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WARIORIC COURAGE OF ANDIJANIANS AT THE FRONTS OF THE WORLD WAR TWO	
Usmonov S.O.	10
ОСОБЛИВОСТІ АКТИВНОСТІ ОСОБИСТОСТІ ВІДПОВІДНО ДО ВИДУ ВПЕНЕНОСТІ В СОБІ	
Мельничук С. К., Мельничук М. Ю.	15
SIMILARITIES AND DIFFERENCES OF SEGMENT BACKGROUND OPTIONS FOR RUSSIAN, UZBEK, AND ENGLISH LANGUAGES	
Gafurov B. Z.	17
ПРОПОЗИЦІЇ ЩОДО РЕОРГАНІЗАЦІЇ МІСТОБУДІВНОЇ СИСТЕМИ ЗАКЛАДІВ ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ	
Булах І.В.	20
USING AUDIO MATERIALS IN DIFFERENT LEVELS	
Karimova U., Dilmurodjonova Z., Hikmatova G., Urinboyeva D., Kholmamatova G., Suyarova S.	23
REPRESENTATIVES OF THE CONCEPT “MONEY” IN UZBEK FAIRY TALES	
Rustamov B. A.	27
СУЧАСНИЙ СТАН ТЕРАПІЇ ЗАПАЛЬНИХ ГІНЕКОЛОГІЧНИХ ЗАХВОРЮВАНЬ	
Левачкова Ю.В., Чушенко В.М.	30
РАДІОЛОГО-ТОКСИКОЛОГІЧНЕ ЗАБРУДНЕННЯ М'ЯСА КАЧОК ПРИ ВИРОЩУВАННІ НА РАДІОАКТИВНО ЗАБРУДНЕНІЙ ТЕРИТОРІЇ	
Ковальова С.П., Ільніцька О.В., Вербельчук Т.В., Кобернюк В.В.	34
ANALYSIS OF THE LINGUOCULTUROLOGIC FEATURES OF THE CONCEPT OF “FATE” IN ENGLISH AND UZBEK LANGUAGES	
Amirova Z. Sh., Usarov I. K.	38
THE CONCEPT OF LINGUOCULTUROLOGY IN LINGUISTICS	
Saydamatov I. N.	42
LAYERED CONCEPT STRUCTURE IN LINGUOCULTUROLOGY	
Rustamov B. A.	45
STRUCTURAL AND SEMANTIC ANALYSIS OF THE CONCEPT “JOY” IN THE ENGLISH AND UZBEK LANGUAGES	
Saydamatov I. N.	48
ZAKHIRIDDIN'S MUHAMMAD BOBUR'S CREATION	
Shokirova D. B., Usmanova K. M.	52
TECHNOLOGY OF RECORDING THE RESULTS OF PHYSICAL EDUCATION	
Kamolova G. J., Shermatova X. M.	54
ASSOCIATE IN INTERDISCIPLINARY STUDIES IN GEOGRAPHY GENERAL ISSUES	
Imomova D. N.	56
STUDENTS ELIMINATE GAPS IN EDUCATION USE OF INTERACTIVE USERS	
Davlatova S.	58

ИЗУЧЕНИЕ НЕКОТОРЫХ МОРФОФУНКЦИОНАЛЬНЫХ ХАРАКТЕРИСТИК ЭРИТРОЦИТОВ КРЫС ПРИ ЭКСПЕРИМЕНТАЛЬНОМ ВОСПАЛЕНИИ ЭНДОМЕТРИЯ И ПРЕДСТАТЕЛЬНОЙ ЖЕЛЕЗЫ	60
Турсунова М. А., Зубайдуллаева А. Т., Урмонов О. А., Иброхимов Д. В.	
NATIONAL CHARACTERISTICS OF NATIONAL IDEOLOGY	62
Xoldarova R. T.	
ON THE METHODOLOGICAL BASIS OF THE METHODOLOGY OF PRIMARY LANGUAGE TEACHING	64
Mirzayeva H. E.	
METHODS OF ORGANIZING EXTRA-CURRICULAR EDUCATION IN ELEMENTARY SCHOOL	66
Odiлова M. A.	
METHODOLOGY FOR STUDYING THE NAME OF THE ADJECTIVE	68
Yuldasheva F. A.	
THE METHOD OF STUDYING THE NOUN	71
Azamova Sh. Z.	
METHODOLOGY FOR TEACHING MORPHOLOGY	73
Egamova N. N.	
RELATIONSHIP BETWEEN CLASS I-IV AND V-VI MATHEMATICS	76
Qo'rchiyeva N. I., Turg'unova D. A.	
FEATURES OF THE METHODS USED IN THE ELEMENTARY GRADES	78
Alieva Sh. A.	
METHODS FOR ADDRESSING STRUCTURAL ISSUES	80
Abdurakhmanova G. I., Abdullayeva M. S.	
REFLECTIONS ON THE BASIC CONCEPTS OF THE THEORY OF PHYSICAL EDUCATION	82
Hamrakulov T. T., Ahmadjonov I. R.	
WAYS TO CREATE PORTRAITS BASED ON SCIENTIFIC ANALYSIS OF GREAT FIGURES	84
Mamadjonov B.U.	
ФОРМИРОВАНИЕ, СОХРАНЕНИЕ ПЛОДОЭЛЕМЕНТОВ ХЛОПЧАТНИКА ПОД ВЛИЯНИЕМ ВЫСОКОЙ ТЕМПЕРАТУРЫ ВОЗДУХА, ИХ ВЗАИМОСВЯЗЬ С ИНТЕНСИВНОСТЬЮ ТРАНСПИРАЦИИ	87
Хамрокулов Н. Г., Очилов Ф. И., Хонкелдиев О. Ж., Турдимуродова И. Т.	
PRAGMATIC FEATURES OF TEACHING COMPLAINTS TO LAW STUDENTS	90
Jumaniyozova N. A., Usarova D. A.	
ABOUT HANDBALL	93
Jurayev V. M., Dekhkanov B. B.	
MORPHOLOGY AND MORPHOLOGICAL PROVERBS OF THE WORD	95
Qirg'izboiyeva D. V., Xonkeldiyeva N. S.	

METHODS OF FORMING MENTAL EDUCATION IN THE LESSONS	
Khaitova D. A.....	98
SOME ARGUMENTS ABOUT PARENTHESIS UNITS' RESPONSE TO TEXT AND TEXT	
Рахмонкулова Н. З.....	100
GROUNDS ECONOMIC GENETICS	
Teshayeva F. I.	102
PHYSIOLOGICAL AND BIOCHEMICAL FEATURES OF THE EFFECT OF NITRATES ON THE ANIMAL ORGANISM	
Axtamov M. A.	104
ROLE OF IRON IN PLANT BIOCHEMISTRY	
Bahromova N. S.....	106
MICROALGAE AND CYAN BACTERIA AS BIO FERTILIZERS	
Sayfullayev A. F., O'rinov B. B.....	108
ON THE FORMATION OF ENVIRONMENTAL KNOWLEDGE IN THE STUDY OF ZOOLOGY	
Abdullayeva M. A.....	110
USE OF INFORMATION COMMUNICATION TECHNOLOGIES UNDER STUDY OF BIOLOGY	
Boltayeva L. N.	113
RESEARCH OF ANTIOXIDANT AND ANTI-RADICAL PROPERTIES OF EXTRACTS OF ROOTS AND ROOT ROOTS OF TIN (INULA L.)	
G'aybullayeva O. O.	115
DESIGN OF THE EDUCATIONAL-METHODICAL COMPLEX OF THE "METHODOLOGY OF TEACHING BIOLOGY" AND ITS USE IN PREPARING FUTURE BIOLOGICAL TEACHERS	
Jo'rayeva D. Y., Bahodirova Sh. B.....	118
ROLE PLAYING: ACTIVE TRAINING METHODOLOGY IMPLEMENTATION IN THE COURSE «BIOLOGY TEACHING METHODOLOGY»	
Rasulova M. G.....	120
TEACHING PRACTICE AS THE MOST IMPORTANT COMPONENT OF THE METHODICAL TRAINING OF BIOLOGICAL STUDENTS	
Sheraliyeva V. Sh.	123
ENVIRONMENTAL CLASSIFICATION OF THE TERRITORY OF THE SOUTH ARALYA WITH FORECAST OF POPULATION HEALTH CONDITION ON THE BASIS OF CLUSTER ANALYSIS	
Sohibnazarov R. A., Tog'ayev K. H., Raximov R. D.	126
THE POLITENESS PRINCIPLES IN ENGLISH	
Toshtemirova K., Adinayeva D.	130
BUKHARA IS IN NOTES OF IOSIPH WOLF	
Latipov Y. T.	132
HISTORICAL SERVICES OF AMIR TEMUR	
Ruzieva N.....	135

VITAMIN DEFICIENCY IN ANIMALS	
Jovmirov Sh., Sobirova Sh., Bobomurodov U.,	137
СОПОСТАВИТЕЛЬНО-ДИАЛЕКТОЛОГИЧЕСКИЕ КОМПЕТЕНЦИИ КАК ОДИН ИЗ ВИДОВ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ	
Мусурманкулова М. Н.	139
PROBLEM TEACHING IN RUSSIAN LESSONS	
Kholbaeva D., Tasheva D.	141
THE APPROACHES OF TEACHING ENGLISH LANGUAGE	
Khusainova G., Ibragimova G.	143
PSYCHOLOGICAL AND PEDAGOGICAL BASES IN THE USE OF DESIGNING METHODS IN THE PROCESS OF TEACHING ENGLISH	
Khasanova G., Salakhitdinova F., Mukhtarova A.	146
METHODS OF TEACHING HISTORY. PROBLEM LEARNING	
Kabilova G., Igamberdieva D., Dalieva N., Kabilova Z.	149
THE FORMATION AND DEVELOPMENT OF TOURISM AND TRAVEL SECTOR	
Musinoва M., Sadredinova R., Toshpulatova S.	151
THE CONCEPT AND BASIC PRINCIPLES OF ECOTOURISM	
Musinoва M., Rakhmonova N., Vakhidova G.	153
INTERCULTURAL COMPETENCE IN TEACHING LANGUAGES	
Rizkulova Sh., Makhammatova F., Rayimshukurova M.	155
EVENT MARKETING – ONE OF THE WAYS OF OVERCOMING OF CRISIS	
Mukhtarov V., Mamasoliev D.	158
CONTENT-BASED PEDAGOGY ON THE DEVELOPMENT OF ESL	
Turaeva Z.	160
FUNDAMENTALS OF PEDAGOGIC SKILLS IN TEACHING RUSSIAN	
Giyasova N. N.	162
INNOVATIVE METHODS OF TEACHING RUSSIAN LANGUAGE	
Rakhimova F. Sh.	164
BASICS OF PEDAGOGICAL SKILLS	
Isomurodova G. S., Boyturayeva D. , Suvonova D.	167
TIME-MANAGEMENT TAKES A CRUCIAL ROLE IN LEARNING ENGLISH LANGUAGE	
To'xtayeva I. I.	170
SPECIFIC FEATURES OF AMERICAN ENGLISH	
Sa'dullayeva S.	172
SOME TECHNOLOGICAL ELEMENTS OF THE CULTIVATION OF FIELD – TEA	
Hamdamov I., Begmatova M.	176
ЛИНГВИСТИЧЕСКАЯ ОСНОВА МЕТОДИКИ	
Хошимова М. С.	179

К ВОПРОСУ ОБ ИНТЕРПРЕТАЦИИ ХУДОЖЕСТВЕННОГО ТЕКСТА Satvaldiyev K. Kh., Iminova Kh. M., Erkinjonova S. Z.	181
WAYS OF COOPERATION: RUSSIA AND TURKESTAN (FIRST QUARTER OF THE TWENTIETH CENTURY) Sabirov N. S., Iminova Kh. M., Polatova M. D.	184
ХУДОЖЕСТВЕННЫЕ ЭЛЕМЕНТЫ В ЭСТЕТИЧЕСКОМ ВОСПИТАНИИ (НА ПРИМЕРАХ ВЗАИМОДЕЙСТВИЯ УЗБЕКСКОЙ И РУССКОЙ ЛИТЕРАТУР XX ВЕКА) Kosimov A. R., Musaeva M. A.	188
К ВОПРОСАМ ПЕРЕВОДЧЕСКОЙ ДЕЯТЕЛЬНОСТИ Kosimov A. R., Iminova Kh. M., Tashpulatova U. S.	190
ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ И ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ УМЕНИЙ СТУДЕНТОВ Sabirov N. K., Yuldasheva N. M., Dadabayeva K. R.	192
ФРАЗЕОЛОГИЯ И ИННОВАЦИОННЫЕ МЕТОДЫ ЕЕ ОБУЧЕНИЯ В КОНТЕКСТЕ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ Usanova N. A., Eshonkhojayeva F.M, Mamadjanova O. A.	195
ПОВЕСТЬ ЧИНГИЗА АЙТМАТОВА «ПЕРВЫЙ УЧИТЕЛЬ» И ОТРАЖЕНИЕ В НЕЙ ФИЛОСОФИИ ЧЕЛОВЕЧЕСКОЙ ЖИЗНИ Abdullayeva M. S., Kurbanova N. T.	198
ENGLISH AND SUBJECT INTEGRATION IN MATHEMATICS AND GEOGRAPHY Yuldashev Sh. Z.	201
PRAGMATIC ANALYSIS OF ADVERTISING TEXTS WITHIN STYLISTIC DEVICE “PUN” Yuldashev Sh. Z.	206
THE CONNOTATIVE ASPECT OF ADDRESSING UNITS IN FICTION TRANSLATION FROM KOREAN LANGUAGE Normatova Y.	209
GIVING NAMES TO THE UZBEK FOLK FAIRLY TALES TRANSLATED INTO KOREAN LANGUAGE Turakulova D.	213
BASIC DIRECTIONS OF SCIENTIFIC AND METHODOLOGICAL MANAGEMENT OF PRESCHOOL ORGANIZATIONS Khushnazarova M. N.	215
ОПРЕДЕЛЕНИЕ БАЗОВОГО ФУНКЦИОНАЛА ЛОЖНЫХ СЕТЕВЫХ ИНФОРМАЦИОННЫХ ОБЪЕКТОВ Хасанов Ф. З., Тўрабоев Р. Н., Аманов С. Х.	218
СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ КАК СРЕДСТВО ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ Эрматова Р. О.	220
НЕКОТОРЫЕ ОСОБЕННОСТИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В СТАРШИХ КЛАССАХ СРЕДНЕЙ ШКОЛЫ Эрматова Н. Н., Равшанова М. Ш., Йулдашева Х. У.	222

ИЗОЛИРОВАННЫЕ СИНХРОННЫЕ МЕТАСТАЗЫ РАКА ОБОДОЧНОЙ КИШКИ В ПАРААОРТАЛЬНЫЕ ЛИМФОУЗЛЫ: ОБЗОР ЛИТЕРАТУРЫ И АНАЛИЗ КЛИНИЧЕСКОГО НАБЛЮДЕНИЯ	224
Авазова С. О., Хуррамова Д. Э., Корабоева М. М.	
METHODS OF TRANSMISSION OF CASE VALUES OF THE RUSSIAN LANGUAGE WHEN TRANSLATED INTO ENGLISH	226
Paygatova Z. X.	
ФИЗИОЛОГИЯ ЗРИТЕЛЬНОГО АППАРАТА	228
Эгамбердиев Х. М., Насриддинов Б. Б., Бакиров И. И.	
СОЦИАЛЬНЫЕ СЕТИ КАК ИНСТРУМЕНТ ИНФОРМАЦИОННОГО ВОЗДЕЙСТВИЯ	231
Турдимуродов Б. К., Хурсанов Ш. У., Эшалиев Ў. С.	
CONCEPT OF QUALITY OF EDUCATION AND THEORETICAL BASES OF MODELING OF QUALITY OF EDUCATION	233
Alikoriyeva A. N., Turatosheva S. R.	
THE ROLE OF MASS MEDIA AND COMMUNICATION IN TOURISM PROMOTION	237
Ruzikulov F., Kurbonova D.	
ИНВЕРСИОННО-ВОЛЬТАМПЕРОМЕТРИЧЕСКОЕ ОПРЕДЕЛЕНИЕ СУРЬМЫ В МОДЕЛЬНЫХ СМЕСЯХ И РЕАЛЬНЫХ МАТЕРИАЛАХ	240
Зияев Д.А., Рузметов У.У., Ибрагимов Т. Э.	
SOME REMARKS ON MODERN PEDAGOGICAL TECHNOLOGY TEACHING FRENCH LANGUAGE IN MEDICAL INSTITUTIONS	243
Sharipov B. S., Makhmudov Z. M.	
КЛАССИФИКАЦИЯ ЗАГОЛОВКИ ГАЗЕТ	246
Бурханова Д. Н.	
NEMIS EPIKALARINI O'RGANISH MASALALARI	249
Вахриддинова Е., Утанова Ш.	
NEMIS EPOSI "NIBELUNGLAR QO'SHIG'I" VA UNING VUJUDGA KELISHI	251
Sodikov D. K.	
DEVELOPMENT OF MOTIVATION IN STUDENTS, STUDYING FOREIGN LANGUAGES IN NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS	253
Muhammadiyeva Sh. G.	
TEACHING ACADEMIC GRAMMAR FOR EFL/ESL LEARNERS IN HIGHER EDUCATION	259
Akhmadjonova F.	

WARRIORIC COURAGE OF ANDIJANIANS AT THE FRONTS OF THE WORLD WAR TWO

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Abstract: *The second World War and the book of front magazines, the issues published in the Uzbek language in the soldiers' in the 1942-1945 s, Ostonakul Shokirov's deeds, Uzbek soldiers' courageousness, «Qizil askar haqiqati».*

Key words and phrases: front magazine, division magazine, the Shukhrat medal, the portion for the victory, the Second World War.

Remembering the noble memory of our ancestors who sacrificed their lives for today's peaceful and prosperous times, exemplifying unwavering will and courage in protecting the dignity, honor and value of our people, the national traditions and customs, and the hard struggle against the oppressed and evil forces and continuing good deeds – are eternal some of the customs of our people who live their lives asking for peace and prosperity.

No one will forget that World War II was the worst, most devastating massacre in human history, causing millions of casualties, loss, and misery. Our people will never forget that more than half a million of the 1.5 million Uzbeks participated in this brutal war were died [2: 1p].

Looking at the history of the Uzbek national press, born in the early 20th century, it is clear from the very first day of its birth that it had a significant impact on the cultural and educational life of the people in Turkestan, the formation of their social consciousness and outlook.

The Soviet leaders, well aware of the great mobilization power of the press, decided to issue front-line newspapers

during World War II in addition to official state-owned newspapers. Of the USSR People's Commissars' Council and the Central Committee of the CPSU (b) The directive of the Workers' Peasant Red Army's Political Promotion Directorate (RKKA) on June 23, 1941, in particular, the decision of the CPC (b) of the CPC on strengthening military and political affairs in the military units of June 12, 1942, served as a legal basis for the front-lines. [6: 4p].

In the early days of the war, few newspapers were issued before military districts and some armies. The format of these four-page newspapers in 84x60 format was reduced from October 4, 1941, following a paper deficit. However, the number of newspapers increased with the number of frontlines, and in 1941 was published 15 newspapers, 19 in 1942, 18 in 1943, 15 in 1944, and 16 front newspapers in 1945 were published. These newspapers were also published in the languages of the peoples of the USSR [6: 4p].

In February 1942, for the first time on the Caucasus front, the issue of front-line

newspapers was launched in Georgian, Armenian and Azerbaijani languages, and later in other languages. Due to the fact that most of the war-weary men from Central Asia were sent to the West Front, newspapers were published in Uzbek, Kazakh, Tajik, and Turkmen languages, which were published twice a week in 4-page standard paper. In all the war years, 10 frontlines appeared in the national language, and the total of 22 divisional newspapers was over 100 [6: 5p].

Although these newspapers were the Uzbek version of the frontlines created during the war, the names of the frontlines headed by such great commanders as G.K. Zhukov, K.K. Rokossovsky, I.S. Konev were not changed until the last days of the war. It was only after the Bryansk Front had completed its mission that the frontline «Defeat the Enemy!» newspaper was published under the name of «Suvoruvchi» as the newspaper of the 2nd Baltic Front. The staff of these newspapers were occasionally transferred to other newspapers [6: 5p].

Familiarity with the materials published in the Front shows that, firstly, the Uzbek fighters were constantly aware of the important events taking place not only in the military unit and other frontlines, but also in Uzbekistan and neighboring countries, as well as the courage of their compatriots.

They saw with their own eyes that the Uzbek people did not forget their warriors for a moment and sent them gifts and letters, and received great spiritual support from this attention and love. The works of Uzbek poets and writers pub-

lished in front-line newspapers inspired them to be brave and heroic. In this sense, we can confidently say that front-line newspapers also contributed to the historic victory of World War II.

Unfortunately, newspapers published in Uzbek on the front lines of World War II from 1942 to 1945 have so far failed to attract the attention of scholars dealing with the history of Uzbekistan. With the exception of some newspaper articles, our compatriots who edited those newspapers and acted as literary workers or reporters in their newspapers did not consider it necessary to write a memoir about their military activities.

That is why the diligent public figure, our teacher, Doctor of Historical Sciences, Professor Rustam Shamsutdinov and his research team studied the dusty newspapers of WWII fronts in the Russian state archives and libraries and prepared most of the necessary material for publication which, in turn, resulted in the creation of a three-volume book «World War II and Front Newspapers».

In the three-volume book of «World War II and Front Newspapers», we get acquainted with more than 15 duplicate newspapers, all of which illustrate the successes of our soldiers in warfare, their victory over German-Nazi occupation, spiritual life in the barracks of various fronts, similarly, behind the Front, we can also hear reports and articles about the labor activity of our compatriots in Uzbekistan, including Andijan, their contributions to the victory, food, fruits, clothing, weapons and other supplies sent to the front.

The May 28, 1945 issue of the «THE CREED OF RED SOLDIER» newspaper contains the following information about Andijanian Kahramon Ostonakul Shokirov:

Shokir, who spent his life in Andijan's Red Caravan Neighborhood with his honest work, got two boys and a girl, and he died without raising them and seeing their maturity. Aunt Sharofat was in charge of raising these children who was left fatherless as if they were delicate flowers. She taught and brought them up to puberty. Her eldest son, Abdullah, became a teacher and his younger brother, Ostonakul, was a railway worker. The war started with betrayal by German-Nazi invaders destroyed the peaceful and happy lives of millions of Soviet people and separated them from their parents, brothers, sisters and children.. The war had also ruined the peaceful life of Sharofat as well. The Andijan Train Station was packed with young men and their relatives who went out to carry arms to defend their homeland. Saying good-bye to her son, Aunt Sharofat hugged her youngest, kissed him on the forehead and opened her hand to dua: – have a safe journey and make it back to home, may you defeat but not be defeated, may the evil get destroyed, may they face the ground in humiliation, may your mother get to see your wedding.

The steamer started off in a shout. Astonishingly, he arrived at Smolensk's regiment with a detachment of Colonel Titov. His love for the military and the enthusiasm for his studies quickly made Astonakul a fighter who knows his job well. Guard red soldier Ostonakul Shoki-

rov first encountered the aggressor on Hitler side in the battle for the liberation of Smolensk. He skillfully used his weapon to beat the enemy, and despite his first entry into the battle, he acted decisively and gained fame. After the invasion of Smolensk, he was appointed an spy officer. A young spy officer, Ostonakul, has spent time reconnaissance with his fighting friends to reconstruct the enemy's Vitebsk defense, locate the points of fire, and bring a "tongue". He contributed to the success of the unit by bringing in the most valuable documents. Every soldier in the section proudly speaks of Ostonakul's heroism during the summer offensive, his fearlessness and his military skills in crossing the Berezina and Neman rivers. The partition followed the retreating enemy and reached the river Neman. The Germans tried to stop our passage from this river with strong fire. Guardsman Ostonakul took a flight of rubber boats and began crossing the river. Mine and shells exploded around him, bullets rattled over his head and beneath his ears, but none of these horrors could hinder his brave, irreconcilable intelligence. A few meters before the other side of the river the enemy bullet pierced Astonakul's boat and the boat began to sink. He did not lose his temper. He threw himself into the river and sailed first to the other side. Three more warriors followed him. Four men took the placard and occupied the defense. The Germans made counterattack to retaliate, but failed to retreat. The brave spy officers repelled the enemy's attack and secured the passage through the river. The fame of the scouting agents,

including Ostonakul, has spread throughout the country, and their fame has become a story in the mouth of the warriors. There was a fierce battle in Shestaken. It was dark at 10-11 am and there was no sign of anything nearby. The enemy was patrolling the street with strong shots. Despite all of these, the spies continued to operate. About 100 meters before the Germans arrived at the checkpoint, the spy officer Ostonkul informed the unit that 3 tanks and 8 armored personnel carriers were hiding on the slopes of the hill. Immediately a armored troop-carrier approached them and began chasing. Ostonkulov got his pistols and grenades ready. Major Shevchenko ordered the retreat. Meanwhile, a second armored personnel carrier began to pack them. They came over them and fired from machine guns. The conditions were so severe that it was impossible to raise a head. At that moment, the red Guard, Ostonakul Shokirov, stood up and raised his hand, shouting, "Battalion, follow me!" He shouted and threw a grenade at the armored personnel carrier. The grenade hit the target and it began to get burned. The crew of the second armored personnel carrier got back in a panic. The courage and bravery of the upright child of the Uzbek people, the brave red soldier Ostonakul Shokirov made everyone courageous. Ostonkul Shokirov underwent a long victorious path with his division unit. The Smolensk region contributed to the liberation of Belarus and Lithuania. He took an active part in battles to invade East Prussia and defeat the enemy. He fulfilled his sacred duty to the country with honor. The "Red

Flag", "Red Star" and "Shukhrat" orders of the third degree, decorations of Ostonakul's chest, and medals "For bravery" and "Excellent Intelligence" and "Guards" are vivid witnesses of the battlefield.

Dear son of the Uzbek people, Ostonakul Shokirov was awarded the title "Hero" by the decree of the Supreme Soviet Presidium of March 24, 1945, for exemplary military and combat courage against German invaders...

The hero of the Red Guard, Ostonakul Shokirov, was heroically killed in one of the latest battles to end German groups in East Prussia. But it's part of life between personal compositions. The heroes never die, they live forever.

Senior Lieutenant N. Jabborov [5: 518-521-p]

This is the 75th anniversary of the end of World War II that shook mankind. The heroism and suffering of our compatriots, who have suffered the war for many years, is getting more and more brighter. It would not be a mistake to say that the attention paid to World War II veterans has improved in recent years. The history of the front and division newspapers published during the war is unparalleled in the historical documents that highlight the great contribution of the people of Uzbekistan to the great victory over fascism in the Second World War. We must study and compare this period of our history with a variety of sources. Widespread and effective use of periodicals as historical sources is also important. As a result of their careful study and analysis, it is possible to realize some historical truth.

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ОСОБЛИВОСТІ АКТИВНОСТІ ОСОБИСТОСТІ ВІДПОВІДНО ДО ВИДУ ВПЕНЕНOSTІ В СОБІ

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На перший погляд, упевненою в собі може бути лише людина, яка досягла високого рівня особистісного розвитку. Однак складні поєднання розвитку компонентів у її структурі зумовлюють виникнення різноманітних видів упевненості в собі.

Для особистості з гармонійним видом впевненості є характерним збалансований розвиток когнітивного, емоційно-оцінювального, мотиваційно-цільового та поведінкового компоненту, який стабільно проявляється в різних сферах життя, та характеризується середньо-високими показниками інтенсивності, повноти та сталості за усіма структурними компонентами впевненості в собі.

Дисгармонійний профіль поділяється на підвиди: самовпевнений, невпевнений та розбалансований.

Дисгармонійний вид поділяється на підвиди: самовпевнений, невпевнений та розбалансований. До самовпевненого виду відноситься особистість, для якої притаманні дуже високі показники інтенсивності, сталості та по-

вноти всіх структурних компонентів впевненості в собі, що проявляється через неадекватно завищену самооцінку, зверхність, перебільшення власних можливостей, агресію.

Розбалансований вид пов'язаний з нерівномірно розвиненими показниками інтенсивності, сталості та повноти структурних компонентів впевненості в собі. Він поділяється на підвиди:

– демонстративний. Особистість з демонстративним видом лише демонструє впевненість оточуючим, а насправді почуває себе невпевнено, що виражається у високому рівні тривожності, мотивації до уникнення невдач;

– мотиваційний. Для досліджуваних, що відносяться до даного виду, характерна внутрішня потреба у впевненості, мотивація до успіху, розвинені суспільно значущі цілі та соціоцентричність;

– емоційний характеризується високим рівнем самооцінки, стенічності, домінуванням операційних труднощів над особистісними, низьким рівнем тривожності;

– пізнавальний. Вищевказаний вид характеризується правильним та осмисленим розумінням сутності впевненості в собі, вмінням розпізнавати впевнену поведінку, але через слабку розвиненість решти компонентів не в змозі в повній мірі проявити власну впевненість;

– когнітивно-мотиваційний. характеризується осмисленим розумінням впевненості в собі та володіє здатністю правильно розрізняти впевнену, невпевнену та агресивну поведінку, високою мотивацією до успіху, суспільно значущими цілями та соціоцентричністю;

– когнітивно-емоційний. Даному виду притаманні осмислене розуміння впевненості в собі, вміння розрізняти впевнену, невпевнену та агресивну поведінку, низький рівень тривожності та адекватний рівень самооцінки;

– когнітивно-поведінковий. Особистість, що відноситься до даного виду, правильно розуміє поняття «впевненість у собі», має високий рівень соціальної сміливості та може вміло реалізувати власні знання у нових соціальних контактах;

– мотиваційно-емоційний характеризується високим рівнем мотивації до успіху, низьким рівнем тривожності, високою самооцінкою, проте не завжди може правильно розуміти поняття «впевненість у собі»;

– мотиваційно-поведінковий. Цей вид має високу мотивацію до успіху, розвинену енергійність та інтернальність, ініціативу в соціальних контактах та соціальну сміливість;

– емоційно-поведінковий вид виявляється у адекватній самооцінці, розви-

неній стінічності, домінуванні операційних труднощів на особистісними, розвиненими навичками впевненої поведінки;

– немотивований. Даний вид поєднує у собі осмислене розуміння впевненості, відсутність високої тривожності, адекватну самооцінку, розвинені навички впевненої поведінки, проте для нього характерне домінування особистісно-значущих цілей над суспільно значущими, егоцентричність, низький рівень мотивації до успіху;

– прихований. Цей вид поєднує у собі високий рівень осмисленого розуміння впевненості в собі, низький рівень тривожності, та високу необхідність у власній впевненості, соціоцентричність та суспільно значущі цілі, проте людина не проявляє впевненість у собі або не володіє достатнім поведінковим репертуаром, соціальною сміливістю та ініціативою в соціальних контактах;

Невпевнений вид характеризується низькими показниками інтенсивності, сталості та повноти розвитку всіх структурних компонентів впевненості в собі, що виражається у постійних сумнівах, зневірені у власних силах, сильній орієнтації на інших людей та пошуку в них підтримки, схильності до безпідставної тривожності, спрямованості на уникнення невдач; не достатньо розвинених навичках упевненої поведінки та не усвідомленні їх важливості у житті людини.

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SIMILARITIES AND DIFFERENCES OF SEGMENT BACKGROUND OPTIONS FOR RUSSIAN, UZBEK, AND ENGLISH LANGUAGES

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Abstract. *Analyzing common problems associated with identifying similar and different features of segment phono-variants of nouns in Russian, Uzbek, and English is becoming of overriding importance, nowadays. This article discusses the main problems and directions of the possibilities of segment phonostylistics of the Russian, Uzbek, English languages and their place in linguistics, the analysis is indicated*

Key words: noun, word variant, letter, sound, simple and complex words, stem, phonetics.

I. Introduction. Segment (linear) units are sounds of the language, the sequential arrangement and combination of which form a continuous chain of sounds in the speech stream. "Segmental phonostylistics studies the change in the phonemic composition of a word in terms of its stylistic significance. A change in the phonemic composition of a word is a change in the qualitative and quantitative characteristics of phonemes", said Buranov once.

In Uzbek linguistics, the objects of phonostylistics are prosodic and sound design features of texts belonging to different genres: descriptive and scientific prose, poetry, tales, oratory and spontaneous speech, etc. However, according to Khaidarov, "its study in Turkology, particularly, in Uzbek linguistics is just beginning of conducted research in this area are actual problems of Uzbek linguistics".

In English and American linguistics, much attention is paid to the problems of segment phonostylistics, which are di-

rectly related to the practice of teaching the culture of speech communication.

A phonetic or phonological typology can be used in the study of typological issues of phonological stylistics such as metric typology, as well as in phonostylistic typology.

II. Literature review. According to J. Buranov, "level morphological typology can be applied when comparing language systems with developed morphology. And when comparing the English language system with the Turkic language systems, the morphological comparison can be used only partially, because English and Turkic languages have a different character of morphology. And our analysis was carried out at the phonetic, morphological, syntactic and stylistic levels of segment phono-variants of nouns, much attention was paid to the presence or absence of corresponding features in the languages being compared.

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Regressive assimilation in the Russian language is observed in segment phonovariants of nouns such as roe deer – roe deer, warbler – warbler, but reed warbler; in the Uzbek language it is mainly found in borrowed words with a combination of stems with an affix beginning with a deaf consonant (s) in words such as folbin – folchi – polch by substitution; in English in phono-options: gismo – gizmo [s] // [z].

III. Discussion. In the course of our study, we revealed the fact that the segment phono-options, forming a chain of complex words, can be divided into the following groups:

a) segment phono-variants of compound words of nouns of Russian, Uzbek and English, corresponding to the type of education;

b) segment phonovariants of compound words of nouns of the Russian, Uzbek and English languages that do not correspond to the type of education;

By the method of formation of segment phono-variants, the complex nouns of the Russian, Uzbek and English languages can be divided into two types, in the process of which the number of their components is taken into account:

1. Two-basic:

a) phono-variants of the Russian language: Great Russians (obsolete) – Great Russians (books), staff captain – captain;

b) phono-variants of the Uzbek language: ishκ-muhabbat – ishκumuhabbat, mol-dunyo – moludunyo, nom-nishon – nomunishon, sartarosh-pochtarosh, chilonzhiida – zholonzhiida;

c) phonovariants of the English language: ylang-ylang – ilang-ilang;

2) the ternary is observed only in the phonovariants of the Uzbek language and in segment phonovariants of nouns of the Russian and English languages this process is not observed in many segmental phonovariants taken from literary sources, the dependence of components remains.

In linguistics, combinatorial changes include assimilation, dissimilation, metathesis, loss of vowels or consonants of phonemes (diereza), insertion (epenthesis), which are actively involved in the formation of segment phono-variants of nouns of Russian, Uzbek and English.

The process of assimilation in segment phonovariants of nouns (given languages) should be studied in two directions: a) regressive; b) progressive.

Regressive assimilation in the Russian language is observed in segment phonovariants of nouns such as roe deer – roe deer, warbler – warbler, but reed warbler; in the Uzbek language it is mainly found in borrowed words with a combination of stems with an affix beginning with a deaf consonant (s) in words such as folbin – folchi – polch by substitution; in English in phono-options: gismo – gizmo [s] // [z].

IV. Conclusion. Progressive assimilation in the Russian language is observed in segmental phono-variants of nouns like piano and piano; in the Uzbek language in the words kamomad – kamo-mat, sadaph – sadap; in English, the phono-variants identified by this process. Next, we consider the process of dissimilation in segment phonovariants. For example, in Russian: mattress – mat-tress; in the Uzbek language: Karor – Karol; in English, the phono-variants identified by us do not trace this process. Considering the general similarities and differences of the languages studied by us in the field of segment phonostylis-tics, their similarity was established, that is, these languages can serve to identify a number of character traits of many exist-ing languages of the world in a compara-tive (comparative) plan.

