, for example, a sample of liquid, soil) [3].

#### Specificity of translation of agricultural texts

It is most desirable that the translator be a specialist in the field of agriculture referred to in the abstract. In our case, when we are talking about the authors of articles on agricultural topics who know their specialty and domestic special terminology, it would seem that it is quite easy to find the correct English equivalents for domestic special terms. However, this is also a rather complicated process, because the same concept (term) may differ in Russian and international scientific practice, for example, in terms of scope or use and have a different context.

Translation of agricultural texts belongs to a subspecies of technical translation. It also has some features of the scientific and technical style, but at the same time, it is distinguished by its features that are unique to it [4].

For example, in abstracts of articles on crop topics, it is recommended to indicate the names of plants in Latin. In addition, the Latin names of plants can be used instead

of their translation into English, which helps to reduce the risk of making a mistake in translation, as well as a more adequate perception of the text by the reader.

**Discussion.** When translating articles on agro-industrial subjects, it may also be necessary to adapt the text in relation to those means of the language (speech turns, phrases) that exist both in the original and in the translated version. A phrase that has the same meaning, both in the original and in the translation, may appear differently in them. This means that it may be necessary to reproduce it in some other way than it was presented in the original [5].

Despite the fact that translation cannot do without transformations (adaptation), one must be careful in their application, i.e. use them wisely - an excessive number of translation transformations leads to the freedom of translation, which can result in unnaturalness, incorrectness and even incomprehensibility of the text. At the same time, the lack of translation transformations leads to literalism, which makes the text difficult to understand and sometimes incomprehensible [6].

Another problem in translating abstracts is the difference in syntax in Russian and English. Therefore, in English, the subject, which is characterized by the initial position, often turns out to be a component with a minimum informative load, and by the end of the sentence, it gradually increases. This factor must be taken into account when translating from Russian into English (and vice versa) and syntactic rearrangements should be used [5].

In addition, unfortunately, when translating, many people leave the service marks (commas, dots, dashes, hyphens, etc.) of the original text as it is in the translated text. Moreover, although there is no consensus on the rules for commas, dashes and other things in English texts, one should still take into account the basic differences in the punctuation marks of English and Russian [6].

Therefore, for example, when translating abstracts, they especially often do not pay attention to the fact that numbers in English and Russian are formatted differently [7]. Namely, the fractional part of the number in English is separated from the integer - by a dot (1.5), and in Russian - by a comma (1,5); groups of digits in English are separated by commas (1,500 or 1,500,000), and in Russian - by spaces (1,500,000) or not separated by anything (1500) (5). At the date (dates) in Russian texts, abbreviations of the words "year, years" (year or years) are usually put.

After a detailed analysis, you can also see that the abstract has lost the so-called scientific or scientific-technical style that was in the scientific article [8]. When translating scientific agricultural texts, it is necessary to replace the colloquial words used in the original with exact terms. At the same time, author's phrases can be replaced by more familiar phrases, and the meaning of the context can be explained using more terminology that is accessible [9].

Particular attention should be paid to texts on economics, since some economic realities of the Russian Federation may not have an equivalent abroad. Thus, when translating into English, it is difficult to convey the difference between "farming" and "personal subsidiary farming", since these formulations in different countries denote far from identical concepts. In such cases, explanatory dictionaries can help, which describe the wording and examples of their use [10].

Auxiliary resources in translation

In general, the main task of translating an abstract is the correct selection of a concept or displaying the meaning of the text in the original in the target language [11]. Often various information retrieval resources can help with this: specialized paper dictionaries, electronic dictionaries, dictionaries of standardized vocabulary (thesauri).

**Conclusion.** As a result, we can say that for an adequate translation of abstracts of scientific articles on agricultural topics, and in general, any translation, one should not rely on the correctness of the result issued by the translator machine. Such translations must be carefully edited and the terms chosen correctly, using thematic paper and electronic dictionaries, as well as information retrieval tools (thesauruses).

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## INTERIOR MONOLOGUE AND SETTING IN KATHERINE MANSFIELD'S SHORT STORIES

**Savenko Olesya Viktorovna**  
**Lecturer of Russian and**  
**World Literature department**  
**Termez State University**  
[Savenko\\_O@mail.ru](mailto:Savenko_O@mail.ru)

**Annotatsiya** – maqolada Ketrin Mensfild hikoyalari haqidagi umumiy ma'lumotlar keltirilgan. Shu bilan birga Ketrin Mensfild hikoyalardagi ichki monolog masalasiga doir fikrlar ham mavjud. Bundan tashqari uning hikoyalardagi vaziyatlar ham turli misollar yordamida tahlil qilingan.

**Kalit so'zlar:** Ketrin Mensfild, hikoya, ichki monolog, Ingliz adabiyoti, realistik adabiyot, 20-asr adabiyoti.

**Аннотация** – В статье представлен обзор рассказов Кэтрин Мэнсфилд. Есть мысли и по поводу внутреннего монолога в рассказах Кэтрин Мэнсфилд. Ситуации в его рассказах также анализируются на различных примерах.

**Ключевые слова:** Кэтрин Мэнсфилд, повесть, внутренний монолог, английская литература, реалистическая литература, литература XX века.

**Abstract** – The article provides an overview of Catherine Mansfield stories. There are also thoughts on the issue of inner monologue in Catherine Mansfield stories. The situations in his stories are also analyzed using various examples.

**Key words:** Catherine Mansfield, story, inner monologue, English literature, realistic literature, 20th century literature.

**Introduction.** 20<sup>th</sup> century English literature was the most colorful, rich and realistic literature. This time prosperous writers as James Joyce, William Faulkner, Virginia Woolf, Katherine Mansfield began their literary careers and gave new heritages to literary canon. Katherine Mansfield was one of the most famous women writers in the early 20th century. In some sense, she was also the real founder of literature of the New Zealand nation.

**Literature review.** While analyzing setting in the short stories of Katherine Mansfield, one will have questions “What is short story?” “What is the role of setting in short story?”. So, I have to give information about short story and the role of setting in this genre.

In the Dictionary of literary terms the description of the word ‘short story’ is given as :

**Short story** (short store-ey): a prose narrative that is brief in nature. The short story also has many of the same characteristics of a novel including characters, setting and plot. However, due to length constraints, these characteristics and devices generally may not be as fully developed or as complex as those developed for a full-length novel. There are many authors well known for the short story including Edgar Allan Poe, Sherwood Anderson and Ernest Hemingway. According to the book *Literary Terms* by Karl Beckson and Arthur Ganz, “American writers since Poe, who first theorized on the structure and purpose of the short story, have paid

considerable attention to the form” (257). The written “protocol” regarding what comprises a short versus a long story is vague. However, a general standard might be that the short story could be read in one sitting. NTC’s *Dictionary of Literary Terms* quotes Edgar Allan Poe’s description as being ‘a short prose narrative, requiring from a half-hour to one or two hours in its perusal’.

**Analysis.** Mansfield’s “The first ball” described the mood of a girl, Lira, when she at the first time took part in a ball. Literally, Mansfield described nothing else except the simple conditions of what Lira saw in the ball and her mood. “If we ask when the ball begin, Lira thought it was hard to answer.” It began when she sat down in the carriage. In fact, it began when she made up at home. How excited she was! She was so excited that she almost dared not go to the ball. While dancing “an old experienced man” make her realize that the first ball was but the beginning of the last ball, she was depressed. Just for politeness, she had to accept another invitation to dance, but at once she got excited again. She couldn’t recognize “the veteran” who woke her up. The story ended in Lira’s cheerful dance. The story was ended, but the atmosphere created by Lira’s change of emotion still affected readers. Isn’t the life so? Clearly knowing the first ball was but the beginning of the last ball, we still wait for it cheerfully. It’s natural, and it should be.

Mansfield was also good at describing scene. Her another short story “At the bay” drew materials from her retrospection of the early life in New Zealand. One and another single parts which were segmented each other constituted a complete picture of a day’s life. It showed the life’s rhythm and tone from day to night of a very representative New Zealand family. With her keen observation, the writer depicted every small picture. In this story, before the main characters appeared the writer cost several paragraphs on depicting the beautiful scenery of the early morning. The light mist at the bay, the dew on the flowers and grass, the breeze, the singing bird, the sheep flock, the herder and his dog. It’s like a piece of delicate water-color picture, a soft song. [1]

The scene she described was the real objective scene in eyesight, meantime, was the imaginative scene in heart. The relation of the two was that of interweave of the scene and the character’s inner activities. Only by so, the moving effect of the blend of feeling and setting can be achieved. Mansfield never wrote scenes alone. She poured her own emotion into the description of the bay. [2]

At the beginning of “The wind blows”, a sad atmosphere caught us at once. “Suddenly—dreadfully--she wakes up. What has happened? Something dreadful has happened. No—nothing has happened. It is only the wind shaking the house, rattling the windows, banging a piece of iron on the roof and making her bed tremble. Leaves flutter past the window, up and away; down in the avenue a whole newspaper wags in the air like a lost kite and falls, spiked on a pine tree. It is old. Summer is over—it is autumn—everything is ugly....” Then the tone became more sorrow. “In waves, in clouds, in big round whirls the dust comes stinging, and with-it little bits of straw and chaff and manure. There is a loud roaring sound from the trees in the gardens, and standing at the bottom of the road outside Mr. Bullen’s gate she can hear the sea sob: “Ah!....Ah!....Ah-h!”. In the last part of this story, the brother and sister went for a walk round the esplanade [3]. “It’s getting very dark. In the harbor the coal hulks show

two lights—one high on a mast, and one from the stern” “A big black steamer with a long loop of smoke streaming, with the portholes lighted, with lights everywhere, is putting out to sea. The wind does not stop her; she cuts through the waves, making for the open gate between the pointed rocks that leads to...It’s the light that makes her look so awfully beautiful and mysterious...They are on board leaning over the rail arm in arm.” “Now the dark stretches a wing over the tumbling water. They can’t see those two anymore. Goodbye, goodbye. Don’t forget...But the ship is gone, now. The wind—the wind.” By means of the description of the scene, the writer’s endless mourning for her beloved brother Chummie, Bogey in this story, deeply moved reader’s heart [4].

Katherine Mansfield was also a pioneer in the interior monologue, which her contemporaries James Joyce and Virginia Woolf developed in their works as stream-of-consciousness technique. She did her utmost to present the character’s interior world, and she tried her best to capture the moment when human’s heart had a sudden consciousness of life and oneself. The creation principle she obeyed all her life was to “melt into the character”. She considered she must be the thing itself before describing and re-creating one thing. “When I described duck, I swear, I’m also a white duck with round eyes swimming in the yellow foam bubbling pool, occasionally having a quick glimpse of my inverted reflection in water.” [5]

**Discussion. Interior monologue**, in dramatic and non-dramatic fiction, narrative technique that exhibits the thoughts passing through the minds of the protagonists. These ideas may be either loosely related impressions approaching free association or more rationally structured sequences of thought and emotion. The term *interior monologue* is often used interchangeably with *stream of consciousness*.

But while an interior monologue may mirror all the half thoughts, impressions, and associations that impinge upon the character’s consciousness, it may also be restricted to an organized presentation of that character’s rational thoughts. Closely related to the soliloquy and dramatic monologue, the interior monologue became a characteristic device of 20th-century psychological novels [6].

When she wrote “The Stranger” she felt as if she had stood in the port and waited for several hours herself. When writing “The journey” she became “Valena, hanging the swan-necked umbrella”. In Mansfield’s works, the writer never appeared as a narrator, but completely melted into the heart of the character she created, thought in their intonations and ways [7]. In “The little governess”, the writer adopted a pure childish girl’s feeling and sight to observe and experience the surrounding world. The first sentence in the story “Oh, dear, how she wished that it wasn’t night-time. She’d have much rather travelled by day, much rather.” vividly transmitted a young girl’s speaking manner and psychology. Towards the rude porter she met in the station, she affirmed: “He is a robber!” The old man in the train was “Ninety at least” [8]. Just by a few words, the writer sketched a girl’s knowledge and tone. In the girl’s eye, “fat, fat coachmen driving fat cabs”, “a policeman standing in the middle like a clockwork doll”... All these soaked a child’s childishness and liveliness, a childish heart was expressed so vividly, cordially and movingly [9].

“The Canary” is an excellent example of her using interior monologue technique. The character was a lonely woman, only a lovely canary accompanied her all day. The

whole story is her interior monologue she spoke to the bird case after the bird died. The character loved the canary so sincerely and intensively that only the bird's song can give her some comfort when she felt lonely. When the canary sang, she felt working is also enjoyable. Through the inner monologue a person living in the hostile world appeared before our eyes [10].

And yet her masterpieces—the long stories 'At the Bay' and 'Prelude'—are lovingly detailed recreations of a New Zealand childhood, reports from the fringe—the edge of the world as she felt it to be. She wrote as if she'd stayed. Of course, these luminous re-imaginings are lit with the affection and nostalgia of the expatriate. They would not exist without their author's estrangement from the scenes and places and people she describes [11]. They are set in a New Zealand of the mind, composed at the edge of Mansfield's memory.

'At the Bay' and 'Prelude' are Mansfield's most innovative and widely-read works and as such they are often the only point of contact an international readership has with this obscure country at the bottom of the world [12]. And so, our sense of abandonment is corrected slightly by a feeling of pride.

**Conclusion.** Mansfield's relationship with her country of birth was, like most of her relationships, marked by extremes. In the beginning, as a precocious, literary schoolgirl, she despaired of her uncouth colonial home where 'people don't even know their alphabet'. As a mature writer she found in that 'hopeless' material a way of pushing the boundaries of the form—in the words of her biographer, Antony Alpers, a means of 'revolutionizing the English short story'.

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## SYNTACTIC ANALYSIS OF THE TEXT

**Tashmatov Bakhtiyar Abdievich**  
**Lecturer, Russian and**  
**World Literature department**  
**Termez State University**  
[Tashmatovbakhtiyar@mail.ru](mailto:Tashmatovbakhtiyar@mail.ru)

**Abstract** – when we talk about the morphological features of the literary text, we mean the use of morphological units. The aesthetic function of morphological units is the expression of expressiveness - emotionality through special word forms, as well as through the special use of word forms that have a specific grammatical meaning and function.

**Key words:** literary text, morphological features, morphological units, grammatical meaning, function, expressiveness.

**Аннотация** - когда мы говорим о морфологических особенностях художественного текста, мы имеем в виду использование морфологических единиц. Эстетическая функция морфологических единиц заключается в выражении выразительности - эмоциональности через специальные словоформы, а также через специальное употребление словоформ, имеющих определенное грамматическое значение и функцию.

**Ключевые слова:** художественный текст, морфологические признаки, морфологические единицы, грамматическое значение, функция, выразительность.

**Annotatsiya** – badiiy matnning morfologik xususiyatlari haqida gap ketganda, morfologik birliklarning ishlatilishi bilan bog`liq holatlar nazarda tutiladi. Morfologik birliklarning estetik vazifasi deyilganda mahsus so`z shakllari vositasida, shuningdek, ma'lum bir grammatik ma'no va funksiyaga ega bo`lgan so`z shakllarini mahsus qo`llash orqali ekspressivlik – emotsionallik ifodalanishi tushiniladi.

**Kalit so'zlar:** badiiy matn, morfologik xususiyatlar, morfologik birliklar, grammatik ma'no, funksiya, ekspressivlik.

**Introduction.** Expressiveness is clearly seen in words with positive and negative connotations. When linguistic analysis of a literary text, it is necessary to take into account the separation of such units, to which category they belong, in whose speech, for what purpose, to whom, in what situation they are used.

Usually, words such as caressing, loving, respecting, glorifying, such as positive, disgusting, disrespectful, arrogant, ridiculous, hateful, angry, sarcastic, etc., have a negative connotation. enters. In the process of analysis, not all morphological units used in the text, but morphological features with a clear aesthetic purpose, expressing the artistic intention of the writer. For example: repetition, morphological parallelism. Unique nouns: Goyibnazar Pinkhonov, Oldi Sottiev, Tijoratkhon, Dehqonqul.

**Literature review.**The syntactic method is widely used to ensure the effectiveness of the literary text. Syntactic-stylistic figures are those in which the

content of speech, which plays an important role as a means of expressive speech in the literature, is stabilized.

Syntactic figures are special syntactic constructions, speech expressions that help to increase the effectiveness of speech, enhance the imagery. When tropes work with words, figures are based on sentence structure and the general meaning understood from the sentence.

Figures are an important methodological tool in making speech melodic, effective and attractive, and thus easily perceived by the listener. That is why they can be called speech music to a certain extent.

**Analysis.** In the syntactic analysis of the text, all the literature in the field pays attention to the following methodological tools: 1. Syntactic parallelism. 2. Emotional speech. 3. Rhetorical questioning. 4. Inversion. 5. Ellipsis. 6. Silence. 7. Gradation. 8. Antithesis. 9. Differentiation. 10. Simulation.

Syntactically identical sentences are often used in a literary text. In linguistics, such terms are studied under the term parallelism. Parallelism is a method of comparing two events side by side, using them to draw the listener's attention to the object being depicted. The main task of parallelism is to explain the idea, to fully convince the listener.

The method of parallelism is characterized by emotional, uplifting speech and is a form of expression that evokes various emotions in the listener. As a result of parallelism, it is expressed as continuity, uplift, and consistency. The same formed sentences, along with increasing the effectiveness of artistic speech, serve to strengthen the meaning and to express the idea in more detail, to expand the database of images.

Performs the following functions:

1. Ensures that the speech is beautiful and attractive. The listener's attention is drawn to the main object, through which the idea is quickly understood.
2. It gives the opportunity to express the idea in a concise, clear, sharp, vivid and strong way.
3. The essence of thought is revealed through parallelism, the main qualities of the subject of thought are explained.
4. Gives a wide range of information about the object of thought through logical distinction.

Life is coming, youth is coming.

Emotional speech. Emotions are words that express the speaker's state of extreme joy or extreme sadness, or the protagonist's emotions, emotional response to an event. smile, Turkish, rude, grin). Through these words we learn about the psychological processes that take place in the psyche of the protagonist, such as joy, fear, anger, as well as the writer's subjective attitude to the object of the image. Emotional sentences include positive or negative words and phrases, emotional expressions (oh, wow, eh attang, wow shorim, bay-bay-bay, etc.), attitudes that express attitudes, and they are part of speech. serves to ensure expressiveness.

Inversion is a phenomenon of replacement of parts of speech or change of the order of parts of speech for a specific purpose. Inversion is a feature of oral speech. In fiction, inversion is used to bring the protagonist's speech closer to live speech, to

individualize the protagonist's speech. Expressiveness in poetry serves to increase the melody, the impact. For example:

Bozorga o'xshaydi asli bu dunyo,  
Bozorga o'xshaydi bunda ham ma'ni.  
Ikkisi ichra ham ko'rmadim aslo,  
Molim yomon degan biror kimsani. (A. Oripov)  
[The world is like a market,  
Sounds like a market, too.  
I never saw either,  
Someone who says Molim is bad. (A. Oripov)]

**Conclusion.** Antithesis (antithesis) is the phenomenon of contrasting logically comparable ideas, concepts, perceptions and symbols.

Contradictory adjectives, words, phrases, contradictory conjunctions are used to reveal the contradiction in the essence of events. In the confrontation, the events and signs are contrasted, and the meaning of one of them is emphasized. There are two parts to the opposition: the opposing part and the part where the basis of the opposition is emphasized.

Based on this, the literary text is divided into the following types:

1. Story texts (Le texte narratif - narrative text). In such a text, the author or the protagonist tells a story that he has heard, seen or witnessed. Memories, memoirs, fairy tales and legends can be included in the narrative text type. The style of the story is mainly in the form of the past tense, with the first person singular or plural.

2. Descriptive texts (Le texte descriptif - descriptive text). Such a text is designed to describe in detail a person, place, animal or plant or object that is unknown to the listener, or an object or event. The monologue also dominates the descriptive text. A patronymic image is the most characteristic feature of such a text, i.e., the initial, primary feature of the object being described is mentioned. Then we talk about the features and parts associated with it.

3. Annotated texts (Le texte argumentative-argumentative text). In such a text, various arguments and explanations are given to emphasize the validity of the opinion expressed. One of the peculiarities of the type of argumentative text is the use of various arguments in order to substantiate, prove, try to justify or defend. 4. Didactic texts (Le texte explicatif- explicative text). A text based on the desire to instruct someone, to educate him through various life events or to teach him to draw conclusions from what is said, is called an explicit or didactic text.

5. Informative texts (Le texte informative). An informative text is a text composed or referenced to inform about an event. Informativeness in a literary text is unique. Unlike a simple message, it has an aesthetic purpose.

6. Commanded texts (Le texte injonctif-injonktiv text). A command text is a type of text that is preceded by a tone of advice, composed of command-oriented utterances, expressing the performance of a task or various prohibitions. The command is called a meaningful text.

7. Emotional texts (Le texte expressif - expressive text). Texts written in order to express a person's inner feelings, attitude to reality, with a certain pathos, are called emotionally expressive text.

The text as a complex whole is analyzed in several ways: morphemic-morphological and syntactic:

1) phonetic analysis of the text - the analysis of causes related to the methodological features of sounds;

2) lexical analysis of the text - the semantic features of the lexical units used by the creator in the text, i.e. the denotative and connotative meanings of words, as well as semantics, formality, ambiguity, ambiguity. The meanings are analyzed;

3) morphemic-morphological analysis of the text - it analyzes the aesthetic function of morphological units, i.e. the expressive-emotional aspects expressed through the special use of a word form that has a certain grammatical meaning and function;

4) Syntactic analysis of the text - it analyzes the features of special methodological figures used in the text: syntactic paraphrase, emotional sentences, rhetorical interrogative sentences, inversion, ellipsis, antithesis, gradation, silence, analogy, etc.

**Conclusion.** In Uzbek linguistics, it can be said that significant progress has been made in the study of the text and related problems. The task now is to consolidate these achievements and to shed light on the theoretical and practical significance of the text, which is developing as a separate branch of linguistics, and its role in the human cognitive world.

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## USING WEBQUEST TECHNOLOGIES IN PREPARING A FUTURE ENGLISH LANGUAGE TEACHERS

Moydinova Elmira Kamariddinovna  
PhD student of the  
Uzbek State World Languages University  
[mirlife645@gmail.com](mailto:mirlife645@gmail.com)

**Annotatsiya.** Ushbu maqola maktabgacha ta'lim muassasalarida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini shakllantirishda veb-kvest texnologiyalaridan foydalanish imkoniyatlarini ko'rib chiqqan. Maqolaning maqsadi axborot jamiyatida bo'lajak mutaxassisning ishi uchun muhim bo'lgan veb-kvest sohasini ahamiyatini aniqlashdir.

**Kalit so'zlar:** Ingliz tili, masofaviy ta'lim, veb-kvest (WebQuest) texnologiyasi, mustaqil ta'lim, axborot-kommunikatsiya texnologiyalari.

**Аннотация.** В данной статье рассматриваются возможности использования технологий веб-квеста в формировании профессиональной компетентности будущих учителей английского языка в дошкольных образовательных учреждениях. Цель этой статьи – обозначить область веб-квестов и их значение для работы будущего профессионала в так называемом информационном обществе.

**Ключевые слова:** Английский язык, дистанционное обучение, технология веб-квеста, самостоятельная работа, информационно-коммуникационные технологии.

**Abstract.** This article shows the possibilities of using WebQuest technologies in the formation of professional competence of future English teachers in preschool educational institutions. The aim of this contribution is to outline the area of WebQuest and their importance for the work of the future professional in the so called information society.

**Keywords:** English language, distance learning, WebQuest technology, self-study, information and communication technologies.

**Introduction.** In modern conditions, the quality of education requires innovative transformations in learning technologies. The concept of information technology implies innovations in the pedagogical system that improve the course and results of the educational process. An alternative to the traditional education system is the distance learning method, in which the use of modern information technologies allows you to transfer the learning process to a new level, the center of gravity in it becomes the independent work of students. Distance learning in English with preschool students in the modern education system should be focused on the formation of the necessary knowledge, skills and abilities, as well as professional competencies related to methodological training. In this regard, the structure of classes, their content and methods of organizing educational activities should be correlated, first of all, with the goals of forming competencies necessary for a future teacher, in particular, in the aspect of using modern information technologies.

In recent years, so-called problem tasks with role-playing elements have been widely used in the educational process, for which information resources of the Internet are used, in particular, modern technology of WebQuest, which can be used when teaching any academic subjects at various levels of education.

**Literature review.** “Quest” translated from English, is a long, purposeful search that can be associated with adventures or a game; it also serves to denote one of the varieties of computer games. In addition, a WebQuest is a problematic task with elements of a role-playing game, for which the Internet's information resources are used. This method of teaching and controlling knowledge, skills, and abilities that meets modern educational requirements and features was developed in 1995 by San Diego State University professors Bernie Dodge and Tom March [6].

WebQuest is “designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation” by using information provided in authentic web resources that are used as givens in the tasks constituting it [2; 7]. Thus, the focus isn't essentially on substance, but on the use of content as a means of developing thinking skills by engaging students in tasks that require them to practice these abilities or skills. We advise using the following criteria for evaluating a WebQuest: the originality of the work, its research nature, the quality of argumentation, the manifestation of the ability to work in a microgroup, the quality of written text, the quality of oral presentation, etc.

According to Tom March’s ideas, “a real WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of an open-ended question, the development of individual expertise, and participation in a group process that transforms newly acquired information into a more sophisticated understanding”. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning, and reflect on their own metacognitive processes [4; 43]. In other words, a WebQuest should have an intriguing introduction, a correctly formulated task that encourages higher-order thinking, a role dispersion that provides different perspectives on the dilemma, and a reasonable introduction of Internet sources. They show a connection with real life. They can be used in various disciplines or fields.

The use of information technology in the educational activities of the English language contributes to the individualization of learning and the development of motivated speech activity of children [5; 226]. We agree with Regina Gutiérrez Pérez who states that “WebQuest is a didactic resource based on constructivist learning and on the cooperative methodology that is very successful at the moment in pre-school, primary and secondary level” [3; 97]. Furthermore, WebQuest is currently very successful at the university for teachers and students. The didactic capabilities of WebQuest technology include the creation of an information and communication space for university students' educational, cognitive, and creative activities. The use of the WebQuest solves the problem of ensuring students' continuous educational communication in the information and communication space, both in the classroom and through extracurricular independent work.

An important component of any educational WebQuest is its informational content, which allows students to engage in active cognitive activity, ensuring the achievement of didactic, educational and developmental learning goals [9]. Any educational WebQuest's information content is complex and diverse, with an extensive structure [12]. The main components of the information content are mainly focused on the development of cognitive interest in learning, self-education skills and improvement of students.

Instructors report that the experience helps them implement and design WebQuests “discover new resources, sharpen technology skills, and gain new teaching ideas by collaborating with colleagues” [8; 10]. It is necessary to focus on the advantages of using WebQuest as a form of organizing the independent work of students in English classes [13; 7]. They increase self-esteem and form new competencies, such as self-learning and self-organization, a versatile approach to solving problems and achieving professional tasks. When developing a professionally oriented English course at a university, the WebQuest provides ample opportunities for teachers and students. The active involvement of Internet technologies and the use of websites with up-to-date information in “live” English allows students not only to complete tasks independently, at a convenient time, but also to monitor all changes in “professional English”, simulating situations of professional communication.

**Research Methodology.** A WebQuest is a special organized type of research activity for which students search for information on the web at the specified addresses. They are created in order to make better use of students' time, to use the information received for practical purposes, and to develop the skills of critical thinking, analysis, synthesis and evaluation of information. In order for this independent work to be as effective as possible, the WebQuest should contain the following: an introduction, which describes the timing and sets the initial situation; the task to be completed; a set of links to the network resources needed to complete the task; a description of the work process; explanations for processing the information received; and a conclusion. Bernie Dodge considers two levels of WebQuest: short-term and longer-term prospects (from 1 week to a month). The purpose of short-term projects is to acquire knowledge and integrate it into your knowledge system. Working on a short-term WebQuest can take one to three sessions. Long-term WebQuests are aimed at expanding and clarifying various concepts. After completing the work on a long-term WebQuest, the student should be able to analyze the acquired knowledge and be able to transform it. Working on a long-term WebQuest can last from one week to a month. WebQuests are best suited for independent work in mini-groups, but they are also designed for individual students. A WebQuest can relate to a single subject or be intersubject.

We note that in the second case, independent work becomes more effective. Based on the materials of the above-mentioned work, we distinguished the following structural elements of the WebQuest:

1. An introduction that sets the stage and provides some background information;
2. A task that is both feasible and appealing;
3. A set of information sources is required to complete the task. Sources of information may include web-based documents: expert opinions; electronic conferences, books and other documents available by e-mail or in real time;



4. A description of the students' activity process, which they must carry out to solve the task. The activity process should be broken down into clearly described steps;
5. Some recommendations on how to organize information obtained on the Internet;
6. The conclusion that students make at the end of the search is a generalization by students of what they have learned working on the information of a particular academic discipline and, possibly, a call for expanding experience in other academic disciplines.

Some other additional attributes specific to the WebQuest:

✓ WebQuest, most often, involves the performance of group activities, although individual quests are also possible, which can be applied both in full-time and distance education;

✓ WebQuests can help to increase the motivation of learning by giving trainees the opportunity to play different roles; simulation of interaction using e-mail, Skype, social networks, and other means of communication;

✓ WebQuests can be developed within the same discipline or they can be interdisciplinary. It should be borne in mind that developing an effective interdisciplinary instruction is a more difficult task than designing content for one area.

The pedagogical conditions for the use of WebQuest technology for the development of professional and general cultural competencies of university students are:

- allowing students to be creative in order to increase their learning motivation;
- the saturation of the WebQuest with relevant, professionally significant material for the relevant field of training;

- reliance on search and research games, collective methods of work to create opportunities for interpersonal communication using various means of information and communication;

- WebQuests can be developed within the same discipline or they can be interdisciplinary. It should be borne in mind that developing an effective interdisciplinary instruction is a more difficult task than designing content for one area.

The pedagogical conditions for the use of WebQuest technology for the development of professional and general cultural competencies of university students are:

- providing students with creative freedom to increase learning motivation;
- saturation of the WebQuest with relevant, professionally significant material for the relevant field of training;

- reliance on search and research game, collective methods of work to create opportunities for interpersonal communication using various means of information and communication technologies (e-mail, Skype, blog, social networks, etc.) [1].

**Analysis and results.** The WebQuest technology described by us is not only a method of learning, but also a method of controlling knowledge, skills, and abilities. Evaluation of the results of a WebQuest has a number of criteria that allow you to include an assessment of not only language knowledge but also communication skills, which is the main task in teaching a foreign language (the ability to clearly express your thoughts, conduct a discussion, work in a team, etc.). The advantages of WebQuests are the following: the formation of general skills for mastering the strategy of mastering educational material; learning in an atmosphere of cooperation and



responsibility of each student for the success of the entire project as a whole (cooperative learning); the formation of a positive emotional attitude towards the process of cognition; the creation of students' sustained interest in learning a foreign language and improving speech skills; improving the quality of knowledge acquisition on the subject being studied; familiarization with reading literature in a foreign language; improving the intellectual abilities of the individual, obtaining aesthetic and cognitive interest, realizing creative potential. The WebQuest allows you to remotely manage the learning process, equipping students with the necessary educational material (both text and video), additional information and communications, ensuring their high personal involvement in self-learning activities [10, 11, 7].

It should be noted that the experiments took place among 3-4 year students of the experimental group in the direction 5112200-Foreign language (English) in preschool and primary education. According to the results, the degree gained after the experiments shows an increase among students of 12%. So, it should be taken into consideration that the WebQuest can be an effective instructional tool to motivate children to learn English and explore ideas, concepts, and questions in all areas of the program.

**Conclusion.** Each web-quest consists of three stages. Below are recommendations on the activities of a teacher on quest technology.

**1. Initial stage:**

- the teacher makes an introduction, which clearly describes the main roles of the participants in the WebQuest, a preliminary work plan, and an overview of the entire web quest;

- the teacher provides a list of information resources (in electronic form: on CDs, video and audio media, in paper form, links to Internet resources, website addresses on the topic) necessary to complete the task. Then the teacher prescribes a work plan and tasks for each role;

- teacher gives a guide to action, which describes how to organize and present the collected information.

**2. The main (role) stage.** The teacher helps students' complete assignments, answers their questions, and advises them.

**3. The final stage.** The teacher recalls the criteria and parameters for evaluating the web-quest that were announced at the beginning of the lesson.

Thus, having studied the possibilities of using WebQuest technologies, we can draw the following conclusions. Using WebQuest technologies, future English teachers of preschool educational institutions learn to: identify the necessary, relevant information on a specific academic humanitarian discipline from a large volume of relevant information on the Internet, apply it to solve the tasks set by the teacher; receive a specific product of independent creative activity; to defend one's position during a speech at a seminar, to prove its importance for life in the information society and future professional activity.

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## CHALLENGES IN TEACHING ESP: TEACHING RESOURCES AND STUDENTS' NEEDS

**Abdullaeva Rozanna Mirzatullaevna.**  
**Associate Professor of the Department**  
**of Uzbek and Foreign Languages**  
**Tashkent Medical Academy**  
[rosanna67@mail.ru](mailto:rosanna67@mail.ru)

**Annotatsiya.** Mazkur maqolada ingliz tilini maxsus maqsadlarda o'qitish (ESP), huquqshunoslar uchun ingliz tilini o'qitishda qo'llanilayotgan mavjud darsliklarining samaradorligi masalalari tahlil qilinadi. Muallif chet elda chop etilgan darsliklarni tahlil qiladi va ularning talabalar talab va istaklariga qay darajada mos ekanligini baholaydi. Maqola muallifi mazkur darsliklarning sifatini yaxshilash bo'yicha bir qator takliflarni taqdim etish hamda ularni birlashtirgan holda yangi adabiyotlar yaratishni taklif etadi. Buning uchun ingliz tilini maxsus maqsadlarda o'rganayotgan talabalarga zarur bo'lgan til ko'nikmalarini rivojlantirish uchun mazkur adabiyotlarni haqiqatan ham foydali vositalar bilan ta'minlash va til o'rganuvchilarni mehnat bozori talablariga mos holda tayyorlash uchun ayrim takliflar berilgan.

**Kalit so'zlar:** Huquqshunoslar uchun ingliz tili, mehnat bozori, ingliz tili darsliklari, talabalarning ehtiyojlari, umumiy maqsadlarda ingliz tili, ESP, CEFR.

**Аннотация.** В настоящей статье анализируется эффективность имеющихся учебников ESP с особым упором на юридический английский. Автор анализирует учебники, изданные за рубежом, и оценивает степень, в которой они отвечают потребностям и ожиданиям учащихся. Автор статьи предлагает способы улучшения качества этих ресурсов, а также возможности объединения имеющихся ресурсов, с тем чтобы сделать их действительно полезными ресурсами для развития языковых навыков, которые будут необходимы ученикам, изучающим английский язык для специальных целей (ESP), которые будут контактировать с проблемами рынка труда.

**Ключевые слова:** *юридический английский, рынок труда, английские учебники, потребности студентов, общий английский, ESP, CEFR.*

**Abstract.** The effectiveness of the available ESP textbooks with special reference to the legal English is analyzed in this paper. The author analyzes textbooks published abroad in the field and evaluates the degree to which they meet the learners' needs and expectations. The aim of this paper is to provide several suggestions for improving the quality of these resources, as well as to propose some ways of combining available resources in order to make them really useful instruments for developing the language skills that the ESP learners need in order to face the challenges of the labor market.

**Key words:** *Legal English, labor market, English textbooks, students' needs, general English, ESP, CEFR.*

**Introduction.** English for specific purposes or ESP, as it is usually abbreviated-for a proper definition [3; 4; 7], has developed considerably in the last decades. The main purpose of resources (such as books and textbooks, as well as dictionaries and glossaries) is to help the ESP learners, in our case legal English learners. However an



analysis of the available resources has revealed the existence of two major problems: one is connected with the choice of a single Legal English textbook which fully covers the diversified needs of the English for Legal Purposes users and, on the other hand, the variety of available resources makes the job of the Legal English teacher a time and energy consuming one. However, these difficulties should be viewed as challenges that the ESP teacher could turn into advantages when designing teaching materials, an activity that has to follow two directions: the teacher has to select the topics and he has to follow certain criteria and steps in the general process of lesson design. Thus the general process of materials design should start from the student and should have as the outcome a student that is fully equipped in order to meet the demands of the working environment.

Students' needs in today's global economy are focused not only on the skills to read, write, listen and speak English fluently, but also on the ability to communicate in a way which will be recognized and appreciated by their future counterparts in the international working environment. Both students and specialists want their English language learning to be targeted to this aim and they often also want their success in this to be measured using an internationally recognized benchmark. This brings into question the effectiveness of the available ESP textbooks, namely and how efficient they are in preparing the students and the specialists to communicate in authentic working environments.

**Literature review.** According to Dudley Evans and St. John, ESP is designed to meet the needs of the learners, it makes use of the methodology and activities of the disciplines it serves and is centered on the language, skills, discourse and genres appropriate to these activities [3, 42]. Another important characteristic of ESP is to answer to the changing political, economic and social trends and this flexibility requires its permanent adaptation to different contexts. Therefore the job of the Legal English teacher becomes even more demanding as his/her duty is to keep the pace with the changing needs and to equip them with the necessary skills in order to effectively operate in English in the continuously changing working environment. In fact, the idea of writing this paper is a consequence of working with students in law and of trying to guide them in the process of correctly assimilating the accurate legal terminology and of developing the required language skills. The analysis of several legal English courses has revealed that there is no such a thing as a single course-book that can provide a complete training for the future professionals. The cause of this problem is closely related to the students. They come to university with different language training backgrounds, hence with different language needs, not all the first year students are at the B1 level which is required by the Common European Framework of Reference for Language. Consequently, they need to upgrade their listening, speaking, reading and writing skills for general English first and, only then, they can be required to develop their language abilities in a legal context to finally reach the "Vantage B2" level. Another cause for this is the fact that first year students are not familiar with the field of law in their maternal language and therefore the legal English teacher finds himself/herself in the position of explaining different law-related issues even though s/he is not a specialist in the area of law. The solutions to the above-mentioned

problems rely heavily on the teachers and on how they choose to design the materials for the legal English course.

**Research Methodology.** The first step in the materials design is an in-depth needs faced with the big challenge of having students on different language levels whose common aim is to learn and effectively use specialized terminology. In this situation it is recommended for the low-level students to do a General English course before getting to grips with the ESP course. The very reason for upgrading their general language skills is that internationally recognized examinations on language for special purposes such as CEFR require a certain level of general language skills as a pre-condition to access such specialized examinations. If one looks at the typical abilities expected from a candidate at CEFR B2 level, the conclusion is that such examinations on specialized language are largely drawn upon the same principles as those followed by the general English tests. To quote a few: for listening and speaking the candidates can ask for factual information and understand the answer; can ask questions, for example for clarification, while following a lecture, talk or presentation; can express own opinion, and present arguments to a limited extent; can give a simple, prepared presentation on a familiar topic; for reading and writing they can understand the general meaning of non-routine correspondence; can understand the general meaning of a report even if the topic is not predictable; can write a simple report of a factual nature and begin to evaluate, advise, etc.; can write non-routine correspondence where this is restricted to matters of fact. Therefore, first of all, the students should be equipped with these general language skills in order to properly put into practice the specialized terminology which they are expected to master once they start their working lives. Being able to write a letter and to make the difference between formal and informal registers may seem a minor issue, yet this is one frequent complaint that comes from the employers who can no longer afford having employees that “learn on the job”, especially when this involves basic language skills. Once fully equipped with the listening, speaking, reading and writing skills, the students can continue their training that involves familiarity with some legal concepts and terminology. The motivation to continue to study specialized languages and even to sit for examinations that offer a high-level language qualification may vary from study to work-related reasons. At this point, the problem of the available legal English textbooks arises, namely their suitability to match students’ needs. As we have mentioned the teachers are faced with the problem of choosing the right teaching materials. The starting point should be and the entire materials design has to be subordinated to this. In the case of professionals the motivation may vary from seeking new employment, or seeking promotion, to simply getting a certification of English language proficiency.

**Analysis and results.** The materials design will follow the results of needs analysis and may result into choosing topics that are strictly related to their area of business and to their immediate needs, or in the case of preparation for a professional exam the materials will most likely follow the areas covered by that examination. Both situations have advantages and disadvantages. One advantage is that the students have a specific purpose for learning and this helps the teacher select the proper teaching materials in order to meet the immediate needs of the students. In this way the teacher can avoid dry topics or topics that belong to the large area of law but not to the very



branch of law where the respective professionals act. Moreover, students themselves can provide with authentic materials and the teacher, apart from developing new teaching skills, has the chance of learning from professionals, which is an invaluable experience from which both the students and the teachers can benefit. If the students are preparing for a specific exam, such as CEFR, the materials selection has to follow the areas of law that are covered by this exam. Actually, course-books such as Introduction to “International Legal English” by Amy Krois Lindner and Matt Firth, “Business law” by Tricia Smith, “English for Legal Professionals” by Andrew Frost, or “Professional English in Use – Law” by Gillian D. Brown and Sally Rice cover key topics and vocabulary from the exam, corporate, business associations, contract, sale of goods, real property, debtor-creditor, intellectual property, employment, competition, environment, negotiable instruments, secured transactions, aspects of international law. The disadvantages that the teachers can face when preparing for such specialized courses may vary from lack of familiarity with some of the more specialist vocabulary they have to teach, to difficulty in meeting the specific needs of the students. What is more, in the case of teaching legal English, a comparative approach is claimed by the different legal systems that the students originate from. For example, the above-mentioned books are largely drawn upon the legal systems of the UK and the USA, yet they encourage students to compare aspects of the law from these two countries to their own jurisdiction [5, 2]. Consequently, the teachers need to give themselves extra time to prepare and have background knowledge of the main systems and areas of law that they are going to use as teaching resources. On the other hand, in the case of teaching legal English to professionals the most valuable resource is the learners themselves as they possess expert knowledge in the respective fields. The teachers should take up the role of the learners whenever this is required and should learn from their students what the latter do in their job, how the law works in their country and they should try to adjust the materials to what is really useful to their learners. Therefore the focus should be not on acquiring a complete knowledge of either UK or US systems, but on relating these to students’ own jurisdiction; as a matter of fact, for most cases the students need legal English to explain aspects of their own legal system to international clients. In the case of teaching legal English to university students, the first problem that may arise is that the first year students lack the knowledge of law in their own maternal language. Then the challenge that the teacher has to face is the selection of materials for students that actually haven’t shaped their expectations from an ESP course. Even in this situation a needs analysis is required, but before this the students need to take a placement test that establishes their level for general English. As mentioned before, those on a low level need to take up a separate course on general English and only after getting on the required level, at least B1, they can join the ESP class. The needs analysis may yearly reveal expectations which the teachers might not have thought about when designing the ESP course; these expectations have to be met in the materials design and the suggested topics as well as the way of presenting them, in the form of presentations, debates, discussions, role-plays, etc., should be considered when making the ESP course.

The decision on materials design also has to consider the employers’ expectations from law graduates. These can differ according to the position that the legal

professionals have in the respective company or institution. Non-legal professionals might say that their employees need plain English, a sort of client-friendly English which is indeed necessary yet not sufficient. Their expectations actually rise to much more than that as they expect their employees to be able to deal with all legal-related issues and this obviously requires a thorough knowledge of the legal terminology and its correct transfer from one legal system to another. Lawyers on the other hand ask for more “legalese” [2, 9], the jargon that is so difficult to comprehend even by native speakers. Accused on both types of English, plain and legal and the ELP English for Legal Purposes teachers have to make sure that the law graduates are fully equipped with the required level of language skills in order to efficiently operate within the working environment. Other criteria that teachers have to consider when designing the English for legal purposes course are the study-related ones: doing research, writing papers for international conferences or taking part to international moot-court competitions. [8, 146], These activities are very motivational and the students really enjoy discovering the applicability of their legal English knowledge. Therefore guidance in developing research skills, writing skills or presentation skills should be an essential part of the curricula.