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ПРОПОЗИЦІЇ ЩОДО РЕОРГАНІЗАЦІЇ МІСТОБУДІВНОЇ СИСТЕМИ ЗАКЛАДІВ ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ



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Ключові слова: система охорони здоров'я, містобудівна мережа, лікарня, архітектура, містобудування.

Key words: health care system, urban network, hospital, architecture, urban planning.

Пропозиції щодо реорганізації містобудівної системи закладів охорони здоров'я України включають наступні положення:

Розгалуженість мережі первинного рівня медичного обслуговування з утворенням різних типів закладів охорони здоров'я (від найменшої одиниці – кабінетів сімейних лікарів до медичних центрів), які забезпечують комплексне медичне обслуговування всіх вікових категорій населення та підтримують рівень здоров'я на родинному рівні, в межах сім'ї. Зазначений проектний підхід повинен враховувати максимальну доступність і зручність до медичної допомоги з метою попередження і розвитку захворюваності на ранньому етапі і, як наслідок, зняття зайвого навантаження з вторинного рівня організації медичного обслуговування (лікарень).

Багатопрофільність лікарень вторинного рівня медичного обслуговування населення, яка вимагає оптимізацію існуючого матеріального (будівель) лікарняного фонду; реорганіза-

цію та усунення дублювання, зайвої спеціалізації лікарень, в тому числі розподіл за віковими категоріями; кооперування та блокування на одній території закладів охорони здоров'я (або їх окремих відділень), потребуючих певної автономії при функціонуванні, які при цьому об'єднуються загальними функціями: діагностичними, обслуговуючими, допоміжними, адміністративними та ін.; формування різних типів медичних комплексів, кластерів та ін. об'єднань для забезпечення послідовного процесу профілактики та попередження, діагностування, лікування, реабілітації та оздоровлення, хоспісного догляду.

Спеціалізація та унікальність закладів охорони здоров'я на третинному рівні організації мережі лікувальних закладів та комплексів, призначених для обслуговування населення територіальних госпітальних округів.

Функціонально-просторова інтеграція закладів науки і дослідження, експериментального виробництва, освіти в медичне середовище закладів

охорони здоров'я та оточуюче міське та природне середовище.

Екологічність медичного середовища, інтегрованість в природне оточення, впровадження прогресивних методів енергоефективного проектування та використання енергоресурсів.

Естетичність, гармонізація та індивідуальність медичного середовища закладів охорони здоров'я.

Важливим здійсненим кроком в межах реформування сфери охорони здоров'я було усунення спеціалізації за віковими категорії при обслуговуванні населення на первинному рівні медичного забезпечення. Родинний підхід відповідає європейській спрямованості у розвитку нашої держави, широко застосовується у більшості світових країн з високими показниками ефективності роботи галузі охорони здоров'я. Реалізація зазначеного підходу на вітчизняній практиці виразилася у переформатуванні чисельних закладів «дорослих» та «дитячих» поліклінік в амбулаторії сімейної практики, в яких прийом всіх верств населення здійснюють сімейні лікарі. Ця ж успішна трансформація відбулася в стоматологічних поліклініках, в яких після «злиття» організовано обслуговування в межах одного закладу і дорослих, і дітей. Нажаль, поки що невирішеними залишилися питання щодо розгалуження мережі закладів первинного медичного обслуговування, яку вимагає зростаюча щільність населення та поверховість житлових будівель у міських поселеннях. Сьогодні виключно територіальний підхід з розрахунком радіусів обслуговування

виявляється не завжди ефективним. Необхідно розширювати номенклатуру закладів первинної ланки медичного обслуговування і подалі в дослідженні будуть наведені пропозиції з цього питання.

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USING AUDIO MATERIALS IN DIFFERENT LEVELS

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Students:

Abstract: *This article is dedicated here was stimulated by both practical and theoretical considerations in the field of foreign language learning and teaching. The use of video materials is a practical interest to language program designers and administrators, who want to attract students to programs that will help them to learn with their needs and interests, to teachers, who would like to use pedagogical techniques that reinforce and develop student's frequency to acquire a foreign language, and to learners themselves, who are facing difficulties in terms of speaking and listening.*

Key words: explicitly teach, authentic materials, pre-programme questionnaire, correct pronunciation, stress and intonation.

The use of audio– materials in teaching and learning comes into the branch of knowledge known as Educational Technology. They aid learning and help in realization of educational objectives. Education technology today tends to be a system rather than simply a package of instructional materials. Teachers of today use a variety of visual – aids such as overhead, films, film loops. They also use video – aids like tape recorders, radio and language laboratory.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language.

This paper aims at describing how this school planned and implemented the idea of introducing authentic audio-visual materials into the school curriculum. Stu-

dents and teachers' feelings about the project and knowledge generated from the process will be presented in the following sections.

Why incorporate authentic audio-visual materials into the English language curriculum?

First, "video is a good means of bringing 'a slice of living language' into the classroom"¹ With real people and real setting in the production process, examples of language use in videos are life-like. Audiences can see and listen to the communication between people in videos which resembles actual communication processes in the real world. This daily language presented in videos benefit students in two ways. It re-affirms to students that what they are learning in the classroom is actually used in the real world. Also, students may gain confi-

¹ Allan, 1986 Page.48

dence in using English when dealing with real world situations as they have already been exposed to real English in the classroom. While choosing the authentic materials for their students, teachers deliberately selected materials produced in America which is made with real American English for the purpose of entertaining American children. They are free from typical ELT features like very slow speech and very simple vocabulary. It is hoped that through watching the English videos, students in Hong Kong get a slice of American English and American life. They watch English videos made for real television audiences rather than for second language learners.

Second, considering the fact that most students in Hau Po Woon primary school are from average family backgrounds with limited English exposure, video programs with abundant English language create a language-rich environment where students can interact with correct pronunciation, stress and intonation. In normal Hong Kong classrooms, primary school students are exposed to very little English resource other than their textbooks and English teachers.

Authentic audio-visual materials provide extensive models of speech and pronunciation from native speakers of English. The authentic audio-visual materials chosen by the Ching Chung Hau Po Woon primary school demonstrate to students how Caucasian and African Americans speaking English with different accents and this provides students with a better taste of realistic spoken English. The use of DVDs with

English subtitles is also a great help to students who can then match speaking with the written language if they have problems following fast native speakers' speaking pace.

The fact that children usually associate television with entertainment (Allan 1986 p.49) is another reason for incorporating authentic audio-visual materials into the school curriculum.

According to a pre-programme questionnaire conducted with Hau Po Woon Primary school students, two-third (62.5%) of the Primary Four students spend more than three hours every day watching television. This figure suggests that in general watching television is Hong Kong children's most favorites' leisure time activity. Children expect to see something interesting when the television is turned on at home. Children's expectation will be the same when a video is shown in the classroom. It is hoped that authentic audio-visual materials can further boost students' interest in learning English. Letting learners associate English with fun could be an effective way in enhancing their motivation to learn English.

Another important rationale concerns the cultural aspect of learning a language. ELT textbooks often ignore the cultural aspect of a language. However, a positive feeling towards the culture of a language will guarantee more effective and efficient learning of a language. We hope that through watching authentic audio-visual materials, children will develop attachment to English-speaking culture by understanding more about American life.

In fact, research has shown that it is possible for learners to develop positive attitudes towards another culture through instructional program that allows learners to have meaningful interaction with members of the target culture. In this regard, culture is introduced to the Hau Po Woon Primary school in two main ways. Teachers explicitly teach American culture or other cultures mentioned in the programme. Teachers also teach some simple American slang whenever appropriate².

The authentic audio-visual materials chosen by this school have another exceptional feature: they are divided into small episodes in manageable length. Unlike conventional English movies which are too long to cover in a primary school lesson time which is usually 35 minutes, the selected materials are short and do not follow a particular sequence. They also cover wide snippets of everyday life situations where language is at work. Teachers can easily choose an episode they like to suit the curriculum development of their school.

In response of this question, students stated that different audio-visual aids play vital roles in facilitating their speaking skills. They mentioned that visual aids like pictures, posters and video clips work as prompts for them to generate ideas. One student said, "If a teacher asks me to speak for two minutes in any topic suddenly, it may be difficult for me to generate ideas. However, if teacher shows any picture or poster or a video clip and asks to describe that, then it is easier to generate ideas."

Another student said that speaking is a difficult task for him, especially, when teachers randomly choose him to speak for few minutes on a given topic; he gets stuck and does not know how to start and what to say. However, the task becomes trouble-free if he has something visuals in front of him. He can then get ideas from the visuals and explain.

In response to this question, most of the students replied that audio-visual aids help them directly in the development of their listening skills. They mentioned that there are no other alternatives of listening English listening materials to develop their listening skills. By listening to different audio clips in English, they can understand the native accent which enriches their listening power. One of the participants stated,

As our university is an English medium institution, teachers give their lectures in English. We need to listen to them very carefully to understand the lecture and to take notes. For this, we need to have good listening skills. That is why we have speaking-listening classes where we practice a lot of listening activities.

Moreover, our teachers suggest us to visit the listening labs where we can practice different listening activities to improve our listening abilities.

Another participant mentioned that audio materials are very useful to improve listening ability.

Also, the materials are mainly designed by the native speakers which make the task easier to listen to their teachers in classroom. If they can understand the native speakers, they can easily understand their teachers. Thus, all the participants

² Robertson and Nocon, 1996

agreed that audio equipments help them to develop their listening skill.

Nowadays the foreign language learners in school are rather heterogeneous not only as far as their proficiency level is concerned but also when it comes down to their interests and learning strategies. Thus, this should be taken into account when planning teaching and lessons. One way of bringing variety and flexibility into the classroom is the use of movies in EFL teaching. Furthermore, there are some previous studies about using movies in EFL teaching. For instance, Champoux³ has studied the use of films as a teaching resource and has analyzed the use of films and videotapes concerning particularly EFL or ESL teaching. However, in order to be able to build a broad enough perspective on the topic it is good to notice for instance themes such as authenticity, which has been studied by Gilmore⁴

³ Champoux, J.E. "Film as a teaching resource".

Journal of Management Inquiry 8(2)1999, pp 240-251.

⁴ Gilmore, A. 2007. "Authentic materials and authenticity in foreign language learning". *Language Teaching* 40 (2), pp. 97-118

By combining these previous studies it is easier to notice why using movies in EFL teaching is a useful method and has several advantages compared to the more traditional teaching styles. Firstly, movies can be considered as authentic material and they provide the learners with genuine input. The genuine input helps the pupils to understand that there is a connection between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom.

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REPRESENTATIVES OF THE CONCEPT “MONEY” IN UZBEK FAIRY TALES

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***Annotation:** In the process of historical development of society, people’s consciousness is changing. The concept of “fairy tale” can be defined as a story that performs production and religious functions in the early stages of development in a pre-class society, that is, it is a type of myth.*

Key words: concept, fairy tale, religious, myth, folklore genre, linguoculture.

The fairy tale exists as a folklore genre, which tells about unusual events in the everyday sense (fantastic, miraculous or everyday) and is distinguished by a special compositional and stylistic construction. In the scientific literature, a fairy tale is more often defined as one of the narrative types of folklore prose that is found among various peoples and is divided, in turn, into genres.

Fairy tales continue to satisfy some extremely important human need. Folk tales continue to be preserved in culture. Culture, however, is not just an opposition to nature, but virtual with respect to the natural world, which to a greater or lesser extent manifests itself in different elements of culture, giving rise to intra-cultural virtual worlds, one of which is a fairy tale.

A fairy tale arises in culture at the archaic stages of its development, it contains a presentational layer of archaic consciousness, actively integrated into the culture at all subsequent stages of its development. Tales are immersed in a specific cultural environment: they carry the realities and ideals of a particular culture.

In our opinion, archaic and typical images and plots of fairy tales are aimed at meeting the most important human need – the need to be a subject, the creator of one’s world and its active transformer.

Since this study focuses on the description of the dynamics of representation of the CONCEPT of MONEY in Uzbek, it is necessary to compare the ancient CONCEPT of MONEY (in fairy tales and paremias) with the modern CONCEPT of MONEY (in speech activity at the present stage). For this, representatives of the CONCEPT of MONEY in Uzbek fairy tales were identified.

From Uzbek folk tales, traditional representatives of the Uzbek national linguistic view of the world come to light. It was necessary to conduct a selection of representatives of the CONCEPT of “MONEY” from Uzbek folk tales that are currently as active as possible.

We found 2 experimental profiles on 2012 on the Internet, 133 respondents were interviewed on the topic “The most famous Uzbek folk tale” (33 respondents answered the first questionnaire [1], 100 respondents answered the second

[2]). According to the results of two questionnaires, 4 fairy tales were distinguished: “The Frog Princess”, “Pockmarked Hen”, “Frost” and “The Magic Ring”.

In addition, to justify the choice, two sites of fairy tales on the Internet were analyzed with a mark of the number of views of each fairy tale [3; 4]. Then we arranged Uzbek folk tales in the order of decreasing the number of views.

Comparison of the results of the questionnaires with the number of views of fairy tales on the network made it possible to single out the most popular fairy tales: “Frost”, “Chicken of the pock”, “The Frog Princess” and “The Magic Ring”. For example, the fairy tale “Frost” is in the first place in terms of the number of views 8700 – on one site, and in 7th place in the number of views 7360 – on another site.

The number of Uzbek fairy tales studied is less than the number of Chinese fairy tales studied for our work, since the most typical Uzbek fairy tales (for example, “Turnip”, “Bo`g`irsoq”) do not contain any representatives of the MONEY CONCEPT. Representatives of the CONCEPT of MONEY were found in only four Uzbek fairy tales and therefore they are suitable for our study.

Having identified the representatives of the MONEY CONCEPT in these tales, we have constructed a similar diagram of the MONEY CONCEPT representation field in the Uzbek traditional fairytale conceptsphere. Representatives are assigned to the core: “gold”, “silver”, “money”. To the periphery – “semiprecious stones”, “golden egg”, “gilded stroller”,

“wealth”, “poverty”, “tree with golden and silver apples”.

Representatives of the CONCEPT of “MONEY” in the Uzbek fairytale conceptsphere are not numerous – there are only 9. The representative “gold” is included in the core. The reasons are both internal and external. The internal reason is justified by the fact that gold is a rare metal characterized by stable chemical properties. An external reason is the fact that gold is the product with the highest price for a small volume.

In addition to the representative “gold” in the core there are two more representatives: “silver” and “money”. The far periphery has not been formed, since the lexical field of representation of the CONCEPT of “MONEY” in the ancient “fairytale” layer is poorly structured.

Representatives of the CONCEPT of “MONEY” on the periphery of Uzbek fairy tales according to the semantic principle can be divided into two groups: 1) an abstract concept (metaphorical concept): “wealth”, “poverty”, “tree with golden and silver apples”; 2) valuable item: “semiprecious stones”, “golden egg”, “gilded stroller”.

Representatives of the MONEY CONCEPT on the periphery have one thing in common: they are associated with precious materials. For example, in the fairy tale “The Frog Princess” – “a gilded pram”, in the fairy tale “Pockmarked Hen” – “a golden egg” and in the fairy tale “Magic Ring” – “semiprecious stones”.

In addition to precious things, magical objects were representatives of the CONCEPT of “MONEY” in Uzbek culture.

This is “a tree with golden and silver apples” in the fairy tale “The Magic Ring”.

Representatives of “wealth” and “poverty” as antonyms reflecting a person’s material condition are related to the amount of money a person has in a class society.

We can say that the representation of the CONCEPT of MONEY in the Uzbek fairytale conceptsphere as a mirror reflects the reality of ancient Uzbek culture and shows the fact that little attention was paid to differentiating economic relations in the fairytale conceptsphere.

It can be suggested that the domestic sphere, reflected in the proverbs, represents a later conceptual sphere.

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СУЧАСНИЙ СТАН ТЕРАПІЇ ЗАПАЛЬНИХ ГІНЕКОЛОГІЧНИХ ЗАХВОРЮВАНЬ

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Анотація.

Лікування запальних гінекологічних захворювань є актуальною темою в гінекології. В подальшому ці запалення приводять до тяжких наслідків: порушенню менструального циклу, навіть до повного його припинення, безпліддю, невиношуванню вагітності. Лікування полягає в усуненні причини, що викликає запалення, а також в підтриманні системи природного захисту організму. В наш час на фармацевтичному ринку дуже малий відсоток складають препарати природного походження для лікування вищевказаних патологій. Вони проявляють менший спектр побічної дії у порівнянні з синтетичними.

Ключові слова: гінекологія, вагінальні супозиторії, песарії, лікування запальних захворювань.

На сьогоднішній день, охорона репродуктивного життя населення в гінекології в умовах економічних проблем включає пошук нових препаратів для лікування запальних захворювань жіночих статевих органів, викликаних різними збудниками, що передаються статевим шляхом.

До основних запальних гінекологічних захворювань належать: кольпіт, вульвовагініт, ерозія шийки матки, трихомонозний кольпіт, бактеріальний вагіноз тощо. В традиційній терапії вищевказаних патологій використовують переважно синтетичні антибактеріальні та протизапальні ліки [4, С. 157; 6, С. 1687, С. 169].

Запальні захворювання відрізняються за давністю виникнення і гостротою клінічних проявів (гострі і хронічні), причинним фактором (бак-

терії, віруси, грибки, найпростіші тощо), за місцем формування патологічного процесу. В окрему групу виділяють післяпологові, післяабортні, післяопераційні запальні процеси. Класифікація деяких запальних захворювань за місцем розташування запального процесу наведена в таблиці 1. [1, С. 58; 10, С. 117].

Медична статистика констатує, що за останні 5 років кількість запальних гінекологічних захворювань у жінок нашої країни зросла на 30 % і це призвело до таких тяжких наслідків, як порушення менструального циклу (50 %) навіть до повного його припинення, безпліддя (14 %), невиношування вагітності (15 – 20 %) тощо.

Мета зовнішньої терапії запальних гінекологічних захворювань:

Таблиця 1.

Класифікація гінекологічних запальних захворювань

Назва	Локалізація	Пояснення
1	2	3
Вульвіт	Зовнішні статеві органи	Вульва – зовнішній статевий орган (лат.)
Бартолініт	Великі залози пристінок піхви (бартолінові залози)	Залози названі за прізвиськом анатома, який їх описав
Кольпіт, вагініт	Піхва	Кольпос – піхва (грецьк.) Вагіна – піхва (лат.)
Ендометрит	Слизова оболонка порожнини матки	Метра – матка (грецьк.) Ендометрій – слизова матки
Метроендометрит	Матка (звичайно – після пологів або абортів)	Див. вище
Сальпінгофорит, аднексит (синоніми)	Придатки матки (маткова труба + яєчник)	Аднекса – придатки (лат.) Сальпінкс – труба (грецьк.) Оофорум – яєчник (грецьк.)

- етіологічна терапія – усунення причин запального захворювання, наприклад, при вульвіті, кольпіті тощо;
- патогенетична терапія – усунення патологічних змін в слизовій оболонці або шкірі уrogenіталій при різноманітних запальних поразках [12, С. 134];
- симптоматична терапія – усунення неприємних суб'єктивних відчуттів, наприклад, болю, свербіння, печіння та ін ;

Лікування полягає в усуненні причини, що викликає запалення, а також в підтриманні системи природного захисту організму [9, С. 62]. Вагінальні лікарські засоби також мають важливе значення й широке використання у комплексній терапії змішаних уrogenітальних інфекцій. Їх переваги очевидні – в препаратах передбачене раціональне сполучення різноманітних фармакологічною дією речовин, які забезпечують зменшення небажаної побічної дії окремих інгредієнтів; піді-

брана оптимальна основа-носії, що створює можливість рівномірного розподілення композиції на слизових оболонках з урахуванням анатомо-фізіологічних особливостей уrogenітальних органів [3, С. 615; 8, С. 5].

Лікарські препарати з вмістом сполук природного походження мають свої переваги. Препарати природного походження дозволяють уникнути певних ускладнень при їх застосуванні, сприяють найкращому їх засвоєнню організмом. У фармакотерапії запальних гінекологічних захворювань часто використовують такі ефірні олії: ромашки, лаванди, чайного дерева, шавлії, сосни, евкалипту, а також рослинні екстракти шавлії, полину, календули [11, С. 78]. Хімічні сполуки, які містяться в складі вищенаведених олій і екстрактів проявляють дезинфікуючу, протизапальну, ранозагоювальну та репаративну дії. Препаратів на основі цих природних сполук небагато.

Асортимент препаратів в Україні, для лікування вищевказаних патоло-

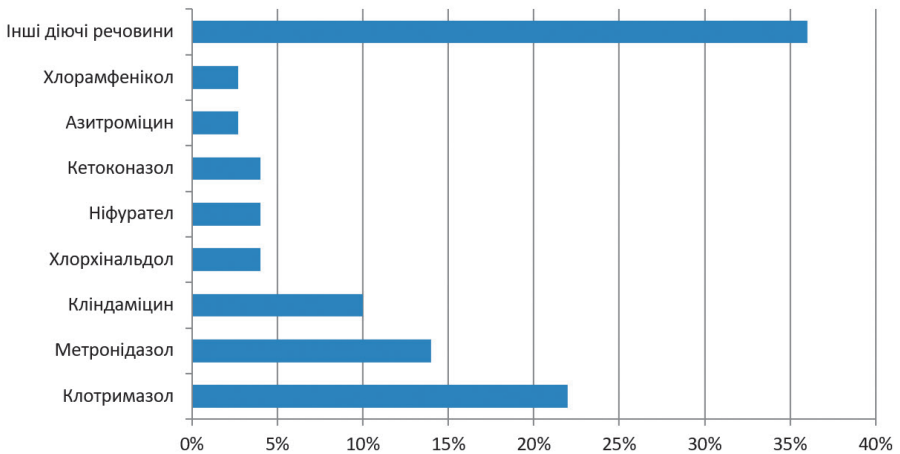


Рис. 1. Асортимент діючих речовин, що використовуються в сучасній гінекології

гій, достатньо великий, але він складається вкрай з препаратів імпортного виробництва. Тому доцільним і актуальним є створення препаратів для лікування інфекційно-запальних гінекологічних захворювань у вигляді пессаріїв. Ця лікарська форма діє безпосередньо в осередку інфекції і має високу ступінь проникнення діючих речовин в піхві.

Згідно аналізу літературних даних, найбільшу частку в терапії запальних захворювань займають препарати клотримазолу – майже 23 %, метронідазолу – 14 %, кліндаміцину – приблизно 10 %, кетоконазолу, хлорхінальдолу та ніфурателу – по 4 %, хлорамфеніколу та азитроміцину – майже по 3 % [5, С. 2311]. Препарати з іншими діючими речовинами займають 35 % вагінальних лікарських форм на фармацевтичному ринку України [2, С. 361]. (рис. 1.)

Використання комбінованих лікарських засобів, які містять антибактері-

альні та протизапальні субстанції синтетичного походження у сполученні з природними сполуками, а саме, ефірними оліями, дозволить знизити кількість побічних реакцій під час фармакотерапії вищенаведених патологій.

Отже, створення нових комбінованих лікарських засобів місцевої дії на основі субстанцій синтетичного та природного походження, як ефірні олії, для терапії таких запальних захворювань, як: кольпіт, бактеріальний вагіноз, ерозія шийки матки тощо, дозволить в значній мірі вирішити проблему запальних захворювань в гінекології.

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РАДІОЛОГО-ТОКСИКОЛОГІЧНЕ ЗАБРУДНЕННЯ М'ЯСА КАЧОК ПРИ ВИРОЩУВАННІ НА РАДІОАКТИВНО ЗАБРУДНЕНІЙ ТЕРИТОРІЇ

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***Анотація:** У статті представлені результати досліджень м'яса качок за різних способів утримання при вирощуванні в особистих підсобних господарствах II зони радіоактивного забруднення за різних способів утримання. Результатами лабораторних досліджень встановлено, що способи утримання птиці впливають на накопичення ^{137}Cs та концентрацію важких металів. Доведено, що у м'ясі качок безвигульного способу утримання був більший вміст токсичних речовин у порівнянні із м'ясом птиці, що вирощувалася з використанням водоймища. Встановлено, що питома активність ^{137}Cs у м'ясі піддослідних качок обох груп не перевищувала ДР-2006 і варіювала у межах 11,1–56,6 Бк/кг. Концентрація важких металів у м'ясі птиці також не перевищувала ГДК і знаходилася у межах 0,10–0,17 мг/кг по вмісту свинцю та 0,011–0,018 мг/кг по вмісту кадмію.*

Обґрунтовано екологічну безпечність виробництва качиного м'яса для жителів II зони радіоактивного забруднення, як за безвигульного, так і вигульного способу утримання, надаючи перевагу останньому.

Ключові слова: качки, вигульний та безвигульний способи утримання, радіоактивно забруднена територія, цезій-137, питома активність, важкі метали.

Key words: ducks, extensive and intensive housekeeping technologies, radioactively polluted territory, ^{137}Cs , heavy metals.

Одним з найбільш важливих наслідків Чорнобильської аварії стало радіоактивне забруднення сільськогосподарських угідь, природних та напівприродних екосистем, що зумовило на тривалий період небезпеку надходження радіонуклідів в організм люди-

ни.

Наслідки аварії виявилися особливо важкими для населення зони Полісся – північної частини Волинської, Житомирської, Київської, Рівненської і Чернігівської областей – території, яка зазнала найбіль-

шого радіоактивного забруднення у результаті аварії. На цій території сільське господарство було основним сектором раціональної економіки, природні ландшафти – луки, пасовища і ліс – давали значну частку продукції [4].

Суттєвого радіоактивного забруднення зазнала майже половина території Житомирської області. Переважно це Народицький та Овруцький райони, а також частина Лугинського та Коростенського. В інших районах щільність забруднення залишається значно нижчою [3, 7].

Після аварії на ЧАЕС в Україні, у тому числі і Житомирській області, різко скоротилась площа орних земель, сіножатей, посівів зернових, картоплі, кормових культур. Зменшилось поголів'я великої рогатої худоби, виробництво м'яса на 58,3 %, молока – на 38 %, яєць – на 32,3 %, забруднення радіонуклідами яких було високим, що визначало рівень опромінення населення. Натомість у господарствах районів, що постраждали від аварії на ЧАЕС почали розводити кіз та птицю: курей, гусей, качок, за рахунок екологічно безпечного м'яса яких поповнюють раціон [5, 6].

Не менш важливою проблемою ведення сільськогосподарського виробництва на таких ґрунтах є висока активність важких металів.

Згідно існуючих прогнозів, у перспективі важкі метали можуть стати більш небезпечними, ніж відходи атомних електростанцій і поділитися перше місце з пестицидами. За останні

роки забруднення ними навколишнього середовища збільшилося у 2,5–3 рази.

Важкі метали не в однаковій мірі небезпечні для тварин і людей. Велику небезпеку мають елементи високої токсичності – свинець, кадмій, ртуть, миш'як, селен. Помірну токсичність мають бор, кобальт, нікель, мідь, цинк [1].

Як важкі метали, так і радіонукліди являють велику небезпеку для живих організмів. Тому сільськогосподарське виробництво у сучасних умовах повинно вестись за технологіями, які б сприяли максимальному зменшенню міграції токсичних речовин по харчовому ланцюгу ґрунт – рослина – тварина (птиця) – продукція сільського господарства – продукти харчування, виключати можливість збільшення площ забруднених радіонуклідами територій, по можливості гарантувати повну радіаційну безпеку населення, що мешкає і працює у цих регіонах.

Основною перевагою розведення качок є їхні біологічні особливості: енергія росту у молодому віці, хороше використання дешевого корму, невибагливість та висока плодовитість. Качки здатні давати продукцію у звичайних умовах, тому у багатьох країнах у харчуванні вона є головним джерелом натурального протеїну. М'ясо качки містить більше 20 % білку, це продукт із оптимальним співвідношенням амінокислот. Качине м'ясо відзначається специфічним смаком, воно ніжне, соковите і біологічно повноцінне. При цьому качок вирощу-

Таблиця 1

Вміст токсичних речовин у м'ясі качок, М±m

Токсиканти Концентрація важких металів, мг/кг:	ГДК, ДР	Спосіб утримання птиці			
		Безвигульний		Вигульний	
		Вік птиці, днів			
		60	150	60	150
Hg	0,03	не виявлено	не виявлено	не виявлено	не виявлено
Pb	0,5	0,12+0,02	0,17+0,04	0,10+0,03	0,14+0,03
Cd	0,05	0,013+0,002	0,018+0,003	0,011+0,001	0,016+0,002
Питома активність радіонуклідів, Бк/кг:					
137Cs	200,0	56,6+2,0	20,8+0,8	44,46+1,3	11,1+0,8

ють для отримання м'яса, яєць, жирної печінки та пір'я [2].

Метою досліджень було проведення порівняльної характеристики вмісту токсичних речовин (цезію-137 та важких металів) у м'ясі качок при різних способах утримання при вирощуванні в умовах особистого підсобного господарства на території радіоактивного забруднення.

Матеріали та методи досліджень. Науково-виробничий дослід по вирощуванню качок був проведений у с. Христинівка Народицького району, яке відноситься до II зони радіоактивного забруднення, де щільність забруднення ґрунту цезієм-137 була більше 555 кБк/м². Одну групу качок утримували безвигульно, тобто цілий день у вольєрі з вільним доступом до води у коритах, а вночі – у приміщенні. Другу групу – вигульно, тобто качки впродовж дня знаходилися на території із обмеженим водоймищем і тільки під час годівлі заходили до вольєрів, а на ніч у приміщення. Умови годівлі були однаковими для качок обох груп.

Основним завданням наших досліджень було дослідити накопичення ¹³⁷Cs і концентрацію важких металів у м'ясі качок при вирощуванні за різних способів утримання.

Результати досліджень. Незважаючи на високий рівень радіоактивного забруднення території, питома активність цезію-137 та концентрація важких металів у м'ясі піддослідної птиці не перевищувала встановлених нормативів (табл. 1).

Результатами досліджень встановлено, що питома активність ¹³⁷Cs у м'ясі качок обох груп не перевищувала допустимі рівні і варіювала у межах 11,1–56,6 Бк/кг. М'ясо качок безвигульного способу утримання мало більший вміст радіоцезію. Тобто концентрація ¹³⁷Cs у м'ясі качок безвигульного утримання у 60-денному та 150-денному віці була на рівні 56,6 та 20,8 Бк/кг, а у м'ясі качок, що вирощувалися з використанням водоймища відповідно 44,6 та 11,1 Бк/кг. Таким чином питома активність радіоцезію у м'ясі качок безвигульного способу утримання пе-

реважала показник птиці вигульного способу утримання на 21,2 та 46,6 % відповідно по періодах вирощування.

Що стосується концентрації важких металів, то м'ясо качок обох груп не перевищувало ГДК. Вміст свинцю варіював у межах 0,10–0,17 мг/кг, а концентрація кадмію була на рівні 0,011–0,018 мг/кг. М'ясо качок вигульного способу утримання мало нижчу концентрацію свинцю та кадмію.

А саме концентрація свинцю у м'ясі качок, які вирощувалися з використанням водоймища була нижчою на 16,7 % у 60-денному та на 15,4 % у 150-денному віці, а по кадмію на 17,6 % та 11,1 % відповідно по періодах вирощування у порівнянні з птицею безвигульного способу утримання. Концентрацію ртуті у м'ясі качок обох груп не виявлено.

Таким чином у зв'язку із можливістю отримання екологічно безпечного качиного м'яса при його виробництві в особистих підсобних господарствах II зони радіоактивного забруднення Поліського регіону, використовуючи місцеві корми для годівлі птиці, рекомендувати населенню приватних господарств, фермерам і сільськогосподарським підприємствам розширювати розведення качок як за безвигуль-

ного, так і вигульного способу утримання, надаючи перевагу останньому.

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ANALYSIS OF THE LINGUOCULTUROLOGIC FEATURES OF THE CONCEPT OF “FATE” IN ENGLISH AND UZBEK LANGUAGES

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***Annotation:** Taking into consideration that it is vitally important controversy in front of linguists to analyze linguistic and cultural features of different nations and, at the same time, work on the notion of language and culture. Therefore, the article attempts to deal with the analysis of the linguacultural characteristics of the conception of “fate” differentiating the isomorphism and allomorphism in English and Uzbek. It reveals the lexical meaning of the concept in both languages and some examples of its visualization in these nations’ culture.*

Key words: Linguoculturology, Cognitive Linguistics, anthropocentric paradigm, cultural concept, core and periphery, semantic field, isomorphism and allomorphism, the conception of fate.

Intoduction

According to the researches, combination of **functional, cognitive, anthropocentric** and **dynamic paradigms** has replaced the **structural paradigm** in the early XXth century. The last and modern scientific paradigm is the **anthropocentric paradigm** that can be understood as the analysis of language problems in human being and human being in language. During the recent years, several disciplines of modern linguistics have been developed in the anthropocentric paradigm such as **Pragmatics, Sociolinguistics, Ethno Linguistics, Psycholinguistics, Linguistic Anthropology, Linguistic Culturology** and **Cognitive Linguistics**. Of the subjects mentioned above **Linguoculturology** and **Cognitive Linguistics** are regarded as the most exten-

sive and urgent branches of modern linguistics. As to the relationship between language and culture, here appears **Linguoculturology**, a complex area of science which focuses the main attention on the cultural facts that are explicit in language. It is important to highlight the point that LC, Psycholinguistics, Pragmalinguistics and Cognitive Linguistics are closely connected to one another.

In regard to Linguoculturology, **cultural concept** is the first and foremost notion in extra-linguistic disciplines, which has been high on the linguistic agenda and investigated by multitude of linguists since it was previously defined by pioneer linguistic scientists who worked on anthropocentric paradigms. Namely, a well-known Russian linguist V.N. Teliya states that a **“concept”** is a

product of human thought and an “ideal” phenomenon and thus intrinsic to human awareness in general, and not merely to linguistic awareness. A “concept” is a construct which is not recreated but reconstructed through its expression in language and through knowledge outside language.¹In addition to her ideas on defining concept, it is appropriate to cite R.M. Frumkina's view: “a concept is a verbalized idea reflected in cultural categories.”²

Besides the definitions cited above, several linguists including A. Vezhbitskaya, E.S. Kubryakova and A.A. Zalevs-kaya have attempted to clarify the cultural concept in terms of Linguoculturology and Cognitive Linguistics.

It is essential to take into consideration that concepts can comprise various components and constitute a field of knowledge, picture, ideas or associations, which have a **core** and a **periphery** representing the most basic as well as extended expressions and ideas on the topic.

Overall, below in the study the concept of “fate” is analyzed to some degree in terms of Linguoculturology considering the cultural viewpoints of two syntagmatic languages, English and Uzbek.