**Conclusion.** The existing course-books on legal English offer to a certain extent preparation in this respect especially the above-mentioned ones, yet the teachers need to carefully select the topics and to avoid using a single textbook. One drawback of the monolingual textbooks is that they do not offer translation for the specialized terminology, yet they have glossaries with the definitions for the main legal terms. On the other hand, legal English textbooks published in Romania do not offer very up-to-date topics and they can be used as a resource mainly to practice translations. The solution to the case of using monolingual text-books as resources is to ask students build their own glossary with the translation for each legal term they encounter. One interesting method that the students can use with this glossary is to turn it into an organizer, a method that was suggested by Michael Lewis and Peter Wilberg in their book *Business English*. This organizer will accompany the “confetti” file, a term coined by Michael Lewis where the students will gradually add new materials as they proceed learning each legal English topic [7, 15]. Maybe the strongest argument against using a single course-book and using this “confetti” file is technology and the latest developments in this domain. There is a wealth of resources available online and the teachers need to encourage students to use them especially because they are attracted to this technology, no training is required to make them able to access information and, what is more, this assures the up-to-date and consequently more interesting character of the course materials. However, guidance is necessary and for this reason it may be useful to provide students with a list of useful websites which they can use for learning the specialized language.

Given the variety of the available textbooks and online resources, the divergence of students specific needs from individual students to large groups, from prospective law students to experienced lawyers, the continuously changing demands of the labor market and adding to this the highly specific character of each country’s legal system, the task of designing teaching materials for an ESP course such as legal English seems to be a very demanding job. However, if the course designer starts his/her attempt from



an in-depth needs analysis and builds up the course materials according to the students' expectations and necessities, the course has reached halfway to success. Even though the teacher may not be a law expert and dreads the idea of teaching experts, s/he can overcome this situation by resorting to all the teaching weaponry that any general English teacher must possess, s/he should be prepared and know all the materials s/he brings to the class and at the same time s/he should be open to take up the role of the learner himself. The materials design largely depends on the collaboration between the teacher and the students in a process where the starting and the ending point are represented by the student. Thus the input material is conditioned by the students' needs and this will generate the expected output that will be able to face the challenges of the labor market.

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## LINGUCULTUROLOGICAL APPROACH TO THE TRANSLATIONS OF THE WORK "MISCHIEVOUS BOY"

**Nabieva Gulbahor Akbaraliyeva**  
**Department of English Grammar**  
**Lecturer, Andijan State University**  
[Nabiyeva-1978@gmail.com](mailto:Nabiyeva-1978@gmail.com)

**Annotatsiya.** Mazkur maqolada keyingi yillarda xalq madaniyatini ifodalovchi asarlar, tarjima, tilshunoslik, madaniyatshunoslik, sotsiologiya sohalaridagi matnlar yuzasidan olib borilayotgan ilmiy izlanishlar ko‘lami kengayib borayotgani haqida so‘z boradi. Jumladan, tarjimashunoslikda xalq madaniyatini aks ettiruvchi badiiy adabiyot tarjimasining milliy-madaniy xususiyatlari va ularni tarjima qilish strategiyalari, tarjima matnidagi tarjima ekvivalentligi va adekvatlik parametrlari, tarjima va vositachilik orqali tillararo muloqot hodisalari. tadqiqot obyekti sifatida o‘rganiladi.

**Kalit so'zlar:** millat, madaniyat, tarjimashunoslik, madaniyatshunoslik, sotsiologiya, tarjima ekvivalentligi, strategiyalar.

**Аннотация.** В данной статье рассматривается тот факт, что в последние годы увеличивается объем научных исследований произведений, представляющих культуру нации, текстов в области переводоведения, языкознания, культурологии, социологии. В частности, в переводоведении национально-культурные особенности перевода художественной литературы, отражающие культуру нации и стратегии их перевода, параметры переводческой эквивалентности и адекватности в переводимом тексте, явления межъязыковой коммуникации посредством перевода и опосредования. изучаются как объекты исследования.

**Ключевые слова:** нация, культура, переводоведение, культурология, социология, переводческая эквивалентность, стратегии.

**Annotation.** This article discusses the fact that in recent years, the scope of scientific research on works representing the culture of the nation, texts in the fields of translation, linguistics, cultural studies, sociology is growing. In particular, in translation studies, the national-cultural features of the translation of fiction reflecting the culture of the nation and strategies for their translation, the parameters of translation equivalence and adequacy in the translated text, the phenomena of interlingual communication through translation and mediation are studied as objects of research.

**Key words:** nation, culture, translation studies, cultural studies, sociology, translation equivalence, strategies.

**Introduction.** It is no secret that in modern linguistics great attention is paid to the translation into foreign languages of works that embody the national culture, history, customs, way of life, traditions and national values of peoples, and through these translations to establish international literary relations. In recent years, the scope of scientific research on the texts of works representing the culture of the nation in the field of translation studies, linguistics, cultural studies, sociology is growing. In particular, the national-cultural features of the translation of fiction reflecting the

culture of the nation and strategies for their translation, the parameters of translation equivalence and adequacy in the translated text, the phenomenon of interlingual communication through translation and mediation are studied as the object of research.

**Literature review.** According to the National Encyclopedia of Uzbekistan, speaking about language and culture encourages attention to the definitions of the concept of culture. There is a definition: "Culture is a society, a certain level of historical development of human creativity and abilities. It is expressed in various aspects of people's lives and activities, as well as in the material and spiritual wealth they create." [3] According to what the linguist E. Gulmetov notes: "The sum of knowledge, criteria and values in society is embodied in culture," the scientist explains. [4]. Indeed, in the formation of culture, knowledge, values and criteria in society play a key role.

Another linguist, Y.Malyuga, offers the following ideas for linguocultural research: The analysis of national-cultural concepts that reflect the specificity of the national mentality is of great importance for linguoculturology. The task of linguoculturology is to shed light on the cultural content of language units that reflect the national-cultural mentality of the nation, and through language to identify cultural stereotypes and through them to reveal the value system of this culture, cognitive discipline in general. The scientist notes that Culture is a social organism with rules of existence conditioned by the priority values in the life of the nation [5].

According to what the linguistic scientist N. Alefirenko notes that the study of the object of linguoculturology, along with solid science, needs a free imagination: it requires a combination of narrative, artistic thinking and a combination of in-depth methodological analysis [1].

**Research Methodology.** The research of modern linguists who conduct it by translation of linguoculturology, the translation of the masterpieces of one nation into another, and the means by which the culture, customs, and language of that nation are used, the way how they are translated into foreign languages, is one of the problems awaiting solution to determine the most optimal ways of expression of works into a foreign language.

**Analysis and results.** Selected examples of Uzbek literature were indirectly translated from Uzbek into foreign languages, and masterpieces of world literature were translated into Uzbek until recent times. Today, there is a need to raise the level of direct translation practices in this area.

Achieving adequate translation in translation studies requires not only a great deal of experience in translation practice, but also a thorough mastery of the theory of translation. Insufficient research has been done on the linguistic-stylistic and linguoculturological features of the translation of the nation's fiction, reflecting the culture, way of life, traditions of peoples, the equivalence of national-cultural lexical units and their translation using various transformations. Therefore, we also consider it appropriate to pay attention to the translations of Gafur Ghulam's "Mischievous boy" translated into German, "Der Schelm".

**In Uzbek:** Turli tuman plastinkalar orqali **To'ychi xofiz** Xamraql **qori** Xoji Abdulaziz va Farg'ona **yallachi** xotinlari ketma -ket **maqomlar yallalar ashulalar** aytadi [7]

**Translation into German:** Da sangen ununterbrochen **Tuychi-Hafis, Hamraql- Qori, Hodschi Abdulasis**, die bekannten **Sänger** der klassischen Musik und **die Volkssängerinnen** aus Ferghana verschiedene Volkslieder.[8]

The Uzbek phrase **To'ychi xofiz** is used to denote a singer who sings songs at wedding or other ceremonies, but it was just transliterated into German as **Tuychi-Hofis**, because this is the rank given to a singer in Uzbek folk, and we think it is wrong.

The word **Hamraql – Qori** – was transliterated as **Hamraql-Qori**, and to our opinion it is right not to change it, because the rank **Qori** was the one conferred to educated, well-read man. This, in our opinion, is one of the key factors in the translation of linguoculturology.

**In Uzbek:** Uzun rasta **Juhud rasta attorlik** va boshqa rastalarning boyvachchalari savdodan bo'sh vaqtlarida bu choyxonaga yig'ilib mehmonxonalaridek o'rtada katta barkashlardan **qand-qurs, pista-badom, murabbo va nisholada, obi -non, shirmoy-nonlar** bilan shamaloq bezatilgan dasturxon atrofida chaqchaqlashib o'tirishardi. Ba`zi boyvachchalarning dasturxonida **qorniga qaldirgoch surati** solingan ustiga poxoldan tur to'kilgan konyaklar hamma ham ko'rinar edi.[7]

**Translation into German:** Die reichen Ladenbesitzer der langen Marktreihen, die Inhaber der **jüdischen Geschäfte, der Galantterieläden** und anderer Betriebe versammelten sich dort in ihrer Freizeit um einen Dastarkhan. Der war wie in den Gästehäusern gedeckt; Die grossen Tablett waren üppigt mit verschiedenenen Süssigkeiten beladen; **Mandeln, Pistazien, Marmeladen, Nischollo** und unterschiedlichen Sorrtten von **Fladenbrotten**, und manchmal konnte man dazwischen im Strohnnetz verhüllte Weinbrandflaschen **mit einem Schwalbenzeichen** darauf sehen[8]

The phrase **Juhud rasta attorlik-** was translated as **jüdischen Geschäfte, der Galantterieläden** and this phrase was translated correctly, so the translator was able to use the appropriate words.

Let's pay attention to the counterparts of the compound words **Qand-qurs, pista-badom, murabbo va nisholada, obi -non, shirmoy-nonlar** in German, they were translated as **Mandeln, Pistazien, Marmeladen, Nischollo** und unterschiedlichen Sorrtten von **Fladenbrotten**.**mapra**, if we pay attention to them, it was enough to translate them simple words. It is obvious that the vocabulary of our native language is much stronger than that of many nations.

**In Uzbek:** Bu choyxonaga bozor -ucharga sang'ib tushib qolgani dehqon kambag'al **kosib** va boshka oddiy fuqorolar kirolmas edi [7]

**Translation into German:** Dieses Teehaus wagte keiner der von weit angereisten Bauern vom Basar, kein armer **Handwerker**, Kasache, Kirgise oder gewöhnlicher Bürger zu betreten.[8]

The translator translated the word **қосиб** as **Handwerker**, however, **Handwerker** means **хунарманд** (craftsman), and as craftsman we can give a lot of crafts. We think it would have been nice that the translator used the word **қосиб** (shoemaker) itself and left a comment.

**In Uzbek:** **Samovarchi Asra kal** degan xipchadan kelgan kotma epchil yigit edi. Ustida oldi ochiq **yaktak** oyog'ida **kala kavush zangori shoxi kiyik bog'langan yelkasiga xolparang ro'mol** tashlagan xushfe'l yigit edi[7]

**Translation into German:** **Der Kellner**, ein **schmächtiger** Mann nammens Asra, war sehr geschickt und freundlich. Sein Spitzname war der **Kahlköpfige**. Er trug ein vorne offenes Mannerhemd **Jaktak** mit einem Gürtel aus grünem Seidenstoff, an den Füßen **Gummiggaloschen**, und über seiner Schulter lag ein Mulltuch[8]

The phrases were translated from Uzbek into German in the following way: **Samovarchi Asra kal Der Kellner-** ein **schmächtiger** Mann nammens Asra, **ochiq yaktak oyog'ida kala kavush zangori shoxi kiyik bog'langan yelkasiga xolparang ro'mol-** Er trug ein **vorne offenes Mannerhemd Jaktak** mit einem Gürtel aus grünem Seidenstoff, an den Füßen **Gummiggaloschen**, und über seiner Schulter lag ein Mulltuch. The translation was successful.

**In Uzbek:** Labbay, **mulla aka**, choymi **chilimmi?**[7]

**Translation into German:** Was wünschen Sie , Mullah aka? **Tee oder Wasserpfeife** [8]

The words **mulla aka**, **чойми chilimmi-** were translated into German in the following way: **Tee oder Wasserpfeife**.

**In Uzbek:** Bir qo'lida kichkina choynak ikkita kichkina xitoy piyola yo bo'lmasa yarqirab turgan kattakon **mischilimning sarxonasiga tamaki** bosib ustiga cho'g' qo'yib bir-ikki g'uldiratib tortib, pishitib **kashandaning** xizmatiga yugurar edi[7]

**Translation into German:** Im Handumdrehen er wieder zurück mit einer kleinen im Tekanne in der einen Hand und zwei chinesischen Schälchen in der andern oder er füllte die Spitze der **glänzenden kupfernen Waasserpfeife mit Tabak**, **rauchte** sie gerauschvoll an und reichte dem wartenden Gast mit einer perfekten **Verbeugung**[8]

The phrases **Mischilimning sarxonasiga tamaki**, **kashanda** were translated into German as **glänzenden kupfernen Waasserpfeife mit Tabak**, **rauchte**, and the translation was successful.

**In Uzbek:** Bu choyxonaning meni mahliyo qilgan narsalarning biri kiraverishning **shipiga** ilib qo'yilgan katta **simlariga zarxal berilgan xar-xil tumorlar**, **bayroqchalar** bilan bezatilgan. **Qafas** va bu qafasdagi jonli to'ti edi, o'lib ketay agar, tirik to'ti edi .[7]

**Translation into German:** Eines der interessantesten Dinge in diesem Teehaus, das mich wirklich **bezauberte**, war ein großer **vergoldeter**, oben über dem Eingang hängender **Vogelbauer**, der mit verschiedenen **Amuletten** gegen den bösen Blick und mit **bunten Fähnchen** reichlich geschmückt war.[8]

The translation of the words: **SHipiga- bezauberte**, **simlariga zarxal berilgan xar-xil tumorlar**, **bayroqchalar- Vogelbauer**, der mit verschiedenen **Amuletten** gegen den bösen Blick und mit **bunten Fähnchen** and we think the translation was



performed with the appropriate words.

**Conclusion.** Linguistic units and stylistic devices that influence Uzbek folk art on the basis of cultural symbols, which reflect the culture of the nation, national values, customs, traditions, traditions, are not sufficiently taken into account by translators and translating alternatives to certain national and cultural words or phrases in the work of Mischievous boy created difficulty to the translator, this is natural, for each nation the things are translated from its own original lexicon. As a result, there were some inaccuracies in the translations.

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## LANGUAGE AND SPEECH ASPECTS OF ORAL AND WRITTEN SPEECH IN THE TEACHING OF RUSSIAN AS A FOREIGN LANGUAGE

**Raximova Firuza Shavkatovna,**  
senior lecturer of the department  
"Uzbek language and literature"  
Tashkent State Technical University  
named after Islam Karimov  
[rakhimova\\_f@mail.ru](mailto:rakhimova_f@mail.ru)

**Annotatsiya:** Rus tilini chet tili sifatida o'qitish metodikasini o'zlashtirish O'zbekiston pedagogika oliy o'quv yurtlari talabalarini kelajakdagi kasb-hunarga tayyorlashning muhim sharti va tarkibiy qismiga aylanib bormoqda. Maqolaning maqsadi - rus tilida og'zaki va yozma muloqotni chet tili sifatida, yangi til sifatida o'rgatishning lingvistik va og'zaki jihatlarini batafsil tavsiflash.

**Kalit so'zlar:** metodika, pedagogika, chet tili, og'zaki nutq, yozma nutq, tinglab tushunish, grammatika, leksik birliklar, tinglash mexanizmi, o'qish texnikasi.

**Аннотация:** Овладение методикой преподавания русского языка как иностранного становится важным условием и неотъемлемой частью подготовки студентов педагогических вузов Узбекистана к будущей профессиональной деятельности. Цель статьи – подробно описать лингвистические и вербальные аспекты обучения устному и письменному общению на русском языке как иностранном, как новом языке.



**Ключевые слова:** методика, педагогика, иностранный язык, устная речь, письменная речь, аудирование, грамматика, лексические единицы, аудирование, приемы чтения.

**Annotation:** Mastering the methodology of teaching Russian as a foreign language is becoming an important condition and an integral part of preparing students of pedagogical universities of Uzbekistan for their future careers. The purpose of the article is to describe in detail the linguistic and verbal aspects of teaching oral and written communication in Russian as a foreign language, as a new language.

**Keywords:** methodology, pedagogy, foreign language, oral speech, written speech, listening comprehension, grammar, lexical units, listening mechanism, reading techniques.

**Introduction.** The word “methodical” is derived from the Greek “metodos” and means “path”. Now the word is used in two senses.

1. A set of techniques, methods, forms of work of a teacher in teaching any subject, ie the art, skill of the teacher.

2. The science that studies the possibilities and means of achieving maximum results in the educational process, ie the theory of teaching any subject.

In the future, methodology as a science, as a theory of teaching Russian to students as a foreign language will be the object of our attention.

Methodological science was born out of practice in order to understand it and emphasize positive experience. The development of science and practice takes place in full interaction. As you know, theory is always enriched by practice. But at the same time, the practice can be successful only if it is based on certain knowledge, theoretical foundations and laws.

Methodology is a theoretical and practical science in which the skill of the teacher, the ability to adapt general methodological recommendations to specific educational conditions will always be of great importance.

**Main part.** The methodology of learning the Russian language is aimed at the formation of a communicative multilingual person who has pedagogical principles in the process of teaching Russian as a foreign language, with assessment principles specific to different cultures [2, 188].

Therefore, in this study, the methodological approaches used to develop each skill are studied separately.

Pronunciation learning is an aspect of the practical course of teaching Russian as a foreign language, aimed at the formation of listening and pronunciation skills (correct comprehension of the elements of the spoken language, connecting it with meaning and appropriate ability to repeat, speed, stability).

If phonetic (meaningful) speech hearing is developed and connections are established between the auditory-acoustic, motor and phonemic aspects of speech, as a result of which the pronunciation is sufficiently accurate, the phonetic skill can be considered formed. Requirements for the level of listening and speaking skills depend on the goals and conditions of teaching, in some cases they are limited to determining the optimal pronunciation. However, it should be noted that phonetics and its teaching is a very large field, and it is advisable to organize it as a methodological guide. That is why we decided to make this network the subject of our next research.

Another area that helps with language skills is lexicology.

At the initial stage, a number of tasks are assigned in teaching vocabulary:

- 1) providing a minimum vocabulary for the student's daily speech and learning activities, so a dictionary combined with relevant topics is selected and included: "Reading ", " My Day ", " My Room ", " Shop ", " Clothes ";
- 2) to create the core of the future user's dictionary in Russian as a non-native language;
- 3) provide a lexical basis for the formation of speaking skills and abilities;
- 4) create a lexical base for teaching grammar.

Basic preparation lexical exercises:

- a) gap filling exercises (necessary words are taken from memory);
- b) question-answer exercises (using words developed in the answer);
- c) sentence construction exercises with new words;
- d) exercises to expand speech patterns by using new words as additional, situational tasks;
- e) target language translation exercises;
- f) exercises for compatibility (consists of two columns);
- g) exercises for synonymy, thematic grouping;
- i) contextual word recognition exercises.

Among the receptive-type exercises, an important role is played by exercises aimed at developing the student's linguistic assumption about the meaning of a new word through word and context analysis.

Lexical exercises are called communicative exercises, the content of which consists in the practice of the student to perform conditional speech activities on the basis of introduced and mastered lexical units.

Activating the dictionary is the final stage of working on new words. The notion that an average of 15 to 25 repetitions is required to master a lexical unit on a regular basis has been retained in traditional lessons. However, innovative methods show that the constant repetition of the word itself does not ensure that the word is stored in the student's memory. The main method of activation is to add a new dictionary to all types of exercises that are performed immediately and then, but the main thing is to apply them in texts, in speech activities.

Herbert Spencer said, "The main purpose of education is not knowledge, but action based on acquired knowledge." This idea can be fully linked to the problems associated with teaching Russian grammar as a foreign language.

Grammar (Greek *gramma* - written sign, line, line) - 1) a section of linguistics on inflectional forms, word structure, types of word combinations and types of sentences; 2) a system of rules that work objectively in language to structure the language, change words, form word forms, and combine words into phrases and sentences.

The importance of mastering grammar stems from the fact that knowledge of grammar facilitates the acquisition of language, as it has the property of generalizing its laws.

At different times, grammar has been given a primary or secondary role in language teaching. It is known that in the XVIII-XIX centuries, the grammatical-translational method of teaching became widespread and retained its leading role until

the outbreak of the First World War. The purpose of teaching was reduced to mastering the language system by studying grammar and translating texts from the mother tongue into a foreign language. This is called the grammatical type of teaching, in which the mastery of grammatical forms and structures has become a priority.

The need to master oral speech led to a decline in interest in the grammatical-translational method of teaching and its replacement by direct methods: natural (M. Berlits, F. Guen), tog. direct (E. Silono, K. Bron) and their. more modern modifications - audiovisual (P. Guberina, P. Rivan), audiolingual (G. Freese, R. Lado) [4]. Representatives of direct teaching methods either completely denied the role of grammar or assigned it an auxiliary role, such as mother tongue, to understand the mechanisms already mastered.

In the "Methodological manual for teachers of Russian as a foreign language" [6] It is written. This means that there are no pure grammar lessons, no pure theoretical explanations in teaching practice.

In methodology, there are differences between practical and theoretical (descriptive) grammar. It is well known that theoretical grammar classifies words according to their generalized meanings, distinguishes and describes parts of speech - the function of important and part of speech; learns how words combine and function in speech. In theoretical grammar, the material is presented in a linear, generalized, systematic way. Theoretical grammar, as a branch of linguistics that studies the system of norms and categories of language, thus seeks to describe in the most complete and comprehensive way the forms of words (prefixes, suffixes), phrases, and sentences. These descriptions are, of course, applied in the methodology. At the same time, the practice of teaching has raised the issue of creating not only practical grammar, but also pedagogical grammar, which takes into account the psychological laws of the process of learning a new language, the stage of formation of speech skills. The methodology also carries out specific descriptions of the linguistic material.

**Results and Discussions.** When a person learns a new language for himself, first of all, he consciously uses the language units in accordance with the mastered rules, exercises every speech operation and movement. Then it reaches the level of automatic use of the language, i.e. the qualification period begins. At the level of language proficiency, the communicator does not think about how to construct the phrase, his attention is focused on what he means or what the interlocutor wants to express. In this case, the rules, abstract grammatical concepts are applied unconsciously, automatically in speech.