The concept of “fate”

Generally, fate is commonly said to be

the development of events outside a person's control, regarded as predetermined by a supernatural power and believed can not be changed. In the first place, the idea of “fate” is to be defined below according to the contemporary thesaurus dictionaries in both English and Uzbek. In the dictionary of Merriam-Webster, it is given the definition to the term of “fate”: **“1.the will or principle or determining cause by which things in general are believed to come to be as they are or events to happen as they do** (“... fate sometimes deals a straight flush... he had no idea that he would become the right man in the right place at the right time...”).**2.an inevitable and often adverse outcome, condition or end** (“Her fate was to remain in exile.”) **3.Fates plural: the three goddesses, Atropos, Clotho and Lachesis who determine the course of human life in classical mythology**(See “The Odyssey” by Homer for more explanation and examples)”⁴

It is obvious that fate is something which happens to a person or a group of people, especially something final or negative such as misfortune, death or defeat. In some cases, we observe English-speaking nations using the terms **“fate”** and **“destiny”** interchangeably in conversations, for instance, “He met his fate”, or “It must be her destiny”. Nevertheless, these are not exactly the same cultural concepts due to some dissimilarities in their meaning. Fate is when human beings inevitably **leave their lives up to fate** and it tends to

1 Teliya V.N. Russian Phraseology: semantic, pragmatic and linguoculturological aspects. – Moscow: Published by the “ЯЗЫКИ Русское культуры” (Languages of Russian Culture) School, 1996. 288 p.

2 Frumkina R.M. Language and Scholarship at the end of the 20th century, edited by Y.S. Stepanova. – Moscow: Published by the Institute of Languages of the Russian Academy of Sciences and the Russian State University for the Humanities, 1995. 74 p.

3 June Goodfield

4 www.merriam-webster.com/dictionary
Merriam-Webster dictionary, 1828

have more negative and undesirable connotations, whereas destiny is something favorable that we can actively shape and alter. Unlike fate, **there is an element of choice in destiny**. Therefore, when individuals opt to step up and take responsibility for their lives then they are actively shaping their destiny.

Additionally, there exist several combinations relatively used together with the concept of fate, to exemplify, some of them are mentioned including the collocations: **suffer a fate, meet a fate, settle somebody's fate, seal somebody's fate** (make it certain that something bad will happen to someone), **a similar fate, somebody's ultimate fate** (what finally happens to someone), **a sad or tragic fate**; phrase: **your fate is in somebody's hands** (someone will decide what happens to you); and an idiom: **a fate worse than death** meaning that something terrible might happen to you.

In western cultures, to be more precise, the Ancient Greeks conceived their gods as an expression of the disorder of the world and its uncontrollable forces. To them, mortality is a human invention and although Zeus is the most powerful of their gods, even he can be resisted by his fellow Olympians and must bow to the mysterious power of fate. As fate was great concern to Greeks, we can see countless characters in the myths and legends who did great attempts to alter fate. However, in almost all stories in which a hero does everything to block a negative fate, we see that his efforts to subvert fate typically provide exactly the circumstances required for the prescribed

fate to arise. In other words, the resisting characters themselves provided the path to fate's fulfillment⁵.

In comparison with western cultures, one of eastern nations – Uzbek has its own cultural views and ideas on the concept of “fate”. If defined the lexical meaning of the concept, fate is 1. **Happenings, situations or destiny prescribed on an individual's forehead beforehand** (“It is not because of either this or that cause, – said Kumush, – it is only fate written by God.”) 2. **Future, following consequence or result of something** (“A true love. Aunt Tukhta was close to tears watching sad teenagers who are sitting, having no idea about their fate.”)⁷

Apparently, the lexical meaning of the concept is clear and self-explanatory and it represents virtually the same understanding in both analyzed linguistic cultures. It is also necessary to mention that there are synonymous words of fate – **destiny, future, fortune and luck**, just as in English they have their private characteristics of positivity and negativity. Furthermore, there are additional expressions which are all around the semantic space of fate: **“a terrible/horrible fate”, “a cruel fate”, “a fate awaits somebody”** (meaning that a fate will happen to someone), **“re-sign yourself to fate/accept your fate”** (means that you leave your life up to fate and not to do any effort to change it).

5 From Spark Notes based on *Mythology* by Edith Hamilton
J.V. Morrison (1997) *Kerostasia, The Dictates of Fate, and the Will of Zeus in the Iliad. Arethusa*: published by Johns Hopkins University Press, 276-296pp.

6 “Past times” by Abdulla Kadiri, published by “Sharq” Press (“East”), Tashkent, 2000.

7 “A true love” by I. Rahim,

Conclusion

To briefly summarize, it can be recapitulated that in both English and Uzbek cultures the concept of “fate” plays so vital role in human’s life that in the past, even there were legends and their characters who tried to fight against what was prescribed in their fate but did the opposite of what they intended. We can see from the analysis that the concept is conceived as nearly the same comprehension, which shows the isomorphic features of the concept of “fate” in terms of Linguoculturology. In further researches, we will attempt to analyze other cultural concepts to some degree, concerning nations’ language and nations in languages.

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THE CONCEPT OF LINGUOCULTUROLOGY IN LINGUISTICS

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Abstract: *The concept of linguoculture exactly denotes the specific subject area of linguoculturology, arguing that the command of a language and socialization within one cultural community serves as integration criterion: structural organization of separate elements of knowledge of the world, invariable part of the world picture is determined by the type of relationship between linguistic and cultural objects.*

Key words: concept, linguoculture, cognitive, internal form, domain of the concept, culture determines of the concept

At the present stage of the development of linguistics, it is customary to distinguish two main approaches to understanding the concept: linguistic and cultural (V.V. Kolesova, Yu.S. Stepanov, S.G. Vorkachev, N.F. Alefirenko, A.Ya. Gurevich, V.I. Karasik et al.) and linguistic-cognitive (A.P. Babushkin, E.S. Kurbryakova, Z.D. Popova, I.A. Sternin, R.M. Frumkina, etc.)

The term “concept” is the center of a relatively new branch of linguistics – linguoculturology. The concept of “concept” has been actively used in Russian linguistic literature since the beginning of the 90s. The linguocultural content of this token was proposed in an article by academician D.S. Likhachev [6], who relied on the views of S.A. Askoldova-Alekseeva. The adoption of the term “concept” in science has marked a new step in understanding the methods, laws, and characteristics of the interaction of language, consciousness, and culture.

By V.V. Kolesov, the concept is “the starting point of the semantic filling of the word”, which in the course of its historical development is consistently transformed

into an image, concept and symbol, turning into a cultural concept in its modern form. The scientist asserts: “The concept therefore becomes the reality of national speech, figuratively given in the word that it really exists, just as there is a language, phoneme, morpheme and other “nouns” of the plan of content revealed by science that are vital for any culture. A concept is something that cannot be changed in the semantics of a “verbal sign”, determines the choice, directs the thought, realizing the possibilities of language-speech [5, p. 36]. The author combines the idea of a concept with the idea of an internal form in the understanding of A. A. Potebni: a concept “has no form, because it is an “internal form” [ibid, p. 37].

The main attributes of the concept include the persistence of existence, artistic imagery, semantic syncretism, universally binding for all carriers of this culture, embedded in the system of ideal components of culture [4, p. 157-158]. Thus, the scientist turns first of all to the history of the language, emphasizing the gradual addition of this phenomenon in the culture of the people.

The concept is determined by Yu.S. Stepanov as “a clot of culture in the human mind”, then, in the form of which culture enters the mental world of a person and, on the other hand, as through which a person (an ordinary, ordinary person, not a “creator of cultural values”) himself enters into culture and affects it [9, p. 43]. Yu.S. Stepanov focuses on the connection between language and culture, arguing that the concept is “the main unit of culture in the mental world of man” [ibid.].

The fundamental provisions in the definition of the concept from the point of view of linguoculturology are expressed by V.I. Karasik and G.G. Slyshkin. A linguocultural concept is a conditional mental unit used in the comprehensive study of language, consciousness and culture. Consciousness is the domain of the concept, culture determines of the concept. Language and/or speech are areas of objectification of the concept.

The main features of the linguocultural concept are recognized as verbalization and ethnocultural marking. “A concept is a unit of collective knowledge / consciousness that sends to higher spiritual values, has a linguistic expression and is marked by ethnocultural specificity” [2, p. 70].

Knowledge is a form of existence and systematization of the results of human cognitive activity. With the help of knowledge, people rationally organize their activities and solve various problems. Knowledge captures the accumulated experience as a result of understanding the world. The concept consists of different elements of knowledge, and its repre-

sentatives specify and fix certain properties of the concept. When updating knowledge, the components included in the concept change, and therefore, the number of representatives of the concept changes. This position is clearly illustrated by the results of a comparative analysis of the traditional and current layers of CD.

S.Kh. Lyapin considers the concept as a multidimensional culturally significant socio-psychological formation in the collective consciousness, objectified in one form or another [36, p. eleven]. Continuing to comprehend this phenomenon, Z. G. Daramilova considers the main thing in the concept to be the multidimensionality and integrity of meaning that exist in a continuous cultural and historical space and therefore allow cultural translation from one subject area to another. These properties of the concept make it possible to consider it the main method of cultural translation [3]. All researchers agree with the mental essence of the concept, which reflects the spiritual experience of a person of a certain culture.

The concept plays the role of a mediator between culture and man and it is considered in the framework of the dyad “language – culture” as a localization in the consciousness of national and cultural identity. From this point of view, the concept is considered by A. Vezhbitska, N.D. Arutyunova, S.G. Vorkachev, V.I. Karasik, S.E. Nikitina, M.V. Pimenova and others [1].

Yu.E. Prokhorov in the monograph “In Search of a Concept” concludes that a concept is only a “tendency toward existence”, it is not the probability of things,

but the probability of interconnections. The probabilistic essence allows us to state the “scattering” of semantic and semiotic spaces to complete chaos. Whereas centripetal forces make it possible to hold a concept and its semantic interconnections, creating at the same time each time anew from a chaos of concepts, meanings, meanings and symbols a cosmos of real understanding [8, p.157].

According to Yu. E. Prokhorov, a concept is an established set of rules, assessments of organizations of the elements of chaos of the picture of being, determined by the characteristics of the activities of representatives of this linguistic and cultural community, enshrined in their national picture of the world and broadcast by the means of language in their communication [ibid.].

Within the framework of the scientific concept of this work, the three properties of the phenomenon are most important. The first property is the historical essence of the concept, understood after V.V. Kolesov, and explaining the dynamics of changes in representation. The second property is the concentration of collective knowledge defined by S.G. Vorkachev. The third property is the probabilistic essence of the structure of the concept, organized at each specific moment of life by means of centripetal tendencies, understood after Yu.E. Prokhorov. The diversity of representation of the CD, its ethnocul-

tural specificity and non-national essence are considered in line with the three named concepts.

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LAYERED CONCEPT STRUCTURE IN LINGUOCULTUROLOGY

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Annotation: *Linguoculturology is a science that arose at the intersection of linguistics and culturology and explores the manifestations of the culture of the people, which are reflected and entrenched in the language. At the same time, one should not focus on the “junctional” nature of the new science, because this is not a simple “addition” of the capabilities of two contacting sciences, namely the development of a new scientific field that can overcome the limitations of the “narrow departmental” study of facts and thereby provide a new vision and explanation.*

Key words: concept, linguoculturology, linguoconceptology, similarity, dissimilarity.

Currently, there is no single theory that strictly defines the structure of the concept. What is clear is that the concept has a definite and complex, albeit not rigid, structure. This is closely related to its active role in the process of thinking of native speakers. On the one hand, the concept's structure includes all the properties of the concept's structure, on the other hand, what makes it a fact of culture – its original form – etymology, is included in its structure. The structure of the concept's content includes history, religion, culture, modern associations, ratings, connotations, compressed to the main features of the content. That is, a concept as a structural unit of a conceptual system is represented by semantic structures of different levels of complexity and abstractness and has its own “representations” in the lexical system of language.

In modern linguocultural studies, several approaches to the description of the structure of the concept have appeared. The most famous scientific position on the structure of the concept in linguocon-

ceptology belongs to Yu.S. Stepanov G.G. Slyshkin, V.I. Karasik, I.A. Sternin, V.V. Kolesov. The description of the structure of the concept by the named authors has similarities.

Different scientific schools distinguish an organizing image, a certain information-conceptual core, which is surrounded by some additional features, in the structure of the concept. This fact indicates a fundamental similarity in understanding the structure of the concept.

Since the different layers of the concept are the result, the “sediment” of the cultural life of different eras. The interpretation of the structure of the concept of Yu.S. is widely known. Stepanova, who claims that the concept has a multilayer structure. Designed by Yu.S. Stepanov's method of structural research of the concept, taking into account both synchronous and diachronous aspects, serves as a reliable methodological basis for the study of the stages of the formation of culturally significant concepts. The author identifies the “main character”, which he calls the “current layer” of the concept. The cur-

rent layer provides mutual understanding of all those using this language (the language of this culture) at a given time. Thus, the concept actually exists as a means of understanding and communication.

The terminological concept “the current layer of the concept” is used in this article in a slightly different meaning. The current layer of CD here means the totality of all the representatives who represent it in the minds of modern speakers of English, Russian and Uzbek languages and as a result actively function in modern discourse.

Before moving on to a more detailed analysis of CD representation, let us formulate the initial hypothesis: concepts exist in different ways in different layers, and in these layers they are differently real for people of a given culture.

To observe the dynamics of CD in the minds of English, Russian and Uzbek, we analyzed the representatives of CD collected from sources belonging to different periods of development of these languages. Then, the representatives of CD were grouped into the synchronous and diachronic layers. For example, we grouped the representatives gathered in English, Russian and Uzbek newspapers, grouped the representatives obtained through associative experiments with native speakers of English, Russian and Uzbek. And then, based on the data obtained, we built the Russian and Chinese actual layer of CD.

The traditional CD layer is optional. It is possible to select several additional layers. We are talking about passive signs of

the concept, which are already irrelevant, historical. Passive signs are actualized in the communication of people of only certain social groups.

Yu.S. Stepanov emphasizes the historical (diachronic) concept layer, considering the structure of the concept as the dynamics of its content (meaning) with cultural coloring. The historical layer of the concept contains information on extralinguistic factors, on spiritual, social, and everyday incentives for the formation of the concept. This information reflects the national-cultural prerequisites for the emergence, development and transformation of the concept in the cultural continuum.

The third layer includes “literal meaning” or “internal form”, which is usually not realized, but which is imprinted “in an external, verbal form”. This is an etymological one, the most distant in history, a sign of the concept [7].

The concept of “historical layer of the concept” is relevant for this work. However, here we transform it into the concept of “traditional layer”. We call the traditional layer of CD representation the totality of representatives extracted from texts born in an era remote from the modern moment.

To create the English, Russian and Uzbek traditional layer of representation of the CD, we collected its representatives from traditional texts, embodied in the national culture. Such texts are national English, Russian and Uzbek tales and paremias. The traditional layer of CD is fixed and does not undergo changes in

linguistic cultures of both languages. From the totality of the representatives extracted from Russian and Chinese fairy tales and paremias, a traditional (historical) layer of representation of the CD is constructed. We believe that the representatives of the traditional layer of CD are enshrined in the English, Russian and Uzbek linguistic view of the world.

The original concept of the structure of the linguocultural concept belongs to G.G. Slyshkin [6, pp. 51–67], who offers an associative model of the concept, proceeding from the fact that the latter functions as a process of continuous nomination and renaming of objects, the emergence of new and the loss of old associative connections between language units and nominated objects. In the framework of his approach, the concept intrazone (as a set of associations included in the concept) presents the main characteristics of the concept's nominal density, and its extrazone (as a set of outgoing associations) appears as metaphorical diffusivity [also, p. 60]. G.G. Slyshkin identifies four zones in the structure of the concept, two main (intrazone, extrazone) and two additional (quasizone and quasi-extrazone) [ibid, p. 6, 17, 18].

Intrazone contains its own signs of denotatus (a bear loves honey, clubfoot, strong, short tail, dominates the forest, it is trained), in an extrazone, signs extracted from paremias and figurative meanings: lazy (a bear is strong, but it lies in a swamp), heavy (bear – skating rink for laying the road), an abundance of wool (eyebrows that bear are lying). Quasi-in-

trazone and quasi-extrazone are associated with formal associations that arise as a result of consonances with the name of the concept, using euphemisms [ibid: 65–66]. In this study, such concepts are not used.

Thus, in this study, the layered structure of the concept is studied, which, after Yu.S. Stepanov is understood as a semantic group consisting of an actual and traditional layer. The peculiarity of this study is that the layers of representation of CD are studied not as mental formations, but as a set of representatives – peculiar semantic fields, including various lexical and semantic groups.

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STRUCTURAL AND SEMANTIC ANALYSIS OF THE CONCEPT «JOY» IN THE ENGLISH AND UZBEK LANGUAGES

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***Annotation:** Emotional concepts are an important part of the system of every language, because they reflect inner life of every person, open human feelings and mental states. This article is dedicated to specific structural and semantic features of a concept «JOY» in the English and Uzbek languages. The meanings of the words, which are part of the concept «JOY»/ҚҲБОҲҲ show the specifics of expression of this emotion in the English and UZBEK languages.*

Key words: emotion, concept, definition, contrastive linguistics, metaphor, principle meaning, secondary meaning.

Recently, in the framework of humanitarian research, there has been an increased interest in studying the emotional sphere. And this is no accident, since emotional experiences are important components of a person's cognitive activity, shape his behavior, and help communicate with the outside world and other people. Emotions and feelings are a kind of reaction to situations and events that occur in our daily lives.

In modern linguistic studies, the study of the emotional sphere of man also plays a significant role. An important area of research involving verbal ways of expressing emotional relationships and feelings is the linguocultural direction, which involves the study of a particular emotion from the point of view of its conceptualization, due to which the term "emotional concept" appeared.

An emotional concept is a lexicalized emotion, which, functioning in linguistic culture, reflects the emotional experience of both an individual and society as a whole.

Recently, studies of the conceptualization of emotions are most often carried out in the framework of contrastive linguistics. A comparative analysis of concepts based on the material of various languages helps to reveal the features of the linguistic picture of the world of two, and sometimes more, ethnic groups, their stereotypes, mental attitudes, to determine the commonality and identity of the linguistic representation of a particular emotion.

One of the most complex concepts in terms of its verbal-conceptual organization is the concept of «JOY». In the linguistic and cultural space of English and Uzbek, this emotional concept occupies a special place. In both languages, the emotion of «JOY» is represented through certain signs that fully or partially coincide. However, in this and in another language, this emotion can be refracted in different ways, having a clearly expressed differentiation of representative language units, which is associated with the mental es-

sence of representatives of a particular linguistic culture and their historical and cultural development.

The main lexeme representing the «JOY» concept is its nuclear lexeme – the nomination of «JOY» as feelings and as a state: in English it is the lexeme of «JOY», and in Uzbek it is the lexeme of «ҚУБОҲЧ».

In the explanatory dictionaries of the English language, the basic and peripheral meanings of the lexeme «JOY» can be distinguished.

The basic, that is, the basic meanings of the «JOY» lexeme are represented by a representation of «JOY» as a very strong emotion (“an exalted feeling or emotion” [1]), which assumes a person’s positive attitude to a particular object, to one or another phenomenon of reality, which is accompanied by a sense of immense happiness and a feeling of deep satisfaction: “state of great happiness”, “feeling of pleasure” [2].

«JOY» as a very strong emotion can also be actualized in the semantics of the lexemes exaltation, rapture, ecstasy, ravishment, transport, which represent the feeling of «JOY» as an extremely excited state, ecstasy, ecstasy. Feeling of «JOY» as immeasurable happiness can be represented by the lexemes of gladness, happiness, joyance. The lexemes of delight, pleasure, enjoyment, delectation, gratification nominate «JOY» as a feeling of pleasure / satisfaction. «JOY» as the highest happiness, bliss is represented by the lexemes felicity, beatitude, blessedness, bliss [3, p. 616]. Thus, each of the dictionary meanings of the «JOY» lexeme can be represented by a synonymous series.

The peripheral meanings of the lexeme «JOY» are based on a metaphor, i.e., a figurative comparison of «JOY» with a specific object.

«JOY» can come to a person not only through visualization of our positive emotions (what we see, feel, can give us unforgettable moments), but also through auditory receptors, as good news can be a salvation for a person, help him direct thoughts and actions in a certain direction: «JOY» – “informal success, action, or help” [5].

«JOY» is related to the emotional state of a person. If he is happy at some moment, then he wants to arrange a holiday by calling friends, he wants to dance, sing, have fun from the heart. The violent manifestation of «JOY» is actualized in the meanings of “mirth”, “the sign of mirth” [6].

The semantics of «JOY» as a cheerful mood, a happy state of mind is reflected in the lexemes of mirth, festivity, gaiety, merriment, jollity, hilarity, celebration, rejoicing [7, p. 616 – 617].

Thus, the peripheral values represent the figurative side of the English concept of «JOY», which is actualized in the metaphors: “«JOY» – Person”, “«JOY» – Subject”, “«JOY» – News”, “«JOY» – Fun”.

We attributed the following values to the basic values of the lexeme «JOY»: 1) pleasure [8, p. 1087]; 2) cheerful mood [9]; 3) a sense of spiritual (inner) satisfaction [10, p. 1058]; 4) a desire to help one’s neighbor [8, p. 1087].

Note that in Uzbek, due to its synthetic structure, the concept of «JOY/ҚУБОҲЧ» is represented by different

parts of speech.«JOY» as pleasure is represented by two lexeme nouns: the modern lexeme of pleasure and the obsolete lexeme of delight joy.

The meaning “cheerful mood” is represented by the nouns fun, rejoicing, euphoria, fun (obsolete), verbs to rejoice, rejoice, rejoice (obsolete), adjectives joyful, jubilant, festive.

The meaning “desire to help one’s neighbor” is represented only in the obsolete verb to console – “reassure with something joyful, ease someone. sorrow, suffering”.

As can be seen from the presented values, in the Uzbek language the main semantics of «JOY» is reduced to its nomination as a strong feeling consisting in satisfying needs. However, such “needs” affect, rather, not the material, but the spiritual sphere.

In Uzbek, «JOY/ҚУБОҲЧ» can also be represented as “a fun pastime.” However, this value is not definitively represented. Dictionaries express a similar semantics of «JOY» through a cheerful epithet. So, the second basic meaning of the lexeme of «JOY» is “cheerful mood”.

This meaning is also expressed through expressions of «JOY» (taking a walk, having a holiday, etc.), in which the lexeme«JOY» takes on the plural form, representing «JOY» as a collective phenomenon. In English, the «JOY» lexeme can also take the form of the plural (joys), but it usually represents an individual-personal attitude towards «JOY»: the subject chooses one of the objects / phenomena that bring «JOY» (“one of «JOY»s”). In the Uzbek language consciousness,

«JOY» is always conceived as a collective feeling. Judging by the semantic volume of the «JOY» concept in both languages, it can be noted that in English it is somewhat wider than in Uzbek, as evidenced by the number of «JOY»lexeme nominees, synonymous with the nuclear lexeme. In English, 24 lexemes are included in the semantic structure of the «JOY» concept, and in Uzbek, this concept is represented by 27lexemes. It is important to note that lexemes that nominate «JOY» in the Uzbeklanguage belong to different parts of speech. Basically, they are represented by nouns, adjectives and verbs. The lexico-semantic structure of the English concept of «JOY» includes, as a rule, nouns.

The «JOY» concept is one of the basic concepts of the English and Uzbeklinguisticview of the world. It has a broad linguistic conceptualization, since the very concept of «JOY» can be interpreted from different perspectives. «JOY» can be presented both as an attraction to material prosperity, and as an emotional impulse, and as a spiritual state, which is due to the synchronous aspect of representing the category of «JOY» in English and Uzbek.

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ZAKHIRIDDIN'S MUHAMMAD BOBUR'S CREATION

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A great statesman and cultural figure, a great commander, a wise historian, an intelligent scientist and a translator, a complex and controversial life, from adolescence to the end of his life, full of wars, adventures, triumphs, defeats, creatures and inimitable sincerity. Zahiriddin Muhammad Babur in his work gives a very good description of the soul and its experiences.

English scholar Denison Ross writes: "Babur was second only to Alisher-Navoi in Turkish poetry; he created a devon in pure and elegant Turk." In fact, Bobur is a charming creator, who is the main artist after Navoi, with his weight, high art and deep thinking. The total number of poems that have come down to us is more than 400. Of these, 119 are ghazals and 231 are rubais. Babur mainly made compact ghazals.

The ghost of Bobur's ghostly ghost "I cannot find a tormentor for you..." is clearly reflected in the lyrics of a sincere artist – his ability to create art that is superior to simplicity and simplicity. This ghost, with the exception of a single byte, consists of a head-to-toe-toe touch. But a single byte is an essential part of ghost as a beautiful expression of the soul: There is no sore eyes, The grief choir is heart-wrenching

and lacks the care. It is one of the three main characters in classical poetry. She is another lover who pretends to be the goddess. A portrait of a dragon is not given, and his experiences and circumstances are virtually unknown. Because of his jealousy, he sometimes makes him look like a dog. This image is also characterized by enthusiasm, competitors, and other names. It is said in the byte that the whirlwind is in the eyes of a lover, that is, it is visible but not visible. The chorus of grief (the thorn of grief) is in its heart, but it does not care. When the first verse of the first verse is shown to cause pain, like a thorn in the second verse, it is expressed by the absence of care, that is, the absence of love. This beautiful expression plays a special role in the art of tennis with the participation of the soul.

My heart is as blooming as flower buds, If a hundred thousand spring dies, what is the chance to open it? The ghost that begins with this byte is, in the literal sense, the love of a lover in the pilgrimage of the goddess as blood as the flower bud. The word Tah-batah in Egypt is not only an adjective for the word "blood," but also a means of exacerbating internal tension and psychological distress. Why does a loving heart be compared to a bud? Be-

cause there is a poetic explanation that the flower, which has not been opened, is the heart of blood, and when it is opened, it is as if it were happy. If the bud is blossomed in spring, and the heart can no longer open when it is 100,000, it has fallen from its mistress. The ghostly lyric character in the ghazal explains why his heart is so bleak as a flower bud, not only because of the matla, but also because of his love for the whole Ghazal. So the ghazal, as stated in the Matla, is about the purification of the heart, the description of the heart, and the affection of it.

The Babur ghazal “I have not found anybody else...” (also known as Bobur’s first completed ghost) also begins with a direct description of the soul:

I have found no soul other than my soul, I found no other mystery in my heart.

The first byte of the Ghazal, that is, the matla, reflects the heartache of the soul. It reflects the subtle vibrations of the human psyche through the images of the soul and the heart. In both instances of the Byzantine story, interconnected events seek for a loving partner, but their efforts are ineffective. The soul seeks the mahram, a friend, who can share the most sacred, most sacred secrets, seeks it, but cannot find it. The arrangement of words in this byte is similar to the syntactic structure of the words, and this phenomenon is called rhythmic-syntactic parallelism. The description of soul and heart continues in the next byte. If the heart is now described by the word “sorrowful”, which means “sick, devastated, overly afflicted,” the heart is characterized by the word “girdle”, which

means “confronted, confronted, captivated and occupied”:

I have never seen another soul as my soul, I have never found a good heart.

Just as a lover does not see a person suffering and suffering as his own, his heart is the only one in it: no other heart is as good as his. Babur’s Rouhani is a genre that has re-appealed to the heart of the genre in Uzbek literature, which is a unique milestone in its perfection and development. In his view, the illumination of the world is connected with the fulfillment of the desires of the man, and the desire of his heart. If a person’s wishes, wishes, and wishes are met, the world will become even more beautiful, otherwise the world might appear narrow and dark in his eyes. It leaves the person with the sense and meaning of living in the universe:

A man can achieve what he wishes Or if he abandons all of his good deeds. While these two cases are not going to die, A person who raises his head and goes to a question

It was written during the poet’s journey from Andijan to the mountains. In the ghosts of “My heart...”, “Even if I have no patience...”, rubies like “I do not want to ruin you”, “Tole was not my soul”, “Night was a nightmare” reflected in the most impressive part. One of the reasons Babur’s Ruboiis set a new stage in the development of Uzbek Rubinism is that they have a profound combination of philosophical profound social events, subtle expressions of the diversity of life, and at the same time the unique aroma and elegance of the Uzbek language.

TECHNOLOGY OF RECORDING THE RESULTS OF PHYSICAL EDUCATION

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The development of a particular text on physics depends on the effectiveness of the learning activity, and it has to do with student learning, speech, and speech development. Because of this, physics teachers make use of methodical anthemia in each lesson. Referring to or extending the text is a demonstration of learning outcomes in action. Any work, including education, ends with a certain result. So, why start with education?

Is it possible to complete the learning process from the end? This the current problem of pedagogical theory and pedagogical practice is a negative problem, and the solution leads to the grounding of physics education that begins with the result.

Set and implement educational objectives in the current pedagogical practice There are a number of examples of the increase. Set learning goals we'll give you a description of the ways in which the physical education, starting with the result we will describe.

Align the goal with what is being done in the physics class. For example, in 6th grade "Molecular structure of solids, liquids and gases" let's take a lesson on the subject. Note the purpose of the lesson based on your own understanding of the teacher's physical lessons in the following forms:

The phenomenon may be: "The phenomenon of diffusion of gas, liquid and

solids in the classroomor "gas, liquid, or diffusion in solids."We strengthen it. " Setting goals in this way is much more than learning outcomes being far away does not encourage students to read, they are not interested in reading.

Determine the purpose of the topic in question. While observing physics lessons, we have seen a number of ways to formulate and deliver learning objectives to students: "We learn that mechanical work is proportional to the force and the length of the path." transforming potential energy into kinetic energy. Education setting goals in this way is of no pedagogical value. Because he is a student He still doesn't know what a mechanical job is about, but it's about mechanical work no conception. In addition, the student is the power of mechanical work and did not even realize that it was connected to the road. The purpose teaching pedagogy to the students through the content of the topic studied goal setting is a very general, very abstract form of goal setting, does not meet the requirements of educational effectiveness. After all, the student is himself they fail to understand the purpose of the learning and the learning outcomes.

Definition of the purpose of the learning objectives learning objectives this option puts the teacher in mind with his / her professional qualities shape its purpose. Examples include: "mechanical

work training”, “Mechanical work and its units”, “mechanical work” duplication of units”, “knowledge of mechanical work and its unitscheck »and so on this is how to teach pedagogical goals They relate to student learning activitiesit’s not. The purpose of the reader is to achieve the goal in this waythey are unaware of both the means and the results. In this case, the reader can be like someone who goes to the market and forgets what to buy. In this exercise, the learner cannot share his or her motivation for the goal or the feeling of being inspired by the results.

Describe the purpose of teaching methods. Here are some examples: “Illustration of molecular attraction and repulsion”, «Inertia case study using interview method». The purpose of education putting this in the form does not limit the differences between the purpose and the learning method, causing them to equalize. These goals are for the teacher himself this is to deny that the student is one of the subjects of education. Therefore, in this view of setting learning goals the readerignoring interest, motivation, emotional and other internal effectsthe overloading feature is ignored. Education for these reasons that this option of forming goals has no practical valuecalculate.

The purpose of the education is to shape student’s thinking, memory, and the qualities of his work – independence, initiative, and internal student emotions – emotions, motivations, emotions. Examples are: “forming an understanding of inertia in students” or “to increase students ‘interest in an inertia” or “to develop students’ independence in the

process of learning inertia.” The educational objectives of this form are very general and can be studied as the subject of specific scientific and methodological information. However, it is not effective to formulate educational objectives in this way.

Formulate the learning objectives according to the learning activities. This pattern of recording educational goals has become increasingly apparent in pedagogical practice in recent years. Examples include: “Comparison of potential and kinetic energy”, “preparation for describing the importance of diffusion phenomena in the life of living organisms”, “Examining the body’s trajectory with examples,” and so on. This type of goal is to focus on the activities of the students, and they need to do that. This type of goal setting is most effective in terms of student activity and focus. But even here, many researchers say that a very important moment in education is that the learning outcomes are ignored. The purpose of the learning is recorded in the students’ actions to form through the result. Defining learning objectives through student performance is the most effective way to formulate learning objectives. However, the formulation of the goal by the results expressed in actions is a new phenomenon in science and pedagogical practice, which requires that the objectives of the learning and learning activities be grouped into interrelated groups. Although gradual in pedagogical practice, the resulting learning is taking its rightful place. It will help to make new educational reforms.

ASSOCIATE IN INTERDISCIPLINARY STUDIES IN GEOGRAPHY GENERAL ISSUES

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Increasing the teaching of geography to the modern requirements. The issue requires it to be consistently linked to other subjects. The teacher together with the teaching materials of the subject relying on knowledge and skills obtained from other subjects, for all students to show the interrelationships between the objects and other teach them how to use the information obtained in the subjects it is necessary to activate their thinking abilities, deepen their knowledge. Strongly link geography teaching with other subjects In order for the teacher to know better than other curriculum, study It is important to address these issues with other teachers. In the field of practical signage geography relates more to mathematics. In grade 5, geography students average daily, monthly, and yearly on weather collected data. Monthly math weather calendars in that class is the average temperature in the ass. So, in geography, the weather is over Observations are based on cloud-based, open, The basis for the formation of a column diagram of alternating, rainy, cold days there will be.

In geometry lessons learned in 6th grade, year-round in geography circle diagrams based on observations of weather can draw. It is the place to go for the "Finite Zoom" to learn mathematics using the cards of different scales issues can be created.

By monitoring the weather in the geometry of working with barometers and thermometers, students in Grade 5 can easily comprehend the data and physics they have acquired in physics for measuring weather in high school. A careful look at the drawing and the syllabus and the course material will help you to see that there is a link to geography.

Grade 7 students draw a circular diagram on topic 1. Do it yourself can be drawn based on weather monitoring materials. Other than that the flowers can also be drawn as an example. From the teacher's program it didn't go away. The purpose of the lesson is to draw a circular diagram, then do it will certainly do. Students will learn how to use drawing tool methods. This means that the teacher not only achieves his goal implemented a classroom connection.

The continuous connection of geography with botanical and zoological weather and by observing the living nature. Also, students works on the school-pilot site as a result of the metrological observations when used.

This close relationship is led by teachers of geography and biology it is a tour through complex nature tours. These are excursions during this time, observations and practical work on botany and geography will be carried out. Autumn excursion in geography and botany in the 5th grade

program there is a special time set aside for organizing. Consequently, in the curriculum this excursion is obligatory. So with botany the geography of the autumn tour is great important.

It is still difficult to organize a tour in many places, excursions are held separately for all subjects. In the given 2 hours the teacher cannot reach the goal. As a result, there are classes all day long, with excursions in many places not organized. As a result, students link their knowledge to practice do not. This will give students a solid knowledge. In-class communication is essential to avoid such challenges. For example, a fall excursion can be avoided by a geography teacher together with a biology teacher.

Because both lessons are hours for a guided tour can cover a day's worth of tuition. So different lessons are not interrupted. Applying this method to all schools will yield good results. Geography is based on what students learn from other lessons they begin their independent study. The lessons in this lesson are live it also increases students' responsibility for learning other lessons. Using some of the classroom communication, describe some of the issues to help make the school lesson easier. Students linking their knowledge from different disciplines into one set helps in life

and focuses on lessons learned aroused interest. Established in the leading rural schools of the Republic The experience of school agro meteorological posts shows that Participation of students in the work of agro-postings Geography studies come to life to bring children to geography, biology and physics will help you to apply the experience. They have an opportunity to learn about the nature of their region and country it stimulates the interest in teaching them to socially useful work. Because they are do a lot of useful things in drawing up the results of observation: past draw up a temperature chart based on the average daily change of the month; diagrams of wind blowing, sunshine, changeable, rainy days structure.

The concept of interpersonal communication in any pedagogical literature, the encyclopedia is also not explicitly stated. Only in the textbook "Fundamentals of Didactics" There is only a brief statement: "One thing is that facts and events are studied differently in different disciplines. Understanding all of these connections is vital for the students to form a scientific, dialectical outlook." In the same sense, we understand, that is, inter-classroom communication another lesson that is taught in school during the course study materials should be used.