In the selection of grammatical material, the stage of learning, the degree of familiarity with the new language is taken into account. When teaching Russian from scratch, it is important to include minimal grammatical events in the teaching material, which simultaneously represent the main features of the Russian language system. This material should include typical events, on the basis of which the student generalizes and systematizes various linguistic facts, builds in his mind the rules of use of Russian linguistic material in speech.

Listening is a receptive type of speech activity, the essence of which is to understand the linguistic form of the statement and to understand its semantic content. It is known that the average person spends 29.5% of their time listening (21.5% -

speaking, 10% - writing); in the context of business communication, working time is spent as follows: 16% of time is spent reading, 9% - writing, 30% - speaking, 45% - listening. At the same time, listening comprehension leads to an average of 25 percent efficiency in 10 minutes; in formal conversations, the listener occupies 60–70% of the information [5, 76]. The purpose of listening training is to form the ability to hear, i.e. the ability to perceive and comprehend a verbal message corresponds to a real communication situation.

Learning a new language, developing speaking skills is done mainly through listening, so listening needs to be developed better than other skills, but in reality this process poses the biggest challenges for students. It is no coincidence that scientists associate listening with fundamental skills [7], placing it in the category of active thinking processes, because listening is focused on perceiving, recognizing, and comprehending new speech messages each time. includes [10, 184]. The listener must combine information from different sources: phonological, prosodic, lexical, syntactic, semantic, pragmatic - this is what happens when information is received.

In the local methodology, the system of listening teaching is based on a communicative-active approach. In a real communication environment, the listener can perceive and memorize information in different ways - depending on the goals he or she is facing, depending on the state of communication.

By purpose, they distinguish between descriptive, introductory, active (detailed), critical (interactive) listening; By the nature of information comprehension: ring, global (synthetic), detailed (analytical), critical listening. The listening process and quality are inextricably linked to the state of the receiver's attention during listening.

It is important to create an appropriate exercise system to develop the necessary skills to know the listening mechanisms that provide speech listening and comprehension.

Listening mechanisms:

1. The most important listening mechanism is the internal pronunciation mechanism. The speech-perceiving listener converts sound and visual images into articulatory images using a speech-motor analyzer. Proper “sounding” of words is possible only if the listener has the ability to pronounce them clearly in external speech. Therefore, in the initial stage, the auditory should develop in close connection with speech, which provides the formation of pronunciation skills and helps to establish strong connections between articular and auditory senses.

2. The functioning of the mechanism of operative or short-term memory is that a word or speech received by the ear resonates subjectively in the mind of the auditor (listener) for a certain period of time, which is necessary for understanding the whole. The size of the cognitive unit depends on the level of development of operative memory. Random memory expansion is one of the most important tasks of listening training.

3. Long-term memory mechanism. Based on this mechanism, incoming speech signals are compared with models stored in our minds. Depending on the presence of certain forms of speech in our long-term memory, linguistic information is perceived as familiar or unfamiliar.

4. Probability prediction mechanism, which allows you to predict the end of a word, phrase, sentence or whole sentence using the beginning, plays an important role in the listening process. Not only the structural, linguistic, but also the semantic aspect of speech helps to predict.

The probabilistic prediction mechanism, as it were, insures and facilitates short-term memory work: there is no need to correct the perceived speech flow from beginning to end. Hearing the beginning of a sentence, a person can predict, suggest its end. This significantly relieves short-term memory and generally facilitates the listening process.

5. The reflection mechanism in the audience plays the most important role. Leaving out the details, it squeezes out the phrases and individual parts of the text, leaving only the semantic steps in the memory and freeing it up to get a new piece of information.

The main purpose of teaching a foreign language is to teach speech as a means of communication. Oral speech has a special place in the teaching of a live foreign language: as a rule, it is both the main stimulus for language learning and the main criterion for the level of language proficiency. Simple verbal communication involves the development of a very rapid reaction and speech that can be done without corrections and initial discussions. For a speech activity to take place, there must be at least two partners (the sender and receiver of the speech), one of whom “creates” the speech, the other who perceives, understands, and “creates” the response. Therefore, we can say that speech is a union of two interrelated processes: the speech process and the listening process.

Specific conditions are necessary for the implementation of speech:

- 1) the presence of a speech situation that motivates speech;
- 2) availability of knowledge (grammatical and lexical) to express their ideas;
- 3) the presence of an attitude to the subject of speech;
- 4) the purpose of conveying their views. Communication can be different - individual, group and public.

One-on-one communication usually involves two people. It, as a rule, has a direct character, characterizing the personality.

Group communication differs from individual communication not only in the number of communication partners, but primarily in itself.

Public communication (meetings, rallies, debates, conferences) usually predetermines the communicative roles of participants: some of them are speakers, others listeners works as.

The main stages of working on speech material in teaching speech:

1. The stage of formation of skills, which consists of two small stages: the formation of lexical skills and the formation of grammatical skills. Skill formation can be called pre-text, but the material itself is derived from the text.

2. Skills development phase. Here the work is done on the text of education, ie. a text based on fully mastered material in the first stage. This stage can be called text.

3. The stage of development of speech skills - the post-text stage is no less difficult.

The classes of all three stages form a cycle of work on mastering a particular speech material.

Reading is one of the types of speech activity that has its own characteristics.

Reading plays an important role in the life of modern society as a means of knowledge and communication. Reading is a receptive type of speech activity related to the comprehension and comprehension of a written text. Reading is an integral part of an individual's communicative and social activities, in which one of the forms of communication is the written form. Since the goal of reading is to receive and process information, in mother tongue teaching, this goal becomes to develop the ability to retrieve information from a speech message encoded using graphic symbols. During the reading process, decoding of graphic symbols and their translation into mental images occurs.

The study of reading techniques involves the development of skills and abilities that enable the text to work with perception (cognition - emotional perception, reflection of objects of reality in the mind through the senses): perception of graphic symbols and their dependence on a certain ratio. meaning.

**Conclusion.** It is said that when making the transition to reading, the student makes mistakes in articulation, intonation, not in oral speech. These errors are explained by the difficulty of comparing alphabetic signals and converting them into sounds. In addition, the need to increase the field of view during reading is “pushing” to increase the reading speed, which is due to the large bandwidth and the presence of a visual channel.

Reading technique skills and competencies are formed during the introductory-phonetic-grammatical (or - for bilingual - propaedeutic) course and are related to the correct pronunciation of syllables, words, and so on. when reading aloud and speaking inside. The process of their formation continues in parallel with the mastery of graphic-phoneme adaptations and changes in other types of speech activity. The exercises are based on the pronunciation of increasingly complex elements: letters, letter combinations, words, syntagma, sentences, microtexts. Starting at the word level, you need to combine the ranking of the elements with setting the stated meaning. The most important indicator of a reading technique is its speed, which can be achieved by reducing the proportion of reading aloud in teaching.

In fact, the range of topics is very wide, but in conclusion, in the new geopolitical context, the methodology of teaching Russian as a foreign language is formed on the basis of developments in the theory of teaching (and educating) Russian in national schools. Experience should show that these theories and methods are continuous and complementary in the near future.

It is important for future teachers to form knowledge about the methodological theory of teaching Russian as a foreign language in terms of its main disciplines: pedagogy, psychology, linguistics, sociology, cultural studies, as well as linguodidactics, grammar, lexicology.

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## ACTUAL PROBLEMS OF NATURAL SCIENCES

UDC: 633.111/ 632.038

### RESPONSE OF WHEAT VARIETIES TO SALT STRESS IN EARLY GROWTH STAGE

Djumaniyazova Yulduzoy  
associate professor of  
Urgench State University,  
[yulduz.d@gmail.com](mailto:yulduz.d@gmail.com)

Kenny Calderon-Godinez  
student of  
California State University,  
[kenny95calderon@gmail.com](mailto:kenny95calderon@gmail.com)

Jonathan Gutierrez  
student of California State University,  
[Jonathan.Gutierrez04@student.csulb.edu](mailto:Jonathan.Gutierrez04@student.csulb.edu)

Latipova Ro`zajon  
probationer of  
Urgench State University,  
[ruza.shavkatovna@gmail.com](mailto:ruza.shavkatovna@gmail.com)

Khajiev Ruzmatbek  
1<sup>st</sup> year PhD student in Plant science of  
Urgench State University,  
[ruzmatbekxajiyev@gmail.com](mailto:ruzmatbekxajiyev@gmail.com)

**Annotasiya.** Ekinlar o`shining dastlabki bosqichlarida turli omillarga sezgir bo`ladilar. Laboratoriya tajribasida kuzgi bug`doyning nish urish va maysalash davrlarida sho`rlanishga tasirchanlik javobini ko`rish mumkin. 14 kunlik maysalagan bug`doyning ildizi va barglarini o`shini va sho`rlanishga chidamlilik indeksi aniqlandi.

**Kalit so`zlar:** maysalash, ildiz o`shishi, barg o`shishi, sho`rlanishga chidamlilik indeksi

**Аннотация.** Культуры чувствительны к различным факторам на ранних стадиях роста. Реакция озимой пшеницы на стресс от засоления на стадиях прорастания и саженец видна в лабораторных экспериментах. Рост корней и побегов пшеницы, а также индекс устойчивости к засолению определяли у 14-дневных проростков.

**Ключевые слова:** проросток, рост корней, рост побегов, индекс устойчивости к засолению

**Abstract.** Crops are sensible to different factors in the early growth stages. Response of the winter wheat to salinity stress in germination and seedling stages are visible in laboratory experiments. Wheat root and shoot growth and salinity tolerance index determined in 14 days old seedlings.

**Keywords:** seedling, root growth, shoot growth, salinity tolerance index

**Introduction.** To evaluate germination characters and seedling growth of wheat as screening criteria against salt stress, three wheat varieties in five salinity levels were tested at Biology department laboratory in Urgench State University, Uzbekistan during December 2021 to January 2022. Seedling growth 14 days old seedlings were found to be affected due to salinization. The increment in root to shoot length ratio at saline condition indicated shoot was more affected than root in saline condition. Salt tolerance index (STI) based on 14 days old seedling dry weight indicated a wide difference in salt tolerance among the wheat varieties. The STI value decreased respectively with the increasing salinity level, the lowest STI 0.55 value showed Tanya variety in high salinity concentration 200 mM NaCl and highest value 0.62 Chillaki variety.

Soil salinity leads to a decrease in productivity, which has a negative impact on the growth and development of plants. Complex environmental conditions lead to a decrease in product quality, which is important for the economy, while reducing the yield of wheat. Improving the salinity resistance of wheat remains one of the most pressing issues today. The most effective environmentally friendly way to increase the resistance of plants to salinity is to create varieties that are resistant to these extreme conditions. Wheat (*Triticum aestivum* L.) is rated as moderately salt tolerant crop, anyway the salinity reduces germination and delays emergence in this species and stands tend to be irregular with depressed crop yield. Some varieties, however, are less affected by salinity than others. Salt tolerance is especially important during germination where high soil salinity near the soil surface can inhibit growth [Nedjimi et al., 2019; Natasha K., 2019]. Germination is a critical step in a plant's development, influencing the early growth of the seedling and its relation to the environment and productivity. Salinity stress will reduce plant growth, but plants differ widely in their sensitivity to salts depending on the concentration and duration of exposure [Safdar et al., 2019; Natasha K., 2019; Mbarki et al., 2020]. Sodium chloride in soil or irrigation water affects germination of glycophytes in two ways: by decreasing germination rate and capacity of germination [Ouerghi et al., 2016]. The reduction in germination is due to the increase in the osmotic pressure of the soil solution, which delays imbibition and limits the water absorption required for metabolism [Ouerghi et al., 2016]. To select salt-tolerant varieties, it is necessary to establish an effective screening method for identification of useful salt tolerance parameters for analysis at the molecular level [Morton et al., 2019; Hernández, J.A., 2019]. An understanding of the responses of different crops to adverse conditions at different growth stages is essential for selecting species or varieties able to sustain crop production under abiotic stress [Khatun et al., 2013; Zulfiqar et al., 2020]. Therefore, the present study has been conducted to evaluate three different varieties for salt tolerance considering morpho-physiological traits at the seedling stage to find out salt-tolerant varieties.

**Materials and methods.** The laboratory experiment was conducted in Biology department laboratory in Urgench State University. The experiment factors were chosen: Five salinity levels (Control, 50, 100, 150 and 200 mM NaCl; three winter wheat varieties (Table 1) from the Grain and leguminous research institute of Uzbek Republic.

Table 1: List of wheat varieties used for the laboratory experiment

No	Variety	Ripening	Tolerance to frost, dry and salinity	Grain Yield
1	Chillaki	Early ripening	Frost moderate tolerant and dry tolerant	6.5-7 t/ha
2	Tanya	Middle ripening	Frost moderate tolerant and dry high tolerant	7.7-8.9 t/ha
3	Yaksart	Middle ripening	Frost high tolerant and dry tolerant	7.4-8.4 t/ha

**Seed germination test.** Three different winter wheat varieties collected from the Grain and leguminous research institute of Uzbek Republic. Seeds sterilized with 1 %  $KMNO_4$  solution (1gram  $KMNO_4$ + 100 ml distilled water) for 15 minutes and washed with distilled water three times. Seeds were germinated on wet filter paper in Petri dishes for one day and 10 seeds of each variety were placed in petri dish (9 cm diameter) on 4 layers filter paper irrigated with saline and control solution as per treatment and were kept at thermostat in 22 °C temperature. The five salinity levels were replicated three times total 45 petri dishes and they irrigated daily with tap water till first leaf appearance. When the first leaf appeared, petri dishes poured Hoagland solution on control and 50, 100, 150 and 250 mM NaCl with Hoagland solution. During the day the samples kept at the room from 9 am till 17 pm to get natural light.

At 14 days after placement for germination, ten seedlings from each petri dish were sampled. Shoot and root length of individual seedling were recorded manually with scale.

Parameters Measured. Seedling shoot length (SL), seedling root length (RL), and dry weight of the 10 plant (DW: mg plant<sup>-1</sup>), the parameters typically used for plant growth assessment under salt stress, were measured at the end of the stress period. The dry weights of seedling's weight were determined after drying samples at 70 °C in an oven until a constant weight was achieved.

**Salt tolerance index.** Salt tolerance index was calculated as (Goudarzi and Pakniyat, 2008) by the following formula:

$$\text{Salt Tolerance Index (STI)} = \frac{\text{Variable measured under the stress condition}}{\text{Variable measured under the normal condition}}$$

**Results and Discussion.** Responses of plants to salt stress is a result of the complex interaction among different morphological, physiological, and biochemical processes [26]. Our study showed a wide variation between varieties among salinity levels in terms of dry weight, root and shoot length in control and under salt stress conditions. Under salt stress, dry weight was lower than controls in all varieties.

### 1.1. Seedling growth.

Shoot length of the 14 days old seedling was significantly influenced by the interaction effect of salinity level and wheat varieties in petri dishes (Figure 1.).

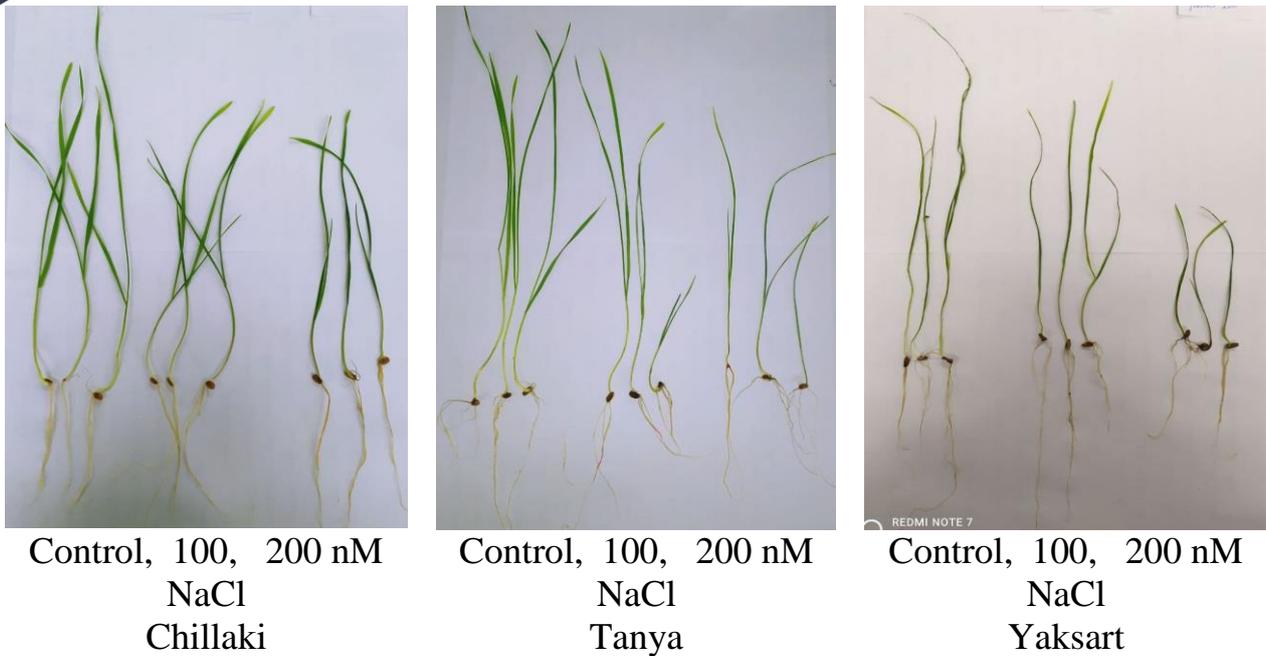


Figure 1. Winter wheat seedling growth in different salinity levels (Control, 100, 200 nM NaCl).

The shoot length was found to be higher at control, with a range from 21.3 cm in Chillaki to 26.4 cm in Tanya and mean 23.2 cm compared to 200 mM NaCl salinity level (Figure 2). But the degree of reduction in shoot length from control to 200 mM NaCl salinity level was not similar for all wheat varieties. Lower shoot length 12.9 cm measured on highest salinity level of Yaksart variety, 15.5 cm Chillaki and 15.7 cm of Tanya variety respectively. Shoot length reduction 41.5% in highest salinity level of Yaksart variety and lowest on 21.7% of Chillaki variety.

Root length of 14 days old seedlings was significantly influenced by the interaction effect of salinity level and wheat varieties (Figure 2). The root length was found significantly higher at control, with a range from 12.9 cm in Chillaki to 13.4 cm in Yaksart variety and a mean of 13.1 cm compared to that at 200 mM NaCl salinity level. More root length reduction was found in Tanya variety 29.0% and 22.9% Chillaki variety at 200 mM NaCl salinity level.

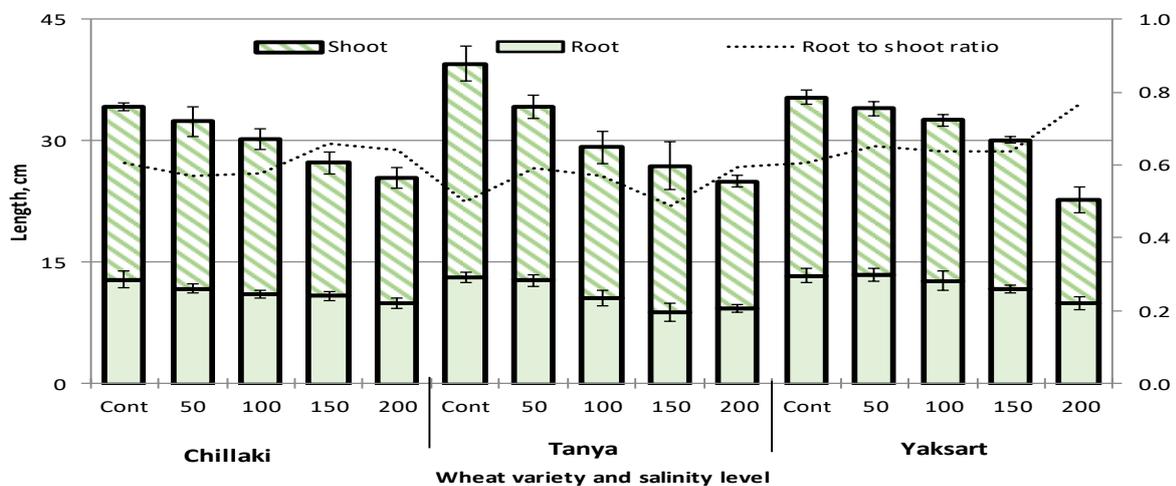


Figure 2. Root length, shoot length and root to shoot ratio of 14 days old seedlings of wheat varieties influenced by salinity stress.

The root to shoot length ratio was found higher at saline condition, with a range from 0.49 Tanya on 150 mM NaCl salinity level to 0.77 in Yaksart in 200 mM NaCl salinity level and a mean of 0.62, than that at control (with a range from 0.50 in Tanya to 0.61 in Yaksart and Chillaki and a mean of 0.57).

**1.2. Dry weight of seedlings.**

In control without salt, the plant dry weight was variable between wheat varieties, it was high in Tanya (Figure 3). In the presence of salt, the plant dry weight was very variable decreased in 200 mM NaCl salinity level. Salt stress significantly affected the biomass 1.25 mg/plant in Yaksart variety. With the application of low doses of salt, a decrease in the weights of plants was observed in all wheat varieties. The variability in biomass production is essential for the selection of salinity-tolerant populations that can enhance recovery of saline soil fertility.

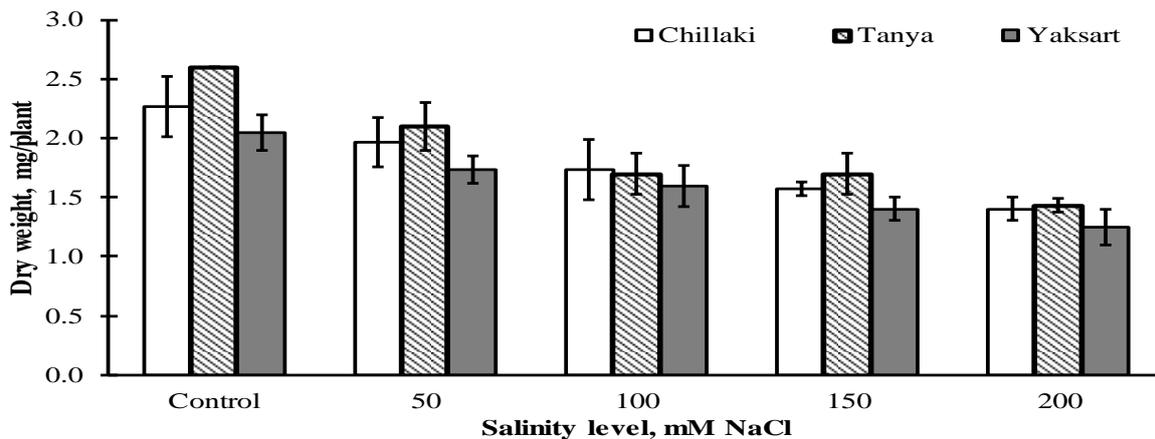


Figure 3. Dry weight of the wheat varieties influenced with different salinity levels.

**1.3. Salt tolerance index based on seedling dry weight**

Salt tolerance index (STI) based on 14 days old seedling dry weight varied among wheat varieties, with a range of 0.55 to 0.87 and an average of 0.71 (Figure 4). These STI values indicated a wide difference in salt tolerance among the wheat varieties within the salinity levels. The STI value decreased respectively with the increasing salinity level, the lowest STI 0.55 value showed Tanya variety in high salinity concentration 200 mM NaCl and 0.62 value Chillaki variety.

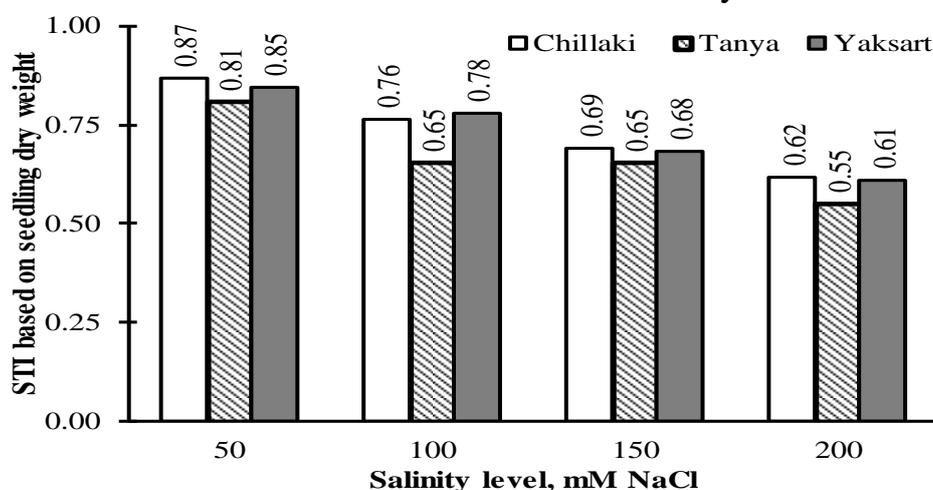


Figure 4. Salt tolerance index (STI) based on dry weight of 14 days old seedling of wheat varieties at different salinity levels.

**Conclusion.** The present study suggest that Chillaki and Yaksart are salt tolerant because of showing faster speed of germination, lesser reduction in shoot and root length, lesser increment in root to shoot length ratio, lesser reduction in seedling dry weight and higher salt tolerance index value under saline condition are salt sensitive because Tanya showing slower speed of germination, greater reduction in shoot and root length, greater increment in root to shoot length ratio, greater reduction in seedling dry weight and lower salt tolerance index value under saline condition.

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**UDK: 39 (=512.133)****A HISTORICAL VIEW OF ASIAN-TYPE ENTREPRENEURSHIP**

**Khadjimuratov Abdukakhkhor Abdumutalovich.**  
**Doctor of Science (Economics), assistant professor**  
**Fergana Medical Institute of Public Health**  
**“Social Sciences” department**  
**Fergana, Uzbekistan**  
[man.xadjimuratov@mail.ru](mailto:man.xadjimuratov@mail.ru)

**Annotasiya.** Maqolada XIX asrning oxiri – XX asrning boshlarida sobiq Turkistonda, mustamlaka sharoitida qishloq xo‘jaligida shakllangan va amal qilgan irrigasiya yo‘nalshida xususiy tadbirkorlik faoliyati o‘rganilgan. Aniqlanishicha, yirik tadbirkorlik kapitalining Turkiston yerlariga kirib kelishi, mayda dexqon xo‘jaliklarini tarqoqligiga barxam berib, turli ko‘rinishlardagi xususiy korxonalar, shuningdek fermerchilik shakllangan va ular aynan paxtachilikni rivojlantirish yo‘nalishida irrigasiya tadbirkorligi bilan faoliyat ko‘rsatganlar. Muallif xulosa qiladiki ushbu o‘rganilgan tadbirkorlik “to‘lqinlari” bugungi Yangi O‘zbekistonda, agrar soxani islox qilishda tarixiy ahamiyatga molikdir.

**Kalit so‘zlari:** Kapitalistik munosabatlar, mustamlakachilik, xususiy tadbirkorlik, paxtachilik, irrigasiya qurilishi, sug‘orish korxonalari, xususiy kapital, sanoat kapitali, ijara, konsessiya, suvga oid qonun, “Osiyo tipidagi tadbirkorlik”.

**Аннотация.** В статье рассматривается частнопредпринимательская деятельность ирригации, сформировавшаяся и действовавшая в сельском хозяйстве в конце XIX - начале XX веков на территории бывшего Туркестана, в колониальных условиях. Установлено, что приток крупного предпринимательского капитала в земли Туркестана, ликвидация раздробленности мелких хозяйств, образование разного рода частных хлопков. Автор приходит к выводу, что эти изученные «волны» предпринимательства имеют историческое значение в современном Новом Узбекистане, в реформировании аграрного сектора.

**Ключевые слова:** Капиталистические отношения, колониализм, частное предпринимательство, хлопок, ирригационное строительство, ирригация, частный капитал, промышленный капитал, рента, концессия, водное право, «предпринимательство азиатского типа».

**Annotation.** The article examines the private entrepreneurial activity of irrigation, which was formed and operated in agriculture in the late XIX - early XX centuries in the former Turkestan, under colonial conditions. It was found that the inflow of large business capital into the lands of Turkestan, the elimination of the fragmentation of small farms, the formation of various types of private enterprises, as well as farming, and they were engaged in irrigation business in the development of cotton. The author concludes that these studied “waves” of entrepreneurship have historical significance in today's New Uzbekistan, in the reform of the agricultural sector.

**Keywords:** Capitalist relations, colonialism, private entrepreneurship, cotton, irrigation construction, irrigation, private capital, industrial capital, rent, concession, water law, “Asian-type entrepreneurship”.

**Introduction.** At present, in a very important strategic process, such as building a market economy in New Uzbekistan, it is important to comprehensively develop entrepreneurial activity. “Accelerated development of entrepreneurship is the mainstay of the development of our society and a prosperous life, the most important guarantee of sustainable growth of our economy” [1].

The Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2030 envisages further modernization and diversification of agriculture, introduction of market economy principles in the sector, transition to a full cluster system in cotton growing based on the experience of developed countries.

Therefore, it would be expedient for an entrepreneur operating in Central Asia to have a comprehensive knowledge of his past in economic development. This will help the entrepreneur of today to equip himself not only with the necessary theoretical and practical skills that are the basis of social development. For this purpose, we consider it necessary to recall the lessons of the "waves" of entrepreneurship in the agricultural sector in the late XIX - early XX centuries in the history of Uzbekistan due to the achievements of the peoples of the former Turkestan.

It is known that during this colonial period, capitalist market relations developed in our country. However, we are interested in the question - how did entrepreneurship form at that time and in what directions did it develop in the field of irrigation? What specific features did it also have? In order to find answers to these questions, we have set ourselves the goal in this article to study the historical processes of socio-economic life at that time.

However, today, as our country is on the verge of reforming the irrigation sector, we believe that the results of this research will be important for the further development of the sector. In this regard, the results of scientific research show that the roots of modern business structures in the territory of Uzbekistan date back to the first historical sources in the field of irrigation in the late Turkestan - early XX century. Thus, it is no coincidence that the formation and development of capitalist market relations during this period, based on the interest in raw cotton, was based on the irrigation sector. All this indicates the relevance of the chosen topic today.

**Research And Methodology.** In this article, we have examined the sources of business formation in the field of irrigation in terms of historical, economic, logical principles, deterministic approach and discourse analysis. Research methods such as scientific abstraction, systematic analysis, statistical grouping and comparison were also used in the research.

We study the historical decisions aimed at studying this topic, modernization and diversification of the agricultural sector in the country, the implementation of the principles of market economy in the industry, the transition to a full cluster system in cotton, decrees of the President of Uzbekistan:

According to the “Concept of efficient use of land and water resources in agriculture” of June 17, 2019 “On measures for the efficient use of land and water

resources in agriculture”: Measures developed for the gradual re-use, efficient use of groundwater resources, introduction of water-saving technologies, as well as reduction of water loss through the reconstruction of domestic irrigation networks, as well as ensuring the participation of potential investors in these works” [2];

From October 23, 2019 “On approval of the Strategy of agricultural development of the Republic of Uzbekistan for 2020-2030” and the study of the goals and objectives set in accordance with this “Strategy”: It is aimed at radically improving public policy in the further deepening of reforms, covering the following priorities:

- ensuring food security of the population;
- creation of a favorable agribusiness environment and value chain;
- reduction of state participation in the management of the sector and increase of investment attractiveness;
- rational use of natural resources and ensuring environmental protection;
- development of modern public administration systems;
- gradual diversification of public spending to support the industry;
- Development of a system of science, education, information and consulting services in agriculture;
- development of rural areas;
- Development of a transparent system of network statistics [3].

There are also sources on the history of our country in the former Turkestan region, which are of great scientific importance for the development of capitalist market relations based on agriculture, the formation and development of entrepreneurial activity in the field of irrigation. These valuable scientific researches were carried out by our compatriot Aminov AM, Russian scientists Galuzo P.G., Zaorskaya V.V., Alexander K.A., Knize A.I., Yuferev V.I., Lavrentev VI., Masalsky V. I. and belongs to others.

Based on the analysis of this studied scientific literature, we have studied and made as much as possible a number of factors influencing the formation, development and influence of private entrepreneurship in the field of irrigation at that time, based on historical data in our research.

**Analysis And Results.** It is well known that historical and economic sources have shown that the “Asian mode of production” has a progressive significance, as did the ancient, feudal and other methods of production. [4]

The progressiveness of this historical period was that land irrigation played a decisive role in agriculture. Consequently, irrigation facilities, as the general basis (conditions) of complete production, have for centuries played a major role in the capital-wealth creation of many Eastern countries and increased their productive forces. Thanks to this opportunity, the economies of Asian countries have for centuries created the conditions for the creation of initial capital. Consequently, this common condition has historically enabled "Asian-type entrepreneurship” in Uzbekistan, as in other Asian countries, to grow and develop over the centuries.

Therefore, in the history of the territory of Uzbekistan, the evolution of the development of market relations and the emergence of entrepreneurial activity was associated with a specific “Asian mode of production.”

Our scientific analysis shows that in the economic history of Uzbekistan, all measures related to irrigation, which were used at the end of the XIX - beginning of the XX century, were aimed at the development of cotton growing. The interest in cotton began with the Russian Empire's conquest and colonization of former Turkestan (in the 1970s). Therefore, in the economic life of the country, cotton played a leading role among other agricultural crops.

Therefore, market relations and sources of entrepreneurship from that period show that cotton growing and other economic relations related to cotton raw materials played a very important role and formed the direction of market relations, namely the system. It should be noted that until the middle of the XIX century, cotton growing in Turkestan was of local significance. The reason for this was limited to meeting the needs of the cotton population. Only some, insignificant part was left out. At that time, cotton growing in Turkestan was not well developed for the following reasons: First, due to the low quality of the local variety, it could not compete with other varieties, namely the American variety; secondly, because of the poor development of transport, i.e., the high cost of delivering goods only by caravans, it would not have been possible to deliver the goods to distant places.

At the same time, it should be noted that the development of cotton growing in Central Asia in the 60s of the XIX century, albeit temporary. Due to the American War, the influx of American cotton into Europe was temporarily halted. Therefore, the demand for cotton fiber in Europe suddenly increased.

The Russian Empire colonized Turkestan and pursued a policy since 1886 in accordance with the "Regulations on the Administration of the Land of Turkestan." The Russian government has taken a number of measures to improve and develop the local cotton industry in order to make the most of this colony. These are reflected in the measures taken to improve the quality of cotton produced by introducing better varieties of cotton, mainly American varieties.

Historical sources indicate the positive results of these measures. For example, in Tashkent district, in 1884, 300 desiatins were planted with American cotton, and by 1887, this figure was 14,000 desiatins. [5] This historical data suggests that it is possible to observe the process of rapid transition to cost-effective American navigation, and as a result, the area under cotton in Turkestan has suddenly increased. It should be noted that in the process, in the beginning there were attempts to work in the cotton industry through farming, but this was not achieved by entrepreneurs. This is confirmed by the following data. It is known that cotton growing has become the most profitable sector in agriculture, and with the transition to American navigation, cotton has attracted entrepreneurs not only in agriculture but also in other areas. Many entrepreneurs in Bubora have failed and even suffered losses, and some have been able to overcome complex difficulties and expand their business. In other words, there has been a sudden increase in the number of people who do not justify themselves, who take risks to make a profit with rough calculations, and who soon lose their lives. Nevertheless, these mass attempts have not been in vain. They had a positive impact on all areas of entrepreneurship and were of great importance for that period. Consequently, successful entrepreneurs realized their mistakes and immediately took other measures.

In this regard, the inflow of capital from the European part of Russia, many entrepreneurs interested in cotton growing in the former Turkestan - trade and industrial enterprises - was significant. During the cotton operation, private firms arranged for farmers to pay in advance for their future harvest in order to provide the cotton fiber they needed. In the process “**задаточная система**”, (**zadatochnaya system**) that is, the zakolot system was introduced. There was no risk for some entrepreneurs in this risk. In this case, the locals did not deviate from their obligations, that is, in order to return the amount received in advance, they expressed their acceptance to the entrepreneurs by growing and handing over the specified raw cotton.

These advance payments are the reasons why the “zadatochnaya system” is so popular in Turkestan: Due to the complexity, seasonality, and labor-intensive nature of growing this raw cotton, many costs were previously incurred. Consequently, the self-justification of cotton growing, the fact that it is not a problem to obtain advance funding for future harvests, has attracted many, even non-cotton-growing entrepreneurs to cotton growing. Due to the mass development of this system, the export of cotton fiber to the European part of Central Asia increased 42 times between 1886 and 1914. [6]

For the above reasons, the interest in cotton growing in the Turkestan region has aroused the opinion of the active part of the population to engage in private irrigation entrepreneurship. Consequently, entrepreneurs have realized that increasing the quality of agricultural products and their gross output can be achieved only by improving the irrigation system. We see that this interest in the field of irrigation has led to a sudden rise in the “wave” of prosperity, and in turn, was the main impetus for the formation of private entrepreneurship in the field of irrigation in Turkestan.

At that time, the natural and climatic conditions of Turkestan made it possible. Consequently, the development of economic life in countries such as Turkestan was directly related to the improvement of the irrigation system, as irrigation played a decisive role in many agriculture.

Therefore, the problem of irrigation in the East is relevant not only in those days, but always and now. In this situation, the Russian government needs to improve irrigation in the country. In order to do this, it was necessary to start the construction of irrigation in Turkestan agriculture, to put it into operation as soon as possible. Accordingly, in the system of bourgeois colonization, the struggle of Russian capitalism for irrigation took center stage.

Consequently, according to the data, in that period in Turkestan region 4 mln. It is said that there is a possibility to re-irrigate ten hectares of land. The implementation of this irrigation project is planned for 20-25 years and the cost of irrigation will be 1 billion. rubles. [7] Consequently, there were two conflicting views on the issue of irrigating such a large area at the time: the first, at the expense of the “treasury” of the Tsarist government; the second, manufacturers and bankers, argued for the need to raise private capital for the event. [8]

From these considerations, the latter turned out to be more reasonable for the following reasons. If we look at the historical data of Uzbek irrigation, after the official annexation of Turkestan to Russia (1866), the Tsarist government, realizing the need to develop its cotton industry, made attempts on Turkestan lands, primarily in

Mirzachul. Efforts to irrigate arable land along the trade route and through the Zarafshan River through Muzrabad have failed. [9]

Naturally, the Tsarist government's interest in expanding irrigated lands in Turkestan stemmed from its colonial policy. In this regard, there are some opinions in the scientific literature that "the government's investment in irrigated lands is not worth mentioning." However, more attention was paid to the construction of churches and the digging of canals. [10]

For these reasons, capitalist groups have strongly opposed the idea that the state cannot and should not engage in irrigation, as the failure of government measures in this regard was clearly visible to the public.

Consequently, in such a situation, the local authorities felt the need to attract private capital to the issue of irrigation of Turkestan lands. In this regard, it is said that the interests of private entrepreneurs are unique. According to the government's agreement with private entrepreneurs, there was a clause stipulating that part of the leased irrigated land must be occupied by Russians. At the same time, other forms of attracting private capital for irrigation on state-owned lands were devised, according to which private enterprises should be limited to the construction and operation of irrigation facilities. Accordingly, the issue of resettlement on these irrigated lands is at the disposal of the state authorities.

After a thorough discussion by the government, with some changes, the following provisions were put forward as a necessary condition of the draft Regulation on attracting private capital to the issue of land irrigation:

1. Lands were leased by the state to private entrepreneurs in accordance with applicable law, on a long-term lease for a period of 99 years, subject to sublease during the lease period.

2. Rent should not exceed 0.1% of gross income (ie, the value of the product obtained after deducting all current operating and administrative expenses); no rent during exploration and construction work (i.e. 9 years). In addition, the lessee has the right to build railways, as well as factories and mills. It is also stipulated that these may be subleased (re-leased from the main tenant) to another person during the lease term.

3. The issue of resettlement in the leased area is carried out by the entrepreneurs themselves, with the indigenous population in mind. [11]. In order to prepare the draft, the initial material was submitted to the legislative bodies of the Russian Empire. Unfortunately, the discussion of this bill took almost a quarter of a century in various state bodies, and eventually, it was left without legalization. Nevertheless, there is a serious interest in this project among entrepreneurs, and its pros and cons are shown. In short, the entrepreneurs have thoroughly studied the relationship that belongs to them in the draft Charter and expressed their critical views on it.

In fact, if the issue was approached from a psychological point of view, the adoption of such a law would allow entrepreneurs to spend their capital on the irrigation business only in some cases, not in public. This is confirmed by the following. According to historical data, private capital was involved in the irrigation business in the form of tenant, concessionaire and others. Such private properties were built on the banks of the Syrdarya River, where water was taken from the river by mechanical water pumps and sold to the surrounding farmers for a reasonable rent. For example, between

1908 and 1914, only 29 small diesel, steam-powered pumps installed on the banks of the Syrdarya by private irrigation companies in the Fergana region had a total capacity of 1,687 horsepower. Their capacity did not exceed 2,000 desiatins of irrigated land. [12]

The following information shows how much the entrepreneurs benefited from these pumps in the early stages: “Three times in one season: before, after and again watering the cotton, the owner of a small cotton pump paid 60 rubles for each tenth of irrigated area and another with a pump installed in Turkestan. He tried to sell a bucket of water for 40 rubles”. [13] Such a trade was extremely profitable.

From the above data, it can be seen that in such a situation, water has become a commodity, and even an object of capital investment. Concession and concession applications were distributed mainly in the territories of the Kokand and Khiva khanates, along the banks of the Syrdarya and Amudarya rivers. Along the banks of the Amudarya, between 1907 and 1917, 24 applications were submitted for concessions with a total area of 1.3 million hectares. Between 1912 and 1915, only seven of these issued concession applications, 190.2 thousand hectares of land, were contracted. More specifically, the majority of concession applications were fraudulent in nature. The purpose of the concessionaires in concluding the contract was to resell their rights to the entrepreneurs by the capitalist groups.

In the prospects for the development of the Russian bourgeoisie in Turkestan, the fraud associated with the sale of land brought them enormous profits. Therefore, they, the capitalist groups, “clung” to the concession for the greater good.

To the government, it is usually not expensive to conclude a concession agreement. However, behind any structured concession was a strong industry or banking group. In addition, there are small water pumps in Fergana and concessions established in 1914 by Glushkov and Koneev on 5.3 thousand hectares of land in the Kabadian principality of the Bashkir Valley of the Bukhara Emirate. One of the main leaders in calling for irrigation concession enterprises in Turkestan was one of the largest groups of Russian banks, or textile capitalists in Moscow. For example, the Russian-Asian Bank was inextricably linked with its concessions in the Amudarya region. In 1913, the bank’s managing chairman A.I.Putilov and his companion Andronnikovs bought from the Khiva khanate 23.9 thousand hectares of land on the upper banks of the Amu Darya for 29 rubles 90 kopecks per hectare. In the acquired lands, these concessionaires did not carry out any irrigation work.

The fraudulent nature of irrigation concessions was also evident in another enterprise owned by the Russo-Asian Bank, namely Stovba, which in 1913 entered into a concession with the government to irrigate 10.9 thousand hectares of land in the Kabadian principality of Bukhara. After signing the concession, Stovba handed over the "rights and obligations" set out in the concession agreement to his partner - the director of the Tashkent branch of the Russian-Asian Bank I.A. Seidel. Apparently, the Russian-Asian Bank intended to transfer the use of these lands to some entrepreneurs, but all the efforts of this bank were in vain.

In addition to the capitalist groups of Turkestan, the general leader of the concession was John Gammond, an American capitalist associated with Anglo-American capital, who conducted exploration work for the construction of irrigation in

the Karakum and Mirzachul sands. Engineer Ananov also had a concession in the Sherabad steppes of the Bukhara Khanate. John Gammond was interested in the possibility of irrigating the northern part of the Karakum Desert from the Aral Sea along the Amudarya River, in the direction of the Caspian, through an already dried-up tributary. In 1911, Engineer Ananov signed a concession agreement with the Bukhara Khanate to irrigate 78.8 thousand hectares of land in the Sherabad Valley. Ananov tried to directly support the bank's capital. At the same time, in 1914, the charter capital was 12 million. Sherabad Joint Stock Company was established and all rights were transferred to Ananov under the concession. However, the controlling stake in the shares belonged to the Russian Commercial and Industrial Bank in Petrograd, which financed the concession.