STUDENTS ELIMINATE GAPS IN EDUCATION USE OF INTERACTIVE USERS

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We know that elementary education is the cornerstone of education. The education of a person depends on how strong this foundation is. Therefore, we should pay particular attention to the education of children, their character, psychological and physiological characteristics. How to become a teacher of the day when the present development is going fast? The question arises. In order to fully answer this question, it is necessary to list several qualities. The present-day teacher is highly educated, creative, knowledgeable, able to apply the lessons, use effective teaching methods, have professional skills and work on his own... (This list can be continued). should be.

In teaching elementary school children, the educator must, of course, use modern teaching technology to engage the learner in the learning process. And modern pedagogical technologies help to achieve positive results in this process. One of the most common ways of using modern pedagogical technologies is interactive methods that help students to improve their memory, to develop the ability to respond critically to events, to work on and to evaluate themselves. should be oriented. These include visual methods, for example, “we speak Russian,” “English,” “Questions oil”.

Examples are: Artistic Numbers, Art-

ist Numbers, Auction for Knowledge, Race for Knowledge. In these methods, students learn to think individually, individually, in a team, in a team, to think quickly, listen to each other, evaluate and make real self-assessments. At the same time, their outlook, wealth, and thinking are enlarged. The teacher uses these methods to identify students’ knowledge and take steps to fill in the gaps. This will improve the quality of education and will not create any gaps in student learning.

In this regard, I would like to cite some of the above methods: 1.,,Numbers method” that connects math to the native language and facilitates the integration process. At the same time, 4 arithmetic operations are performed directly on the number of letters in the numbers rather than on the numbers. These forces students to think quickly and move from one state to another, that is, to finish their math by thinking in their native language. This will solve the problem.

For example: $29-14 = 7$. Why 7

Because there are 13 letters in the 29th.

The 14th letter contains 6 letters. $13-6 = 7$

2. The way we speak Russian.

This method involves using simple words and phrases in Russian or English in the course of a class, helping to

strengthen the knowledge, skills and abilities gained in these subjects and to fill in the gaps. will give.

For example, what date is today when you write a date on your board? The question may be asked in Russian or English. Words, sayings, and questions are progressively complicated.

3. Auction of Knowledge. These students are evaluated not only by the teacher but also by the student himself. There are 3 pockets in this exhibition, with three complex questions: easy, moderate and difficult. Each question is worth a price. When a student chooses a question, the amount chosen is based on the correct answer.

Answer a few questions, and the student who has saved the money, goes to the

bank (the teacher). At the same time, the basic knowledge of the bank-client activity is laid by itself.

For example:

What are the components to add?	What is the difference between a circle and a circle?	How to find speed?
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200 sum

500 sum

1000sum

This method allows the learner to properly assess his or her knowledge, and for the teacher to assess the learner's knowledge and ability to assess it, and most importantly, the learner's knowledge to identify slugs and take steps to eliminate them. This method can be used in all disciplines.

ИЗУЧЕНИЕ НЕКОТОРЫХ МОРФОФУНКЦИОНАЛЬНЫХ ХАРАКТЕРИСТИК ЭРИТРОЦИТОВ КРЫС ПРИ ЭКСПЕРИМЕНТАЛЬНОМ ВОСПАЛЕНИИ ЭНДОМЕТРИЯ И ПРЕДСТАТЕЛЬНОЙ ЖЕЛЕЗЫ

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Перекисное окисление липидов является универсальным процессом, протекающим в любой клетке живого организма. Избыточное количество активных форм кислорода (АФК), в том числе и в эритроцитах, может оказывать на организм неблагоприятное воздействие и снижать скорость выздоровления [3, с. 250]. Определенный интерес представляет изучение функциональных свойств эритроцитов у крыс с воспалением половых органов, в частности, функциональное состояние их поверхностных мембран. Целью работы являлось изучить влияние острого воспаления эндометрия и предстательной железы на перекисное окисление липидов в эритроцитарной мембране.

ЭКСПЕРИМЕНТАЛЬНАЯ ЧАСТЬ. В работе было использовано 20 белых лабораторных нелинейных крыс, самок массой 150 – 180г и 20 белых лабораторных нелинейных крыс самцов массой 200 – 240г. Животные были разделены на 4 группы по 10 жи-

вотных в каждой. К первой группе относились интактные самки лабораторных крыс, не подвергавшиеся какому – либо воздействию на протяжении эксперимента.

Вторая группа – опытная группа самок, которой воспроизводили острое воспаление половых органов, путем введения аутокала. К третьей группе относились самцы, не подвергавшиеся какому – либо воздействию. Четвертая группа – опытная группа самцов, которой воспроизводили воспаление предстательной железы. Кровь забиралась из подъязычной вены у самок на 10 сутки, а у самцов на 29 сутки эксперимента. Из цельной крови методом центрифугирования получали отмые эритроциты, в которых изучали концентрацию МДА. Статистическая обработка экспериментального материала осуществлялась с применением t – критерия Стьюдента на персональном компьютере с помощью программы Bio Stat 2008 версия 5.5.0.0.).

РЕЗУЛЬТАТЫ И ИХ ОБСУЖДЕНИЕ Из литературы известно, что воспаление приводит к развитию гипоксии, которая стимулирует процессы ПОЛ в мембране и, следовательно, резко ухудшает работу клеток и мембран [2, с. 148]. В ходе исследования было показано, что экспериментальное воспаление эндометрия у крыс наносило существенный вред мембране эритроцита. Было установлено, что при экспериментальном воспалении происходит увеличение концентрации МДА в эритроцитах на 7,7 % по сравнению с интактными животными (см. табл.1.). **Таблица 1.** Влияние острого экспериментального воспаления эндометрия у крыс на перекисное окисление липидов (МДА). *Примечание:* * – $p < 0,05$ по сравнению с группой «интактные животных». На следующем этапе эксперимента мы исследовали влияние экспериментального воспаления половых органов самцов на перекисное окисление липидов.

Таблица 2. Влияние острого экспериментального воспаления предстательной железы у крыс на перекисное окисление липидов (МДА). *Примечание:** – $p < 0,05$ по сравнению с группой «интактные животные». Полученные результаты свидетельствуют об увеличении на 98 % относительно группы «интактные животные».

ВЫВОДЫ Острое экспериментальное воспаление эндометрия предстательной железы приводит к увеличению уровня МДА. В группах самцов и самок крыс содержание МДА в эритроцитах было различным, содержание МДА было выше у самцов, чем у самок. Так воспаление в организме являлось пусковым механизмом усиленной продукции активных форм кислорода (АФК), и, соответственно, активации ПОЛ. Более благоприятные изменения в системе ПОЛ наблюдались у самок.

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NATIONAL CHARACTERISTICS OF NATIONAL IDEOLOGY

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The connection of national ideals and spiritual values. National spiritual values – improvement of positive moral qualities, development of the state and nation is a major factor in the elimination of pertussis. National Ideas and There is a close relationship between spiritual values. This expresses itself in:

1. National values are the source of spirituality and the source of national ideas will do.

2. Enriching national values, moving to a higher level, It is a factor of instilling national values into the minds and hearts of people.

3. The national idea is spiritual in the interests of the people evaluates values, develops positive aspects, negates negative ones It is the spiritual criterion for the development.

Spirituality, values, and national ideals are very complex and difficult in society are the areas of multifaceted, interrelated relationships. In personal life, in general in human development, at certain periods of nation and state development spirituality and national ideology are the most relevant, decisive factor appears.

Thus, there are different forms of values: material and spiritual, national, regional, and universal values are areas of community life In terms of: economic, social, political, cultural, values, moral, religious, legal and other values consistent

with the forms of social consciousness. Material values are the means by which true values are manifested (for example, various essentials). Human history is a service to him values that do, create, rely on, and support the history of enlargement, enrichment and improvement of the world. The human race itself lives in a world of artificial things that he creates with his daily labor. We is the flower of the world of material and spiritual wealth that we create are values. National values and values people, to regulate and direct their behavior. The effectiveness of such self-management is national to know the world of ideas and values.

In modern times, democratic principles in the life of advanced nations are often assessed by how much human dignity is elevated. In our country it is from this principle that radical changes and the essence of reforms are made. This harmony of national and universal values in the implementation of the principle. It is based on a new worldview, the formation of healthy thinking important.

Independence, spirituality and morality in the minds of people the development of values, the revival and revival of the national spirit of the people An important prerequisite and guarantee of sustainable development. Detailed information on the revival of values and national identity. The cultural values and spiritual

heritage of the people have been around for thousands of years. It served as a powerful source of spirituality for the people of the East. Despite the totalitarian system for many years, the cultural values of the Uzbek people, traditions have been preserved.

From the first years of independence many centuries have been passed by our ancestors. Our invaluable spiritual and cultural heritage was created by the state policy, one of the most important tasks. "It is his / her own, who has a clear vision of his life and goals, nationalistic and national at a time when people are concerned about their future, lived and lived without ideology" Understanding national identity begins with the development of spiritual values, the study of the history, cultural heritage of its people, and a clear understanding of the present and the future.

National spiritual values have a long history. Historical in Uzbekistan analysis of monuments, cultural monuments or customs and rituals evolved from the earliest times. For example, "Avesto" with gold letters on the skin of 12,000 animals 2700 years ago, at least thousands of years before this work was written. There is no doubt that the time has passed, and there is accumulated deep experience and wisdom. This work is a high cultural life, the development of philosophy and science, sophistication and companionship. As a result, it has not lost its value so far.

With the passage of time the national spiritual values have changed, developed

and renewed becomes richer. Not compatible with the spirit of the time and the demands of development, the remaining norms and requirements are ignored. New vision and approaches, virtues and habits come to life. The beginning of the 21st century is the process of globalization due to information technology moved to a new level. In these circumstances, it was alien to national values, the effect is immense. This impact, on the one hand, of national cultures enrichment, reassessment and escalation of values; penetration of habits and practices that are alien to the spirit and value of the nation causes the as a national idea for the restoration of spiritual values in society. The following points should be taken into consideration: The fact that our people have gained political independence because of the future and that they are the true owners of their own destiny. It is possible to study its spiritual and historical roots, but it is carried out in very complex processes.

The position of each nation is its contribution to human development measured. Contradicting national and universal values is national leading to selfishness or international conflicts. As a result, all of humanity may have an impact on civilization. Because of this, universal Recognition and respect for values that are important, regardless of where and when they have been formed, or what nationalities they have created, contribute to progress.

ON THE METHODOLOGICAL BASIS OF THE METHODOLOGY OF PRIMARY LANGUAGE TEACHING

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The methodological basis of the teaching methodology of native language is the theory of existence. The main task of this discipline is to ensure that students fully assimilate the Uzbek vocabulary.

It is well known that language in society is a necessary means of communication between people. The importance of language as a means of communication is continuously increasing. Language is a means of rational, logical knowledge of existence. Only with the help of the language units is the generalization of the cognitive process, the discussion of the concept, and the linking with the process. Language and speech are inextricably linked to thought. With the acquisition of language and speaking, students' thinking ability also increases. The mission of the school is to translate the language into a well-developed tool of interpersonal communication.

The methodology of teaching native language as a methodical subject performs the basic tasks of primary education, that is, to expand the activities of thinking, to be able to think freely, to express one's thoughts fluently and in writing, to society. develop methods and techniques for developing skills and abilities to communicate freely with members.

According to the theory of cognition, using analytical and synthetic work to draw general conclusions from language observation, theoretical description and

rules, and, consequently, verbal and written communication, correct written and correct to the pronunciation. Students will engage in live speech communication by mastering the correct pronunciation and correct writing on the basis of elementary theoretical information. They make simple theoretical rules by observing and analyzing language materials, and consciously apply the learned and mastered theoretical principles to practice.

This approach to teaching native language teaching at school is consistent with both the knowledge of the truth and the tasks of modern didactics. The Law on Education defines the basic principles of state education policy:

- the humanistic, democratic nature of education and training;
- continuity and continuity of education;
- compulsory secondary education, as well as secondary specialized vocational education;
- voluntary choice of direction of secondary special, vocational education: training at an academic lyceum or vocational college;
- education system of the world;
- open access to education within the state educational standards;
- a holistic and differentiated approach to the choice of educational programs;

- encouraging knowledge and talent;
- harmonization of state and public management in the education system

These principles also define and clarify the objectives of the mother tongue teaching methodology in primary education. The law states that primary education is aimed at developing the basics of literacy, knowledge and skills needed for general secondary education.

The methodology of teaching native language in primary school is based on state education documents in determining their tasks. In recent years, radical reforming of education has become a major area of state policy. This is evidenced by the Law on Education and the National Program for Personnel Training. The main objective of the National Program for Personnel Training is to radically reform the education sector, to create a national system for training highly qualified personnel that meets the highest moral and ethical standards. The state policy in the field of personnel training envisages the formation of a fully developed personality through the

system of continuous education, which is closely connected with intellectual and moral education of the person. The methodology of teaching native language also uses the above objectives to develop forms and methods of organizing the educational process.

Primary education, which is a stage of general secondary education, involves grades 1-4. As it is stated in the national program, at this stage it is necessary to form the new system and content of education:

- introducing a differentiated approach to education in accordance with the abilities and capabilities of learners;
- creation of advanced educational technologies, modern educational-methodical complexes and didactic maintenance of educational process, etc.

Instructions for creating a holistic information space of the education system in the National Program, implementation of reforms in the field of continuous education, are one of the most important tasks facing the primary language teaching methodology.

METHODS OF ORGANIZING EXTRA-CURRICULAR EDUCATION IN ELEMENTARY SCHOOL

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The history of our people, its customs, material and spiritual values, all its desires and dreams are preserved in the fairy tales. People want to see their dreams come true in younger generations. This is why readers are encouraged to read fairy tales. Children who read fairy tales strive to overcome adversity and become brave and courageous. Students can become worthy people of their nation if they say that all people on earth are part of me and that I should be worthy of what I do to my people. Fairy tales are an international artistic tool that nurtures the younger generation in this spirit. A number of fairy tales, such as “Uchog’aynibotirlar”, “Zumrad va qimmat”, “Egri va To’g’ri” are my readers’ favorite fairy tales. Students will come to understand from these fairy tales that a person must live with confidence in his or her own labor, and not to be envious of someone else’s wealth.

The “Urto’qmoq” fairy tale has a special role in shaping the child’s character: the fairy-tale outlines the important rule of what is good and what is bad. In fact, it calls for the use of “Urto’qmoq” against those who take away the “Qaynarxumcha” and “Ochildasturxon” of our people.

Extracurricular activities are linked to the lessons. If students are familiar with several books on the subject under the guidance of their teachers, then they will be able to choose the books of different

authors that are of interest to children. In particular, the teacher regularly visits the school library, the district or city library, from the 3rd through the 4th grades, and regularly introduces children’s literature. Children’s newspapers and magazines also help readers read fairy tales and stories.

Extracurricular activities are the best way to have a positive impact on your reading effectiveness. All classroom and extracurricular activities are directly related to all the DSTO departments. It encourages the reader to search fiction books based on the lessons learned, to write the names of the heroes of the work, to illustrate them, to create creative paintings, and to use appropriate articles to complete the idea.

In each classroom, all of the extracurricular activities can be tailored to suit the students. This will help your child develop speech and vocabulary. Likewise, students who watch a performance will have the ability to keep their memories up and running. Even the stage guides the reader in every way, that is, develops acting skills and starts to learn the first impressions in professions such as singing and directing. He is a teacher at the stage of the work. Readers’ expressive reading is an excitement in the book, a fiction, and the desire to read it. In extracurricular activities, teachers should introduce students to

children's writers and poets. The works of such writers and poets as K.Muhammadi, P.Mumin, Z.Diyor, A.Abidjon are of great interest to readers.

Therefore, each school and educational institution should arrange meetings with students and poets and writers on various topics. Such meetings encourage students to love and cherish their homeland. The book teaches you how to create, honor, and respect the work. Thus, fiction and children's literature combine aesthetic taste and moral qualities in children with a clear reflection of reality and creating vivid images. They teach you to understand the beauty of life. Vocabulary is embodied in

art. The power and charm of the younger generation in the artistic expression have been paying attention since ancient times. Artistic words perpetuate all cultural values of the nation. To do this, the student should definitely learn oral folk art. As he reads fairy tales, the reader strives to be brave, brave, patriotic, kind, and to be rugged, knowledgeable, intelligent as the puzzles are taught. At the same time, it is very important to keep the "Extracurricular" corner to increase the effectiveness of extra-curricular activities. Because, "Extracurricular activities can be decorated differently. This is due to the students' advanced pedagogical skills and creativity.

METHODOLOGY FOR STUDYING THE NAME OF THE ADJECTIVE

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The system of studying the names of adjectives involves a gradual complication and expansion of the material both from the vocabulary and from the grammar. In grade I, students observe the lexical meaning of adjectives, learn to pose questions to which words? which one? which one? what kind?; in the second grade, the changes in adjectives by gender and number are studied depending on nouns; in the third grade, the declension of adjectives and the spelling of case endings. At the same time, in the lessons of the Russian language and reading, new adjectives are introduced into the speech of children, the meaning of previously known ones is clarified. The ability to correctly use them in coherent speech is being formed.

The methodology for studying adjective names is primarily due to their linguistic features. Adjectives indicate the sign of the subject. The essence of the semantic meaning of adjectives requires considering them in connection with nouns. The grammatical signs of adjectives (gender, number, case) also depend on the noun. Therefore, to understand the names of adjectives, it is important from the first grade to draw the attention of children to establishing the dependence of the adjective on the noun. In grade I, this is specifically expressed in the fact that students, firstly, select a characteristic

for the subject and, secondly, develop the ability to establish the connection of words in a sentence using a question, i.e., to highlight phrases consisting of an adjective and a noun (without a term). Later, in the II and III classes, this dependence is more and more specified: in what number, gender, case the noun is, in the same gender, number, case the adjective is also used. Thus, the semantic and grammatical properties of adjectives determine the following methodological requirement: work on adjectives should go both in terms of vocabulary and in terms of morphology and syntax.

The first stage (Grade I). Initial familiarization with adjectives (as yet without a term), of course, begins with observations of the lexical meaning of adjectives and the questions they answer. The signs of objects are diverse and can characterize an object from the side of color, shape, size, material, purpose, accessory, etc. Therefore, to form a concept, it is necessary to reveal this multilateral meaning of adjectives.

The teacher shows the subject or drawing of the subject, students name its signs and write down, for example: a ball (what?) Red, round, rubber, light, small. The tape (kukka?) Is blue, wide... It must be noted that the words are written, and the subject with its signs is in life that surrounds us.

The students' awareness of the role in our speech of words that answer what questions? which one? which ?, contributes, for example, to comparing text without adjectives and adjectives. The accuracy of the description is greatly improved if words are used that indicate the signs of objects. The correct formulation of the words of questions what? which one? which one? inherently connected with understanding the gender of nouns and adjectives and the syntactic dependence of adjectives on nouns. Since students are introduced to the category of the genus only in the second grade, first-graders learn to pose the question in practice, guided by the meaning of the words: what tomato? ripe, what kind of plum? ripe apple what? ripe. Recognition of words that answer the question of which ?, and words that answer the questions of which? which one? which one? (singular and plural), it is advisable to associate with observations of the number of objects. This introduces an element of awareness into student actions.

A great place in the study of adjective names is occupied by creative works, both oral and written: a description of the excursion to the forest, park, description of trees, birds, animals. Widespread use in the lessons is visual in the form of objects, paintings, subject drawings. During observations of certain phenomena, students learn to highlight the signs of objects and choose the exact words that call these signs. The following types of exercises are effective:

1. Distribution of offers.
2. Recovery of deformed sentences.

3. Drawing up stories from the picture and supporting words.

This type of exercise develops the ability not only to accurately use words, but also grammatically correctly, given the connection of the adjective with the noun.

The second stage (II class) is mainly aimed at solving three problems: the formation of the concept of "adjective name", the development of the ability to accurately use adjectives in speech, the formation of the spelling skill of the generic endings of adjectives. All three tasks are solved in interrelation. The formation of the concept "adjective name" is directly dependent on the level of students' mastery of the generalized category "subject attribute". For this purpose, the classification of words denoting color, taste, smell, size, material from which the item is made, etc., and a generalization of the features of such words are carried out. As general essential properties, not only lexical meanings of words are distinguished, as was done in the first grade, but also characteristic grammatical features.

Based on a generalization of the properties of specific adjective names, second-graders identify indicators characteristic of adjectives as parts of speech:

- a) indicate the sign of the subject,
- b) answer the question what ?,
- c) vary by gender and number,
- d) relate to nouns with which they form phrases.

Purposeful work on the formation of this concept is carried out in the process of studying the whole topic "Adjective Name" (20 hours) and is directly related to the development of speech. The enrichment of

the children's dictionary is carried out not only by clarifying the meaning of words representing high-quality adjectives, but also by means of relative and possessive adjectives. It is especially important to use adjectives for observations, denoting the various qualities of people and character-

izing them from different sides (sensitive, responsive, curious, neat, perspicacious, kind, hardworking, etc.). Great opportunities for work are opened up for the teacher if he skillfully uses the connection between reading lessons and Russian language lessons.

THE METHOD OF STUDYING THE NOUN

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The linguistic basis of the methodology for working on parts of speech in schools is the doctrine of the parts of speech as categories of words, “united by common grammatical properties that reflect the commonality of their semantics.” The distribution of words by lexico-grammatical categories (parts of speech) is carried out on the basis of three signs: a) semantic (generalized meaning of an object, action or condition, quality, etc.), b) morphological (morphological categories of a word) and c) syntactic (syntactic functions of the word). The work, therefore, should be aimed at students understanding the community in the language of certain groups of words, their role in the communication of people.

As the leading linguistic-methodological position, which determines the sequence of the study of parts of speech, there is a provision on the appropriateness of an interconnected study of similar language phenomena in any respect. In the elementary grades, such a procedure for studying nouns, adjectives and verbs is adopted, according to which students move from studying all parts of speech to studying each of the indicated lexico-grammatical groups. This approach creates favorable conditions for comparing parts of speech already at the initial stage of their study, and thereby contributes to a clearer identification of the main as-

pects of the formed grammatical concepts.

Primary students are aware of nouns, adjectives and the verb from five sides:

- 1) what the word means (object, sign of an object or action of an object),
- 2) what questions are answered,
- 3) how changes or which has permanent categories,
- 4) which member of the proposal most often acts in the proposal,
- 5) which has endings; how is most often formed.

According to these five parameters, students carry out a comparison of the studied parts of speech.

As you study, knowledge about the grammatical features of each part of speech gradually deepens. Grade I, according to the school curriculum, includes the classification of words taking into account the morphological question to which they answer. Grade II is central to the formation of the concept of “part of speech”. Students get acquainted with the totality of lexical and grammatical features inherent in each part of speech: role in the language, generalized lexical meaning, category of gender, number, time (in verbs), function in a sentence. In the third grade, knowledge of the morphological and syntactic side of each part of speech is deepened: changing nouns and adjectives in cases, verbs in persons. Also in III class,

a large place is occupied by the formation of spelling skills of endings.

The ability to recognize parts of speech is formed in students based on the possession of a set of attributes. For example, to find out what parts of the speech the words *friendship*, *friendly*, *friendly*, a student of the second grade argues like this: what? – *friendship*, the word denotes an object, feminine, it is a noun; the word *amicable* answers the question what?, denotes the sign of an object varies by gender: *amicable*, *amicable*, *amicable*, in the sentence it is used with a noun: *amicable class*, *amicable family*, *amicable link*; this is an adjective; what did you do? – *friends*, the word denotes the action of an object, changes in time: *friends* – present, *will be friends* – future; it is a verb.

The program for elementary grades does not provide for special familiarization of students with the division of parts of speech into independent and official, but practically the teacher draws the attention of children to signs by which parts of speech are divided into these two groups. Thus, students learn that the noun adjective, verb, pronoun, adverb are

always members of a sentence, and words such as preposition and union are not members of a sentence. One of the leading tasks in the study of parts of speech is the development of students' oral and written speech, including enriching the vocabulary of children with new nouns, adjectives, verbs, clarifying the meaning of words that children used before, and developing the ability to accurately use words in connected speech.

For a more successful solution to this problem, the program recommends that in the process of studying the parts of speech, work on synonyms, antonyms (without terms), introduce students to the ambiguity of words, the use of words in the literal and figurative sense. In this case, the necessary condition is the connection of learning with the students' life experience, with what they directly see around them, hear on the radio, and learn from books. Forming the ability of students to observe and notice the essential, increasing the level of knowledge of schoolchildren about the world around them, the teacher simultaneously carries out the tasks of developing their speech.

METHODOLOGY FOR TEACHING MORPHOLOGY

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Morphology (from the Greek. “Doctrine of form”) is a section of grammar in which the word is studied in the aspect of its grammatical properties. The term “morpheme” (in a meaning close to modern) was proposed several decades later – at the end of the 19th century – by the famous Russian-Polish linguist I.A. Baudouin de Courtenay.

The tasks of morphology include the study of the basic concepts of grammar (grammatical form, grammatical category, grammatical meaning), the distribution of words by parts of speech, and within parts of speech by semantic-grammatical categories, the consideration of grammatical categories and the formation of individual parts of speech, as well as the main cases of use grammatical forms in context. Until the middle of the twentieth century. in Russian grammar there was no clear distinction between morphology and word formation. However, word formation gradually became an independent section of grammar, isolated from morphology. At the same time, the subject of morphology narrowed somewhat.

The tasks of morphology began to include the study of the basic concepts of grammar (grammatical form, grammatical category, grammatical meaning), the distribution of words by parts of speech, and within parts of speech – by semantic-grammatical categories, consideration of

grammatical categories and the formation of individual parts of speech, as well as main cases the use of grammatical forms in context.

The following principles of its study follow from the specifics of morphology:

- lexical and grammatical – a comparison of the lexical meaning of a particular word and the general semantic meaning of the word as part of speech, (for example, running around: the lexical meaning “rapid movement of people on their legs in different directions” and the general semantic meaning “action in the form of a noun”);
- paradigmatic – a comparison of indirect forms and the original form of the word;

As a result, morphology can be defined as a section of grammar that describes parts of speech, their grammatical (morphological) forms and grammatical meanings. Such a morphology of V.V. Vinogradov called the grammatical doctrine of the word.

Morphology, being one of the sections of grammar, is closely related to lexicology, word formation, and syntax. Words, first of all, are studied in lexicology, where they are considered from the point of view of their concrete, “material” semantics as designations of objects, phenomena, signs, etc. However, any word is not only a lexical, but also a grammatical unit,

and, along with the real meaning, the word has in one form or another some additional, so-called grammatical meanings (time, gender, number, case, etc.). The word forms based on their grammatical meanings are correlated with each other, as well as with the forms of other words and can be combined in certain series (paradigms). The study of words in all of the above parameters no longer refers to lexicology, but to morphology.

Forming the ability of students to observe and notice the essential, increasing the level of knowledge of schoolchildren about the world around them, the teacher simultaneously carries out the tasks of developing their speech.

Work on morphological concepts continues in the study of other topics. The consolidation of knowledge and educational-language skills are additional tasks to the exercises of textbooks. If they are regularly performed, then the knowledge of students is maintained at the right level.

Morphology is especially closely associated with word formation. The problem is that it is not always possible to clearly determine where only the word form is, and where is the new lexical meaning of the word, for example, the formation of specific pairs of verbs (do – do, write, write). Such questions can be considered both in the field of morphology and word formation.

The connection between morphology and syntax is manifested in the fact that morphology studies the grammatical properties of words, ensuring their ability to participate in the construction of sentences. The difference between morphol-

ogy and syntax is that the object of morphology is the word, while for syntax, the object of study is the sentence, sentence elements in the form of different groups of words. Both morphology and syntax consider words, but approach them from different angles and find out the different relationships of words in a common language system. Work on the study of morphology The study of morphology is a long and gradual process. So, Lviv identifies three stages of the formation of grammatical concepts:

The first stage – empirical – involves the identification and naming of the most important signs and properties of a linguistic phenomenon, the primary generalization of accumulated empirical material, the identification of the main, most significant, signs and properties.

The second stage is theoretical. At this stage, the introduction of the term, the conclusion of the definition of the concept.

The third stage is a further deepening of concepts, recognition and identification of new features, properties of the phenomenon being studied, which underlie the formed concept. In the elementary grades, not all concepts go through all three stages in the process of their formation; the third stage, and sometimes the second, can be carried out in subsequent classes of high school.

Morphology training in elementary school is built taking into account the psychological characteristics of children: children aged 6-7 years have low endurance, unstable attention, low opportunities for self-regulation, a great need for physical movements, the dissatisfaction of

which leads to rapid fatigue and loss of interest.

The formation of the basics of studying morphology involves the development of students' imaginative and logical thinking. Successful teaching of school-children requires a teacher to have a good command of theoretical material, an understanding of the complexity of the section "Morphology", knowledge of the problem of studying parts of speech and age characteristics of primary school age.

In the course of morphology in the elementary grades, the parts of speech and their morphology are studied: nouns, adjectives, verbs; personal pronouns and familiarity with some other categories of pronouns; acquaintance with adverbs, prepositions, unions, in the programs of in-depth study of the Russian language – with numerals. Three major topics: noun, adjective, verb – are presented in each of the I-IV classes.

RELATIONSHIP BETWEEN CLASS I-IV AND V-VI MATHEMATICS

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Elementary classes should lay a solid foundation for mathematical knowledge so that further mathematical education can continue. For this, there should be no interruptions between grades I to IV and math instruction for grades V and VI. Elementary grades should be a direct successor of instructional material and should continue with grades V-VI.

The consistency in mathematics I-IV and B-VI is based on this consistency. For example, Part I of Class B Mathematics is called Natural Number. But students were introduced to natural numbers in the elementary grades. Here, the concept of natural numbers is expanded, deepened, enriched with new concepts. This includes the integers, the definitions of ECUB and EKUK. Also included are the negative numbers, decimal and decimal places, equations and other solutions of inequality, solution, root. It is enriched with concepts such as "right and wrong", "altered reasoning", "solutions to problems", algebraic actions based on mathematical logic. Therefore, teachers in these classes should exchange ideas and become familiar with each other's teaching

materials and teaching methods. When it comes to grades B to VI, the issue of whether or not I will continue to expand the learning material I-IV has to offer. When it comes to the B-VI class, only 4 actions are taught, including packing, equations and inequalities, negative and fractional numbers, geometric designs and swaps. The didactic manuals provide the following teaching methods as forms of expression and consolidation of knowledge: observation, teacher work with students (text, talk, story, exercise) with textbooks and other books, observation, laboratory work, independent work.

In elementary school mathematics, these methods can be used in a variety of

ways, depending on the content of the learning material and the size of the classroom. Observing students' mathematical facts is important. Observing the properties of natural numbers, the properties of arithmetic operations, the properties of geometric figures, and so on increases the students' thinking ability. It is desirable to explain in the lower grades the many properties of arithmetic operations and numbers. For example, Grade 1 learns quickly by tracking the displacement feature.

$$5+3=, 3+5=, 6+1=, 1+6=, 2+7=, 7+2$$

These types of examples are recommended by the first-grade teacher after a student has solved a number of solutions.

$5 + 3 = 8$ and $3 + 5 = 8$. The result is the following conclusion.

Conclusion (what the examples are).

Simple addition is performed.

5 and 3 are the same joints.

8 and 8 concurrent results.

the difference (with what)

The procedure for joining the parties is different.

Having solved other similar examples, the students come to the following general conclusion: the sum of the joints does not change with the change of the procedure.

The use of observational methods is also important for the teacher's presentation of knowledge and in the steps involved in solving computational problems. When a teacher uses a technique, such as a conversational method, he or she can enhance the students' cognitive performance. For example: When teaching numbering in 100, students should be told what numbers are one-digit and those numbers are two-digit, and then two-digit numbers are two-digit numbers. It is also necessary to state how many digits are zero in the conversation, and how many numbers are from 1 to 9, and from 10 to 99.

4. Statement method.

The expression method is divided into two types:

a) Illustration. In this case, the teacher does not only express knowledge but also demonstrates its validity through examples.

b) problem statement. The teacher puts the problem in the material, shows, justifies and proves the ways to solve it.

For example: If the multiplier and the multiplier are replaced, how does the multiplication change? The teacher uses illustrations to explain this: $3 \times 4 = 12$ so $3 + 3 + 3 + 3 = 12$ or $4 \times 3 = 12$ so $4 + 4 + 4 = 12$. This means that by replacing the multiplication and multiplication, the reader will conclude that the duplication will not change. 4 rows of 3 buttons in each row.

In the Grade 2 textbook, the law of replacing multiplication provides a number of specific examples. He instructs students to know how many rows there are and how many buttons there are. It is represented by $4 \times 3 = 12$ entries. The second instructor instructs the button to count from top to bottom, and to determine how many buttons there are from the top down. Creates $3 \times 4 = 12$ and $4 \times 3 = 12$ entries with equalization of results. Two similar examples give the general conclusion that replacing a multiplier does not change with the increase.

FEATURES OF THE METHODS USED IN THE ELEMENTARY GRADES

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Teaching with textbooks and manuals in elementary school is a process that takes place over a period of years, influenced by a variety of factors, rather than a one-hour or one-hour course.

Not all teaching methods can be used as tools to teach students to think independently. However, using a variety of techniques in the classroom can increase the effectiveness of learning and make the learning process more tedious. The teaching methods are diverse and are grouped according to their similar characteristics.

There are different approaches to classification of teaching methods: some experts consider the sources of knowledge in the classification of teaching methods, some scientists refer to the specifics of teaching activities, and a third group of scholars take into account student activities. It is natural that such approaches to teaching methods are numerous and varied. Because teaching methods are rich in content, they are closely linked to the content of information, teacher and student activities, knowledge and skills, and the development of creative abilities and relationships.

Training methods are divided into three groups:

- Methods of organization and implementation of educational activities;
- Methods of motivation and motivation of educational activity;

– Methods of control over the effectiveness of educational activities.

Each group is further divided into smaller groups. For example, the methods of the first group include: oral, visual methods, applied methods, inductive and deductive methods, problem-research methods, methods of independent work.

Incentives and control techniques are also grouped into groups. The problematic method of teaching should not only direct the teacher to the presentation of knowledge, but also the students to search and think independently. A.Gulyamov and M. Kadyrov outline specific methods used in the process of teaching native language. They divide teaching methods into two large groups, considering that learning is a dual process:

1. Methods related to teacher activity.
2. Methods related to student activities.

Methods related to teaching activities are divided into methods for presenting knowledge and problem-solving.

Methods related to learner activities include recollection, partial research, and research-based techniques [108, 56].

When we analyze teaching methods, we see that their effective and effective use can be very helpful in helping students to think independently. However, not all teaching methods promote the

development of independent thinking in elementary school students. Consequently, if reproductive methods do not influence the formation of students' independent thinking, it is possible to achieve high results through the method of problem research.

One of the ways to work with textbooks and manuals is to introduce the idea of research through the use of a variety of learning materials in the learning process. Rational use of this method is very effective in developing students' thinking independence and contributes to their research skills and creative approach to work. The issue is, in essence, an urgent issue. When a teacher puts a problem on the learner, the learner seeks to find a way to solve it, seeks to create, reflects on the problem based on previous experience and knowledge.

It is a requirement of the time that learners should not become subject of education but also subjects. They should not only absorb the teacher's needs, but also actively develop and process it according to their own experience and levels of mental development. There is a need to educate young people who are able to think independently in the learn-

ing process. That is why many scholars and leading teachers are looking for an independent and creative approach to student learning. As a result of our research, it is worth noting the role of problem-based learning in teaching textbooks and manuals. The use of this method improves the efficiency of the cognitive process, allows for deep, conscious, strong acquisition of knowledge, making specific discoveries as a result of independent thinking and research.

In conclusion, from the perspective of the problem-based method of learning, the main focus of education is on students' ability to solve their learning tasks, and to develop cognitive and independent thinking activities. In the learning process, learners are recruited as subjects and placed under the guidance of the teacher in which they learn. In the process, new, more complex and continuing education will be created. In such education, the entire lesson can be devoted to solving one major problem. Alternatively, the learning material that you need to study during a lesson can be divided into several consecutive problems. Once the problems are solved sequentially, the knowledge is systematized and summarized.

METHODS FOR ADDRESSING STRUCTURAL ISSUES

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Preparing for structured issues starts with solving simple tasks. Preparations are being made to teach content solutions. The child would answer the question by adding, subtracting, multiplying, or multiplying the two numbers given in the simple solution of the problem. When solving a complex problem, the learner must find intermediate results, which ones should be given to obtain the intermediate result, and answer the question using the result and additional information: must know. Children need to be taught that a complex problem can be divided into a number of simple issues that can be solved in a consistent way. The introduction of how to teach children how to solve a complex problem is done slowly. Initially, preparatory work is done to address the content issue. Such assignments are given for this purpose.

1. Ask questions in the context of the issue. If the child can correctly evaluate what question he or she can use to use the information presented, the child will be able to solve the problem without difficulty.

For example: a) The classroom library had 18 books. 7 books received for reading. Ask questions and solve them.

b) There were 10 students enrolled before the library and 9 more. Ask questions and solve them.

c) One chicken has 9 chickens and the other 3 more chickens. Ask questions and solve them.

d) They put 4 cars, 2 dolls and 3 bears on the table. Make a task that is appropriate for doing actions $4-2$, $4 + 2 +3$, $4 + 2-3$, $3 + 4$.

2. Resolve issues that may be missing. For example: a) There was a kid on the playground. Five children went home? How many children have left?

b) Second graders donated kindergarten books and fairy tales to kindergarten. How many gifts to a kindergarten have from fairy tales and little ones?

c) The children prepared cards and pictures for gifts to their parents. 8 of them are photo albums. How many children's alumni have prepared?

There is enough information to find the answer to this question. It is important to refer students to the input and to ensure that the information they need to address is related to the information presented in the context of the issue.

For example: Nargiza should wash 10 plates. He washed the plates. How many plates should she wash?

There is not enough information to answer the question. Determines how many digits should be set. He cannot put 11, 12... because Nargiza has to wash only

10 plates. This is the case in addressing content issues. There is not enough information to answer the basic question. You need to find this information using other details. The situation is much more complicated. The problem-solving skills allow you to get closer to understanding what you need to do to address content issues. Example: Students grow kg of vegetables in a school greenhouse. 10 kg of vegetables were handed over to the kindergarten. How many kg of vegetables are left in the greenhouse?

3. Fill in the question:

For example: 1) A rabbit was brought a basket of cabbage and a basket of carrots. Carrots weigh more than 3 kg. How many carrots have been given to rabbits?

2) There are 10 green lights in the Arch, and the red lights are less than the green ones. How many red lights are in the arch?

3) Boys and girls participated in the tour. How many children went to the tour? The focus should be on the weight of one cabbage, on the number of red lights, on the number of children on a tour.

4. Two questions two questions are also important when preparing content

issues. Example: 6 new homes were built on the street, and 4 new houses were built on the second street. How many new homes were built on Second Street? How many new homes were built on both streets? These tasks can be asked in a different order, so that they can answer the questions before and after. This method allows children to understand the connections between the questions.

5. Continuing issues the second is used in the preparation phase to address ongoing issues of the former, that is, solving two simple issues. For example: 1) Kamala had 3 cells and 4 notebooks. How many notebooks does Kamola have?

2) Kamola had 7 notebooks. She gave her 2 notebooks to her sister. How many days have you left?

After solving the first issue and finding that there are 7 notebooks, students should focus on what the 7 notebooks mean. for this you have to answer the question in full. The Kamola had 7 notebooks. The answer is put on a blackboard. In analyzing the text of the second issue, students should pay attention to the condition of the second question, whether the answer to the first question is the same.

REFLECTIONS ON THE BASIC CONCEPTS OF THE THEORY OF PHYSICAL EDUCATION

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In line with the State National Program, such urgent issues as acceleration of development of physical culture, especially in rural areas, the mass attraction of students to physical culture and sports and the creation of conditions for their regular exercise, consistent implementation of the adopted plans for improvement of the system of general secondary education. opens opportunities for effective solution. At the same time, the proper organization of sports for children and youth, the development of their organism is connected with the need to take into account the specific stages of each physical quality and functionality.

It should be noted that the effectiveness of physical training and sports is determined not only by their continuity and regularity, but also on the amount and duration of their training. The system of physical education is a system of physical education based on the ideology of independence. In this system, physical education is reflected in the correct relationship of national laws with national traditions and traditions in the field of physical culture and sports. This is evidenced by the prevalence of national traditions in sports and that the Uzbek people, like other nations, are rich in national sports and progressive traditions. Among the tools of the physical education system are numerous and varied types of physical exercises

that have been painted by people other than our planet.

The goal of physical education is to make a healthy, fun community, each is a long-term pedagogical process that educates builders who are physically and physically prepared and ready to defend their homeland. The following main tasks are solved in the process of physical education:

- a) health promotion, physical activity and physical development;
- b) Acquiring skills and skills necessary for life, including practical character;
- c) upbringing moral and moral qualities of a person;
- c) cultivation of physical quality (agility, strength, agility, endurance);
- d) Acquisition of techniques for performing special sports exercises.

The theory of physical education has its own subject and understanding. The basic concepts of physical education include: Physical education, physical education. Physical education, physical maturity and physical culture. Physical development is a process of changing the formation of biological organisms and functions of the human body under the influence of living conditions, in particular, on education. The process is divided into objective laws of nature: the law of unity of organism and its conditions, the law of reciprocal changes in function and structure, the

law of gradual changes in quantity and quality, and other laws.

The natural and life-long forces and structures of the organism are the basis for the physical development of a person. However, the direction of physical development, the level of character, and the qualities and abilities that a person has to develop in many respects depend on living conditions and upbringing.

Acquisition of the laws of physical development for their use in physical education is an important task of the theory of physical education. Physical education is a pedagogical process that focuses on improving the morphological function of the human body, the basic skills of movement, and the formation and development of knowledge related to them.. They ignore the role of labor and thinking. However, thanks to this hard work and thinking, man is always elevated to an unprecedented height. Physical education is the result of human-society decision making.

Proper use of various physical training facilities has a profound and comprehen-

sive effect on the body, providing robust health and proper physical training. The specific tools of physical education are exercise. The exercise center has a great effect on the development and strengthening of the nervous system, the circulatory and respiratory organs, reduces the fatigue of the cerebrum and increases the ability of the individual. Exercise facilitates the formation of proper, deep breathing, which is of great importance for increased lung ventilation.

To sum up, sport has an all-encompassing effect on people: it promotes health, general physical development, acquires practical skills and is characterized by high emotionality. Uzbek sportsmen with their great achievements demonstrate the development of physical culture and sports in our country. High results in sports can only be achieved by learning and mastering sports techniques. It is also one of the tasks of physical education. Physical education is also a mental, moral and aesthetic education.

WAYS TO CREATE PORTRAITS BASED ON SCIENTIFIC ANALYSIS OF GREAT FIGURES

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Portrait is a kind of painting. With the inner world of man the creation of a concrete image is called portrait art. Portrait Creation is a complex process that can be artistic, reflecting all aspects of an individual's anatomical structure, including his inner, spiritual and spiritual state, as well as his appearance. The portrait artist must be able to perceive different types of human behavior, especially the ability to portray sincerity or counterfeit. Creating a human image is one of the most complex processes in the fine arts. The artist seeks to reveal his inner world, his inner world, through his artistic appearance through the appearance of the image he creates.

At the same time, the portrait is a complex genre, and it is divided into several types:

1. Psychological portrait. The problem with the artist lies in the fact that it is not only the appearance of the artist but also his inner world and spiritual experiences. For example, a portrait of Abdulhaq Abdullaev's "KomilYashin".

2. Celebration portrait. And here, the image is magnificent, in general we will be in festive attire. It may also have badges. For example, the portrait of A. Shilov "Yu.Gagarin".

3. Group portrait. It is understood by the name of the subject, that is, a portrait

of several people. For example, Rembrandt's "Anatomy Lesson by Dr. Tulp."

4. Intimate portrait. The subject of this portrait depicts instances of family, intimate, or affectionate love. Rembrandt's Danaya, for example, is an example of this.

5. Portrait on a historical subject. Even in such a portrait, the artist addresses specific historical events and tries to solve the problem. For example, M. Nabiev's portrait of Amir Temur. The artistic value of the portrait is that of the person represented, ie the model is evaluated by its similarity. Not only does the portrait look like it, but also the mentality and individuality of the person and persons depicted, The social environment and individual characteristics of the nation are also reflected in their integrity. Also, the artist's attitude to his hero, his own worldview, his creative and portrait style of interpretation give a subjective look to the portrait. The technical performance, the purpose, the image is unique in that the image is unique (paintings, busts, graphic works) and magnificent, solemn and intimate, from the chest and the whole neckline, the side, the anfas and the other. Portrait medals, gemma and miniature. According to the number of images, the portrait is divided into individual, binary and group types. The original genre of the portrait is a self-portrait.

Relativity of genre boundaries allows the portrait to interact with other genre elements. Surrounded by a portrait in a portrait painting the objects, the scenery, the architecture, and the interconnectedness of others. A typical portrait is a composite image that is close to the portrait in terms of structure. The portrait provides not only the high spiritual and moral qualities, but also the negative human characteristics, and the creation of comic portraits of humorous humor. Portrait art as a whole is able to express significant events of society and its contradictions.

The portrait genre of fine art expresses the spiritual image of a person and other forms of art. Among the great artists who skillfully portray human images through the portrait are Kamoliddin Behzod, Leonardo da Vinci, Rembrandt, as well as a number of artists such as Abdulhaq Abdullaev, Rahim Ahmedov, Chingiz Akhmarov, and Malik Nabiev.

The whole set of work on the image of a human being is fine art. The prevailing principle is that of generality to private and private to more general based on transitions. In other words, by analyzing the parts of the natures the general form of expression should be followed. This principle is embodied in all drawing programs, and is a leader in specialized art schools, vocational colleges and universities. It is for all students (their level of continuous drawing preparation) regardless of the nature). Pupils easily grab it on the image so they can get to know them and get to know them better. The complex set of work is divided into separate stages. In addition, drawing on a consistent

methodology allows the reader to understand each step separately and to understand the interrelationship between them. Most portraits are centered on the paper surface. Renaissance there are a number of portraits in the artist's creative legacy, with one hundred parts of the head is very close to the edge of the picture.

The position of one of the great artists Kamoliddin Behzod is unique in the formation of the portrait genre of miniature art. The people in his portraits have an individual resemblance. The work of the master painter and delicate taste Behzad can be found in the memoirs of Herod chronicler Zayniddin Vosifi, who lived in the late 15th and early 16th centuries. He wrote: "When King Sultan Hussain was always upset and anxious, Behzod used to look at portraits or paintings by Behzad." The portrait of Hussein Baykaro has reached us. The image is personal in Paris the collection is preserved. In the picture, Sultan Hussein Mirzo is depicted in royal clothing and tries to express all of his qualities. His strength is evident in his strong will and physical strength. The thin, handsome face, shorter eyes, and thin hands of the ring indicate that most of the ruler's life was spent solely on the shelf. Behzod Sultan Hussein Mirza's inner world and appearance are real were able to this portrait is also in keeping with Babur's views on Sultan Hussein's behavior, form and motif: "(Sultan Hussain) was a man of tyranny, lion, and creature. It was thin below the waist. My grandmother was young and had a white beard and wore a nice, red green shade. black eyewore burk or hats..." Most students

use lines for drawing, they ask if the head shape should be expressed in a clear line at the same time, or just lightly. P. Chistyakov wrote: "There are various ways to do this: one looks at the pencil in his hand for a long time, then he describes the shape and the other starts to move the

pen more quickly on paper. Draws a single character, that is, works on both location and movement. Which of the following is both positive. The main thing is not to print. Because black lines make it difficult to see the error. It's hard to fix these mistakes. "

ФОРМИРОВАНИЕ, СОХРАНЕНИЕ ПЛОДОЭЛЕМЕНТОВ ХЛОПЧАТНИКА ПОД ВЛИЯНИЕМ ВЫСОКОЙ ТЕМПЕРАТУРЫ ВОЗДУХА, ИХ ВЗАИМОСВЯЗЬ С ИНТЕНСИВНОСТЬЮ ТРАНСПИРАЦИИ

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***Аннотация** В статье освещены результаты, полученные на основе проведенных вегетационных опытов по формированию, сохранению и опадению плодозлементов у некоторых сортов и линий хлопчатника в трех вариантах: I вариант – контроль, температура воздуха +25 – +300С, относительная влажность 65 – 70 %, II вариант – высокая температура +45 – +400С, относительная влажность 45 – 55 %, III вариант – очень высокая температура +45 – +500С, относительная влажность 40 – 50 %, и их зависимость от одним из важных физиологических процессов, т.е., интенсивности транспирации. Анализ полученных данных показал, что сорта Сурхан – 14 и Истиклол – 14 и линия Л – 02 *G.hirsutum L. x G.sturtianum Willis*) имели относительно большее количество сохраненных плодозлементов по сравнению с другими сортами и линиями. Эти сорта и линия характеризуются меньшим опадением плодозлементов в условиях высокой температуры, что связана с понижением интенсивности транспирации и увеличением количества метаболических вод в клетках ткани листа.*

Ключевые слова: Вегетационный опыт, высокая температура, относительная влажность, разница от стандарта, хлопчатник, линия, интенсивность транспирации, метаболическая вода.

Известно, что хлопчатник является особо важной товарной культурой в экономике страны, который обеспечивает различные отрасли производства сырцом. Для производства продукции в объеме требуемой экономикой нужна оптимальная температура, которая не приводит к потере урожая. Экстре-

мальная температура, влияя на качество физиологической и биохимической деятельности растений, приводит к снижению урожайности в значительной степени, нужно отметить, что понижение температуры также является стресс фактором для хлопчатника. Проведен ряд селекционно – геномных

исследований по выращиванию хлопчатника в условиях высоких и низких температур воздуха.

Целью исследований является изучение влияния высокой температуры на морфологическую и физиологическую изменчивость на сортах и линиях хлопчатника и дать оценку признакам устойчивости. В качестве объекта исследований служили сорта вида *G.hirsutum* L. Истиклол – 14, Султан, Бухара – 102, сорт вида *G. barbadense* L. Сурхан – 14, линии, полученные с участием диких форм Л – 01 *G.hirsutum* L. x *G.klotzshianum* Anderss) и Л – 02 *G.hirsutum* L. x *G. sturtianum* Willis) В вегетационной площадке тепличного комплекса «Фитотрон» при температуре +25 – +30С (I вариант – контроль), в специальных боксах при высокой температуре +35 – +40С (II вариант) и при очень высокой температуре +45 – +50С (III вариант) по декадам каждого месяца была проведена фенологическое наблюдение каждого растения сортов и линий хлопчатника. Проводили подсчет опавших и сохранившихся плодоеlementов, и сопоставляли с контролем. По декадам каждого месяца в листьях сортов и линий хлопчатника определяли интенсивность транспирации по методу Иванова [1]. Вегетационные опыты в сосудах Вагнера проводили на основе «Методика вегетационных опытов с хлопчатником» [3]. Почву брали с 5 контура поле НИИССАВХ с глубины 0 – 30 см, в составе которой на расчете мг / кг, активного нитрат азота была 1,025,

активного фосфора 10,4 количества меняющихся элементов калия составил 3,28. Было установлено полное влага емкость почвы. В субстрат почва типичный серозем весом 26 кг для каждого сосуда Вагнера добавляли годичную норму фосфора и калия (P_2O_5 – 5 г, KCl – 3,5 г). Азотные удобрения вносили: 2 г. при появлении 2 – 4 настоящих листьев, 2,5 г. в фазе бутонизация, 2,5 г. в фазе цветения в виде водного (0,5 л) раствора. Каждый сосуд был взвешен и определена точная масса почвы в нем. Все растения были выращены при одинаковом агрофоне. Режим полива также был одинаковым, обеспечивалось влажность почвы в пределах 60 – 70 % по отношению полной влагоемкости почвы. Температура воздуха измеряли с помощью Термограф – 16, относительная влажность воздуха и использованием Гигрограф – 16, температура почвы определяли с помощью специального термометра. В период вегетации фенологические наблюдения и учеты проводили в соответствии с методикой УзНИИХ «Методические рекомендации по проведению вегетационных и полевых опытов с хлопчатником» [2]. Цифровые результаты, полученные в ходе исследований, были статистически обработаны по Б.А. Доспехову [2, с.351]. Известно, что хлопчатник является особо важной товарной культурой в экономике страны, который обеспечивает различные отрасли производства сырьем. Для производства продукции в объеме.

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PRAGMATIC FEATURES OF TEACHING COMPLAINTS TO LAW STUDENTS

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This article deals with the main data regarding the outline of the lesson plan on pragmatics targeted for the second-year learners at University of law. Indeed, the course conducted in this institution is called as “English for lawyers“ and these lesson plans benefit them both in terms of pragmatic and linguistic competence.

Based on their needs and the course the targeted speech act is making complaints because according to the syllabus they have to learn how to write compliant letters and analyze the cases. In addition, they are confronted with different people who come up to them to complain on a daily basis. Brown and Levinson (1987) state that in order to obtain communication goals speakers need to consider what linguistic and non-linguistic choices to make and avoid damaging situations (p.167) Therefore, learning how to make a complaint and receiving or responding to them appropriately is of utmost importance. Since these learners are more concerned with complaining situations, mainly direct and indirect complaints, complaint strategies and characteristics are going to be covered in all three lesson plans. Obviously, each lesson plan considers contextual & social factors in order to explain these topics. In a bid to provide more comprehension interactive activities, role-plays, contrast dialogues and warm-ups will be utilized as well as acces-

sible and technology-incorporated activities. Firstly, in each lesson teacher starts the class with the help of warm-up including discussion questions and some technology-incorporated activities. Then, they follow contrast dialogues prior to the formal instruction and guided exercises which measure their comprehension. Afterwards, they will be involved in the communicative activities to get the better understanding. These activities will be held in the form of role-plays or dialogue completion tasks. After that, wrap-up stage will be included via asking some CCQs. During these tasks they will analyze severity scale, contextual factors, complaint strategies and characteristics and learn main pragmatic aspects of complaint. At the end of each lesson teacher will give homework related to the topic, such as making up dialogues, writing complaint letters and assess the work of other students. By this way, teacher will be able to explain the topic more comprehensibly in sequence. According to cultural and pragmatic objectives SWBAT learn different types of complaints, ways of making them in terms of severity scale, how to explain, request for solution and respond appropriately. Content and Linguistic objectives enable them to learn mainly word choice, some grammar points and practice both receptive and productive skills. For instance, receptive

skills will be practiced with the help of watching a movie and doing the exercises, whereas discussions and role plays help them to integrate productive skills. All the concepts of social status & distance and intensity will be revealed in the dialogues, activities and role plays apart from the teacher's prompts.

Assessment will be carried out both formally and informally. Also, teacher will apply a formative assessment via providing some feedback in the role plays and dialogues, whilst summative assessment will be done by giving them the task concerning complaint letter in other lesson plans. Both types of assessment are vitally important to check their comprehension and gain a positive washback. Lastly, during the lessons various technologies, resources and communicative activities will be incorporated, such as laptops, speakers, whiteboards, projectors, handouts, textbooks and other authentic materials. All of this equipment and textbooks are crucial to obtain the efficacy of the lesson.

For a start, this lesson plan key assessment entails several essential stages. Firstly, in order to be more familiar with this work I started to research different types of speech acts as we had to focus on one of them. It took some time to decide on one specific speech act because all of them are vitally important and play a great role in our life and culture. Since my learners are would-be lawyers they encounter many complaining situations in their life and work. Therefore, I mostly concentrated on making complaints. Secondly, I collected materials regarding complaints in order to learn its pragmat-

ics aspects and norms. Being aware of the components of the lesson plan I began drafting the first lesson plan. However, it lacked a number of important parts. Hence, it was partly modified later on. During the process the lesson plans were developed adding new elements, such as technology-incorporated & accessible activities, rubrics and guided tasks. One of the beneficial and effective parts of this assessment was peer-review. Since we are not able to find our own faults and drawbacks the instructor had us work in groups and assess each other's works. The feedback provided by other students greatly helped to complete and modify the whole unit lesson plan assessment. Having finished them, unit summary, reference, scanned peer review and keys were provided.

As it is mentioned above, this speech act is specifically chosen since my learners face complaining situations a lot due to their profession. They have to learn how to deal with various complaints, write complaint cases and letters. According to Gallaher (2014) the research on complaints is crucial to investigate politeness in negotiating problems, finding out cultural values and social norms within the cultures (167). That is why, it is very important to learn more about complaints. Each lesson plan is based on characteristics and strategies of complaints taking the cultural & pragmatics aspects into account. Several activities were included in sequence in a bid to introduce the topic, have the learners notice it, practice and produce themselves. For instance, with the help of warm-ups and noticing

activities they may guess and notice the main points of the theme. After having a formal instruction they get to carry out guided and communicative tasks in which they are likely to learn more regarding the topic and work themselves. In order to check their comprehension some questions are asked in the wrap up stage.

Admittedly, this task was a bit challenging in terms of sociolinguistic awareness and language aspects. For example, it was somehow difficult to add some grammar explanation since it is more pragmatically focused assignment. Besides, as every country uses speech acts differently I had some difficulties to include appropriate vocabulary for each topic of the lesson plan. However, with the help of textbooks and supplementary materials I coped with these challenges.

Obviously, peer review section was very effective and useful for this assessment. After the analysis of other group members I had to partially modify it. For example, I set more clear objectives, changed the inappropriate activities and

add some technology-incorporated tasks. Furthermore, seeing others' works I gained more understanding towards the components of the lesson and omitted some unnecessary parts too. Importantly, the communicative activities are developed and separated from guided tasks. However, all of these changes helped me to improve the lesson plans and comprehend more.

In the lesson plans apart from textbooks (Carla, Ishihara) some technologies can be applied, such as laptop, projector, speakers, handouts, whiteboard and others. Also, the game "kahoot" helps to revise all the covered topics. All in all, all of these resources grossly aided these unit plans.

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ABOUT HANDBALL

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Handball is one of the most popular and, consequently, the most popular means of physical development of young people. This is a truly popular game for both adults and adolescents. Two teams consisting of twelve players will take part in the tournament. The playing area is 40x20m rectangular. The goal of the team players is to capture the ball and entering the first protected gate. All with the ball actions are performed manually. In the fight for the ball, resistance rudeness and non-athletic behavior to be done. The game depends on the age and gender of the participants lasts from 30 to 60 minutes. Each during the game the player has the opportunity to show off their personal qualities. However, At the same time, the game shares the personal aspirations of each handball player needs to be subdued.

The basis of a handball game is running, jumping, passing the ball, throwing a ball to assist in the harmonious development of students such as natural processes that give rise to Tumors are all in the body has a positive impact on the development of functional systems. Classes influences, as well as the mental activities of the competitors improvement, speed reaction, estimation, creative thinking, speed and Initiatives such as entrepreneurship develop. Handball is a common physical can serve as a good tool for preparation. Route Different types of running, jumping, maximum speed physical traits in the ways of

acting, but also the will any kind of handball due to the perfection of characteristics, tactical thinking is one of the most important sports games for a student.

Handball today at schools, lyceums, colleges and universities are widely used. Handball competitions are regular for the working people sports are an important means of engaging in physical education and Alpomish and Barchinoy standardis one of the key factors in meeting the requirements.

1898 – The hand band was founded. In Ordrupe, Denmark Holger Nilson, a gymnasium teacher, is different from football play in the rainy weather, suitable for girls decided to create a new sports game. He is the goalkeeper leaving the team, reducing the number of teams, transferring and shooting the ball just by hand recommends execution. Thus, “Handball” is an English translation in the world a hand-ball, ball-handball, and handball and then quickly spread throughout the world.

The Danish Handball Federation was first established in 1904. The first rules of handball in 1906 in Copenhagen published. The author of these rules is also H. Nilson. The first major handball tournament in the former Soviet Union in 1928 was I It was held as part of the All-Union Games. Hand of the All-Union in 1955 Federation of balls. Men and women from 1962 In between, regular Union Championships were held.

Currently, the International Handball Federation is in 123 countries More than 7 million people are involved in handball. That's it including 1.4 million former Soviet Union countries The field of handball players (Figure 1) is 40 meters long and four by 20 meters wide Angle, with two gates (rule 1.4 and 6) receive. Drawing line, side line, transverse line called the line.1 meter from the side line and 2 on the surface area around the playground should

be located within a 5-meter safety zone. In the course of the game, the field is favored by a particular team make adjustments.

The handball gate (Figures 2a and 2b) is centered on the middle line. The gate should be securely mounted on the floor or rear wall. The inside of the gate is 2 meters in height and 3 meters wide It is the pillars of the gates are horizontally located and are about 8 cm wide composed of squares.

MORPHOLOGY AND MORPHOLOGICAL PROVERBS OF THE WORD

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Morphology and syntax are two essential parts of the grammar. The term “grammar” has a few meanings. Before that, this term refers to the grammatical structure of the language, i.e. Objective laws of the construction and function of words and sentences. Harmonious is also called a special section of linguistics, learning the grammatical structure of the language. Grammatik are also books that contain a systematic description of the grammatical structure of the language. In order to understand the specifics of grammar as a special section of the language of knowledge, it is necessary to compare it with other linguistic disciplines.

The phonology, which studies the laws of the function of the background, reveals a lot of generalities with the grammar, the study of the building and the drainage. And all the same, in the theoretical plan, the scientists exclude the grammar from the grammar: the camcorder itself does not have any meaning, then the grammar will learn the meaning. However, lexicology is used to learn significant units – a word. Ho, in contrast to the terminology of grammar, the grammar does not learn only a word; but syntactic units (a word, a sentence); In addition, the grammar is disclaimed from the lexical meaning of

the word and will only study its grammatical property.

Morphology is a section of grammar that studies the grammatical properties of words. Following B. B., the grape morphology is often called the “grammatical term” (in contrast to the syntax, the difference in the perturbation). The grammatical properties of the words are the grammatical values, the means of expressing the grammatical values, the grammatical categories.

Morphology is a part of a grammatical language structure, which unites the grammar words (part of speech), which is also a part of the gramper (manual). Thus, in the center of morphology, it is a word with its grammatical changes and with its grammatical characteristics. The word is a one-time unit of both vocabulary and grammar. As a word, a grammatical unit is a system of all its forms with their grammatical values; The word as a lexical unit, or a unit of words, is a formally expressed system of all its lexical values. A word as a unit of grammar and lexical groups is part of the speech.

Generally speaking, it is characteristic that all or any other words are used, and it is very general that this is only a little bit wise. Mostly, the general values for read-

ing are the value of the item (part) and the part of the product (accessories).

All the words included in the speech “verb” have the meaning of the precedent; They are called the action (action or condition) as a process. Each part of the speech has its own component complex of the grammar, in which a specific value is provided, which is independent of this. So, the value of the details, the proper, distinctive, grammatical specifications are provided by the morphological categories of food, number and case; the value of the process, the proper verb – by categories of type, pledge, incline, time and face. Simultaneously with classification, in part, words can be divided into lexical discharges and morphological discharges. All of the listed grammar phenomena are subject to the morphology as a day. In the center of morphology, there are parts of speech and characteristic morphological categories that exist in the separate systems of the form; Consistency of the use of the forms inappropriately associates synth with morphology.

The morphological words of the word are formal (types of declination of the affirmative and affirmative, types of conjugation of the verb) or formal-semantic. Obligatory formal and semantic aspects of the word and grammar forms of the word are usually called morphological categories. The morphological category is understood in all words and phrases of one or another part of the grammar and the exclamation mark. Not any morphological thing can be related to a category of categories. For example, in the main form, read the whole range of morpho-

logical accents, with this relating the verb to I, this is non-definitive; other tricks of this verb are formal-semantic (categorical). For a particular verb, you should read a whole series of morphological categories: view (incomplete), solid (solid), large (small), large (small) Morphological items are constant (classification) or variable (word-based). Such are the terms of the grammatical food and the cost-effective / ineffective quality. For example, the inclination is a verbal category of the verb, as well as the form of one and the same verb can express the meaning of the other, except: The verbal categories of the head are also the time, person, number. For valid word-and-word categories are the case and the number.

Morphology, by the way, is one of the sections of grammar, which is closely related to lexicology, phrasing, and syntax. As a matter of fact, it will be necessary to review only the connection of morphological properties of the word with these properties, which are studied in other linguistic disciplines. On the other hand, morphological forms are a linguistic medium for the interpretation of medical semantics, which, apart from this interpretation, is not really real. Black, black, black are called one and the same real thing, denoted by the root black. But this word is not a word. In a word, it becomes, only by design, formalized as an affirmative, a verb, or purely formal. Communication between morphology and lexical borrowed. The lexical meaning of the word can affect how the formatting of lexemes, as well as the implementation of certain grammatical values, is influenced.

Especially technical morphology is related to word formation. And it is not only that it is not always possible to clearly distribute morphological and word-wise values. Phrasing, which includes morpheme, morphology and methods of forming words, also explores the specialties of words, motivated by the work. The syntactic part in the four-dimensional classification is most universal. The syntax is not uncommonly a matter of math, especially where there is

a pronounced grammatical value. So, at the beginning of the agreement, the grammatical water and the grammatical number can be assumed to be unchanged, exactly the same is true for the synthesizer. At the same time, the stylish features of the English language are dependent on the morphological characteristics of the word. One of the typical properties of our service is a separate order of words, which is expressly agreed upon.

METHODS OF FORMING MENTAL EDUCATION IN THE LESSONS

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We believe that the following methods should be used for the formation of early childhood education: This plays an important role in the formation of students' mental thinking. Observation and observation, conversation and story, explanation, encouragement and reproof, approval, demonstration, demonstration, persuasion, debate, debate.

Observations show that elementary school teachers use written lessons only in their native language lessons. These sessions are often intended to test students' written literacy skills (essay, dictation). However, the use of "read" and other types of writing work in other classes can have good results. Writing works can help children think independently and develop their worldview, but also allow students to check their knowledge of the subject. When writing a chapter or topic at the end of the course, students reinforce what they have learned in the classroom. In the course of writing, students develop a sense of pride and love for the country. An elementary school teacher can choose a topic for his or her own writing, which should also be the focus of the poet's work. Topics may include such topics as "The Poet I Love", "My Homeland Singer", "Uzbekistan is My Homeland", "Why I Love Uzbekistan".

Thus, the effective use of written and creative work of elementary school stu-

dents in the classroom plays an important role in the formation of intellectual thinking. Written work should be clearly outlined in the reading plan, and the purpose and requirements for it should be clearly defined.

1. Before writing the above subjects, students must have knowledge, skills and abilities in the subject.

2. The student's age, interests, and needs should be taken into account in the organization of written work.

3. The rules of free choice of written work should be followed, in which the child will take into account their own abilities.

4. The theme of written work should be sufficiently resonant with the reader.

5. In carrying out these activities, each teacher must, first and foremost, study the content of the lesson being organized, pay serious attention to the results of the lesson and, thus, make a positive impact on the personality of the student. It should seek ways to further develop such qualities as serving the motherland and protecting the environment.

Being a central part of teaching and learning in the primary grades, it is important to equip students with the knowledge, skills, skills, understanding of our national values, and building moral values. It is well known that the "Reading" classes taught in the elementary grades

also need to meet common didactic requirements, including the relevance of the rich pedagogical heritage of our people, and the use of educational ideas in the works of poets and writers.

Throughout the course, the world of elementary school students will be shaped, learning to think independently, learning secular knowledge and developing their continuity. The success of each lesson depends on the purpose of the lesson. When the goal is clear and well-meaning, with a comprehensive focus on student learning, the effectiveness of the lesson is ensured.

Today, the issue of ensuring the effectiveness of the pedagogical process is more urgent than ever. In this case, the elementary school teacher should set

the following goals for the educational process:

1. The effective use of the lessons in the course of the lesson on the activities of the President of the Republic of Uzbekistan and the formation of a harmonious person, expressed on the basis of national independence.

2. Be able to convey the ideas that the artist proposes to the student's mind, based on the nature of the topic under discussion.

3. Be able to use various didactic and technical tools during the lesson.

4. It is important to be able to plan the lesson well and anticipate the expected results. Today, schools are using classroom-based activities, and the requirements for them are changing.

SOME ARGUMENTS ABOUT PARENTHESIS UNITS' RESPONSE TO TEXT AND TEXT

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Almost all of the input and subtitles have been described as parentheses in the form of words, combinations, phrases, complexity, punctuation. In the majority of cases, these types of parentheses are studied in a particular context, and the absence or partial absence of syntactic link between these brackets and parenthesis is emphasized in various ways. The semantics-grammatical, logical, or general link between parenthesis and what he or she enters is searched without going beyond the boundaries of communication. However, it is impossible to define the true syntactic, communicative, logical, linguophetic essence of parenthesis without going out of place. One example, let's say, means that the meaning of the parenthetic in the future tomorrow is not clear from this point of view, and, of course, it should be said before, for example, the Pass Road is closed today, or as guests are busy today or something else. Only then does this parenthesis show its semantics, but it is also a distinctive feature of textual expression, not just a particular content, but also a link between words. As can be seen from this simple example, parenthesis research should be carried out not in the context but in the context of greater integrity, that is, within the text.

A. Metsler, who studied the role of parentheses in monographic aspect in the

context of semantic-structured communication in the text, in general, in the structural, meaningful and communicative integrity of the text, writes in one of his conclusions: "... Parenthesis is a great deal of textual constructs, there is no doubt that there is a great advantage because this approach allows the interpretation of the various aspects of the problem and thus determines the real linguistic status of parentheses. allows".

Analyzing a great deal of research on various aspects of parentheses in different linguistics, AISMets categorizes the major trends in recent years' research on this issue:

"The analysis of the nature of parenthesis structures with the main part of the sentence and definition of lexical-semantic and grammatical means of communication;

- definition of two functional types of parentheses, ie subject-modal (logical) and objective-to-commentary (syllabic) types;

- learning the parenthesis from the point of view of the definition function;

- position analysis of parenthesis;

- ontological study of parenthesis phenomena in order to determine the causes and nature of cleavage in two communication lines;

- analyzing some types of parenthetic predictions in a relatively broad linguistic context;

– parenthesis in non-stereo speech semiotic aspect “.

Despite the fact that there are a great deal of work to be done by a number of sensitive observations on the bracket structures, the problem still remains unresolved, because the true role and significance of paranzenic structures in the language system remains unclear. The researcher concludes that this is primarily due to the fact that the parenthesis designs are interpreted only in terms of scope, and that the relationships between parentheses structures and their surroundings can be interpreted only in the context of the text and can be interpreted without logical contradiction. Indeed, it is desirable to analyze parentheses in the context, because their semantic-syntactic and communicative-aesthetic features are realized in the context of the text, which is entirely different from the text separation.

Assessment of parentheses as a text linguistic phenomenon has been reflected in many recent scholarly research. In particular, Samaletova's scientific article on “The phenomenon of parenthesis in the aspect of textual linguistics” is our proof.

It also creates its own vision of German parentheses. Ramanathan Samoletova, a German stylist, suggests that Bobin's “Parenthesis is an independent idea, not context”, and adds: “It's not a matter of parenthesis, “With their range of functions, brackets move almost across the entire text, not only provides thematic development of the text, but also adds to the polysemantic deepening, as well as the connotative-stylistic texture q imposes the sensitivity. “ It also provides a theoretical justification for the importance of examining the basic expression capabilities of parentheses within the context of an article.