It should be noted that the Sherabad concession has aroused great interest among entrepreneurs. The reason for this was that at that time it was the only private enterprise in Turkestan Irrigation, and from 1916 onwards, large-scale construction work began and it was used by concessionaires. The company has invested \$ 5.4 million in construction and manufacturing. rub. had spent money. Unfortunately, these capital investments did not bear fruit until the end, and neither the concessionaires themselves nor the Soviet "heirs" were destroyed forever. The fact is that in the winter of 1917, the residents of the Sherabad Valley were completely destroyed by the "Society of Mercy" so that they would not leave any memory of the "productive" activities of Russian capital in Bukhara.

Thus, the first private irrigation business firm was destroyed. One of the main reasons for this is the economic relations that are completely incompatible with the interests of the people of the Sherabad Valley. In this situation, in the provard, the society suffered the wrath of the population, which resulted in the loss of all property and loss.

Nevertheless, on the eve of the First World War, the interest of bourgeois "business groups" in irrigating new lands increased. Between 1907 and 1910, according to some data, there were seven or more serious proposals for the organization of irrigation of lands in different parts of the country; By 1915, according to the Turkestan State Property and Agriculture Department, there were 15 of them. [14]

By 1910, and especially in 1911, the interest of Russian industrialists in the irrigation business had waned considerably. Thus, a separate direction of private entrepreneurship began. For example, in 1912, according to the General Directorate of Land Management and Agriculture, 21 applications were received from private entrepreneurs for the proposal to irrigate the well-known areas of Turkestan. In 1913, Kuznetsov and Kovalev, well-known entrepreneurs of the time, submitted serious applications for private irrigation in Turkestan. [15]

In addition, in the Fergana Valley and on the banks of the Amudarya, entrepreneurs competed with large, bid applications for land irrigation. For example, in 1912, a group of Moscow capitalists approached the issue of irrigating a very large area along the banks of the Syrdarya River with proposals to implement their huge projects. It is planned to irrigate 250,000 acres of land along the banks of the Syrdarya River, according to a project by Moscow's manufacturing capitalists. Of these, 110,000 desiatins were state-owned lands and 140,000 desiatins were private property.

According to the project, “entrepreneurs plan to use one-third of the Naryn River for irrigation ... The concession is scheduled for 99 years, and the government has been offered the right to purchase the facility after 36 years (capitalized for the last seven years, but received with a fixed value of 5% of net income).”[16]. The concession was reportedly led by Ryabushkin and one of the Morozov brothers, well-known entrepreneurs of the time.

Consequently, one can observe a growing tendency of capitalist groups to irrigate new lands in Central Asia. An example of this is the following data. On the eve of the Revolution of 1917, around the banks of the Syrdarya, the Russian-Asian Bank received 27.2 thousand hectares of land for artificial irrigation. According to pre-World War I statistics, irrigated land in Central Asia was estimated at 3.4 million hectares. reached the tenth. [17]

It should be noted that from the above data it is possible to learn the common denominator inherent in all concessions - this is the principle of profit, in the form of looting.

Therefore, the expected event that may occur in the activities of all concessions of the country is, sadly, an event that took place in the Sherabad Valley in a very contradictory form. This is because the formation of large capitalist enterprises in Turkestan for the irrigation of lands did not take place in uninhabited or "vacant" lands. Perhaps capitalism has openly, forcibly, forcibly confiscated arable land used for private irrigation from landowners and local ranchers.

This is reminiscent of the process of initial capital accumulation in the formation of capitalism, as we have shown in our early scientific analyzes, just as in the French colony of Algeria. [18] Although the capitalists' forcible seizure of land from the local population was not specified in the "legislation" governing Turkestan, in practice it did. All the concessions resulted in the local population being deprived of their rights to the arable lands inherited and used by their ancestors. More specifically, locals have been evicted, evicted, or at least turned into illegal tenants on their land.

Consequently, banks and large industrial enterprises, in other words, in accordance with the agreement on the "productive" activities of the advanced capitalism of the time, had only one goal of owning the newly developed lands by establishing joint-stock companies. with, that was to economically exploit that direct producer. Even without them, banks, cotton companies, tribunals, and even usurers have crushed the producers economically and "skinned" them to death.

All of the evidence presented suggests that direct producers have been exploited in every way by concessionaires. These are, first, by renting back to the peasants, again to themselves, the arable lands which have been forcibly confiscated; and secondly, that capitalist entrepreneurs sell their water to these farmers. This process took place despite the fact that it is forbidden in Islam. This evidence shows that the religious attitude of the population to water, which had been practiced for centuries, was disrupted by the introduction of bourgeois land ownership. These, of course, had a spiritual impact on the local population.

At the same time, the only “disadvantage” of such capital expenditures on irrigation is the direct separation of cotton producers from the bar, by usury by capitalist irrigation enterprises. The exploitative exploitation of peasants by capitalist

entrepreneurs means that direct producers have appropriated not only the funds for expanded reproduction, but also most of the resources, often intended for simple reproduction.

Nevertheless, in this process one can observe a tendency to expand the ranks of entrepreneurs in the local villages by placing new inhabitants in the country by the Russian capitalists. Of course, these created the conditions for the establishment of a strong farm at the expense of the newly arrived Russians. At the same time, this process made it possible to establish large capitalist production structures on newly irrigated lands. However, a number of attempts and researches were unsuccessful until the October Revolution of 1917. The reasons for this were as follows. The main reason is that the water law has not been resolved. However, as noted above, there were a number of options for attracting private capital for irrigation. As for the law of water, in 1912 a new expanded draft of it and a revised version were developed. According to the project, newly developed, irrigated arable lands and water in Turkestan were to be nationalized.

However, the essence of the new water law is that “all water in Turkestan is monopolized by the government.” Accordingly, the use of water was to be carried out under the supervision of a special body of the government. It is also envisaged that vacant arable lands owned by the government will be leased only to farmers and entrepreneurs for irrigation and use. At the same time, the project stipulated that half of the newly irrigated arable land, developed by private entrepreneurs, should have become state property immediately. It also states that the lease is for an agreed period, and the sale is prohibited.

All of these “rules” mean that Tsarist Russia cannot break away from the colonial regime it has established in Turkestan. The Water Law, in line with the government's rules on joint-stock companies, states that some entrepreneurs who are able to invest their capital in Turkestan's irrigation, including Jews, Armenians, and original foreigners, are barred from doing so. In short, at that time, this category of people was prohibited from doing business. As for the foreigners, they had to obtain a special permit from the emperor to do business in Russia.

In short, the basic logic of the water law was not so much in the interests of advanced private entrepreneurs, but in the case of Tsarist Russia's colonial policy of “robbery.” In our opinion, if this law could protect the interests of entrepreneurs in Turkestan, the government would have benefited in every way. Consequently, where freedom of business is open, the country will surely reap huge benefits. But in those days it was not possible because the Tsarist government could not deviate from colonial policy.

From this it can be deduced that this law, developed in the government office (the General Directorate of Land Management and Agriculture), was “in the spirit” of the general policy of the autocracy, in stark contrast to the private capitalist initiatives and entrepreneurial spirit of the time. Therefore, the project was strongly opposed by local and Russian entrepreneurs. Consequently, the main reason for the dissatisfaction of entrepreneurs was that if the draft law on water was introduced into the economic life of the country, it would lead to the long-term failure of any initiative of local communities and private entrepreneurs in Turkestan.

The capitalists, therefore, opposed the government's domination of water, the transfer of half of the newly developed arable land to the state colonial fund, the limitation of the lease period, and the ban on Jewish and Armenian nationalities and foreigners.

Thus, the uncertainty of water-legal relations was one of the main obstacles that prevented the spread of private entrepreneurship in Turkestan in the agricultural sector. As a result, many operating irrigation companies have suffered from a chronic lack of funding, while most of them are on the verge of bankruptcy. For example, historical sources indicate that at that time there were 40 private irrigation enterprises in the Fergana region, none of which developed normally, although at the same time they could not be described as serious economic activity and culture. [19] For these reasons, the first irrigation business in the former Turkestan did not have long prospects.

**Recommendations.** In conclusion, entrepreneurship has a historical and economic role in the construction of irrigation in the former Turkestan. Directly related to irrigation - in the context of the "Asian way of production", in the history of Uzbekistan, with our own tariffs, this is a manifestation of a unique, unique "Asian-type entrepreneurship." Accordingly, in the process of initial capital accumulation, private entrepreneurship had a unique socio-economic character, which is not found in other countries. These are described in the following conclusions:

1. A special feature of private entrepreneurship in the former Turkestan is the preservation of the "spirit" of entrepreneurship during the initial accumulation of capital in the irrigation of arable land. In the late 19th and early 19th centuries, despite the Tsarist government's treatment of Turkestan's lands as a colonial fund, cotton growing flourished.

Consequently, due to the influx of cotton-related industries into the country, an increase in the supply of cotton fiber from Central Asia to the European part of Russia can be observed. If we look at historical scientific analysis, between 1886 and 1914, the supply of cotton fiber from Central Asia to the Russian textile industry increased 42 times. If in 1888 cotton was planted on 13.2 thousand hectares of irrigated land in the region, by 1914 the total area under cotton reached a maximum point before the October Revolution of 1917 - 748 thousand hectares, the highest, ie 301 thousand tons of cotton fiber. [20] .The Fergana Valley was the main cotton-growing region of

Central Asia before the revolution, with 65% of the cotton area in the valley. In return for these changes, in accordance with the colonial policy of the government, first of all, the processing of agricultural products, raw cotton, and the supply of Russian industry and raw materials have developed. For example, by 1914, 609 factories were built and operated in the territory of present-day Uzbekistan. Of these, 220 were cotton gins, 27 were oil mills, 12 were soap factories, 58 were flour mills, 22 were brick factories, 13 were distilleries, and others.

It is clear from this historical evidence that the private enterprise of irrigation, which was more or less formed and operated in the country, was a major impetus for the development of the Russian textile industry. As V. Lavrentev said: "The occupation of Turkestan has created enormous unlimited opportunities for Russia's growing young capital, especially in the textile industry, and led to the expansion of sales markets.

Through this opportunity, Russian trade capital has not only given impetus to the “economic basis of Asian production,” but has also developed on that basis.” [22]

2. From the above it is clear that the fate of the socio-economic development of the former Turkestan depended on the colonial policy pursued. The development of business and market relations is not part of the government's plan. Consequently, whether or not the government develops these relations, its original goal was to turn the country into an economically demanding, raw material base, and it achieved its goal.

It is obvious that the government has not been able to create a mechanism for its effective use, given the huge potential of private capital. On the contrary, market relations could have been further developed, leading to the comprehensive development of private entrepreneurship in this area.

3. Due to the influx of large capital of entrepreneurs into the irrigation of Turkestan, the fragmented, unorganized, unsustainable activities of many small farms in the country have been eliminated. More specifically, it has affected the country's stagnant agriculture, putting it in the direction of a capitalist market economy with progressive changes.

At the same time, irrigation entrepreneurship has had a positive impact on other areas of life in the country. For example, due to the spread of cotton, many cotton growers - entrepreneurs and their associated engineers and other skilled industrialists have grown up. There are also many intellectuals, who specialize in agronomy, who have emerged. In addition, trade in cotton has developed and various new achievements have been made. For example, the plantation itself has found a new way to grow cotton in color. This means that the desire for innovation in the masses has increased due to the growth of the intelligentsia.

4. As a lesson, yes, “former Turkestan was a colony.” No matter how bitter history may be, we have to acknowledge the new changes, which, of course, had their positive aspects. For example, industry entered the country for the first time. Railways were built. International economic relations have been formed.

It is possible to export goods and sell them abroad. In short, capitalist market relations have led to the formation of private entrepreneurship in various sectors of the country. So, more or less capitalist market relations and business structures have been established in the country. The worldviews shaped by these market relations - resourcefulness and other entrepreneurial qualities - have been passed down from our ancestors to our new generations for centuries.

5. In our opinion, the historical and economic role of the sources of entrepreneurial activity in the construction of irrigation, which took place in the economic history of the territory of Uzbekistan in the late XIX - early XX centuries, is important for today. Consequently, investing capital in such a direction in the former Turkestan region has proved that it is possible to establish large productive farms for the first time in agriculture through private entrepreneurship. Also, this evidence shows that for the future of the irrigation sector in our country, right now, there is a need for private entrepreneurship.

6. Based on the above, we believe that the sources of private entrepreneurship in the field of irrigation in the territory of our country, in the field of irrigation and land

reclamation of the New Uzbekistan agro-industrial complex, serve as a sufficient lesson for a rational solution to a number of problems. In particular, in accordance with the requirements of the socially oriented market economy being built in our country, we are at the beginning of the process of radical reform of the agricultural sector, as well as its irrigation system. we cannot deny the necessity.

7. To describe the current state of the irrigation system in the country, a number of positive changes have been made in accordance with the adopted "Strategy". Including:

- Irrigation and reclamation system is being transferred to a full digital electronic system "Smart Water";
- Almost all wells and pumps have been put up for sale since the privatization process began;
- The use of water-saving technologies is expanding;
- Land reclamation and salinity and land use are monitored on the basis of modern new technologies;
- Low-yield cotton and grain are given to clusters that organize the full processing of cotton and grain on the terms of construction and reconstruction of irrigation and reclamation networks of all arable lands in areas with more than 50%;
- Development strategy for water resources management and irrigation sector development;
- strengthened control over the use of land and water resources.

8. Despite these changes, we find that there are many problems in the industry today, which do not allow the agro-industrial complex to achieve the goal set in the strategy. In other words, the current state of irrigation and land reclamation does not correspond to the intended further development of the agro-industrial complex.

So what are these problems? We think that the main problem is that 30 years after our independence, a market economy has been formed, that is, various forms of ownership have been decided, but so far state ownership in this area has been preserved. Accordingly, the old system of management and economic management is in place. As a result, today the services provided by state-owned enterprises have a monopoly appearance, and these reasons hinder the formation of competition in attracting investment, resource provision and marketing services, as the market has not yet formed a market mechanism.

Also, under the monopoly of state-owned enterprises, the existing irrigation structure, most of the pumping stations have been in use for more than 30-40 years. However, most of them are physically and spiritually obsolete, lagging behind the level of modern science and technology. In short it needs to be replaced. 70% of irrigation networks in the country do not have anti-filtration coating. As a result, some of the water does not reach the crops. The main part of the collectors is constantly overflowing, chronically not cleaned in a timely manner. So, the main part of the irrigation network is in a state of disrepair today.

In addition to these objective problems, there are also subjective problems, and in the agricultural sector, property relations that meet market requirements have not been sufficiently resolved. Consequently, land use rights are still not sufficiently guaranteed. The "strategy", of course, provides for the secondary lease of land. However, the

mechanism of its operation and other such problems hinder the increase of the efficiency of strategic management of farms. This is due to the fact that a modern market mechanism for the protection of land users' rights has not been developed. More precisely, land users have no confidence in the future.

Also, no relationship has been established between water consumers and water users in accordance with market principles. In addition, the irrigation and land reclamation system does not pay for labor properly, which means that the monthly wages of workers and employees remain very low. Such reasons are the reason for the dissatisfaction of qualified engineers - technicians, scientists and skilled workers in the field (this problem is not mentioned in the strategy). There is a lack of modern personnel, and all of them are moving to another field or abroad. Unfortunately, the level of knowledge of both water consumers and water users is low and outdated.

9. Based on the above evidence, it can be said that the industry cannot be developed without addressing these issues. Hence, the further development of the irrigation and land reclamation system depends on finding and resolving such and similar problems rationally. With this in mind, we recommend:

- It is necessary to increase wages in the system of the industry, at least twice at first, because it is illogical to reform the industry without increasing the interest of workers and employees;

- It is necessary to attract knowledgeable engineers and technicians to the industry, aware of the achievements of modern science and technology, which, of course, depends on the implementation of our first proposal, without which such advanced, modern specialists can not apply new techniques and technologies;

- It is necessary to re-equip irrigation facilities, facilities and land reclamation with new modern equipment, facilities and technologies, to develop measures for the implementation of this measure by the public and private sectors;

- It is true that the privatization of irrigation facilities began with pumps and wells, but our proposal is to ensure that after their privatization they perform their functions effectively, it is necessary to establish special control over them (to prevent their destruction);

- In attracting investors to irrigation facilities, facilities and reclamation systems, of course, in accordance with the strategy, the transition to a public-private partnership is well chosen and given to the citizens of our country;

- Based on the above, it is expedient to sell obsolete, obsolete facilities and structures of the industry to private entrepreneurs and lease them on a long-term basis, the restoration of which is a source of entrepreneurship in the field of irrigation;

- It is necessary to accurately calculate the available arable land along the banks of transit irrigation systems and develop and implement a new modern mechanism for leasing them to land users, as there is a monopoly of state enterprises on this and similar lands;

- Large objects - reservoirs, basins, canals, rivers and streams should not be excluded from state control, as they are of strategic importance;

- It is necessary to create a clear effective market mechanism between water consumers and water users, ie a mechanism for the implementation of the law of market supply and demand;

- Based on the above measures, it is necessary to implement the strategic business planning of private investors in accordance with the market requirements of the internal system of the industry, the categories of the regions.

In fact, in our view, the objects of the irrigation system are of strategic importance, and it is dangerous to hand them over entirely, large objects to private capital. Therefore, we must not forget that this system serves society.

In addition to the above, we should note that in Bukhara, Navoi, Jizzakh and Kashkadarya regions of the country, as well as in the Republic of Karakalpakstan, we have unlimited reserves of arable land, such as the gradual development of desert and steppe lands and their conversion into new irrigated areas. . Of course, the strategy pays attention to this.

In this regard, the modern irrigation technologies used in our country are very useful for the activities of our successful entrepreneurs. Of course, the creator of such creative work is a private irrigation company. It will be necessary to develop an effective mechanism for the implementation of the above measures. Therefore, according to the mechanism of a market economy, the interests of private entrepreneurs and the interests of the state must coincide. We believe that these measures are of special importance for the effective organization and further development of production in the agricultural sector.

**Conclusion.** Thus, in conclusion, the modern structure of entrepreneurial activity in the economy of Uzbekistan has its long-standing historical source – “roots”. Therefore, the sense of entrepreneurship in the mentality of entrepreneurs of the peoples of modern Uzbekistan is undoubtedly directly related to the sources of entrepreneurship and market relations studied above. It would be expedient if this source would play a significant role in the future socio-economic development of our country, in the implementation of the strategy of the New Uzbekistan.

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## SOCIAL SYSTEM AND COMMUNICATIVE FEATURES OF THE INTERNET

**Burkhanov Husniddin Mirodilovich**  
**PhD in Sociology**  
**National University of Uzbekistan**  
**Independent researcher**  
**of the Department of Sociology**  
[doktorantt@mail.ru](mailto:doktorantt@mail.ru)

**Annotasiya:** Maqolada globallashuv jarayonining kengayishi, bozor iqtisodiyoti munosabatlarining chuqurlashuvi sharoitida jamiyat a'zolarining internet tarmog'ida saytlaridan axborot olish sosiologiyasi tadqiq etilgan. Shuningdek, internetda milliy segmentni rivojlantirish, uni mazmunan boyitish, yanada takomillashtirish uchun faoliyat yuritish, veb-saytlarni mamlakatimizda olib borilayotgan demokratik islohotlar mazmuniga mos axborotlar majmuasi bilan to'ldirishga oid xulosalar berilgan.

**Kalit so'zlar:** global internet, ijtimoiy tarmoq, milliy segment, yoshlar saytlari, internet xavfsizligi, axborot xavfsizligi

**Аннотация:** В статье рассматривается социология доступа к информации с интернет-сайтов членов общества в условиях расширения процесса глобализации, углубления рыночных экономических отношений. Также сделаны выводы о развитии национального сегмента сети Интернет, обогащении его контента, работе по его дальнейшему совершенствованию, наполнению сайтов комплексом информации, соответствующей содержанию демократических реформ в нашей стране.

**Ключевые слова:** глобальный интернет, социальная сеть, национальный сегмент, молодежные сайты, интернет-безопасность, информационная безопасность

**Annotation:** The article examines the sociology of access to information from the Internet sites of members of society in the context of the expansion of the process of globalization, the deepening of market economy relations. There are also conclusions on the development of the national segment of the Internet, its content enrichment, work to further improve it, to fill the websites with a set of information relevant to the content of democratic reforms in our country.

**Keywords:** global internet, social network, national segment, youth sites, internet security, information security

**Introduction.** As a result of the process of globalization and increasing information pressure on human thinking, the level of human dependence on the global Internet is growing due to the rapid development of modern information and communication technologies. Therefore, the Internet remains one of the main tools in shaping the social, economic views of society, directly influencing and changing the process of their development. The expansion of the global Internet, its coverage of all spheres of human activity and its transformation into a global network has led to the recognition of this field as the main means of information exchange in the XXI century.



As E. Giddens, one of the theorists of sociology, noted, "As a result of globalization, a new order of preparation, dissemination, reception and use of information has been formed in the world" [1].

The fact that the global Internet is an effective tool for interpersonal communication has led to the acceleration of its human activities, the growing number of users of information published on the Internet in all countries and the sharp increase in social and economic needs to expand Internet sites, recognized as a virtual information space brought. That is why the number of sites in the global network that contain information of various social, economic and political content is growing. It should be noted that these sites contain a set of information necessary for the activities of the individual, ensuring the growth of his scientific, professional and social interests. The set of information that forms the political, moral, spiritual culture of a person living in a new stage of development is also reflected on the Internet. A set of information that encourages the socialization of the younger generation in the context of the development of civil society, ie a set of information that encourages independent knowledge in certain disciplines, recreation, organization of independent social life, solving social problems is posted on the Internet.

In the context of a new stage of development, as a result of the rapid development of the global Internet, there is a process of grouping the content of information in different directions. Information on youth activities on the global Internet, ie the current social life, including interest in secondary schools, vocational colleges, higher education, recreation, participation in sports competitions, has formed as sites visited by young people. The emergence of the term "youth sites" is directly related to the process of globalization of the world's leading countries, the deepening of interstate relations in social and economic development, the formation of various international associations, unions, organizations. In particular, the "Youth Site" on the websites of the Russian Federation, mainly on its web pages contain interesting information about young people, clips, entertainment information, sports competitions, as a result, to meet their spiritual needs, to spend their free time meaningfully. , applies to sites visited by young people belonging to certain classes in the community.