Shaymiyev's scientific findings are of particular importance on issues such as the linguistic nature of introductory designs, their role in the expression of the text categories. The scientist firmly emphasizes that the design of the embedded structures is not sufficient for the merits of the accepting boundaries, but also scientifically argues that the essential features of the embodiments are understood in the broader context of the linguistic context.

GROUNDS ECONOMIC GENETICS

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Annotation: *In this article we discuss socio-economic transformations of recent decades. Significant differences have been demonstrated in many countries, both in the direction of reforms and strategies the development of these countries and in the achieved their transformation results.*

Key words: Genetics, Economics, civilization attributes.

The study of these problems is associated with discovery of laws and understanding of mechanisms economic genetics, processes of socio-economic heredity, variability, choice of transformation models of a single diverse, interconnected world. economic values and accumulated wealth are inherited during the development of society, as well as its civilization-attributes, defining persistent national features of a particular country. The reform strategy should take into account the content, sources and meanings of the history of a given country and world history, development codes of their socio-economic culture. Each stage of social evolution has its own effective mechanisms and tools of organization and management; therefore, it is important to know the laws governing the formation of these stages. The process of inheritance ultimately determines the direction of socio-economic progress, the formation of the wealth of societies, breeding and engineering of business methods, forecasting the development paths of countries and regions in modern conditions of globalization, and many other processes. The study of socio-economic inheritance is carried out in the

framework of a number of areas of economic theory – institutional, evolutionary economics, historical economics (cliometrics) and others. However, until now, the named topic has been developed very poorly. The terminological and semantic basis of economic genetics is not formulated, the structure of the eco-genome, the socio-economic processes of coding, heredity, variability and choice are not defined. have not lost their relevance Kondratiev, written by him back in the early 30s of the twentieth century.: “modern methodology of economic science highlights and seeks to state only concepts economic statics and dynamics without knowing economic genetics” What influenced the difference in the results of these transformations? are there uniform for laws of development of all countries or individual ones are optimal sometimes alternative paths for each of countries? if reform strategies and management methods should be consistent socio-economic nature of the country then what determines the features, models, types social development? And what are the specifics Russian model, features of its functioning and development?

The methodological use of the laws of biogenetics in economic research is based on an increasing role an interdisciplinary complex of research programs, on the co-evolution and convergence of the methodology of natural and social sciences, general scientific knowledge, the theory of integrity, promotion to the forefront of a new conceptual and categorical apparatus. Developing the problems of the exosphere, unity nature and society, V.I. Vernadsky wrote: "One can trace how one came from another, and throughout all the long centuries has been something common, unchanged... it's general and unchanging is the scientific method search, there is a scientific relationship to the environment. "Natural science methods in economic research go through the stage of worldview, methodological universality. As shown in the literature, biological metaphors become detailed epistemological models over time. Moreover, "theoretical opposition to orthodox views on the economy," notes Father I. Ananyin, "has long been looking for support in alternative standards of science. very often in the history of economic thought, this role was played by biological knowledge, respectively, the picture of economic reality was built on the basis of biological analogies alternative biological metaphors underlie the Marx theory of socio-economic formations (each of which goes through its own life cycle); the organic (as opposed to mechanical) society as a whole was defended by the German historical school; finally, starting with T. Veblen, various evolutionary concepts proper were taught to develop. " understanding is

important in this approach both generality and features of the studied economic object in comparison with the biological economic activity associated with the production, exchange, distribution and consumption of material goods, services, information, is a conscious purposeful activity of subjects mobile in relation to the historical and social environment, while the attribute of the biological form of life is relatively constant processes supported by evolution for a long time. In both biological and socio-economic systems, "resources" are inherited, system-forming information is encoded. However, the biological and socio-economic basis of information are different. "Biological information is not semantic, it is not filled with reasonable content", sound combinations, expressing human speech are not specifically human signals about events in the sense that the animal reacts to them after appropriate training. "The actual human being is not phoneme signals, but signals in their conceptual, decoded state." a person reacts not so much to the combination of sounds that make up the word, but to the image that arises in his mind with that word, he is also capable of generalizing, highlighting not only single objects or phenomena, but also their classes.

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PHYSIOLOGICAL AND BIOCHEMICAL FEATURES OF THE EFFECT OF NITRATES ON THE ANIMAL ORGANISM

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Annotation: *The survival of animals depending on the dose of intoxication for the entire period of the experiments is different. The body weight of animals treated with ammonium nitrate daily at a dose of 200 mg / kg, after six months, decreased by 50%. The survival rate of animals treated with ammonium nitrate at doses of 50, 100 and 200 mg / kg, respectively, was 80, 65 and 50%. Chronic intoxication of animal ammonium nitrate causes hemic hypoxia, characterized by a significant increase in the concentration of met hemoglobin in the blood.*

Key words: biochemical features, concentration of albumin, methemoglobin.

Chronic exposure to nitrate leads to a decrease in tissue proteins, the concentration of albumin and tryptophan, an increase in the content of p-globulins and tyrosine in the blood serum. Ammonium nitrate affects the liver parenchyma and, after prolonged administration, the protein synthesizing function of the liver is inhibited, which is expressed in a quantitative and qualitative change in the synthesized protein in the organ tissue and blood serum. Under the action of nitrates in the blood serum and liver tissue, the content of cholesterol, triglycerides and total fats increases, which leads to serious lipid metabolism disorders. Nitrates cause impaired renal function, which manifests itself as a decrease in urine output, K⁺ and creatinine secretion, an increase in protein and sodium ion, titrated acid and ammonia, which is accompanied by a decrease in urea and creatinine clearance, as well as an increase in protein and glucose excretion in daily urine.

Scientific novelty. The novelty of the scientific provisions of the dissertation is that for the first time in Tajikistan, a comprehensive study of the effect of various doses of ammonium nitrate on the functional state and metabolic rate of animals in ontogenesis and chronic intoxication was carried out. It was established that nitrates, depending on age, time and dose of intoxication, significantly affect the performance of carbohydrate, protein, lipid metabolism, changes in the content of amino acids and enzymes in the tissues of the liver and kidneys, as well as on the biochemical parameters of blood serum of animals. It was revealed that various doses of nitrates have a negative effect on the protein synthesizing function of the liver. The concentration of hemoglobin and methemoglobin in the blood of animals was determined, depending on the dose of intoxication, and it was shown that their concentrations, depending on the time and dose of intoxication, significantly increase and contribute to the de-

velopment of hemic hypoxia. It has been shown that after six months of intoxication, animals develop compensatory adaptive mechanisms aimed at decreasing methemoglobin levels, improving tissue oxygen supply and restoring the functional activity of organs. Based on the results obtained, it was found that nitrates affect the mass and degree of survival of animals, hematological parameters, serum protein content, physiological characteristics of tissues, leading to a decrease in the content of total and water-soluble proteins, a change in the content of amino acids, as well as an increase in cholesterol, total lipids and triglycerides, on the biochemical parameters of the kidneys, accompanied by a decrease in daily diuresis, the appearance of glucose and protein in the urine, a change in urea and creatinine, as well as an increase eat cholesterol, lipids, kidney tissue. A study of the physiological and biochemical characteristics of the effect of nitrates will reveal not only their negative effect, but will also help to develop diagnostic methods to prevent their negative effects on humans and animals. In this regard, control over the content of nitrates in crop products consumed in food and their impact on human health is of practical importance. Theoretical and practical significance of the work. The results can be used in clinical practice, in the prevention and treatment of patients poisoned with nitrates, as well as determining the function of the liver, lungs, kidneys and other vital organs, restoration of protein metabolism,

taking into account the limitations in their diets containing nitrates. The data obtained can be used in the preparation of regulatory documents of sanitary-hygienic and environmental services. The results of physiological and biochemical studies will form the basis for recommendations on the use of permissible doses of nitrogen-containing fertilizers in food. In the area of excessive use of mineral fertilizers and pesticides, acute respiratory diseases, pneumonia, pulmonary tuberculosis of an increase in the number of liver diseases, as well as diseases of the cardiovascular system are much more common and contribute to the occurrence of cancerous tumors in the gastrointestinal tract, in connection with the foregoing, the study of the effect of various doses of nitrate on the physiological and biochemical parameters of organs and tissues, which reflect metabolic processes and make it possible to identify their effect on the functional state of the animal organism, as well as on their age sensitivity, acquires special significance and relevance.

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ROLE OF IRON IN PLANT BIOCHEMISTRY

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Abstract. *Data on the effect of iron ions on plant metabolism are presented. It is noted that an important role in adaptive reactions of plants to iron ions belongs to mitochondria and chloroplasts. It has been shown that among adaptive reactions under conditions of iron deficiency or excess, oxidative stress develops in plants, and other damage mechanisms also appear. The value of iron ions for the manifestation of the activity of various enzymes is also shown. The effect of excess and lack of iron on the absorption and content of other plant nutrients is noted.*

Key words: iron ions, adaptive reactions, metabolism, microelements, enzymes.

In the group of heavy metals, iron is assigned such a significant role that in its absence it is impossible for such fundamental life processes as DNA synthesis, respiration and photosynthesis to take place. It is for this reason that it is referred to as an essential microelement for almost all living organisms. The problems of the solubility of iron compounds in soil and their absorption by plants were highlighted in the previous two reviews. However, these processes are important so that the ions entering the body are redistributed and used to perform the corresponding functions.

Among the most famous phenomena that are associated with iron, one can note its participation in biochemical reactions and processes in the form of a non-protein component of a number of enzymes, as well as participation in the transfer of protons and electrons along the electron transport chains of photosynthesis and respiration, where iron is represented by components of iron-sulfur proteins and cytochromes. Among other processes, it should also be noted the influence on the

formation of the structure and functioning of chloroplasts, as well as the synthesis of chlorophyll.

It is the imbalance between the intake of iron in the body and its need for processes and reactions that explain the main molecular causes of the development of chlorosis, which has many manifestations. Moreover, a similar imbalance can occur both with a shortage and with an excess of iron in the rhizosphere. The receipt of excess amounts of ions of this metal also leads to various kinds of disturbances, among which development of oxidative stress can be noted, which manifests itself, first of all, in the formation of reactive oxygen species and, as a consequence, lipid peroxidation.

The effect of iron on plant metabolism

Due to the redox properties of iron and its ability to form complexes with various ligands, this element is an integral part of many electron and enzyme carriers, and therefore its ions play an important role in plant metabolism.

To activate the process of iron absorption by a plant, a biochemical adaptation

of primary metabolism is required, which requires, first of all, changes in energy costs in the form of macroergic compounds represented in the cell by such basic forms as NAD (F) N and ATP. Since mitochondria play the most important role in providing cells with these components during the development of any organism, insofar as the adaptive reactions affect iron deficiency specifically on these organelles.

The value of iron for the manifestation of enzyme activity

In various enzymes, iron is often found in the structure of heme and its derivatives, which perform prosthetic functions, but are a necessary part of active centers. This applies to such important enzymes as catalase, peroxidase, cytochrome oxidase, as well as various cytochromes (they are also often referred to as enzymes), which can perform both basic functions related to normal metabolism and those associated with adaptation processes to changing environmental conditions.

It should also be noted that iron deficiency in living organisms is also of global importance due to the fact that the problems of its consumption by plants affect

the agricultural production of various crops on a global scale. According to some estimates, about a third of the cultivated soils of the world, which contain calcareous components, are characterized by low availability of iron due to the fact that iron is present in them in insoluble oxidized forms.

Thus, the excess or deficiency of iron in the medium significantly affects the absorption of other chemical elements, and this interaction may be partly species-specific and / or depend on soil properties. As a result, for each case, formulation of specific recommendations is necessary to avoid the negative impact of excess or lack of iron in the medium.

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MICROALGAE AND CYAN BACTERIA AS BIO FERTILIZERS

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Annotation. *The article provides information on the use of microalgae and nitrogen-fixing cyan bacteria to increase soil fertility and increase crop yields. A list of microalgae and cyanobacteria suitable as biofertilizers is given.*

Key words: biofertilizer, nitrogen-fixing cyanobacteria, microalgae, soil algolization.

For the first time, issues of soil algolization were raised in the 1930s. last century in the works of De. He drew attention to the stability of the rice crop in India with its monoculture without fertilizing and associated this effect with blue-green algae that live in the fields. After that, nitrogen-fixing cyanobacteria began to be actively studied in rice-growing countries. The data were contradictory, since the introduction of microalgae did not always lead to the expected increase in yield. It turned out that the positive effect depends on the pH of the soil – in an acidic environment, cyanobacteria grow poorly. It was further established that with sufficient amounts of nitrogen in the soil, they are its consumers and compete for the substance with agricultural plants. With a lack of nitrogen in the soil, cyanobacteria, on the contrary, began to absorb atmospheric nitrogen. Currently, this type of bacteria is widely used in rice cultivation and their positive effect is beyond doubt. To cultivate rice in the southern countries, water (floating) azoll fern (*Azolla*) is often used. Its pecu-

liarity is a symbiosis with blue-green algae *Anabena* (*Anabaena azolla*), which fixes atmospheric nitrogen. For the first time, the Vietnamese peasant Ba-hyun took advantage of azoll when growing rice. The crop turned out to be so large that a pagoda was built in honor of the goddess *Azolla*. Algae is propagated in small reservoirs, from where it is transferred to rice fields flooded with water. With the onset of hot weather, approximately in the phase of tillering of rice, the green carpet of fern dies and the plant mass is mineralized. The plant during the growing season due to symbiosis with cyanobacteria accumulates on 1 ha about 120 kg of nitrogen. In addition, fern produces a large amount of organic matter that fertilizes the soil. It was established that the introduction of nitrogen-fixing cyanobacteria improves cotton fertility when grown on saline soils. Moreover, the mixture is more effective compared to monoculture. Soil algolization is also beneficial for other crops. In particular, Moldovan scientists have shown that the introduction of *Nostoc* + *Cylindrospermum* + *Anabaena*

algae into the soil on the 10th day after planting Mirabella cucumbers in the greenhouses helps to regulate the nitrogen content in the soil, as well as change its acidity. Algolization led to an increase in the growth of cucumber plants (by 30.5-46.4%), the number of inflorescences (by 12.3-44.4%) and fruits (by 27.0%). As an example of the beneficial effect of a suspension of green microalgae as biofertilizer on soil fertility and agricultural crops, we can cite data on the cultivation of spring barley on forest dark gray soil. In the variants where the *Chlorella vulgaris* Beijer strain was used, which was introduced before the rain, more active growth and increase in the yield of aboveground mass and barley grain were noted. At the same time, the introduction of chlorella increased the amount of humic acids in the soil. The authors attribute this to the rapid development of microbiological and biochemical processes in the soil. As a result, readily available humic substances are formed, most of which are hydrolyzable forms, more mobile, easily absorbed by microorganisms and higher plants.

Microalgae are also actively used in domestic crop production. Employees

of the Institute of Biophysics and Cell Engineering of the NAS of Belarus have proved the high efficiency of the chlorella cultivation medium as a stimulator of plant growth and development. According to studies, priming (soaking) seeds of various flower (petunia, tagetes, ageratum), vegetable (cucumbers, beets, potatoes), cereals (barley, winter wheat) and legumes (peas) crops in water diluted *Chlorella* culture medium (*Chlorella vulgaris*) increases both germination and seed germination energy.

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ON THE FORMATION OF ENVIRONMENTAL KNOWLEDGE IN THE STUDY OF ZOOLOGY

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***Abstract.** The program of the section “Animals”, like the entire advanced program of the course “Biology”, provide sample opportunities for the ecological education of school-children, the formation of a responsible attitude to nature, understanding the scientific basis for rational use of its resources, and orientates students to practical activities in the field of environmental protection. The goal is to consider the possibility of forming ecological knowledge in the process of studying zoology.*

Keywords: ecological concepts, zoology, teaching methods.

For successful mastering of ecological concepts by students, it is important to constantly pay attention to their development and include them in a common system of zoological knowledge. The practice of working in school shows that students are most easily mastered by knowledge of adaptive features of the structure of animals, since they have already studied the structure of plants, bacteria, fungi, lichens. In the future, students can independently apply their knowledge of the relative nature of fitness for new objects. Constant attention to the formation of ecological concepts allows us to overcome the episodic, declarative character that environmental protection is often used in schools. The assimilation of these concepts serves as the basis for educating schoolchildren to love nature, understanding the importance of preserving the existing relationships in nature, participating in the protection of nature. In the section “Animals” there is a specification environmental concepts at new facilities, which are significantly different

from those studied previously. These differences due to the nature of metabolism in animals and their ability to move. An analysis of recent studies and publications that examined aspects of this problem and on which the author substantiates; allocation of previously unresolved parts of the general problem. For students to successfully learn environmental concepts, it is important to constantly pay attention to their development and include them in the general system of zoological knowledge. So, already in the first lesson on the study of animals, students become acquainted with their diversity and wide distribution; discusses the place and role of animals in nature.

Examples of positive and negative effects of animals on plants are examined. Formation of the goals of the article – consideration of the possibility of forming environmental knowledge in the process of studying zoology. A statement of the main research material with a complete justification of the scientific results obtained. Based on the students’ knowledge

of the Plants section, using animal wall charts against the background of the environment, the teacher introduces the concept of “environment habitat of animals.” Under his guidance, schoolchildren characterize habitat features known them specific animals, formulate and record in notebook definition of the concept: “the habitat is all that what surrounds animals and is directly or indirectly related to them.” It is important to constantly pay attention to the formation of this concept, since outside the habitat is impossible life activity of any living organism.

Gradually, schoolchildren learn the order of actions that they should take when compiling the characteristics of the animal's environment: name type of habitat according to the prevailing factor in it, list the factors of inanimate and living nature, show the influence of anthropogenic factors. In the process of studying the section, it is necessary to constantly enrich students' knowledge about the interconnection and interaction of animals and their environment. It can be shown with concrete examples that the effect of animals on the environment contributes to the creation of the necessary living conditions for individuals of this species. So, bees, collecting nectar and pollen, pollinate plants, which ultimately contributes to an increase in the number of honey plants. Fish release carbon dioxide into the water, which is used by aquatic plants. Plants in the process of nutrition emit oxygen necessary for the respiration of fish. These and other similar examples show students that the relationships in nature are extremely complex and may

consist of several intermediate links. In parallel with the concept of “habitat” based on of knowledge about the adaptive characteristics of plants, the concept of “adaptability of animals to the habitat” is being formed. The term “fitness” does not cause schoolchildren have difficulties. They are actively consuming his in the study of plants and animals, however far not everyone understands its meaning. Therefore, already at the initial stages of the development of a concept, it is necessary to introduce its definition: “Adaptations are structural features, animal life and behavior, allowing they survive in a particular habitat.” Practice at school shows that students the easiest way to learn about the adaptive features of the structure of animals, as they have already studied the structure of plants, bacteria, fungi, lichens. However, more often than not, schoolchildren in their answers limit themselves only to listing the adaptations available in animals, without associating them with environmental characteristics. It is important to develop the ability of students to correlate adaptations with certain environmental factors]. The identification of signs of fitness begins with an analysis of the material being studied: a description of the animal's habitat, isolation of individual structural features associated with the environment, then the data are generalized and a conclusion is made about the adaptability of this animal to a parasitic way of life. When summarizing knowledge about adaptive features hepatic trematode, bovine tapeworm and roundworm students compare their existing knowledge and find common signs

characteristic of parasite worms, formulate a general conclusion about the adaptability of animals to a parasitic way of life. At the study of subsequent objects, significantly different in their organization from parasitic worms, it is important to provide students with significant assistance with formulating conclusions about adaptive features of these animals, the concept of animal adaptability to the habitat cannot be complete if it does not include information about the adaptive nature of vital processes and animal behavior. Usually such information arouse interest and are easily remembered by students. But we should not be satisfied only with schoolchildren remembering interesting facts from animal life. Important make them understand that certain features developed in animals in the process of natural selection, when interacting with environmental factors environments

play a role in their survival. So, telling students that rain worms upon adverse conditions creep into the ground that the larvae of inactive toothless able to attach to the skin of fish and steam on them, it's important to clarify the meaning of these behaviors in animal survival. Learning about Migration fish, students learn that Far Eastern salmon swims to spawn from the seas against the current to the headwaters, where is the pebble ground.

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USE OF INFORMATION COMMUNICATION TECHNOLOGIES UNDER STUDY OF BIOLOGY

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***Annotation:** The modern period of the development of a civilized society, which entered the twenty-first century, is accompanied by an intensive development of information resources. New information technologies are being opened and improved, covering all spheres of human activity, including the education system. "The introduction of new information technologies in various areas of the modern education system takes on a larger and more comprehensive character"*

Key words: biology, communication. Biology recourses

Information and communication technologies – a set of methods, production processes and hardware and software tools integrated with the aim of collection, processing, storage, distribution, display and use of information in interests of its users. The social order of society, caused by the intensive development of information resources, also affects the professional activity of the teacher. Important the quality of a modern teacher is the need for ownership of information and communication technology competencies. "Information and communication technologies-competence – the personal ability of a specialist to solve a class of professional tasks associated with the use of information and communication technologies in their professional activities." There are many options for the application of information and communication technologies in the educational process. This largely depends on the teacher's ability to use this tool, correctly include it in the lesson, as well as the ability to work with information purposefully. In the field of traditional education A crisis

has long since matured, which almost all teachers recognize. It is clearly expressed in the following learning contradictions:

- between motivation and stimulation-teachings of schoolchildren. Stimulation is many times superior to motivation. Teachers complain that children do not want to learn, and students boredom, monotony and backwardness of study;

- between passively contemplative and active transformative types of educational activities. Teacher explains new material – the rest are listening and not listening. Such passive contemplation takes up most of the lesson.

The main criterion for the effectiveness of the teacher and the educational process is the quality of knowledge of students. This is also due to the fact that in school teaching practice the most typical shortcomings are clearly expressed: uniformity of lessons, template presentation of educational material by a teacher, insufficient teaching of independent work skills. At the same time, the studies showed that the use of Information and Communication Technologies increases the dynamism of the

educational process, activates the student's potential, increases the level of visibility, creates the possibility of brotherly communication between the teacher and the student, and also contributes to the change of activity at the lesson, expands the possibilities of independent work, allows providing the educational process with new teaching and methodological materials.

In the field of education, Information and communication technologies are used to achieve the following educational goals, namely:

1. The development of the personality of the learner, his preparation for independent productive activities in the information society.

2. The implementation of social order, due to the informatization of modern society.

3. The intensification of all levels of the educational process, The practice of our work at school has shown that the use of information and communication technologies in the organization of the educational process allows us to solve a number of problems of different directions: increasing visibility, increasing efficiency the learning process, the development of creative abilities, stimulating the motivation of learning, the development of cognitive interest, self-education and individualization of learning, identifying gaps in the knowledge of students. The use of additional information in the organization of educational-cognitive activities using modern Information and communication technologies and the ability to include this information in a lesson allow you to change the traditional teaching. In the experiment, we

came to the conclusion that Information and communication technologies in the traditional methodology should be used as one of the elements in the lesson at the beginning of the introductory, main or final part. In the experiment, the lesson used computer resonations, biological computer programs, computer testing. At the beginning of the lesson, the tools of Information and Communication Technologies were used to establish the relationship of the studied material with a new topic and to activate cognitive interest. For this, a video resource was used, followed by posing a question or demonstrating illustrations, posters, diagrams, tables, 3D models. In the main part of the lesson, with an explanation, depending on the content of the study In the lesson we used a biological computer program and video resource that revealed the dynamics of biological processes and phenomena. In the lesson, the study of new material. We used a comprehensive program, as well as an independent methodological material in the form of multimedia presentations. When repeating, summarizing and fixing material in the lessons, the control part of the comprehensive program was used, which allows you to check whether the student has learned the material studied.

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RESEARCH OF ANTIOXIDANT AND ANTI-RADICAL PROPERTIES OF EXTRACTS OF ROOTS AND ROOT ROOTS OF TIN (INULA L.)

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Abstract: *The antioxidant and antiradical properties of extracts of the roots and rhizomes of elecampane prepared with distilled water and a solution of ethanol 70 vol. % it was shown that water and ethanol extracts showed approximately the same antioxidant activity, but the antioxidant properties of the water extracts were negatively affected by the grinding of raw materials and an increase in the duration of extraction. the antiradical activity of ethanol extracts of elecampane was significantly higher compared to aqueous extracts.*

Key words: Elecampane roots and rhizomes, inula l., antioxidant activity, antiradical activity.

Antioxidants are vital substances that have the ability to protect the body from damage caused by oxidative stress. The body receives part of antioxidants with food, the fruits, vegetables, tea are most rich in them. Sources of antioxidants are many medicinal plants, in connection with which they are widely used in medicine as prophylactic agents to maintain the body under severe stress loads, as well as to facilitate the course of various diseases. Among these plants is elecampane.

Elecampane (*Inula L.*) is a perennial medicinal plant from the Asteraceae family, widely distributed in nature. More than a hundred species of elecampane are known to grow in Europe and Asia. In nature, it is found in humid places along the banks of streams, rivers and other bodies of water. Elecampane is also directionally cultivated as a medicinal plant.

Elecampane has been known since ancient times for its healing and culinary

properties. Roots and rhizomes have a specific sweetish smell and a bitter burning taste. In the food industry, elecampane is used in the manufacture of confectionery and drinks. The essential oil contained in the roots and rhizomes is used to flavor fish and culinary products. In medicine, elecampane preparations are used as anti-inflammatory drugs in the treatment of pulmonary and intestinal diseases. Numerous biologically active substances, elecampane give it a diuretic, choleric, expectorant, antimicrobial and anthelmintic effect. Elecampane roots contain up to 5% of essential oil with sesquiterpene lactones (mainly alantolactone and isoalantolactone), thymol derivatives, triterpenes, sterol, hydroxycinnamic acids (caffeine, chlorogenic, ferulic, hydroxybenzoic, etc.), various flavonoquinates, epic flavonoquinates, epicene, quercetin), ascorbic acid, camphor, chamazulene, waxes, sour (pectins) and neutral (inulin)

polysaccharides, coumarins and saponins. Alantolactone and isoalantolactone revealed hepatoprotective, antiproliferative, antitumor, anti-inflammatory and antimicrobial actions, as well as the ability to activate the action of detoxifying enzymes in liver cells. The main carbohydrate in the roots of elecampane is inulin, the content of which in the polysaccharide complex of the roots and rhizomes of elecampane can reach up to 44%. Inulin is a soluble dietary fiber and has a prebiotic effect, since it is not absorbed in the upper gastrointestinal tract, it stimulates the growth of bifidobacteria and lactobacilli, which helps to improve digestion, immunomodulating effect and effective absorption of calcium in the large intestine.

The aim of this work was to study the antioxidant and antiradical activity of water and ethanol extracts of elecampane roots obtained by various methods. Material preparation was carried out in two ways. In the first of them, the roots were preliminarily crushed in a laboratory mill LZM-1 to a powder state, and in the second, the marketed form of the roots, which were pieces with side sizes of about 5-7 mm, was subjected to extraction. To prepare water extracts, a weighed portion of crushed roots was poured into a flask, filled with distilled water at a ratio of 1:10, and the flask was placed in a boiling water bath for 15 minutes (infusion) and 30 minutes (decoction), constantly stirring. After removing the flasks from the water bath, the infusion was kept at room temperature for 45 minutes, and the broth for 10 minutes. Ethanol extracts were prepared as follows: a weighed portion of

elecampane roots was weighed in with a boiling 70% solution of ethyl alcohol in a ratio of 1:10 and extraction was carried out at a temperature of 70 °C for one hour with constant stirring on a magnetic stirrer with a heater. The prepared aqueous and ethanol extracts were filtered through a 0.45 µm filter and the filtrates were used to determine antioxidant and antiradical properties. The antioxidant activity of extracts from elecampane roots was determined by spectrophotometric ferricyanide method according to Lertittikul W. et al. The reducing force was expressed relative to the control – 0.01% solution of ascorbic acid. Antiradical activity was determined by spectrophotometric method proposed by Brand-Williams W. et al., Based on the use of the free stable radical of 2,2-diphenyl-1-picrylhydrosyl. The antiradical activity of the extracts was expressed in µmol / L Trolox-Equivalent – arbitrary units corresponding to the activity of a known concentration of synthetic antioxidant Trolox. The more pronounced antiradical activity of ethanol extracts of the roots and rhizomes of elecampane, compared with water, is probably associated with a lower polarity of the antiradical compounds of elecampane, so that they dissolve better in 70 vol. % ethanol solution. So, many hydroxycinnamic and hydroxybenzoic acids found in the roots of elecampane and possessing antiradical properties are better soluble in alcohols than in water. The solubility of flavonoids also increases with an increase in the mole fraction of alcohols in their mixtures with water.

Thus, according to the results of this work, we can say that ethanol extracts of elecampane roots are more promising sources of antioxidants for the food industry than water.

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DESIGN OF THE EDUCATIONAL-METHODICAL COMPLEX OF THE “METHODOLOGY OF TEACHING BIOLOGY” AND ITS USE IN PREPARING FUTURE BIOLOGICAL TEACHERS

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***Annotation:** The methodological approaches underlying its development are highlighted, the possibilities of application in the preparation of bachelors – future biology teachers, taking into account the requirements of the Federal State Educational Standard of Higher Education, are revealed. The components of the educational complex are characterized. Particular attention is paid to the design and development of a working curriculum of the discipline as a key component of the educational complex. The author describes many years of experience in using the educational complex in the formation of professional competencies of a bachelor of teacher education – the future biology teacher. The main forms of work are described in detail, the technologies used in the organization of the educational process on the course are disclosed. The materials presented can be used in the experience of university teachers on the course “Methodology of Biological Education”.*

Key words: Federal State Educational Standard; discipline; undergraduate studies; higher education; Teacher Education; “Methodology of teaching biology”.

Federal State Educational Standards of Higher Education (GEF HE) pay special attention to the requirements for the implementation of basic professional educational programs (BEP). As one of the main conditions, educational and methodological support is considered. Obviously, the leading place in this structure is occupied by the work programs of disciplines, practices, research work, independent work of students, the complementarity of which forms the educational and methodical complex (CMD). We consider the teaching materials as a set of teaching materials reflecting a systematic, multi-aspect description of the educational process, providing students with effective learning material and the forma-

tion of competencies for future professional activities.

The composition of the teaching materials of the discipline includes a work program, teaching materials of lectures, practical, laboratory classes; educational materials for organizing students' independent work (methodological recommendations for students on organizing independent work, guidelines for writing term papers, guidelines for writing graduate qualifications); industrial programs (pedagogical and practice for obtaining professional skills and experience of professional activity) practice, a fund of assessment tools for monitoring (current and mid-term).

A special place in the formation of professional competencies in the experi-

ence of our activity is occupied by seminar, practical and laboratory classes devoted to solving practical problems that a biology teacher daily encounters in the experience of his activity in a dynamically changing modern school. This is an acquaintance with the modern software and methodological support of the school biology course in GEF, the algorithm for developing a working curriculum in biology, a technological lesson map, the organization of project activities in the classroom and after school hours, the assessment of subject, meta-targeted and personal results, etc. The development of these issues is one of the areas of our scientific interests, and in this area we transmit our experience quite widely.

This teaching materials is used in the educational process with the aim of forming and developing competencies in professional activities in the field of school biological education in the context of the implementation of the federal state educational standards of general education by educational institutions of the country.

The totality of all materials included in the CMD of the discipline allows us to fully prepare bachelors for practical training, on which the formation of professional competencies is most clearly manifested. Such practice in our branch is organized on the 4th and 5th courses and is designed to ensure consolidation of theo-

retical knowledge gained in the learning process, the acquisition of research skills and the formation of competencies at the operational and tactical level, the acquisition of experience of independent research activities, the development of knowledge, skills, students' skills to perform graduate qualification work and prepare for future professional activities in the context of the implementation of the competency-based approach.

In conclusion, it should be noted that the preparation of bachelors of teacher education for the implementation of professional activities as a school teacher remains an urgent problem of higher teacher education. It still requires a deep theoretical foundation, the search for new ways and solutions.

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ROLE PLAYING: ACTIVE TRAINING METHODOLOGY IMPLEMENTATION IN THE COURSE «BIOLOGY TEACHING METHODOLOGY»

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Abstract: *The article describes the use of active training methodology as illustrated by «Teacher-student» role playing in the educational process.*

Key words: active training methodology, role playing, pedagogical activity.

The great transformations of science and education in our country significantly affect the whole learning process. The requirements for a university graduate are growing rapidly. On the background shrinking hours for most fundamental subjects arises the need to apply various methods of active learning. Active teaching methods are those methods that maximize the level of cognitive activity of students, awaken them to diligent teaching. Today, teaching methods are one of the essential and complex problems in the methodology of teaching biology. On the development of teaching methods biology, including active, influence the methods of biological science and practice, trends in methodology, achievements in didactics and biology methods. Active teaching methods are now generally considered to be the best practice training, allowing you to fully not only develop skills, but also to fully absorb the material with benefit for yourself. In our information age with its inexhaustible Internet resources, it becomes important not to be able to find the right one. information, material that is in excess posted on the network, and use the knowledge gained in

practice. Modern Active learning methods – these are methods aimed at enhancing the thinking of students, characterized by a high degree of interactivity, motivation and emotional perception of the educational process, and allowing: to intensify and develop the cognitive and creative activities of students; increase the effectiveness of the educational process; to form and evaluate professional competencies, especially in terms of organizing and performing teamwork.

Preparation of students for professional activities begins with the first lectures and laboratory studies on the methodology of teaching biology. Of greatest interest classes where students act as teachers and students. During the game, student the audience turns into a class in which the student-teacher conducts the lesson, trying comply with all the requirements for a modern lesson. Each a student in all areas of biology should give a lesson using modern technology training, visual aids, a variety of methods and techniques in depending on the topic and type of lesson.

The goal of the “Teacher-student” game is for the student to conduct a les-

son on the topic of his choice over the course of 45 minutes, acting as a teacher, while classmates – in the role of students. The teacher, who is also in the audience, only observes the process, if possible without interfering with it, without commenting. “Teacher”, using all available teaching aids, must not only give a new material on the topic, but also to update knowledge, consolidate the information received in the lesson. If the “Teacher” has time (in most cases this happens), then the game does not stop, and with the help of ingenuity and some pedagogical technologies, he must solve this situation and make full use of the study time. At the end of the game, “Teacher” analyzes his lesson, highlighting the positive and negative points, and only after that students express their opinion on lesson. This gameplay includes the entire audience. “Pupils” not only analyze the lesson of “Teacher”, but also make appropriate notes in the notebook during the lesson, offer alternative ways to solve some learning problems at the end of the lesson tasks that, in their opinion, were not entirely successful. In a group analysis of the game in the audience, it is important to teach students to correctly evaluate the lesson according to the following criteria: ability to work with the class; training material, equipment and its rational use; additional literature; competent combination of verbal, practical, visual methods teaching; ability to hold on; correct speech, judgments; assessment of students’ answers. In the game “Teacher-student”, students think about how to correctly apply the knowledge gained in lectures in real life.

After the game, students have a new attitude to the lesson. It ceases to be a forty-five minute period for them, but becomes a mono-play, a strategy. In this game process, recreating all the elements of the lesson, forming “reasonable, reflective” thinking, which allows you to objectively reason, act logically in accordance with common sense, you are given the opportunity to look at things from different points of view and abandon your own preconceptions, come to new solutions school education problems. Only such an approach can and should prepare students for their future practical activities at school and during teaching practice. Competencies are improved, such as information, communication, research, cognitive.

It is important to note that after such gaming lessons are destroyed such pedagogical stereotypes as:

- I will always meet the time in the lesson;
- I can use any equipment;
- I will be able to control discipline in the classroom;
- I have sufficient knowledge of the subject;
- I can correctly assess the answers of students;
- I present the material in an interesting and understandable way.

As a result of the series of the game “Teacher-student”, we offer recommendations for the conduct and design of the game.

1. The topic of the lesson should be included in thematic planning one of the copyright lines used in schools in the region.

2. The class should be fully equipped with textbooks of that author's line, according which is given a lesson.

3. Before the game, a lesson summary, drawn up according to a specific pattern with the allocation of the type of lesson, goals, objectives, equipment, methods learning, basic content and questions.

4. The rules of the game are established, which includes not only the duration the lesson, but also the compliance of the stages of the lesson with the planned temporary intervals (cyclogram).

5. Analysis of the lesson begins with introspection of the "Teacher", which notes the positive and negative sides of the lesson.

6. Analysis of the "Pupils" begins with the positive aspects of the lesson and ends wishes.

7. The teacher of the discipline concludes the discussion, analyzes the statements audience, evaluating the work in the game of each participant. According to most participants in the Teacher-Student series of games, the use of this active learning method not only contributes to the successful absorption of knowledge, received in the lecture and laboratory course of the subject, but also forms a positive attitude to the profession, reduces anxiety before passing teaching practice.

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TEACHING PRACTICE AS THE MOST IMPORTANT COMPONENT OF THE METHODOLOGICAL TRAINING OF BIOLOGICAL STUDENTS

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***Abstract.** The paper pays attention to the practical orientation of students' professional training at pedagogical universities. The author considers that pedagogical practice is the most effective form of a prospective Biology teacher training, when professional competencies develop on the basis of professional problems solving in a real educational process at school. The paper presents the study results showing that the content of pedagogical practice, structured as a set of educational and professional tasks corresponding to the professional tasks of a teacher,*

Keywords: pedagogical practice, content of pedagogical practice, Biology teacher's professional activity.

The study results showing that the content of pedagogical practice, structured as a set of educational and professional tasks corresponding to the professional tasks of a teacher, develops students' interest in the professional work of a Biology teacher. When selecting the content of the pedagogical practice, it should be taken into account that students face problems arising in the conditions of the real educational process; actively interact with all participants in the process, learn to think critically, make responsible decisions. It was noted that the lack of willingness of modern students to solve professional tasks of a Biology teacher is explained by the students themselves for several reasons: lack of desire to work at school due to low wages; lack of knowledge and skills in Biology and methods of teaching Biology; indiscipline and gaps in knowledge; health problems. It was revealed that students are not ready

for pedagogical practice at school because of a low level of some methodological skills important for the work of a Biology teacher. Changes in education determine new problems and new requirements for the training of teachers. Concerning in the Concept of support for teacher education, three groups of problems existing in teacher education are noted:

- the problem of entering the profession (low medium score of applicants entering pedagogical programs; low percentage of employment of graduates of pedagogical universities of the specialty);
- the problem of training (low level of professional readiness of graduates; insufficient time allocated to production (pedagogical) practice; weak activity component in preparing students; lack of communication between the study of academic disciplines and the needs of real school practice.
- the problem of retention in the profession (lack of forecasting the needs for

the teaching staff of the education system; insufficient responsibility of the regions for non-fulfillment of employment graduates; lack of effective mechanisms attracting the most capable teachers to the profession graduates; lack of professional support and support for young teachers

These tasks consist in mastering professionally significant methods of designing and implementing the process of teaching biology at school, focused on achieving personal, meta-subject and subject learning outcomes. Today, a particularly urgent task is to develop students' interest and motivation for the pedagogical profession and pedagogical activity. The specifics of a teacher's professional activity is that it is based on knowledge and skills in how to implement a future education that has not yet been realized process. That is why the most complex process of forming the personality of the teacher himself occurs in the activity. In order for the future teacher to become the subject of pedagogical activity, in the process of his professional training, the ability to design his own pedagogical activity and the reflection of his own pedagogical experience should be formed.

Pedagogical practice promotes the development of students not only professionally significant types of activities, but also creates the conditions for students to fulfill the basic functions of a biology-information teacher, developing, orientational, constructive, communicative, organizational, research. When selecting the content of industrial (pedagogical) practice Today it is important to consider the following:

- students during practice encounter real pedagogical problems;
- students learn to solve problems in conditions real educational process at school;
- faced with the pedagogical reality and solving problems, students think critically and make responsible decisions

Another group of educational and professional tasks, solved by students during pedagogical practice, is associated with a professional task – the creation and use of educational environment for pedagogical purposes. Therefore, the content of the pedagogical practice included educational and professional tasks, the solution of which required students to carry out different methods of professional activity of a biology teacher, namely:

- active participation in the organization and use of the subject environment (biology cabinet, educational laboratories, libraries, natural and cultural environment);
- the study of the relationship of the process of teaching biology in this school with the educational process in institutions of the system of additional education;
- the use of objects of the natural and socio-cultural environment for the purpose of teaching biology, recreation and health improvement for students

Another group of educational and professional tasks corresponding to the professional task teachers for the design and implementation of professional self-education of students, assumed work in library collections, with a base Internet data, a study of the literature on the tech-

nique biology education; work with multimedia, audio and video materials; conducting research on the topic of graduation work. The inclusion of educational and professional tasks in content of pedagogical (trainee) practice It turned out to be a factor influencing the development of interest in pedagogical activity. For diagnosis student motivation for teaching the questionnaire "Student Attitude to Research Activities" was applied. Analysis of the results of students' answers to the question questionnaires "Are you interested in the professional activities of a biology teacher? If yes, why then?" (the survey was carried out before passing the pedagogical (internship) testifies that for 42.8% of the students surveyed (total

28 people) pedagogical activity is not interesting, some students (21.42%) left this question unanswered, and only 10 people (35.7%) expressed interest in the teacher's professional activities, but most of them did not specify why they are interested in activities biology teachers.

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ENVIRONMENTAL CLASSIFICATION OF THE TERRITORY OF THE SOUTH ARALYA WITH FORECAST OF POPULATION HEALTH CONDITION ON THE BASIS OF CLUSTER ANALYSIS

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***Annotation.** The results of the analysis of the relationship between the data of long-term environmental monitoring of the environment and the incidence rate of the population of type 1 diabetes. Thus, based on the studies, it is established that the proportion of the influence of adverse environmental factors on the epidemiological indicators of type I diabetes increases with increasing environmental load. The results of the studies also made it possible to establish that in environmentally favorable conditions in the territories of Karakalpakistan the incidence of diabetes mellitus appears to be dependent on environmental factors in 4.25% of cases, on environmentally conditionally favorable cases in 10.15% of cases, and on environmentally unfavorable cases in 13.75% of cases.*

Key words: health condition, methodology, Environmental monitoring.

In the spyware system of healthcare in almost all countries of the world, diabetes is confused by one of the problems of paramount importance. The onset of the disease and the development of the JSC is associated not only with medical and social, but also with environmental problems. Therefore, the identification of the incidence of the population, taking into account the environmental conditions of the territory, is becoming relevant. An increase in the incidence of diabetes is observed regardless of the successes achieved in studying various aspects of the development of the disease, the devel-

opment of new diagnostic methods, and the introduction of modern treatment methods. This, of course, is associated not only with a genetic predisposition to the disease among people of different nations, but also with environmental factors. In addition, the latest modern honey and social studies confirm that the environment and anthropogenic factors have a special place in the onset and development of diabetes mellitus. In this regard, the identification of a quantitative relationship between the incidence rate and the state of the environment, as well as the development of environmental principles for predicting the incidence of diabetes in the population in the territory of Aralia,

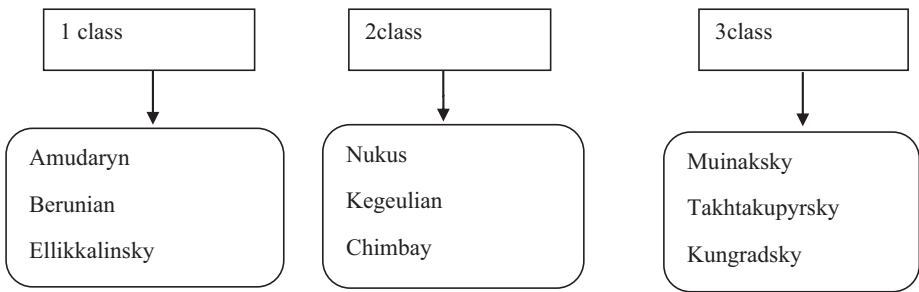


Fig. 1. Classifications of Karakalpakstan districts based on cluster analysis

are of great scientific and actual value. After gaining independence, republican-scale reforms were carried out in the medical and social sphere.

In the Strategy for the Further Development of the Republic of Uzbekistan, “carry out systemic measures to mitigate the agrarian impact of the drying of the Aral Sea on the livelihoods of the population” and “increase the incidence rate and life expectancy among gestation” are outlined as special tasks. Based on these tasks, the identification of dependencies and environmental conditions of the population

The prevalence and prevalence of type I diabetes mellitus and the organization of scientific research should be aimed at predicting the incidence of diabetes mellitus based on comprehensive environmental analyzes. The habitat analysis of children and adolescents born and living in the South Aralia region was carried out based on the collection and processing of ecological and hygienic information on the composition and severity of adverse environmental according to the ecology laboratory of the Republican Center for Sanitary Epidemiological Supervision of the Ministry of Health of the Republic of

Karakalpakstan. Database supplied by the Main Hydro meteorological Center of the Republic of Karakalpakstan.

The research methodology is based on international principles of organization and management of medical and environmental research. To analyze the trend in incidence rates, absolute growth and decrease, with those of growth and decrease, were calculated. To correctly compare the incidence rate, standardized incidence rates were taken into account using the direct standardization method, in which the incidence rate was considered for a standard human population. The environmental characteristics took into account the amount of various emissions of polluting substances into the atmospheric air of the territories from stationary sources, the amount of pesticides introduced into the soil and the amount of pollutants in the wastewater discharged into open water bodies, as well as the quality of drinking water used by the population of Karakalpakstan.

At the first stage of research, as a result of long-term environmental monitoring of the environment and the incidence rates of the studied population groups, the environmental conditions in the

southern Aral Sea region were stopped, which include significant fouling of atmospheric air, drinking water, agricultural land, water bodies with household and domestic wastewater.

To prove the quantitative effect of anthropogenic contagious agents on the incidence of adult and children of type 1 diabetes, mathematical models were constructed with the calculation of the coefficient of determination (R^2), reflecting the effects of each polluting factor.

The information obtained on the incidence rate and the ecological classification of the regions of the incidence rate makes it possible to assess the state of the incidence rate by territorial units to carry out a comprehensive assessment of the incidence rate taking into account the obtained forecasting results and classification taking into account the integrated approach. Analysis and verification of forecast models showed that the accuracy of forecasting is quite high, the results are acceptable for making managerial decisions in the selection of preventive measures and rehabilitation measures in the formation of targeted comprehensive programs.

Based on the simulation, the regions of the Southern Aral Sea region were ranked by the incidence of type I diabetes. As a result of the cluster analysis, all the regions of the region were allocated into three classes according to the type of diabetes. Statistical processing was carried out using the CSS biomedical package, and the Euclidean distance was used as a measure of proximity. Cluster analy-

sis made it possible to distinguish 3 classes, among which 1 class with a low level of health: 2 – class with an average level of disease; 3 – class with a high level of disease.

Note that by the 1st class with the expected low incidence of type 1 diabetes, all the southern areas of the Aral Sea region – Amu-Darya, Berunny, Ellikkal and Turtkul – were allocated. By the second class, with an average level of diseases, only Nukus, Kegeyn, Chimbay, and Karauzyak districts were allocated from the central regions. And to the 3rd class with the expected high incidence of type 1 diabetes, the following northern areas were identified: Muinak, Takhtakupyr and Kungrad, Kanlykul, and also from the central zone – Shumanai, Khojeli districts.

Thus, on the basis of the studies, it was found that the proportion of the influence of adverse environmental factors on the epidemiological indicators of type diabetes increases with the increase in environmental load. The results of the studies also made it possible to establish that in ecologically favorable conditions in the territories of Karakalpakistan the incidence of type I diabetes is dependent on environmental factors in 4.25% of cases, on environmentally conditionally favorable – in 10.15% of cases, on environmentally unfavorable – in 13, 75% of cases.

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THE POLITENESS PRINCIPLES IN ENGLISH

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Annotation: *Politeness can be realized through two main rules: Don't impose and Make H feel good (Lakoff, 1975). These two rules actually represent two important aspects of politeness related to face these are negative and positive politeness. So, part of the story is that to say that someone is polite would mean that this person shows possession of good manners and consideration for others.*

Keywords: paralinguistic, maxim, relative harmony, generosity, antipathy, theory, politeness strategy

It is to be kept in mind that politeness involves not only linguistic realizations, but also the "broad communicative spectrum including paralinguistic and kinetic details" (Brown and Levinson, 1978: 58). Consequently, the way a conversation is conducted, for instance, is seen as part of a behaviour which can be labelled either polite or impolite. Hence, it is said that speaking at the time one should keep silent or keeping silent at the time an answer is expected as well as interrupting a speaker are all judged to be instances of impoliteness

During the 1960s, philosophers and linguists have become attracted to the pragmatic study of language, i.e. they developed an interest in the way language is used in communication between people. In 1962, Austin introduced his theory of speech acts, in 1969 Searle elaborated on it; then came Grice in 1975 with his cooperative principle (henceforth: CP) and its four maxims to study discourse.

. Leech's Modal of politeness

Leech (1983) defines politeness as forms of behaviour that establish

and maintain comity. It is concerned with the participants ability in a social interaction to engage in interaction in an atmosphere of relative harmony. Leech's model of politeness is represented by the politeness principle which is realized maxims which can be briefly stated as follows (Leech, 1983: 132):

1. The Tact maxim

Minimize cost to other; maximize benefit to other.'

The tact maxim is concerned with a scale of cost-benefit which Leech (ibid: 107) illustrates through the following examples, arranged from (cost to hearer) to (benefit to hearer):

1. Peel these potatoes.

2. Hand me the news paper.

3. Sit down.

4. Look at that.

5. Enjoy your holiday.

6. Have another sandwich.

2. The Generosity maxim

Minimize benefit to self; maximize cost to self

The maxim of generosity centers on the speaker, and says that others should be put first instead of the self.

(4) You must come and have dinner with us. (p. 133)

3. The Modesty maxim

Minimize praise of self; maximize dispraise of self

In this maxim, speakers should be modest in their behaviour in the sense that they should express commendation to other but not to self

(6) How stupid of me!

(7) a- They were so kind to us.

b- Yes, they were, weren't they? (p. 136)

4. The Agreement maxim

Minimize disagreement between self and other; maximize agreement between self and other.

It is in line with Brown and Levinson's positive politeness strategies of 'seek agreement' and 'avoid disagreement,' to which they attach great importance. However, it is not being claimed that people totally avoid disagreement. It is simply observed that they are much more direct

in expressing agreement, rather than disagreement.

(8) a- English a difficult language to learn.

b: True, but the grammar is quite easy.

5. The Sympathy maxim

Minimize antipathy between self and other; maximize sympathy between self and other.

This includes a small group of speech acts such as congratulation, commiseration, and expressing condolences – all of which are in accordance with Brown and Levinson's positive politeness strategy of attending to the hearer's interests, wants, and needs.

(9) I am sorry to hear about your father.

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BUKHARA IS IN NOTES OF IOSIPH WOLF

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***Annotation:** In the first half of the twentieth century, the Central Asian khanates became a region where the interests of Great Britain and Russia were at stake. This situation reached its peak during the reign of the Emirate of Bukhara in 1827-1860 during the rule of Amir Nasrullo Bakhodirxon. English spies and missionaries, including Arthur Connolly, Charles Stoddart, Shakespeare, and Joseph Wolf, came to our country during this time.*

Keywords: stake, tradition, ambassador, special committee, circular spaces, missions, political, historical issues.

In the first half of the twentieth century, the Central Asian khanates became a region where the interests of Great Britain and Russia were at stake. This situation reached its peak during the reign of the Emirate of Bukhara in 1827-1860 during the rule of Amir Nasrullo Bakhodirxon. English spies and missionaries, including Arthur Connolly, Charles Stoddart, Shakespeare, and Joseph Wolf, came to our country during this time. Their main purpose was to adapt the Central Asian Bukhara, Khiva and Kokand khanates to the British interests and to encourage their allies to form an alliance against Russia. One such ambassador, diplomat, traveler, and missionary is Joseph Wolf. He was born on May 2, 1795, in Veilersbach, near the town of Bomberg, Germany. Wolf's father, David Wolfe (born 1760), until 1790 Veilersbach. He then worked as a rabbi, a Jewish community clerk in Kissengen, Halle, and Uhelfeld.

Josephine, a bishop of Leginsburg, has been converted to Christianity by reading the books of von Sailer. It is clear from his youth that Joseph was brought up as a

Christian priest. He continued his studies in Tyubengen and Rome. After a while he came to England and entered the Anglican Church in Cemberg where he studied Oriental Studies and Theology. He began his efforts to spread and spread the Christian doctrine in the East in 1821. It is known that he was originally a missionary and not a traveler or an embassy official, and he has organized missions in Egypt, Sinai, Jerusalem, Aleppo, Mesopotamia, Iran, Georgia and Crimea.

A special committee, named after Charles Stoddart and Arthur Connolly, organized by the British government, sent Joseph Wolf to Bukhara in 1844-1845 to determine the fate of two officers. Joseph came to Bukhara with documents given on behalf of the Turkish Sultan [2, p. During his time in Bukhara, Wolf provided valuable information about the Bukhara Emirate in a later work, *The Adventures of Joseph Wolf*, published in London in 1860. All information in the article is from the second volume of this issue. In particular, it contains information about Bukhara: "Bukhara is worth several de-

scriptions. Bukhoro is surrounded by deserts, and the river Vafkand (Wobkand) is washed away a small part of it. It irrigates the most fertile valleys in the middle of the desert. With all the fruits of Europe and Asia, Bukhara has 22 caravans of sheds, 360 mosques, 15,000 circular spaces and 11 gates of English mileage. There is also an old palace (royal palace) in which the king lived. Bukhoro The city built during the Afrosiab era was rebuilt in the time of Alexander the Great. He became a competitive city in Samarkand. "[1, II. r. 350].

Wolff also refers to the houses of Bukhara: "but the houses of Bukhara have neither windows nor roofs" [1, II. R.336] The population of Bukhara together with the remnants of the Jews, the Tatar, the Tatar, the wilderness, the Naga, the Nugay, and the Tadjiks, who sought help from wood and stone worshipers on Mount Ural, were about 180,000. There were also Afghans and Marwais. There were also 15,000 Jews, including Uzbeks, who differed in their occupation, trade, and appearance. They (Bukhara Jews) wore a small hat and a belt around their waist like an island surrounded by the ocean. They have once been a Russian spy, and now the British Empire is a painter and silk trader who is spying on the Kokand Khanate and Khotan. "[1, II.p.355-356]. It says: The Jews lived in Bukhara for centuries, but after their exile in Chigatay they settled in Khorasan in Sabzar, Nishapur and Shakhrisabz, and centuries later they moved from Shakhrisabz to Bukhara to Samarkand and Balkh. Amir Kuragon has given them many priv-

ileges and conditions.

He adds: "The respected people of Bukhara were dressed in white velvet dresses, like the English custom. There was a tradition among the Bukhara people during this period of Persian turbans and hats. "[1, II, p. 345] Wolf leaves a commentary on education in Bukhara: "The knowledge of Bukhara consists of Persian and Arabic." [1, II, p.346]. Joseph met with the Bukhara leader in Bukhara to discuss religious, economic, political and historical issues. In his memoirs, Joseph tells Wolf that he has never heard of Temur and Timurids in Europe, and Wolf tells him that he knows about the dynasty and says: He is well-known for his father's name, pada Temurlang. " Murcroft also tells of the embassy: "Murkfort came from the Emirate of Bukhara during the Haidar but was poisoned when he returned to Andhoi, but two of his companions were killed in another city, one was half British and half Indian. In fact, Murcroft's mission was sent by the British government to Ladak to buy horses, and from Kabul to Bukhara. He brought with him British ambassadors, along with a group of 30 Indian and two Indian and a half Indian assistants and a group of musicians. They arrived in Bukhara during Amir Haydar's time.

They were given a gift of 1,000 rupees with a cannon which they brought with them to Emir as a gift, which they received with great respect. They then returned to Andhoi on their return, and in a short time they were killed and none of them reached India "[1, II p.348]. Mullo Badriddinbek, who lives in Bukhara, de-

scribes the caravanserai: "I was often invited by Afghan and Tadjik traders. They gave a lot of information about the Russian Empire. There were also traders from India, Saratov, Astrakhan, Makariev, Russia. When I used to eat with Afghan merchants, they would often eat horse-drawn soups, but I was reluctant to eat them." [1] II. R. 346]. Here Wolff also provides information about Bukhara bread: "The Bukhara bread is the best bread in the world. They are made in the same way as gum bread – brasket, that is, in the form

of a bag (guitar, circle). "It is known that Wolff has published several articles on travel and trips in several magazines. His famous two-volume Josef Wolf's Adventures was published in 1860.

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HISTORICAL SERVICES OF AMIR TEMUR

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The article states that Amir Temur's accomplishment works in consultation with the scholars and scholars in the field in addressing every issue of national importance. It is said that good craftsmen have been brought to Samarkand by the construction of architectural structures in every country. Temur paid special attention to the capital of his country, Samarkand, where he established a variety of livestock. The article explains the role of Amir Temur in the statehood of Uzbekistan

Keywords: history, palace, mausoleum, mosque, scholars, town, main headquarter.

During the years of independence the right to study ancient history, as well as to study and propagate information about human history, was improved. The result is published in many scientific and popular works. They will be replaced by places specially prepared for Amir Temur. The work of our great great ancestor is versatile and comprehensive, with many aspects that cannot be covered. Formation of mind, knowledge and world view, harmonious and whole activity. You can send it as an example of Amir Temur. He is a very powerful, strong-willed, brave, courageous, entrepreneurial and patriarchal, who builds a powerful kingdom over a long-standing country. Amir Temur is the founder of the great state. It was founded along with India, a vast centralized sea, covering vast territory from China to the Black Sea, from the Syrdarya and the Aral Sea to the Persian Gulf. In addition, Amir Temur's country located near Asia Minor, Syria, Egypt, and northwestern Lower Volga, northeast to Lake Balkhash and Ili River, and south-east to north India. Amir Temur ruled the state on a rational and legal basis. "The ninth share of the affairs

of the state was a council, a solution and a consultation, and the other half with the sword." History knows many people who lived in this ancient world. he always cooperates. "If I got a brick, my seat, if you cut down a forest tree, I planted a tree on your feet" Amir Temur has restored a number of cities, including the Amir Temur Mosque in Tabriz, The palace in Sheroz, a madrassah in Baghdad, but the main functions involved Kesh and Samarkand. According to the historian Sharifiddin Ali Yazdi, it was possible to rename the city of Kesh in 1378 to Shahrisabz. This city has four gates. The two sides of the city, which can be built on this fourth gate, are once in the city, adding a neighborhood to the resort.

In Kesh, he built a mausoleum on his father's grave, a mausoleum for his son Jahongir. In the early years of Amir Temur's rule, he intended to turn Kesh into the capital and built the White Palace here. The cache has been awarded the title of Qubbat ul-ilim wa'lal. Samarkand, the capital of the kingdom, flourished during the reign of Amir Temur. In the city, palaces, mosques and madrasas will be built

by builders from Isfahan, Sheroz, Aleppo, Khorezm, Bukhara, Karshi and Kesh. The Kuksaray and Bostansaroy settlements are located in the city. Spanish ambassador Clavijo who visited Samarkand in 1403-1404, was amazed to see the work carried out by the decree of Timur. The mosque, also known as Bibikhanim, was also built at that time. The gardens built by Amir Temur, such as Garden Dilkusho, Garden Chinor, Garden Behisht, Garden Wind, are examples of gardening at that time. The outskirts of the city were surrounded by six gates, including Ohanin, Sheikhzoda, Chorsu, Korizogor, Suzangarova Feruza. Dozens of irrigation networks were already set in Zarafshan. According to Ibn Arabshah, several villages have been named after famous cities: Egypt, Baghdad, Sultanate and Sheroz. Amir Te-

mur had a deep knowledge of Turkish, Arab and Iranian history. He always consulted experts in the field to solve a problem. In short, Amir Temur was an embodiment of a complex thinker of a society that was formed in the Middle Ages. He was an example of high military genius, and diligently served his community. Amir Temur as the famous statesman, the creator, the great commander of his time plays an important role in the development of Uzbekistan.

Data taken from:

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VITAMIN DEFICIENCY IN ANIMALS

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Vitamin D (calciferol) Controls metabolism in the body. This vitamin deficiency causes rickets in young farm animals, their feet are wrinkled, and the joints are swollen; In adult animals, osteomalacia and osteorheia suffer, and the levels of calcium and phosphorus in the blood are significantly reduced.

Reduced appetite, reduced productivity, impaired walking, impaired sexual function, stagnation, postoperative complications, hoof disorders, tooth decay, and fracture of the bones.

Vitamin D deficiency in birds causes rickets, bones in the thigh, and swollen joints; egg yolk is contaminated, with vitamin D in its yolk, negatively affecting the quality of incubation; The chickens that produce these eggs are of low vitality and are susceptible to various diseases.

In the absence of vitamin in nutrients, it is ergosterine-provitamine (vegetable oils, yeast) and 7-dehydrocholesterol (in the subcutaneous animal skin and animal fats) is converted into biologically active vitamins D2 and D 3 as a result of natural or artificial ultraviolet radiation.

In mammals, vitamin D2 and D 3 are of the same value, and for birds it is 30 times more active than vitamin D 2 and vitamin D

2. Therefore, 7-dehydrocholesterol is produced artificially from animal sterols for poultry.

02525 mg D 2 – calciferol vitamin is internationally accepted. During the summer, the requirement for vitamin D for all farm animals is met when they are stored on pastures or in open spaces.

Sometimes these animals have their reserves and accumulate in the liver.

If animals or poultry are kept indoors all year round, they should take the necessary vitamin D nutrients or be artificially irradiated by UV rays.

Vitamin D is more common in sun-dried hay, in senescence, and less in artificial dried hay, silage, and colostrum than in milk. The demand for vitamin D in cattle and pigs can be met by irradiated yeast; 1g of irradiated yeast contains 4000 XB of vitamin D 2; 1 kg of yeast is enough to feed 3-4 tons of cattle or pork mix.

In birds, the use of vitamin D in the form of casein concentrate gives good results. Hypervitaminosis D and hypovitaminosis D are harmful to animals; excessive levels of calcium exacerbate calcium excretion in the kidneys and blood vessels; hypervitaminosis is most often expressed in digestive disorders.

Vitamin Ye (tocopherol). It helps to absorb and store vitamin A and carotene in the body. Deficiency of Vitamin E in the body accumulates fat metabolism, causes disorders of reproduction in animals and muscular dystrophy Hypovitaminosis E breeding male genital and reproductive hormones; The quality of the seed cells is declining and eventually not produced; The function of the seed is disrupted and the size of the seed is reduced.

Fertility is normal in females, but the herd may die or fall off at the beginning of the pregnancy. Natural substances are d, β , g, s-tocopherols, d-tocopherol is commercially produced, and 1 g is d-tocopherol XB. Vitamin E is most commonly found in cereal oil, corn and fish flour.

In practice, hypovitaminosis is rare, and when nutrients are deficient, it is usually added to the feed.

Vitamin K (filloxinone). Natural products Source: Vitamin K 1 and K 2 are sources of vitamin K, herbs, hay, silage, leaves of root vegetables, herbs, soybeans; cereals and roots are scarce; microorganisms that function in the digestive system of farm animals produce vitamin K; milk and eggs are poor in vitamin K. When vitamin K is insufficient, the blood pressure decreases, that is, prothrombin does not form in the liver, resulting in intestinal bleeding, and migraine in the pancreas.

All ruminants satisfy their requirement for vitamin K at the expense of nutrients and microorganisms, but only for agricultural poultry.

B vitamins. This water-soluble group contains vitamins B 1 (thiamine), B 2 (riboflavin), B 3 (pantothenic acid), B 4 (holoc acid), B 5 (RR nicotinic acid), B 6 (pyridox-

ine), B 7 (N1 biotin), B 8 (inositol), B 9 (folic acid), and B 12 (cyanocobalamin). Except for nicotine acid and choline, vitamins of this group are not synthesized in the body. Basically B group vitamins are fed by animals and by the activity of microbes in the digestive system. In particular, adult mammals can fully meet their group's vitamins at the expense of microorganisms that function in the anterior stomach.

The B group vitamins are regulated only in pigs, poultry and fattening animals, and are sometimes taken into account in the breeding of calves and lambs.

In the normalization of group B vitamins, one animal is prescribed in milligrams per day, or 1 kg of feed, or 1 kg of dry matter per milligram.

Vitamin B1 (thiamine). It is a part of the enzyme decarboxylase. Its deficiency increases the release of pyrrhinogradic acid in the tissues, causing the metabolism of water, protein, carbohydrates and fat in the body; loss of appetite, growth stagnation, cardiovascular activity interrupted; the heart is enlarged, blood is pumped to the heart muscle; In the chickens, the poultry moves slower, the muscles of the feet and neck are paralyzed, and in adult birds the ovaries are reduced and the eggs are not well-nourished. In pigs, hypovitaminosis of B1 causes relaxation of the legs, and in horses, the plane of movement is suppressed. Hypovitaminosis B1 is most common in poultry and fur animals. Vitamin B1 is most commonly found in legumes and cereals, bran, corn and nutritional yeast. Vitamin B1 is found in sufficient amounts of high quality nutrients and high quality hay; Crystalline thiamine-hydrochloride is taken as XB.

СОПОСТАВИТЕЛЬНО-ДИАЛЕКТОЛОГИЧЕСКИЕ КОМПЕТЕНЦИИ КАК ОДИН ИЗ ВИДОВ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ

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***Аннотация:** В этой статье рассматривается сопоставительно-диалектологическая компетенция как из один видов социолингвистической компетенции. Данная статья посвящена созданию диалектологической компетенции на сопоставительном уровне.*

Ключевые слова: социолингвистика, сопоставительном уровне, создать, совершенствование.

В «концепции развития системы высшего образования республики Узбекистан до 2030 года» определено, что «повышение качества подготовки высококвалифицированных кадров, развитие человеческого капитала на основе требований рынка труда для модернизации и стабильного социально-экономического развития страны» [1, с.7]. Целью образования становятся не просто знания и умения, а определенные профессионально значимые личностные качества, формирование и развитие ключевых компетенций, которые должны обеспечить «.....интеграцию личности в системы мировой и национальной культуры» [2, 245 с.].

В настоящее время требуется профессиональный педагог, обладающим высоко развитой учебно-ключевой компетенцией, свободно ориентирующийся в разных обстоятельствах, способствующий привыкание учащихся в интернациональную культуру, путем

содействия осознанию ими собственной национальной культуры.

Совет Европы выделяет 5 базовых компетенций, необходимых сегодня любому специалисту, в том числе учителю: политические и социальные; компетенции, касающиеся жизни в поликультурном обществе; компетенции, связанные с возникновением общества информации; компетенции, реализующие способность и желание учиться всю жизнь; ...[3].

Образование настоящего времени, обращенная к человеческому фактору в языке, к выявлению того, как используется язык субъектом речи, напрямую зависит от его ключевой компетенции. Антропоцентрический по своей сути, язык не только выполняет сугубо прагматические функции коммуникативно-обслуживания общества, но и обладает огромным потенциалом для формирования каждого члена этого общества, выступая одним из способов индивидуального проявления человека как личности.

Компетенция – это некоторые вопросы, в которых человек осведомлен, имеет знания и определенный опыт.

Можно понятие компетенция разделить на языковую (лингвистическую), коммуникативную.

Профессия, принадлежавши педагогу, требует от педагога личностного самовыражения в речевом действе, владения инструментами речевого влияния, реализует посредством своей речи отношение к языку как к способу познания и общения. По своему социальному статусу учитель находится в зоне повышенной речевой ответственности, его профессиональный уровень определяется не только знаниями предмета, но и степенью владения языком.

Мы знаем, что в отдалённых местностях до сих пор существуют говоры, диалектные системы, устное народное творчество. Совершенствование системы сопоставительно-диалектной компетенции русского и узбекского языков в настоящее время может дать методического направления студентам, из национальной группы.

Что за понятия «диалектология»?

Исследователи записывали в основном «экзотические» слова и речения, связанные с описанием местных обычаев и обрядов. Вот так, с собирания местных слов и ярких выражений, на-

чиналась наука диалектология (от греч. dialektos – «разговор, говор, наречие» и logos – «слово, учение»), изучающая местные говоры, диалекты» [4].

Изучение диалектную систему в сопоставительном аспекте в разных языках даёт возможность, как выше сказано, осознать высшую ценность устного народного творчества два народа и две нации.

«.....следует глубоко изучать особенности узбекского языка и его диалектов, вопросы, связанные с его историей и перспективами развития, повысить эффективность профильных научных исследований, кардинально улучшить качество подготовки кадров» [5].

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PROBLEM TEACHING IN RUSSIAN LESSONS

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Annotation

All human life constantly poses acute and urgent tasks and problems. The emergence of such problems, difficulties, surprises means that there is still much unknown, hidden in the reality surrounding us. Therefore, we need an ever deeper knowledge of the world, the opening in it of more and more new processes, properties and relationships of people and things. Therefore, no matter what new trends, born of the demands of the times, penetrate the school, no matter how programs and textbooks change, the formation of a culture of intellectual activity of students has always been and remains one of the main educational and educational tasks. Intellectual development is the most important aspect of the training of younger generations.

Keywords: idea, principle, goal-setting, desire, needs, opportunities, problem situation, mental search, empirical material, psychology, didactic goals, intellectual development

Успех интеллектуального развития школьника достигается главным образом на уроке, когда учитель остается один на один со своими воспитанниками. И от его умения «и наполнить сосуд, и зажечь факел», от его умения организовать систематическую познавательную деятельность зависит степень интереса учащихся к учебе, уровень знаний, готовность к постоянному самообразованию, т.е. их интеллектуальное развитие, что убедительно доказывает современная психология и педагогика.

Умственный поиск - сложный процесс. Не всякий поиск связан с возникновением проблемы. Если учитель даёт задание ученикам и указывает, как его выполнять, то даже их само-

стоятельный поиск не будет решением проблемы. Ученики могут принимать активное участие в научно-исследовательской работе, собирая эмпирический материал, но не решая никаких проблем. Подлинная активизация учащихся характеризуется самостоятельным поиском решения проблем.

Цель активизации учащихся посредством проблемного обучения заключается в том, чтобы поднять уровень мыслительной деятельности ученика и обучать его не отдельным операциям в случайности, стихийно складывающемся порядке, а системе умственных действий, которая характерна для решения нестереотипных задач, требующего применения творческой мыслительной деятельности.

Проблемное преподавание определяется как деятельность учителя по созданию системы проблемных ситуаций, изложению учебного материала с его (полным или частичным) объяснением и управлению деятельностью учащихся, направленной на освоение новых знаний - как традиционным путем, так и путем самостоятельной подготовки учебных проблем и их решения.