**Materials And Methods.** In particular, sociologist IV Zhilavskaya notes that youth sites are part of the media that provide information about youth [2]. The concept of "youth sites" also includes sites in the national segment in the areas of education, entertainment, trade, sports and culture.

The fact that the main users of information posted on the Internet are young people, the rapid communication opportunities provided by the Internet system is leading to the rapid development of youth sites. Such communicative opportunities have boosted young people's confidence in internet capabilities, and have served as a means of quality communication with young people's partners, friends, colleagues, relatives and followers living in different countries. At the same time, the fact that a certain number of young people spend their time on the Internet, some negative information complexes, contrary to the development trends of a democratic society, are exposed to sites with destructive ideas. In the current era of globalization and increasing information pressure, there is a growing number of websites that describe the activities of young people in some foreign countries, promoting their aggressive,

aggressive, criminal, addictive, destructive ideas. According to statistics, there are more than 7,000 Internet sites on the Internet, which promote moral depravity and various malicious purposes, against the constitutional system, the denial of the requirements of building a democratic society, and disrupt peaceful social and economic life. According to Liveinternet.ru, which collects statistical information on the sites, the number of Uzbek users of the social network Odnoklassniki in the first quarter of 2018 amounted to 707,559 people. According to the 2018 Global Digital report, We Are Social and Hootsuite, about 1.3 million active profiles are registered on Facebook and 890,000 on Instagram each month. Compared to last year, the number of Uzbek "Facebookers" increased by 69%. 62% of Uzbeks who use Facebook access the network through their mobile phones.

**Results And Discussion.** According to Similar Web, the Imo application is the most popular application installed on the Android operating system in Uzbekistan. The Telegram app is in second place. However, although Telegram took first place in the Apple Store on October 6, 2018, above Instagram and Imo, it is still in the trend of downloading in the Google Play Store in Uzbekistan. The Google Store is dominated by Instagram and Odnoklassniki. [3]

In the first ten months of 2018, 36.9% of Internet users in Uzbekistan were subjected to cyber-attacks. According to this indicator, the country ranks 27th. 69.8% of users were attacked by viruses on hard disks and USB flash drives. This means 13th place in the world. [4]

In order to protect against them, there is a need to create, develop and attract national youth to the Internet, promoting the national idea, the goals and content of civil society, the achievements of our country in the new era of development, ensuring the future of youth in social life and economic development.

The results of sociological research show that as an important tool for sustainable development in the new stage of development of society, the youth of our country are mainly using social networks effectively. Therefore, it is important to analyze the content of articles published on social networks in the global Internet system, to study their essence independently, to pay attention to its direction, to which social groups it is intended, and the mechanisms of distribution.

During the development of civil society, the intensity of the technical capabilities of social networks, the speed of access to information, the content of information, the ability to express it, the high logical structure that can gain the trust of users, attracts users of this information. In particular, the creation of messengers (WhatsApp, Telegram, Viber, etc.) is leading young people to connect to social networks. It should be noted that websites with messenger are rapidly evolving in the current context of virtual opportunities [5]. The convenience and low cost of using messengers has led to a sharp increase in the number of users of this opportunity.

The convenience of these information technologies for users is that a single messenger can send and receive text messages, pictures, videos and audio products. At the same time, the volume of multimedia products through special programs is reduced, resulting in a decrease in Internet traffic spent on their download. The low cost of using these information technologies also attracts users. In particular, WhatsApp is free to

download for all types of smartphones and phones (iPhone, Android, BlackBerry, Windows Phone, Nokia).

Based on the above, it should be noted that the development of youth sites is important in the national segment of the Internet. In order to fully understand the essence of the concept of "national segment" in the global Internet, it is necessary to define the meaning of the terms "Internet" and "national segment".

In particular, the dictionary "Wikipedia" defines the concept of "Internet" as follows: Internet system. It forms a global information presence and serves as a technological basis for many data transmission systems (protocols). In the context of sustainable development of society, the Internet is not only a communication network, but also the World Wide Web (WWW), ie a set of information that can be obtained through this system. [7]

Let's talk about the term "Internet security". Today, the term "information security" is widely used. Information security is defined in the field of information as a state of protection of the interests of the individual, society and the state. [8] However, the term "internet security" is rarely used. The main reason for this is that the term is part of information security, which only teaches effective ways to protect against Internet threats. In fact, Internet security has been described as 'Internet network security' [9], which also includes the ideological threats that exist on the network today. With this in mind, Internet security can be defined as a state of protection of the interests of the individual, society and the state from threats in the field of the Internet.

There are two different aspects of this concept, such as information security: the first is understood to be technical in nature (software viruses can penetrate the network and ways to protect against it) and social, that is, the penetration of various destructive ideas affecting the human mind. It is precisely our social approach and study of internet security.

At the same time, the part of the global Internet network within certain countries is referred to as a "segment", "national segment". The word "segment" means "piece", "piece", "part" in Latin [10]. The term "Internet" is not clearly defined in international law. According to VN Ryauzov, a member of the Union of Lawyers of the Republic of Belarus, the Internet is a global telecommunications network that computes information and resources. He also believes that the global network of resources that can not be imagined without technical means and receive, transmit, store, draw information is the national segment of the Internet [11].

In addition, as the author's opinion, it should be noted that the "national segment" is a collection of all sites belonging to the country. However, it can also be noted that all sites in the world belong to the same country. (Uzbekistan's national segment sites are represented by the .uz domain. "Domain" is a part of the Internet provided for ownership of an organization responsible for its support). [12] The term "national segment" is also a country-specific information space. Because the information in the national segment of each state reflects its social life. At the same time, the national segment allows countries to protect their population from destructive ideas and carry out information attacks in the global information space.

National segments of the global Internet cannot be imagined without technical means, the process of using which is a rational source of information. There are also a

number of definitions of the term information technology in the global Internet. In particular, Internet technologies are technologies for the creation, formation and development of various information resources on the Internet, ie sites, blogs, forums, chats, electronic libraries and encyclopedias. [13]

The concept of "technology" is Greek, and "techne" - art, skill, logos - means thinking, perception, knowledge, which mainly refers to the field of production. According to sociologist EI Grigoreva, "Technology is a method, form and means of socio-cultural activity, which, along with its use in the educational process, also helps to achieve certain planned results in the field of education and upbringing" [14].

The following terms are widely used in the national segment of the Internet today:

site (website) (visual: website, Russian: website, English "site" translation "place") - a virtual place where the World Wide Web can find certain information and is marked with a unique URL;

social network (visual: social network, Russian: sotsialnaya set) - an interactive website with many users, created by the participants of the content. The goal of a social network is to build a community of individuals with similar interests and activities on the Internet;

blog (English: blog, Russian: blog) - a website consisting of regularly published articles, images or multimedia. Typically, blogs are arranged in chronological order and consist of short posts. Depending on the authors, blogs can be personal, group (e.g., corporate) or public (open), and thematic or general in content;

cyberspace (English: cyberspace, Russian: cyberprostranstvo) - this concept is associated with the publication in 1984 of the first novel of the trilogy "Neuromancer" ("Neuromant") by the writer William Gibson. It describes a virtual space where electronic data circulates on all computers in the world;

Internet service provider (ISP) is a company that provides Internet access services. [15]

The creation of new sites in the national segment of the global Internet can be the basis for exposing destructive ideas coming from foreign countries, to some extent, their security, their goals. In today's information society, any information spreads to the world at a high rate and is irrigated with destructive ideas, negative thoughts, which can lead to certain problems in society, social conflicts. As a result of the sociological study of the social causes of this problem, the factors that shape them, attention is paid to the methodological foundations of the theory of the information society, the main content, the development processes are understood.

The main goal of an informed society is to ensure that each person has a set of information of a certain content on a voluntary basis, the level of legal and social security is of great theoretical and practical importance. It is known from the history of the concept of "information society" that this scientific concept was first introduced into sociology by Professor Yu. Hayashi of the Tokyo Institute of Technology. The basic classification of this concept is reflected in official documents submitted to the Japanese government, including research on the topic, "Japanese Information Society: Topic and Approach." [16] These findings are explained by the fact that the development of computerization helps to ensure that people have free access to scientifically based sources of information, provided that the automation of production

in the industries of industrialized society is provided at an innovative level. At the same time, rapid social development in production, in turn, affects the value of products, i.e. the role of innovation, design and marketing in the value of goods is represented. According to the author, in the new era of development, a set of innovative information, production will become the driving force of social development and continuing education.

Sociologists of developed democracies focus on improving the means of receiving, processing and disseminating modern information through the effective use of computers, the application of the results in the social and economic spheres. At the same time, as a result of the development of information technology, there is a growing interest in studying the social, humanitarian aspects of society, in particular, the causes of social problems, development trends in the context of the global social revolution. The American sociologist D. Bell's book "Industrial Society of the Future" [17] has an important scientific significance for the development of the idea of a global information society. The author divides human development society into three main stages: agrarian, industrialized and postindustrialized. According to the researcher, the distinctive aspect of the post-industrialization phase is the rapid development of services in the fields of education, health, research and management. The sociologist explains the nature of the factors and opportunities that have emerged for the formation of the information society in the post-industrial stage.

**Conclusion.** It should be noted that the analysis of the above social terms shows that today the "national segment" is emerging as a new concept, the social interests of young people are assessed as sites enriched with information about education. In this regard, the analysis of information society theory, using systematic sociological methods to independently study the problems and prospects of site development in the national segment of the global Internet, as the solution to this problem is an important tool in ensuring the security of information disseminated through the Internet. There will also be an opportunity to effectively use sociological scientific approaches to identify social, scientific, organizational problems encountered in the development of the content of sites for young audiences and to develop specific proposals for their solution..

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- [5]. Note: Messenger is a system of instant messaging (IM), instant messaging service (IMS), online consulting program (Online Saler) and client program (Instant)



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## **THE ROLE OF WOMEN IN INCREASING THE EFFICIENCY OF EDUCATION**

**Rasulova Madina Askhatovna**  
senior lecturer of the department  
"History of Uzbekistan".  
Tashkent State Technical  
University named after I. Karimov.  
[Madina\\_R@mail.ru](mailto:Madina_R@mail.ru)

**Annotatsiya.** Ta'lim tizimi jamiyatda gender tengligini joriy etish borasidagi o'zgarishlar tashabbuskori ekanligi ta'kidlangan. Bu, o'z navbatida, ta'lim tizimiga gender yondashuvini joriy etish va boshqarishning nazariy va uslubiy asoslarini ishlab chiqishni taqozo etadi. Shu bois mazkur maqolada oliy ta'limga gender yondashuvini tatbiq etishning o'ziga xos jihatlari, oliy ta'lim muassasalarida ayollar va erkaklar uchun teng huquq va imkoniyatlar yaratish ilmiy nuqtai nazardan ko'rib chiqiladi. Gender tengligini ta'minlashning samarali mexanizmlaridan biri Oliy va o'rta maxsus ta'lim vazirligi huzurida tashkil etilgan Ayollar va erkaklarning huquq va imkoniyatlari tengligi masalalari bo'yicha Maslahat kengashi faoliyati bo'ldi. Oliy ta'lim muassasalarida xotin-qizlar va erkaklarning teng huquq va imkoniyatlari kafolatlanishini o'rganish maqsadida o'tkazilgan so'rov natijalari tahlil qilindi. Shuningdek, ta'lim tizimiga gender yondashuvini joriy etish bo'yicha tavsiyalar berildi. Mazkur maqolada xotin-qizlarning ijtimoiy-siyosiy va ijtimoiy faolligini

oshirish, ularning turli soha va tarmoqlarda o'z qobiliyat va salohiyatini ro'yobga chiqarishi uchun shart-sharoit yaratish, xotin-qizlarning ijtimoiy tengligini ta'minlash borasida amalga oshirilgan tarixiy islohotlarga alohida e'tibor qaratilgan.

**Kalit so'zlar:** Gender, tarix, tadqiqot, olimlar, gender tengligi, gender yondashuvi, huquq, imkoniyat, kafolat, ayollar, erkaklar, oliy ma'lumot, maslahat kengashi, samarali mexanizm.

**Аннотация.** Подчеркивается, что система образования является инициатором изменений по внедрению гендерного равенства в общество. Это, в свою очередь, требует разработки теоретико-методологической базы реализации и управления гендерным подходом в системе образования. Поэтому в данной статье рассматривается специфика реализации гендерного подхода в высшем образовании, создание равных прав и возможностей для женщин и мужчин в высшем образовании с научной точки зрения. Одним из эффективных механизмов обеспечения гендерного равенства стала работа Консультативного совета по вопросам равных прав и возможностей женщин и мужчин, созданного при Министерстве высшего и среднего специального образования. Проанализированы результаты опроса, проведенного с целью изучения гарантии равных прав и возможностей женщин и мужчин в высшем образовании. Также даны рекомендации по внедрению гендерного подхода в систему образования. В данной статье освещаются исторические реформы, проведенные для повышения общественно-политической и общественной активности женщин, создания условий для реализации ими своих способностей и потенциала в различных сферах и сферах, достижения социального равноправия женщин.

**Ключевые слова:** Гендер, история, исследования, ученые, гендерное равенство, гендерный подход, закон, возможность, гарантия, женщины, мужчины, высшее образование, консультативный совет, действенный механизм.

**Abstract.** It is emphasized that the education system is the initiator of changes in the introduction of gender equality in society. This, in turn, requires the development of a theoretical and methodological framework for the implementation and management of a gender approach to the education system. Therefore, this article discusses the specifics of the implementation of a gender approach to higher education, the creation of equal rights and opportunities for women and men in higher education from a scientific point of view. One of the effective mechanisms to ensure gender equality was the work of the Advisory Council on Equal Rights and Opportunities for Women and Men established at the Ministry of Higher and Secondary Special Education. The results of a survey conducted to study the guarantee of equal rights and opportunities for women and men in higher education were analyzed. Recommendations have also been made to introduce a gender approach to the education system. This article highlights the historical reforms carried out to increase the socio-political and social activity of women, to create conditions for them to realize their abilities and potential in various fields and sectors, to achieve social equality for women.

**Keywords:** Gender, history, research, scientists, gender equality, gender approach, law, opportunity, guarantee, women, men, higher education, advisory board, effective mechanism.

**Introduction.** In recent years, the system of socio-economic reforms in Uzbekistan has further improved the regulatory framework for gender issues, increasing the social activity of women, improving their living conditions, creating favorable conditions for their free exercise of their abilities. The laws of the Republic of Uzbekistan “On guarantees of equal rights and opportunities for women and men” (2019), “On protection of women from oppression and violence” (2019) were adopted.

The basic principles of ensuring equal rights and opportunities for women and men have been developed. Achieving equal rights and opportunities for women and men in the management of public and state affairs, equal participation in the electoral process, health, education, science, culture, labor and social protection, as well as in other spheres of state and public life is a priority area of implementation [1].

The education system is a mirror that reflects the society as a whole and has an impact on it, and in turn, the ongoing innovations in education also affect the development of society. Therefore, the education system should be the initiator of changes in the introduction of gender equality in society. This, in turn, requires the development of a theoretical and methodological framework for the implementation and management of a gender approach to the higher education system. Because the sustainable development and progress of any state depends on the human factor, in particular, the scientific, creative and spiritual potential of the younger generation.

**Main part.** It was noted that today the achievement of gender equality is not only one of the democratic values, but also an important factor in socio-economic and spiritual development. Experience around the world shows that in countries where there are equal opportunities for men and women, the well-being and socio-political activity of the population is high, and the success of reforms is ensured.

“Gender” is a social aspect of the relationship between women and men that is reflected in all spheres of life and activity of society, including politics, economics, law, ideology and culture, education and science [1].

Gender approach in gender and education in the research of foreign and CIS scientists E.Maer, K.Higgins, I.Kon, A.Mudrik, L.Popova, I.I.Yukina, Yu.S.Tukacheva, L.I.Stolyarchuk and others issues to provide equal opportunities and equality in education for boys and girls; selection of forms and methods of teaching, based on the psychophysiological characteristics of boys and girls in the learning process, which will help them to realize their full potential; Ensuring gender tolerance and gender equality in educational institutions, as well as conducting gender analysis of educational content, increasing the gender literacy of teachers have been widely studied [7].

Research (O.Musurmonova, N.Egamberdieva, R.Samarov, U.Temirova and others) has been conducted in the Republic of Uzbekistan on the basis of a gender approach in improving the quality of education in continuing education, the development of women's social activism, gender issues in vocational education. In this study, the issues of increasing the social activity of women were analyzed through the gender approach, and the issues of gender approach in pedagogical education were studied. According to scholars, the process of developing gender aspects and principles of implementation in teacher training is a key stage that leads them to the end result. A teacher who understands gender aspects can enable the younger generation to think and



act consciously while being aware and aware of gender issues. Therefore, the movement for gender equality in education should cover all activities of the teacher, from the stage of professional preparation to the stage of continuous professional development. Therefore, in addition to professional knowledge and skills of students in higher education, it is important to develop important life skills, including analytical and critical thinking skills, problem solving, flexibility, interpersonal communication skills, as well as teaching them to work independently and collaboratively. This requires the introduction of a gender approach to the higher education system and the development of effective mechanisms for its management.

A gender approach is an approach to understanding the existence of gender inequalities and their causes, consequences, and ensuring that they are addressed. The gender approach is a change in the gender relationship between men and women, helping to ensure a more equal distribution of powers and responsibilities that has a beneficial effect on both men and women. The gender approach to the training of future teachers includes the direct involvement of gender issues in the development of educational strategies, defining the content and technology of vocational training, the development of professional competencies of teachers, research [7]. In our opinion, the introduction of a gender approach to the higher education system includes all components of the educational process, ie educational, pedagogical (educational content) and methodological (teaching methods, organization of the educational process, pedagogical cooperation), as well as organizational and pedagogical conditions, education system aims to increase the sensitivity of management to gender issues.

**Results and Discussion.** Uzbekistan's reforms are aimed at enhancing the status of women in society, protecting their rights and opportunities as one of the priority values, while ensuring the priority of human interests. At the same time, increasing the political, social and economic activity of women, in particular, is one of the priorities of public policy. Equality between men and women plays an important role in the well-being of the people, peace and economic stability. In this regard, the issue of ensuring the employment of women, expanding opportunities for them to fully realize their aspirations and abilities is in the constant focus of our state. In particular, in order to increase the participation of women in public administration, a reserve of more than 6,000 active women has been formed. At present, systematic trainings are being organized to prepare them for various leadership positions. The Constitution of the Republic of Uzbekistan guarantees the right to education to all citizens. There are no legal barriers for girls and women to access all levels of the education system. [1]

The main thing in gender history is to analyze the causes and consequences of gender differentiation in society, that is, the emergence of a system of dominance and discrimination on the basis of gender, social differences between men and women and society's assessment of these differences.

Gender history allows us to look at human history from a different perspective, to see things that are not commonplace as usual, to open up many new topics in history that historians have never considered before.

All periods of human development - from the primitive social system to the present - have attracted the attention of gender historians. Their scientific analysis

reveals the causes and consequences of the primary division of labor, forms of social control over women, the process of formation of the ideology of male dominance in society, the impact of family, marriage on the lives of men and women, the impact of religious views on gender inequality in society; the absence of women in politics and in higher power systems, and the study of other important aspects of gender issues. [4]

Thus, the rethinking of historical knowledge in order to bring women into history and eradicate androcentrism in history began in the 1970s. Gender history as part of new interdisciplinary scientific directions - women's gender studies were formed in the West in the late 70s and early 80s. The Rapidly Developing Women's Movement in the 60s Many young historians in Western Europe and America chose women as their object of study and began to study women's history, believing rationally that they should rely on data from both sexes, such as studying their past and analyzing the present. Initially, their research to restore justice to women who had previously been forgotten by historians was met with skepticism not only by the scientific community but also by many social historians who did not recognize it as a sex-determining status. However, the shift in public and professional consciousness that took place in the second half of the 1970s removed many subjective barriers. By the early 1980s, there were hundreds of universities in the West that included courses on women's history in their curricula, many of which provided students with the opportunity to specialize in the field. [5]

The current model of gender and cultural issues should include at least 3 important issues: 1) the right to cultural development and education, enshrined in law and actually implemented by women, 2) free and equal access to cultural and artistic achievements, 3) gender participate in the creation of cultural and artistic values while acknowledging differences. [4]

It is difficult to find a society that has implemented these three enumerated points in the past. It is obvious that the goal is to achieve this, and the current process of gender development in culture is also aimed at this goal. The success of such a movement depends in many ways on how deeply and comprehensively the vast historical experience accumulated in this field in the most diverse traditions and cultures is intended and re-understood.

**Conclusion.** Expanding efforts to bring gender criteria into the public consciousness is a modern requirement. Such activities will enrich the worldview of the population, especially women and youth, in the field of equality between men and women, inculcate gender sensitivity in the creation of social and gender balance, skills to define the goal, have a better direction in the present world, tolerant, fair and sustainable future. to understand, the need to introduce a gender approach in the implementation of state plans of socio-economic development.

While it has been found that most parents today have a situation that prevents their daughters from getting higher education, it has shown that the desire of girls to pursue higher education is increasing day by day instead of resisting their daughter's higher education. It is also recognized that the availability of full-time and part-time forms of education in higher education is an important factor in ensuring that women receive equal education with men. If we pay attention to the views of young people in higher education for women, we can see a sharp increase in the desire and enthusiasm for



higher education, regardless of the location of the educational institution and the form of education.

In the context of independence, the protection of women's rights is an important aspect of public policy. Women need to become an increasingly influential force in political parties, in business, where they have real means of power to expand their network of equality advocates. Increasing the number of women in various branches of government can lead to greater momentum in the implementation of gender equality policies. [2]

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### **THE ORIGINS OF HISTORIOGRAPHY AS AN ART FORM AND A SUBJECT OF PHILOSOPHICAL THOUGHT IN ANCIENT GREECE**

**Shokirov Mubin Rustamovich**  
**Senior Lecturer of**  
**Pedagogical Institute of**  
**Bukhara State University**  
[\*\*m.r.shokirov@buxdu.uz\*\*](mailto:m.r.shokirov@buxdu.uz)

**Annotatsiya:** Ushbu maqolada tarixiy tafakkur, uning o'ziga xos xususiyatlari o'rganilgan. Shuningdek, Qadimgi Yunon mutafakkirlarining tarixnavislik masalalariga munosabatlari va tarixiy jarayonini bayon etishning o'ziga xos uslublari ilmiy-nazariy jihatdan tahlil qilingan.

**Kalit so'zlar:** tarixiylik, qiziqarli tarix, fojeyiy tarix, mo'jiza, qissaxonlik, so'z san'ati.

**Annotation:** This article examines historical thinking, its specific features. It also provides a scientific and theoretical analysis of the attitudes of ancient Greek thinkers to the issues of historiography and the specific methods of describing the historical process.

**Keywords:** historical, interesting history, tragic history, miracle, storytelling, word art.

**Аннотация:** В данной статье рассматривается историческое мышление, его специфические особенности. Также дается научно-теоретический анализ отношения древнегреческих мыслителей к вопросам историографии и конкретным методам описания исторического процесса.

**Ключевые слова:** историзм, интересная история, трагическая история, чудо, повествование, словесное искусство.

**Introduction.** Historical interest has always been associated with everyday historical consciousness. It allows one to reflect private and public history, to understand oneself, to realize that one needs oneself for history. It can be said that historical interest gave rise to history as a science. History itself was originally one of the genres of literature. Nowadays, history has been a creation that reflects the distant past of mankind. However, the connection between history and art is still relevant today. Our goal is to show that historical research is the only practical source of the formation of consciousness in ancient society, and that historical consciousness is the object of study of ancient philosophers.

**Discussion.** Historical interest led to historical narrative in the 7<sup>th</sup>-6<sup>th</sup> centuries BC. Deep social issues were raised in Ellada. The new society, the need to learn more about the environment, the person became interested in his past. They wondered how other countries would live. These gave rise to historical works.

For ancient Greek prose, it was characteristic to reveal what was happening. In practice, however, this reality was associated with mythological legends that encouraged people to live. The truthfulness in the stories was strong. Historians were therefore considered poets or writers. Such works were limited to the main theme and went into mythological, geographical, ethnographic themes.

Herodotus's "History" plays an important role in the history of ancient culture and ancient historical consciousness. This work is the first historical work that has come down to us in the history of ancient civilization. And it is the first monument of fiction. This work is written in a new artistic genre in historical storytelling, The book is about the interconnected chain of events, causal interrelationships with each other, and as a work about the events that lead to the Mayan result, it laid the groundwork for thinking that history is the "most common" history of nations. Herodotus understood that history, culture, and human life are activities.

Herodotus was the first to recognize civilization as a living chain of times. In the spirit of heroism typical of works of art, Herodotus narrates the Greco-Persian wars with many retreats, with events of a mythical character. His stories focus on revealing mythological truths. The works of Herodotus have long been considered a masterpiece of historiography. This is due not only to his scientific merits, but also to the fact that the narrator's brilliant talent is a master of fiction. From his various observations, legends, historical anecdotes, oral stories, documentaries, and the works of his predecessors, he was able to create a bright and clearly purposeful work, expressing to them aspects of the Greek national character. With the help of such retreats, the work contained a lot of material. A huge and unique world of Eastern and Western civilizations opens before the students. "Herodotus' services to the world culture are enormous. He came close to the original historical in his perception of events and facts.

It is the process by which the history of human society develops in time and space, in which the destiny of individuals and nations changes”[1].

Herodotus created an interesting history of past events. He created the first example of an interesting history. Thanks to Herodotus, events of global significance became an example of the heroism of nations that fought for their freedom.

By the end of the 5<sup>th</sup> century BC, the historical genre flourished. The Athenian historian Thucydides played an important role in this. He is mentioned in the history of historiography as the founder of “scientific” historiography and the founder of rationalist methods of explaining historical events. He scrutinized and selected credible evidence. Thucydides made the necessary demands on historians. The historian said he must be a contemporary and witness to the events being written. This has brought historical memories closer together, both spatially and chronically. He himself chose war as the most pleasing subject of writing history according to the law of drama. It was because of his work that the story of the Peloponnesian War became known to those interested.

To substantiate the usefulness of his work and history, Thucydides emphasizes that those who are interested in history will find his works useful to them. He did not act like other historians, who add myths to his stories, without paying attention to the truth, just like historians who give the reader some satisfaction. “So few people bother to find the truth, they are more likely to accept ready-made ideas, whoever accepts the events I have considered as I have narrated them on the basis of the testimony of witnesses, whoever does not prefer poets who exaggerate and depict these events in artistic colors, and writers who portray these events in a way that is pleasing to the ear.

“My work does not serve for word debate at a particular moment, but serves to be an eternity treasure”. [2] Thucydides saw it as his task to explain the process of historical events in an interconnected way; he considered it his duty to explain the occurrence of any event, be it from the environment, from real conditions; at the same time, it is the task of the historian to distinguish the historical significance of this event and the factors of historical significance from among the many individual processes.

Thucydides says people are thirsty for plots, not reality. He was right in many ways: he did not follow the masses of students by writing history and critically analyzing evidence and sources. In the followers of Thucydides, scientific and artistic achievements, according to the writers, are weakening [3].

From the 4<sup>th</sup> century BC, historiography was divided into two main directions - pragmatic and rhetorical.

It is not possible to adequately illuminate the historical consciousness of the ancient period without referring to the works of Plato and Aristotle. It is well known that the culture of antiquity was meant to be heard.

The art of speech was highly valued and showed the high skill not only of the speaker but also of the poet, historian and philosopher. This is evidenced by the fact that philosophers and historians express their works in the form of dialogue. Naturally, history based on oral traditions was much more limited, and moreover, the oral expression of the speakers was aimed at influencing the feelings of the listeners.

In his dialogue “Fyodor”, Plato paid special attention to the beauty of speech. In doing so, he speaks of the importance and necessity of speech beauty, and of the

shortcomings seen in his daily routine. Plato (in the language of Socrates, the protagonist of his dialogue) says: correct speech must come from a truthful and clear definition of the field it represents, from its conformity to real reality. Hypothesis and truthful assumptions about things should be avoided in expression. Since verbal beauty is an art, Plato only needs to talk about things that originally existed. To do that, he says, you need to know what you're talking about. By this he refutes the idea that it is not necessary to understand and know for the speaker who existed at that time. In fact, it was incorrect to say that the reception of information alone was sufficient to know the truth, as some believed.

Plato, on the other hand, says that the original art of speech cannot be achieved without knowing the truth. This is why it is important to talk about the human soul. And the art of speech is able to convince someone, of something (he is not just involved in litigation). "The art of speech beauty is not to frame the soul with the word, but is it used not only in courts or other meetings, but also in personal life? Whether it's about small or big things - it's important not to use it properly for some reason, or not to use it properly for trivial things - so the beauty of speech is not in the slightest worthless or worthless"[4]. We also need to take into account the diversity of perceptions in people, especially in matters where we can "get lost". [5]. It is in such matters that the beauty of speech has great power, and in this place it is very easy to deceive.

The beauty of speech touches the human heart with its art. That's why speech editors address it. Plato says that while observing the types of spirits, each of them must have a speech that corresponds to the beliefs of a certain circle of listeners. At the same time, he says, different levels of consciousness are perceived differently. But how do people react to reality? As it turns out, no one likes the truth. Only reliability and authenticity are important. Such is the nature of man that he has not changed for centuries. Man is ready to believe what is said with confidence. In this regard, Plato, speaking of the moral responsibility of speakers, says that it does not matter in what field they work: "Speeches are able to help a person, they have a family that gives birth to new speech in the hearts of others"[6].

It is well known that Aristotle did a great deal of work on the spread of the historical approach in many branches of knowledge. However, in doing so, he underestimated history and historiography, giving priority to poetry. In his "Poetics", he contrasted history and poetry. He saw poetry as a much more philosophical and serious field of knowledge than history. Poetry speaks of eternity, of universality. Therefore, its instructions are universal in nature.

**Results.** History provides information about past events; provides information on individual evidence, so that the instructions of history are limited in time and of a private nature. "...The poet's task is not to tell about what has happened, but about what can happen, what is possible or necessary in the future"[7].

For Aristotle, artistic creation is more valuable than the reliability of historical evidence. His ideas influenced the formation of tragic historiographical tendencies. Tragedy should amaze the viewer, if we apply the feature of tragedy to history, if the story is based on emotion, then both history and history can amaze. "Thus, if tragedy differs from all that has been said and is superior to them by the influence of its artist, then they (tragedy and epic) bring no pleasure, tragedy is better than an epic because it

achieves its purpose more”[8]. How do you achieve this goal? How can this goal be achieved? Aristotle in his works pays great attention to speech and word. Its mission is to “prove and disprove, arouse emotion (fear, hatred, etc.), as well as glorify and discriminate” [9].

He opposes the accusations that are manifested in art. According to Aristotle, if a poet writes about the impossibility (excitement) that art can serve to achieve its goal, he is right and should not be criticized for anything, because the audience is ready for it: “the miracle is pleasant, so all the storytellers add a lie to interest” [10].

Thus, since ancient times, many people have a desire to paint and decorate history. They began to add emotion to the historical narrative, thereby trying to attract the attention of the team. However, in ancient historiography, “tragic history” was replaced by “practical” and “useful” history. This has been helped by many historians to understand that history is the goal and tragedy is exactly the same thing. Interest in ethical issues has led to a focus on the ethical aspects and character of the activities of historical figures. History recommends moral lessons that encourage morality, exhortation, patriotism, and connecting the present with the past. History itself connects events in a coherent and causal way, answering when events occur and why.

The concept of history as “practical and useful” is reflected in the authenticity of historical stories. At the same time, the demand to control the historical truth is accompanied by a focus on the moral image of the protagonists.

The thinker Lucian, who lived and worked at the end of antiquity, also agreed with the above-mentioned ideas. He writes a wonderful work, “History Must Be Rewritten”. In it, in a vivid artistic form, he expressed all the views pertaining to the formation of historical consciousness with the help of historical narratives. Many of the issues he covered in his work are still relevant today. This work can be called a historiographical theory written in a unique way.

The spirit of the work is deceptive, against the art of painting and embellishing events, without genuine falsifications, aimed at approving literature. The truth cannot be falsified - it is impossible to do so for fear of criticism or in the pursuit of wealth and glory. Lucian demanded that historians continue the path of Thucydides. Lucian’s work is a realistic and critical depiction of life, but it is a fictional, fantasy, “creative” narrative. He encouraged artists and thinkers to look deeper into reality, to add “sincerity and truthfulness” to the core of his work. Lucian was very demanding of historians. He was criticized by many for saying that “writing history is something most people can’t do”. “It’s not an easy job, it can’t be done at hand, like all the work in the literature, it requires a lot of thinking,” he said [11].

For Lucian, the truth is above all else. He places this demand in front of everyone who narrates historical events. “History, he says, does not forgive any accidental or insignificant lies”. The thinker harshly criticizes historians who distort history in order to inflame the bosses and commanders, to avenge the praise of today. He also places a strict boundary between history and poetry, and emphasizes that they both have separate functions and laws. Ornaments, legends, praises, and exaggerations specific to poetry should not be present in historical works. If so, he says, the historical work will become “prose poetry”.

The narration of history has its own special beauty, which is manifested in the clarity of expression, in the show, in the sincerity, in the clarity, in the intelligibility, in the love of truth. One of Lucian's main demands was that what he wrote be about eternity, not to run for publicity for his contemporaries, but to give generations a true, true account of events. That is the criterion of a true historical book, he says [12].

**Conclusion.** Thus, the brotherhood of history and art has been mentioned since ancient times. In these periods, historical records were as a type of art, along with art as a form of historical consciousness. Historical consciousness must have the same roots in terms of its origin as aesthetic consciousness, because the original historical knowledge was mixed with artistic imagination. For a long time, the existence of history as an art form influenced the nature of historical knowledge. It has been passed down from generation to generation as a figurative narrative. An emotional evaluation similar to the works of art took place. Moreover, it was in the ancient world that the question of the influence of historical narration on the formation of the historical consciousness of society was first raised.

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## **ISSUES OF FORGIVENESS IN THE SPIRITUAL HERITAGE OF GREAT SCIENTISTS**

**Samadova Sarvinoz Samad kizi**

**Bukhara State University**

**“National Idea, Fundamentals  
of Spirituality and Legal Education”**

**Lecturer of the department, p.f.f.d. (PhD).**

**[sarvinoz56646@gmail.com](mailto:sarvinoz56646@gmail.com)**

**Annotatsiya:** Ushbu maqolada buyuk allomalarning ma’naviy me’rosida bag’rikenglik masalariga katta e’tibor berilib, tasavvuf allomalarning asarlarida va XIX asrdayashabijodqilganma’rifatparvarlar asarlarida bag’rikenglik masalasining qay darajada yoritilganligi haqida fikr yuritilgan.

**Kalit so’zlar:** ma’naviy meros, tasavvuf allomalari, yoshlar tarbiyasi, bag’rikenglik, diniy bag’rikenglik, ma’rifatparvarlar.

**Резюме:** В данной статье уделяется внимание вопросу толерантности в духовном наследии великих мыслителей, также рассматриваются мнения о степени освещенности вопросов толерантности в произведениях суфийских мыслителей и просветителей в XIX веке.

**Ключевые слова:** духовное наследие, ученые суфизма, воспитание молодежи, толерантность, религиозной толерантность, просветители.

**Annotation.** This article focuses on the issues of tolerance in the spiritual heritage of great scholars, and discusses the extent to which the issue of tolerance is covered in the works of mystical scholars and enlightened people who lived and worked in the 19<sup>th</sup> century.

**Keywords:** spiritual heritage, Sufi scholars, youth education, tolerance, religious tolerance, enlighteners.

**Introduction.** In all religions of the world, the idea of humanity is paramount. For example, there is a popular narration that is found in Muslim variants in various variants. It is said that a pagan entered the house of a man who asked God for food. The host told him, “If you are a Muslim, I will feed you, otherwise you will not”. The pagan went out unscathed. Then a call came from God asking why you did not feed him. The host replies, “I did it because he did not disbelieve”. Then God commanded the host to come back and feed him, saying, “Even if he is a disbeliever, he is my servant, a human being”. This means that the beginning of humanism is from the God, and every person should treat others, with kindness [2.268].

**Discussion.** In the opinion of mystics, tolerance, humanity, kindness, and respect for people of other religions and nationalities are among the most important

issues. According to Rashahotu ayn ul-hayat, one of the famous sayings of the wise father is:

*Har kim ko 'rsang-Xizr bil,  
Har tun ko 'rsang- qadr bil.*

That is, in life, in dealing with others, be superior to yourself, be humble, and do not waste every day, valuing and valuing it [7.15].

With these proverbs, the Holy Father urges people to be kind to one another and to spend each passing day in service and service to the people..

“According to the book “Lamahot min nafahot ul-quds”: Mawlana Ibrahim Sadr’s father’s house in Miyankol is visited by three great representatives of three sects: Mahdumi Azam, Sheikh Khudoydod and Sheikh Hussein Khorezmi. After a long conversation, Sheikh Hussein called the Khorezmian trainer and ordered him to play the flute. When the flute begins, he will play the dhikr of Samoa according to his teachings. The other two stand and listen out of respect. Then, when Mahdumi Azam and Sheikh Khudoydod Wali recite their sects, the rest stand up and respect the other sects. Such respect for each other’s sects by these three great men played a very positive role in the history of mysticism.

Another member of the Dahbedi dynasty, Kattakhankhoja Dahbedi was a generous man with many hands and was extremely generous. He did his best to help everyone’s wedding, to help the needy, to orphans and the needy. He lent money to hundreds of people, but he could not repay his debts to helpless people. Even the most arrogant person would never be able to pay off his debts in full. Kattakhankhoja Dahbedi used to narrate from Hadith: “Both the rich and the poor receive alms, but only the needy ask for it”. Thus, lending without a body is rewarded three times, as stated in the hadith [7.191].

Throughout his career, Imam al-Bukhari’s main goal was to benefit people, both scientifically and, if possible, financially. He always provided financial support to scholars, students, and even teachers and educators [6.422].

Bahauddin Naqshband was a direct disciple of the great mystic Said Said Kulol and was adopted by Hoja Muhammad Baba Samosi. And yet, Khoja Dunya-Khoja Abdulkhalik, who is considered the founder of the khodjagon series, is considered to be the spiritual pirs of Bahouddin Naqshband. According to sources, Bahauddin Naqshband did not hold slaves. And he said, “How can we be masters of others when we are servants of God?”. This indicates that humility and greatness are combined with the qualities of a great being.

All the religions of the world are based on the ideas of goodness and are based on such qualities as goodness, friendship, and peace. Encourages honesty and kindness, purity, brotherhood and tolerance.

Ahmad Donish, one of the enlighteners of the 19<sup>th</sup> century, emphasizes the need to instill in the younger generation a sense of diligence, patriotism and patriotism. Ahmad Donish pays great attention to the upbringing of children and thinks in his works that it is a complex process, in which the role of parents is invaluable. Donish advises parents to raise their children to be people who work for the development of society. According to him, parents should pay attention to the physical and mental development of their children and be a guide in the acquisition of knowledge and skills.

The idea of tolerance has a special place in the works of Ahmad Donish:

- socio-political tolerance, that is, recognition of the equality of all people in society;
- economic tolerance, that is, to help each other, to support those in need of the weak;
- tolerance or family tolerance in family relationships, that is, respect for women, recognition of their rights;
- national tolerance – different nations live in mutual friendship;
- ethnic tolerance - respect for the traditions, values of different peoples;
- religious tolerance –the reconciliation of people of different religions;
- universal tolerance-respect and value of people [5.51,52].

Ahmad Donish asserts that tolerance is manifested through such human qualities as self-awareness, living in harmony, mutual respect, patience, contentment, gratitude, forgiveness, endurance, mutual appreciation, equity, companionship, compassion, and in his works he gives a broader light on this [3.28].

The Jadids, the national progressive intellectuals of Turkestan in the late 19th and early 20<sup>th</sup> centuries, also espoused the ideas of religious tolerance. Prominent figures such as Mahmudhoja Behbudi, Abdurauf Fitrat, Munavvarqori Abdurashidkhonov and others promoted the idea of tolerance in their works and practices. For example, A. Fitrat's "Debate" and "Stories of an Indian Traveler" focus on religious and national tolerance.

Thanks to the cooperation and contacts of our national progressive intellectuals with their colleagues in Russia and other Muslim regions, the ideas and practices of tolerance have developed in their work. Mahmudhoja Behbudi, one of the brightest representatives of the idea of Jadidism, during the heated debates on the forms of government in Turkestan, in particular, at the congress of the Executive Committees of the Turkestan region in April 1917 in the work of elected bodies of the indigenous people. insisted on equal participation. It would be wrong to say that muslims are backward and fanatical, he said, adding that we do not know each other well in general, there is not much that we live together, and that only the freedom that ensigns unites us, muslims are interested in such a merger.

It is not profitable for Russians to separate the city administrations from each other, in many cities the parts where the Russians live are not able to meet their needs. Russians need to work with young muslims. Let the Russians not be afraid of oppression. The Jews among the Muslims of Bukhara have been living, enriching and developing for 1,200 years. Europeans with cultures and armies should not be afraid that reducing the rights of Muslims would be contrary to the principles of democracy [4.14,18]. In the works of the Jadids, the ideas of tolerance are expressed in harmony with their time, with a special emphasis on the field of education.

First and foremost, they set out to educate the people and make them world-class. The Jadids have come up with plans to send young people to Germany, France, Turkey, Egypt and other countries for training. For example, such suggestions were made in M. Behbudi's articles "Needs of the Nation" (1909) and Cholpon's "Doctor Muhammadiyar" (1915).

Abdullah Avloni talks about the consequences of intolerance, among other things: “History has shown that when a nation is divided and enmity reigned, it turns to a world of crisis”. With these words, Avloni proved the importance of tolerance for the development of the state and society.

Tolerance, freedom and friendly treatment of all peoples were the main factors in the rise of Jadid political activism. This is especially evident in the idea of Turkestan autonomy. Autonomy was the first attempt to build a nation-state based on universal ideas, which was tested in the world experience. By this time, the religious and national tolerance of the progressives had taken on the status of a public policy and had become a single concept. However, the tolerance of the Jadids did not prevent them from prioritizing the importance of Islamic culture. They have always said that Muslims also contribute to the achievements of world civilization.

**Results.** The Jadids, who made extensive use of the works of Aristotle, Plato, and Socrates in their writings, and who were well acquainted with contemporary philosophical currents, found common ground between them and Eastern Islamic philosophy. The Jadids strongly defended the worldview principles of intercultural dialogue. It is not right to spread it only under the influence of modern processes. Tolerance has historical roots in Central Asia. For centuries, people of different ethnicities and religions have lived in peace. That is why in the minds of a more active part of the society, regardless of religion or race, there was inter-ethnic harmony and freedom, a friendly attitude to the people around them.

As the President of the Republic of Uzbekistan noted, “... we are all pleased with our joint work on the in-depth study of the invaluable heritage of great people, the improvement of their monuments and the perpetuation of their memory” [1.45]. Indeed, one of the main and sacred tasks of all of us, especially our intellectuals, is to thoroughly study the unique and priceless wealth created by our great figures and convey its meaning to our youth. The tolerance of our great ancestors, the commonality of secular and religious sciences in their worldview, religion and justice, and patience are exemplary for all of us.

When asked from a wise man: “Is it possible to express all the good qualities in a person in one word?”, he replied: “Yes, tolerance”. Indeed, tolerance is the basis of all qualities in man, the beginning of good deeds. It is known that our country is a sacred place where different cultures, national traditions and religious beliefs have met for centuries. For many years, harmony and solidarity have prevailed in this land inhabited by people of different religions and nationalities. It is the sacred duty of every citizen of our country to continue this tradition.

**In conclusion,** it should be noted that our people, enjoying the rich springs of culture and enlightenment of our great ancestors, not only in terms of interethnic harmony and religious tolerance, but also in terms of kindness, family, child rearing, respect and honor of parents adhere to the principles of specific broad-mindedness, generosity and moderation. Due to the fact that our country is historically a multi-ethnic country, all the conditions for the peaceful life of people of different religions have been created on this land. Everyone, society as a whole, must build relationships on the basis of tolerance, recognizing the diverse traditions, cultures and values of peoples. After all, peace and tolerance are the key to development.



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