Проблемное учение - это учебно-познавательная деятельность учащихся по усвоению знаний и способов деятельности путем восприятия объяснений учителя в условиях проблемной ситуации, самостоятельного (или с помощью учителя) анализа проблемных ситуаций, формулировки проблем и их решения посредством выдвижения предложений, гипотез, их обоснования и доказательства, а также путем проверки правильности решения.

А.М.Матюшкин характеризует *проблемную ситуацию* как «особый вид умственного взаимодействия объекта и субъекта, характеризующийся таким психическим состоянием субъекта (учащегося) при решении им задач, который требует обнаружения (открытия или усвоения) новых, ранее субъекту неизвестных знаний или способов деятельности»¹¹ Матюшкин А.М. Проблемные ситуации в мышлении и обучении. - М.: Педагогика, 1972.

Иначе говоря, проблемная ситуа-

ция - это такая ситуация, при которой субъект хочет решить какие-то трудные для себя задачи, но ему не хватает данных и он должен сам их искать.

Дидактически и методически основанные способы создания проблемных ситуаций могут быть найдены только в том случае, если учителю известны общие закономерности их возникновения. В литературе по проблемному обучению встречаются попытки сформулировать эти закономерности в виде типов *проблемных ситуаций*.

Исходя из анализа литературы, мы раскрыли сущность проблемного обучения и интеллектуального развития, кроме того, рассмотрели возможность интеллектуального развития в условиях проблемного обучения, его организацию и руководство в процессе обучения. Раскрывая эти вопросы, мы пришли к выводу, что проблемное обучение - фактор интеллектуального развития учащихся.

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THE APPROACHES OF TEACHING ENGLISH LANGUAGE

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Abstract

European and Uzbekistan higher education operates in a new environment characterized by globalization, new communicative technologies, increased competition and commercialization, English being the language of international communication. Hence, the importance of learning foreign languages and their role in the labor market as a whole has increased and is leading to a higher motivation in the study of foreign languages. The integration into the international community puts a new goal to the Uzbekistan education system – the formation of personality of students who perceive themselves not only as representatives of one particular culture, but as world citizens, conscious of their importance and responsibility in the global human processes taking place in Uzbekistan and in the world as a whole.

Keywords: tolerance, open-mindedness, existential competence, knowledge, lexical, phonological, syntactical knowledge, grammar, vocabulary, phonetics.

Foreign language is one of the basic tools of education of individuals with planetary thinking. Foreign language as the means of international communication can foster students' bilingual social competence, including the formation of such qualities as tolerance, open-mindedness towards other cultures, peoples and countries. Studying the language and culture of another people, students have the opportunity to expand their social-cultural knowledge.

The study and use of a foreign language include human's actions developing a number of competences: General competence and Communicative language competence. The competence is referred as the amount of knowledge, skills and personal qualities that allow a person to perform different actions.

General competences include: ability to learn; existential competence; declarative knowledge; skills and know-how. General competences are not linguistic ones, they mean any activity, including communicative one.

Communicative language competence includes: linguistic components (lexical, phonological, syntactical knowledge and skills); social-linguistic component; pragmatic component (knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and allows to carry out activities with the use of linguistic resources.

There are following components of communicative competence:

1) Grammatical or formal competence or linguistic competence is systematic

knowledge of grammar, vocabulary and phonetics units, which convert the lexical items into a statement.

2) Social-linguistic competence is the ability to select and use appropriate language forms and tools depending on the purpose and the situation of communication, social roles of participants of the communication process.

3) The Discursive competence (discourse competence) is the ability to build integrated, coherent and logical expressions of different functional styles in speech and writing, based on understanding the different kinds of texts for reading and listening, involves the choice of linguistic means, depending on the type of utterance.

4) Social-cultural competence is knowledge of the cultural characteristics of native speakers, their habits, traditions, ethics and etiquette and the ability to understand and use them properly in the process of communication. The formation of social competence involves the integration of personality in the world-wide and national cultures.

There have been two main approaches in the history of foreign language teaching: a) the study of language based on the rules, and b) the study of language-based communication.

The first approach is conducted with the help of grammar-translation system in the process of foreign languages teaching. According to it, the process of teaching is based on the study of grammar and vocabulary with the next generation of the transition to the formation and decoding of the speech (reading and under-

standing spoken speech). Using the rules and vocabulary of the language, students must re-create (generate) a new language. The way of learning the language was passing through a huge number of errors that reduced any interest in its study. Experience has shown that this approach is not very effective.

The second approach is performed through communication. It is considered more effective, although contains a number of disadvantages. Lack of awareness of the foreign language rules both extends the process of study and reduces the quality of the foreign-language speech.

In conclusion, understanding the cultural context of day-to-day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom, and in what situations, and it means understanding the beliefs and values represented by the various forms and usages of the language. Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Students can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum.

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PSYCHOLOGICAL AND PEDAGOGICAL BASES IN THE USE OF DESIGNING METHODS IN THE PROCESS OF TEACHING ENGLISH

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Abstract

Nowadays, in the educational system of our country we notice a change of paradigm of school education which is connected with the search for such methods of teaching that would be able to prepare the young generation to modern life. We need a technology that would permit a teacher to enter their students to the teaching process, to focus their search on the knowledge that favors the further development of bilingual personality, further development of communicative, sociocultural and intercultural competence.

Keywords: project, technology, cognitive, experimental, applied, creative activities, content, critical thinking, creative thinking, illustrations, charts, diagrams, graphics, songs.

One of the prospective methods of teaching, in our opinion, which has a deep potential for development, education and creating a full-educated person in modern society is the method of projects, which has already shown itself to advantage. We agree with E. Polat, who states, that the project method is not only a creative, but also it encourages communication activities of project's participants [26; 3]. According to it, we can speak about availability of its relation to learning foreign languages in a secondary school.

It is interpreted by methodists and teachers in different ways. We adhere to the following definition of this method: «Method of projects involves a set of edu-

cational and cognitive techniques that allow us to solve a particular problem as a result of independent actions of pupils with the obligatory presentation of these results. If we speak about the method of projects as a method of teaching technology, this technology involves the collection of research, problematic methods which are creative by their nature» [27; 2].

The method of projects, as a modern educational technology, ensures the successful formation of all these components. The popularity of the method of projects is the reason for the fact that, thanks to its didactic nature, it can solve the tasks of developing creative opportunities for pupils; improve their own skills and knowledge which can be used for the cognitive

and practical tasks; orientate itself in the information space, analyze information, because at different moments in cognitive, experimental or applied, creative activities, pupils use the whole set of all the listed intellectual skills and abilities [29; 3].

The main purpose of teaching foreign language is the formation of communicative competence, which involves not only the practical knowledge of a foreign language, but also the ability to work with information: printed, audio in various forms, i.e proficiency in the skills of critical and creative thinking. Therefore, we are talking about a specific organization of the content of teaching, which would help to acquire knowledge, intensify the process of teaching, give some tips which could be useful for independent work of pupils and moreover we're talking about organization which would be able to form informational and communicative competence.

In order to achieve the goals of modern educational system, the pedagogies all over the world have chosen personal-oriented approach. In comparison with some methods such as teaching in the groups, discussion, role-plays of problem orientation, method of projects more fully reflects the fundamental principles of personal-oriented approach which is based on humanistic principles of psychology and pedagogy.

If information technologies are auxiliary incentive-based tools in teaching, then their usage transforms the whole mental activity. It's the same as if they were work tools which modify the natural activity of organs [30; 3]. For example, the usage of computer presentations in the

educational process allows to intensify the process of teaching and hold classes at a qualitatively new level, using instead of the classroom board, slide films which are shown on a computer's screen or on a large wall screen or on a personal computers of pupils.

The efficiency of educational material depends greatly on the level of illustrative material. The visual richness of educational material makes it clear, convincing and leads to the intensification of the process of its assimilation. Computer presentations allow students to focus on the important points and to create images in the form of illustrations, charts, diagrams, graphics, songs, etc. The presentation can influence on several types of memory: visual, aural, emotional and, in some cases, motoric memory.

In conclusion, ascertained contradictions and aspects, mentioned above, underline the urgency of our research. During the process of teaching foreign languages, method of projects gives significant results. It allows to create a special atmosphere during the whole lesson, where every student is involved in a cognitive process on the basis of methods of cooperation. The main idea of such approach to teaching foreign language is to transfer an accent from different types of exercises to mental activity of pupils which requires knowledge of some specific language tools. We suppose that only method of projects in conjunction with modern information technologies can help to solve this problem and make lessons of English interesting and informative.

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METHODS OF TEACHING HISTORY. PROBLEM LEARNING

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Abstract

History as an academic discipline is the basis of all humanitarian and social science courses at the level of basic secondary education. Forming national self-awareness and moral and ethical standards, history serves as the worldview basis for the study of academic disciplines, reflects the entire experience of previous generations. All human life constantly poses complex and urgent tasks and problems. The emergence of such problems, difficulties, surprises means that in the reality surrounding us there is still much unknown, hidden. Therefore, an ever deeper knowledge of the world, the discovery in it of more and more new processes, properties, relationships of people and things, is necessary.

Keywords: traditional approach, methodological innovations, problematic education, mental forces, abilities, mechanical combinations, curriculum, presentation, explanation

Initially, modern society sets the school the task of preparing graduates who are able to navigate in a variety of life situations, independently acquiring the necessary knowledge and applying them in practice to solve problems. The acquired knowledge will help to independently think critically, see emerging problems and look for ways to solve them using modern technologies; clearly imagine where and how the acquired knowledge can be applied, work competently with the flow of information (draw reasoned conclusions, apply the gained experience to identify and solve new problems, if necessary, make generalizations, etc.); to be sociable.

Most scholars recognize that with the traditional approach to education, it is very difficult to educate a person who meets modern requirements and standards. Many methodological innovations are associated today with the use of interactive teaching methods. Widely used and problematic education, within which the actual tasks set by the modern school are successfully implemented. The use of a problematic teaching method is an essential component of the preparation process of the younger generation.

Problem-based learning involves a consistent and focused advancement of cognitive tasks before students, solving which they, under the guidance of a

teacher, actively learn new knowledge. Problem in learning in a certain sense is embedded in any scientific method and in various forms of organization of the educational process. It does not follow from this that problem-based learning is not fraught with anything new in comparison with modern teaching practice. It is aimed at such an organization and methodology of the educational process in which students creatively search for answers to questions of interest to them and use the most advanced methods of self-knowledge acquisition [2, p. 56].

In the context of modern education, when students do not come to the teachers with questions themselves, but go to school to study in accordance with the curriculum, the formation of the problem and the questions they need to find out is the teacher's business. Therefore, problem-based learning, for the most part, is an artificial phenomenon at school, not coming from a student looking for an answer to a question of interest to him, but from a teacher who is concerned about how to interest students in educational work, which has only an external responsibility in their current life, but not an internal incentive factor [4, p. 87].

Overcoming this situation, the teacher himself artificially creates a problematic situation, that is, causes the student's state when, as a result of comparing his knowledge or acquired skills with an unknown fact or phenomenon, he discovers the inconsistency of past knowledge with a new fact, and moreover, a contradiction in existing knowledge.

Society has set education the task of

educating a free, developed and educated person who is able to live and create in an ever-changing world. Education is designed to help the individual in self-development: to learn to learn, to act in a different environment, to communicate, to live in harmony with oneself, in society.

In conclusion, in the connection with above, problem-based learning does not imply a complete rejection of traditional methods. But in individual sectors and in situations that are most favorable to this, the application of problematic methods can help to achieve high results in education and expand its traditionally narrowed target framework. It is important to note here again that problem-based learning should not be considered as a self-sufficient pedagogical technology: it is a set of methods, an approach to the organization of training, not excluding the use of other methods. Perhaps the most effective pedagogical technology would be the one that could implement the achievements of all pedagogical and psychological schools, basic pedagogical theories and concepts, confirmed in practice and combined into an organic complex. In such a complex technology, the concept of problem education could take its rightful place.

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THE FORMATION AND DEVELOPMENT OF TOURISM AND TRAVEL SECTOR

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Abstract

International tourism is currently one of the most dynamically developing branches of foreign economic activity. The steady growth of the impact of tourism on the world economy as a whole and on the economies of individual countries and regions is one of the most significant, permanent and long-term trends, which accompanies the formation and development of the world economy. It becomes obvious transformation of tourism into a major independent sector of the national economy. The development of inbound and domestic tourism – a priority programs of the government of Uzbekistan, as the tourism and travel sector is one of the leading exporters: Uzbekistan with its unique natural resources and unique culture of the nomadic people has a huge untapped potential for tourism development at the international and regional markets.

Keywords: living standards, Samarkand, Bukhara, Khiva, Shakhrisabz, Great Silk Road, national economy, UNESCO, children, adolescents, youth, the disabled, poor people, infrastructure

We see that in Uzbekistan has carried out extensive measures to promote eco-tourism. This area allows you to significantly improve living standards, create new jobs and strengthen international relations.

The main tourist centers of the country – Samarkand, Bukhara, Khiva, Shakhrisabz, are included in the UNESCO World Heritage List. As a member of the UNWTO since 1994, Uzbekistan has conducted a number of important international events dedicated to the development of tourism. Among them – the first meeting of the countries of the Great Silk Road (Samarkand, 1994), a seminar on the pres-

ervation of cultural heritage (Bukhara, 1996), the third seminar on the development of tourism on the Silk Road (Bukhara, 2002) and others. In 2004, the UNWTO office was opened in Samarkand.

The tourism potential of recreational resources and historical and cultural heritage allows Uzbekistan to integrate into the international tourism market and achieve rapid development of tourism in the country. This will ensure steady growth in employment and incomes, stimulate the development of the tourism-related industries and increase the inflow of investments into the national

economy. The main principles of state regulation of tourist activity in the Republic of Uzbekistan are:

- promotion of tourism activities and creation of favorable conditions for its development;

- Define and support priority areas of tourist activity;

- Forming a representation of the Republic of Uzbekistan as a country favorable for tourism;

- Security and protection of the rights of tourists and tourist organizations of the Republic of Uzbekistan and their associations as well as the protection of their interests and property.

Priority directions of state regulation of tourist activities are:

- Development of tourism as a highly profitable sector of the economy of the Republic of Uzbekistan;

- Account the public interest, the protection of natural and historical and cultural heritage of the Republic of Uzbekistan through using the tourist resources;

- Introducing favorable conditions for the organization of tourist and excursion activities among children, adolescents, youth, the disabled and poor people;

- To create favorable conditions for investment of the tourism industry;

- Support and development of tourist organizations involved in inbound and domestic tourism in the Republic of Uzbekistan;

- The establishment of an effective system of tourist activities to meet the

needs of domestic and international tourism.

The tourism industry in Uzbekistan is able to maximize its competitive advantages in the market concentration of effort on specific types of tourism and target markets. The most competitive and attractive species are:

- resort and recreational tourism;

- Mining and adventure tourism;

- Tourism on the Silk Road;

- business tourism.

In conclusion, most experts confident that Uzbekistan is far from full use of their potential for tourism development and meanwhile extensive international experience shows that tourism industry is one of the most promising sectors of the economy. The growth of tourism should occur mainly due to the emergence of new visited areas, as traditional areas of the world tourism market has reached the limit of recreation capacity. In this regard, Uzbekistan has a unique opportunity to find its niche in the global tourism market.

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THE CONCEPT AND BASIC PRINCIPLES OF ECOTOURISM

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Abstract

Today, eco-tourism plays a significant role in the global tourism and hospitality industry. According to experts of the World Tourism Organization, in the near future, its growth rate will continue to be high, and the income generated will make a significant contribution to the development of economies in many countries of the world, especially developing ones. This will stimulate social and economic growth in backward regions. Great expectations are placed on ecotourism in the implementation of the concepts of sustainable development of tourism and travel. The rational use of natural and cultural-historical tourist resources will avoid many of the negative consequences of mass tourism.

Keywords:terminology, environment, flora, fauna, environmental technologies, bicycles, non-motorized boats, paragliders, waterfalls, rocks, canyons, geysers, caves

At the same time, the problems of the development of ecotourism in general and in individual regions have not been studied much. There are big discrepancies and disagreements in the terminology and practice of organizing ecotourism activities. This is especially true for Uzbekistan, where significant natural and cultural-historical tourist resources are often used irrationally.

Ecological tourism has as its goal the environmental education of the masses of the population, especially young people who want to deepen their knowledge in the field of ecology. The motivation for the growing interest in eco-tourism is a steady deterioration in the quality of the environment. The environmental nature of ecotourism is to preserve the diversity of flora and fauna of recreational areas. To achieve

this goal, environmental technologies developed by the practice of ecological tourism, as well as scientific recommendations of fundamental and applied science, are used.

Ecotourism today can be seen as the beginning of the formation of inbound nature-oriented tourism in Uzbekistan. Ecotourists are the least pretentious part of the tourist flow, lovers of uncharted territories who do not place high demands on the tourist service, which is just beginning to develop in Uzbekistan. Ecological tourism in Uzbekistan is one of the most promising areas, which is understandable given the huge number of nature reserves in the country.

Ecotourism is not necessarily walking for physically hardy people with a heavy backpack over their shoulders. It can be

quite comfortable, but not at all costs, especially when it comes to untouched nature. This is one of the main tenets of ecotourism. In other words, the proposed tours and routes must comply with the principle of environmental friendliness, which involves:

- the use of ecological transport – bicycles, non-motorized boats, paragliders, etc. or environmentally friendly fuel;

- organization of camps, bivouacs, toilets, bonfires, cooking (from environmentally friendly local products) in strictly designated places;

- competent disposal of garbage (garbage is not disposed of on the route, but collected, after which it goes to special recycling);

- attracting tourists to solve local environmental problems (garbage collection, etc.);

- picking mushrooms, berries, medicinal plants, any natural souvenirs only in permitted areas;

- implementation of construction in permitted areas;

- the implementation of the construction of recreational facilities – shelters, huts, hotels, campsites, etc. from environmentally friendly materials and so as not to disrupt the normal environmental development of the surrounding landscape. This type of tourism does not harm the natural environment or provides for a minimal impact on the environment that does not undermine its ecological sustainability (it is impossible to study the feather grass of Stavropol without stepping on the ground and feather grass itself, but you can limit the number of groups and tourists in them, thus giving nature time for natural recovery).

The development of ecological tourism in Uzbekistan can facilitate the transition from “environmental problems” to “business ecology”, when environmental protection is considered from the perspective of a balance of environmental, economic and socio-moral interests of society. At present, the country needs to realize the enormous wealth in the modern world of undisturbed natural territories, to assess the growing importance of these territories and, not relying on the gratitude of the West, to make efforts for their rational recreational use.

In conclusion, ecologically and economically sound recreational nature management can not only help stimulate the flow of people into the country and increase the well-being of the regions, but also play an important role in preserving Uzbekistan’s natural resources as part of global planetary resources. Ecotourism makes it possible to change the strategy of people’s behavior from consumer to economically viable and environmentally competent. Ecotourism can be a means of enhancing the economic development of poorer countries (especially, in times of crisis), which are now losing huge natural wealth and biodiversity. Such a strategy of behavior is provided to the generation living on earth.

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INTERCULTURAL COMPETENCE IN TEACHING LANGUAGES

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The influence and power of language is meaningful to cultural and ethnic group members. In each speech community – ethnic, racial, cultural or gender-related – language use is of vital importance. Each speech community has its norms, forms and codes for communication. The interactions of a group of people vary in many respects: in frequency and value of speaking, interpretation of speaking performances, and shared language forms. The speech community maintains the norms and rules of communication, but it may gradually change them. On the other hand, in every speech community there is a degree of individual deviation from the norms. Not all group members communicate in the same way.

Keywords: code, a system of symbols, signs, meanings, rules, confusion, tension, embarrassment and frustration, anthropology, cultural studies, linguistics, psychology, communication studies

The group members share a speech code, a system of symbols, signs, meanings and rules in a specific situation and interaction. Several aspects, like the relationship, age, gender, social status and generation, affect communication. Likewise, the proportion of verbal and non-verbal communication vary in different speech communities. Rules of speaking determine what is appropriate and inappropriate in a situation with particular communication partners. We are automatically aware of what to say and not to say, and in what a way. Rules of interaction help a person to know how to act towards others in a particular situation.

Language is not only used as a means of communication, but also as a marker

or indicator the speaker's cultural identity. The identity is communicated through a particular language use during interaction (discourse markers). Certain types of expressions are used to express belonging to a group, but likewise they are sometimes used to exclude, separate or discriminate [1].

Intercultural communication takes place when interacting participants represent a different communication system. Differences may occur in verbal and non-verbal communication, for instance, eye contact, gestures, touch, pauses, turn-taking or use of time. They are potential sources of clashes or conflicts in intercultural communication. In a case of an intercultural communication clash, there

may occur feelings of confusion, tension, embarrassment and frustration.

With regard to intercultural communication proper, it studies situations where people from different cultural backgrounds interact. Aside from language, intercultural communication focuses on social attributes, thought patterns, and the cultures of different groups of people. It also involves understanding the different cultures, languages and customs of people from other countries. Intercultural communication plays a role in social sciences such as anthropology, cultural studies, linguistics, psychology and communication studies. Intercultural communication is also referred to as the base for international businesses. There are several cross-cultural service providers around who can assist with the development of intercultural communication skills. Research is a major part of the development of intercultural communication skills.

Effective intercultural communication involves more than understanding a group's norms. There have been many attempts to identify the skills needed to be more effective in intercultural communication.

When communicating with people from different cultures, it is important to remember that culture and communication are strongly connected. The way that people view communication—what it is, how to do it, and reasons for doing it—is part of their culture. The chance of misunderstanding between members of different cultures increases when this important connection is forgotten.

Good intercultural communicators have personality strength (strong sense of self and are socially relaxed), communication skills (verbal and nonverbal), psychological adjustment (ability to adapt to new situations), and cultural awareness (understanding how people of different cultures think and act). These areas can be divided into eight different skills:

- self-awareness (using knowledge about yourself to deal with difficult situations),
- respect (confidence in what you think, feel, and do),
- interaction (how effectively you communicate with people),
- empathy (being able to see and feel things from other people's points of view),
- adaptability (how fast you can adjust to new situations and norms),
- certainty (the ability to do things opposite to what you feel),
- initiative (being open to new situations),
- acceptance (being tolerant or accepting of unfamiliar things).

In conclusion, in intercultural communication situations, it is natural for people to be aware of the potential for various misunderstandings and to want to avoid them. However, despite the best intentions, serious misunderstanding and even conflicts can occur. One reason for this is that even though people are consciously attempting to avoid problems, they still are making ethical judgments as they are communicating. The values that people hold affect both their communication decisions and interpretation of what others communicate.

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EVENT MARKETING – ONE OF THE WAYS OF OVERCOMING OF CRISIS

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Abstract

The modern market develops rough rates, the huge number of advertising falls daily upon the consumer from screens of TVs, from pages of newspapers and magazines, falls out on it of an air, and waits for it continually on city streets. The consumer is protected, ceasing to perceive an advertisement: switching the TV on commercial breaks, glancing over advertising turns, rotating handles of radio stations. Traditional advertising appears less and less effective. Producers of production look for exits in the different ways: inventing super original creative concepts, enticing the consumer gifts, setting on the intriguing advertising. One of the ways of overcoming of crisis -Event marketing- advance of goods or service by means of creation and the organization of the special events creating emotional communications between the consumer and a brand. So, the aim of this work is to study in detail all the key aspects of Event Marketing.

Keywords: service, advertising media, shortcomings, concerts, fairs, sporting events, discount, free sample, charity alignment, seminars, educational events, plan

Event marketing (systematic organization of events as platforms of presentation of goods (service) in order that by means of emotional influence to make active attention of target group to goods (service). The special event – is not simple to draw a way attention of the consumer to your brand. Depending on a format and content of an event – there is this or that positioning of brand. And, there is it much more simply, more distinctly than by means of usual advertising media (ATL). But in order that Event marketing brought serious return, it is necessary to build competently and consistently all process: from statement of the purposes and tasks to a choice of content of action and ways of its lighting. Only at such approach you taste all

advantages of this method and you will be able providently to avoid shortcomings.

Event marketing is a promotional strategy that involves face-to-face contact between companies and their customers at special events like concerts, fairs, and sporting events. Brands use event marketing entertainment (like shows, contests, or parties) to reach consumers through direct hand-to-hand sampling or interactive displays. The practice works because it engages consumers while they're in a willing, participatory position.

A successful event marketing campaign provides value to attendees beyond information about a product or service. A discount, free sample, charity alignment, or fun event will make customers feel like

they are receiving a benefit and not just attending a live-action commercial.

In contrast to traditional advertising, which blasts millions of consumers with the same general television, radio or billboard message, event marketing targets specific individuals or groups at gathering spots, in hopes of making quality individual impressions.

The key to pulling off an effective event marketing campaign is to identify the target audience correctly and create an experience that remains in participants' memories. By finding an opportunity to interact with the right demographic of people – both current customers and prospective buyers – a brand can build favorable impressions and long-lasting relationships. The best, most creative events create interactions that not only reflect positively on the brand at the time, but generate a buzz long after the event is over.

As long as a business is able to track and identify their target audience, they can find a way to appeal directly to them. For example, if a company sells sporting products, they can market at a sporting event. If they sell technology products, they can offer demonstrations of the latest and greatest technologies at a convention event Follow that Customer. In fact, any company that provides a product can give out samples, as long as it isn't illegal. Even companies whose products aren't able to be handed out as samples (like pharmaceutical companies or doctors' offices) can provide interactive experiences to consumers. For example, a company that manufactures a medication for high blood pressure could set up a machine that takes blood pressure

readings next to a booth supplying literature on their drug.

Event marketing shouldn't take the place of traditional or community marketing, but should be a supplemental tactic to both. If a brand's national commercials feature a well-known mascot, for example, that mascot could make an appearance at an event and pose for photos with attendees.

Event marketing is unique because each event must be approached differently – in this respect, a marketing team doesn't necessarily need an overarching "plan" for their various events. Instead, it is important to base each individual event marketing tactic upon the brand's overall marketing plan and how it fits into the personality of the event. By approaching each event as a separate chance to make an impression, a brand can tailor their efforts to best impact each audience. Still, teams must consider three aspects when developing an event marketing plan. First, the company should consider the personality that their brand is trying to convey. A brand like Coca-Cola, who has historically tried to place their product as a harbinger of global peace, happiness, and simple pleasure, made an excellent choice by installing vending machines that dispensed "happiness" along with soft drinks.

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CONTENT-BASED PEDAGOGY ON THE DEVELOPMENT OF ESL

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Abstract

During the past two decades, the exercise of spoken language skills has received increasing attention among educators. Foreign language curricular focus on productive skills with special emphasis on communicative competence. Students' ability to engage in meaningful conversational interaction in the target language is considered an important, if not the most important, goal of second language education. This shift of emphasis has generated a growing need for instructional materials that provide an opportunity for controlled interactive speaking practice outside the classroom. This article describes a content-based pedagogy, which I call focus discipline research and presents the results of a classroom study conducted to measure the effects of focus discipline research on the development of ESL students' literacy skills.

Keywords: information-oriented society, text, task, context features, computer-based environment, task design, text selection, feedback, self-study

With recent advances in multimedia technology, computer-aided language learning (CALL) has emerged as a tempting alternative to traditional modes of supplementing or replacing direct student-teacher interaction, such as the language laboratory or audio-tape-based self-study. The integration of sound, voice interaction, text, video, and animation has made it possible to create self-paced interactive learning environments that promise to enhance the classroom model of language learning significantly. A growing number of textbook publishers now offer educational software of some sort, and educators can choose among a large variety of different products. Yet, the practical impact of CALL in the field of foreign language education has been rather modest. Many educators are reluctant to embrace a technology that still seeks acceptance by the language teaching com-

munity as a whole (Kenning & Kenning, 1990).

These research findings suggest that in our efforts to prepare ESL students for the challenges of the academic and workforce environments of the 21st century, we should adopt a pedagogical model that incorporates information technology as an integral component and that specifically targets the development of the range of literacies deemed necessary for success in a digital, information-oriented society.

As described here, focus discipline research puts theory into practice as it incorporates the principles of cognitive learning theory, SLA research, and the four components of the NLG's (1996) pedagogy of multiliteracies. Through pedagogical activities that provide the context for situated practice, overt instruction, critical framing, and transformed practice, focus discipline research

promotes ESL students' choice of and responsibility for course content, engages them in extended practice with linguistic structures and interdisciplinary material, and encourages them to become "content experts" in a subject of their own choosing.

It can be seen that it is difficult and probably undesirable to attempt to determine the difficulty of a listening and viewing task in any absolute terms. By considering the three aspects that affect the level of difficulty, namely text, task, and context features, it is possible to identify those characteristics of tasks that can be manipulated. Having identified the variable characteristics of tasks in developing the model, it is necessary to look to the dynamic interaction among, tasks, texts, and the computer-based environment.

In a CELL environment, this identification of parameters of difficulty enables task designers to develop and modify tasks on the basis of clear language pedagogy that is both learner-centred and cognitively sound. Learners are provided with the necessary information on text, task, and context to make informed choices, and are given opportunities to implement their decisions. Teachers are therefore creating a CELL environment that facilitates and encourages exploration of, and experimentation with, the choices available. Within this model, learners are then able to adjust their own learning paths through the texts and tasks, and can do this at their own pace

and at their individual points of readiness. In sociocultural terms, the model provides learners with a guiding framework or community of practice within which to develop through their individual Zones of Proximal Development. The model provides them with the tools to mediate meaning in the form of software incorporating information, feedback, and appropriate help systems.

By taking account of learners' needs and making provision for learner choice in this way, one of the major advantages of using computers in language learning—their capacity to allow learners to work at their own pace and in their own time—can be more fully exploited. It then becomes our task as researchers to evaluate, with learners' assistance, the effectiveness of environments such as these in improving their listening and viewing comprehension as well as their approaches to learning in these environments.

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FUNDAMENTALS OF PEDAGOGIC SKILLS IN TEACHING RUSSIAN

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***Abstract:** This paper deals for the ways of learning and teaching Russian language, such as new and innovative methods are discussed.*

Key words: Russian language technique, lecture, practical, method of exercise, method of analysis or synthesis, deductive and inductive methods.

The connections of the Russian language technique with didactics go along several lines. The first is the determination of the applicability of didactic principles in the methodology. So, the principle of upbringing education – the general didactic principle – in the methodology of the native Russian language is interpreted as follows: firstly, in the selection of language material of the upbringing nature – words, their combinations, texts. Secondly, the study of the laws and structure (levels) of the language, its entire system in its development forms a linguistic worldview and develops the logical thinking of students. Thirdly, developing a culture of speech among schoolchildren, fostering a love of the Russian language, its beauty and wealth, showing its role among the languages of the world, the school fosters patriotism among students. Fourthly, the self-expression of a student – a teenager, a young man – in composition, in a story forms his self-consciousness, his personal qualities, his life position. The principle of the connection of theory and practice in the methodology of the Russian language is understood as such a language training that leads the

student to use it in life – to the best, appropriate choice of language tools, to competent writing, to free and accurate expression of his thoughts. The second line of communication with didactics is teaching methods.

In addition, the teacher mobilizes other methods: he uses a spelling dictionary, wall posters, colored crayons to highlight spelling, comparing unverifiable words, if they are borrowed from other languages, with their counterparts in the source language, etc. The cause of punctuation errors of the above type could be an underestimation of work over the meaning of separate revolutions – only one structural approach. The experimenter, in an interview with students, finds out whether the students have enough semantic analysis of isolated constructions. Further work is organized so that students learn to understand the excretory function of punctuation marks in isolation, based on an understanding of the problem of utterance, the task of expressing meaning, as well as the corresponding intonation. Based on the diagnosis, the researcher-teacher makes a choice of methods from among the possible options, which serves as the

basis for optimizing learning. The conclusion is made about the probability of dialectical errors in writing. The expected percentage of such errors can even be calculated. Naturally, preventive, preventive work is carried out in the classroom. Having studied the peculiarities of local dialect, the researcher-teacher predicts other possible mistakes and carries out preparatory work, noting only the class as a whole, but also groups of students and individual students. Diagnostics and forecasting are the elements of the NOT (scientific organization of labor) of a teacher, they allow us to come closer to understanding education as a management of cognitive activity of students.

Testing. The word test means in translation from English “test, test, test.” Tests – this is a type of questionnaire survey of a training locator that sends feedback signals to the teacher and allows you to rearrange the work so as to overcome difficulties (E. Stack). In a study, tests measure the quantitatively determined qualitative changes that occur during an experiment or experiential learning.

Different classifications of methods are presented in didactics courses – this makes it difficult to create a single system for didactics and methodology. Nevertheless, the reproductive, search, and problem methods can be called, which in the Russian language technique get peculiar features. Some didactics call lecture, practical, method of exercise, method of analysis or

synthesis, deductive and inductive – all of them find application in the method. There are actually language methods: a method of language analysis; in the development of speech – the communicative method; in the study of word formation – genetic; in spelling training – a method for solving spelling problems (for checking spelling), which can be attributed to the number of search methods, etc. The third line of methodology and didactics links concerns concepts and terms. Many didactic concepts – learning objectives, educational instruction, intersubject communications, lesson, textbook, etc. – are used in the methodology as applied to the subject of teaching: Russian language lesson, grammar lesson, syntax textbook, spelling skills, intersubject communications of the Russian language, exercises in Russian etc. Research methods in the methodology of teaching the Russian language: methodical experiment, observation method, questioning and testing of students, the study of methodological heritage.

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INNOVATIVE METHODS OF TEACHING RUSSIAN LANGUAGE

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Abstract: *This paper considers some methods of teaching Russian language such as, diagnostics, forecasting, linguistic experiment, observation method in teaching the Russian language,*

Key words: linguistic experiment, methodological research, language experience, observation method.

Today, the experiment has become the most common form of methodological research: it is conducted not only by scientists of institutes, but also by teachers of schools. The named types of experiment are of a general didactic nature. But there is also a kind of experiment that is borrowed from the methodology of linguistic science: a linguistic experiment. The method of a linguistic experiment is based on a sense of language: students are encouraged to perform a particular language task; everyone performs it in accordance with their language experience, individual style; then the results are analyzed, conclusions are drawn. The method is used, for example, to find out which syntactic constructions students prefer to use when expressing the same content: complex sentences or simple sentences. It turned out that the tendency to use complex sentences is growing towards the upper grades; the researcher concludes that reinforcing subordinate relationships in students' speech as they mature. Diagnostics and forecasting in teaching the Russian language. These research methods are often used by teachers. Here is an example. For a long time – several years – information was recorded about the typical spelling and punctuation errors

of students in dictations and essays. Comparison of statistical materials by year allows you to get a visual representation of the growth (or decrease) of literacy among students as a whole, and for individual types of spelling and punctuation rules. Suppose that an increase in the number of errors in spelling words that are not checked by the rules, as well as in the use of punctuation marks in isolating the minor members of a sentence, is detected. The first conclusion that the researcher-teacher makes: "illness" is defined, it is necessary to strengthen work on the spelling of unverifiable words and on the isolation of minor members in a letter. But this completely justified and necessary measure cannot be limited: you need to look for the cause of the difficulties encountered in the work of the teacher and students (second stage of diagnosis). Perhaps the reason is in the technique. The reason for the errors of the first type, possibly, was an underestimation of the pronunciation of the words, their distinct pronunciation and memorization. The teacher introduces this type of student activity, and if the number of errors of this type decreases, then their cause is determined correctly.

Observation method. The research method under consideration can provide scientific information only if it is used for a relatively long time, and the observed phenomenon is subjected to comprehensive study. Observation can be active and passive. Through passive observation, the activities of the teacher and students are usually studied. Active observation involves the intervention of the researcher in the educational process in the course of conducting the lesson or his direct work in school as a teacher of IJ. The questionnaire complements the observation, because it reveals that the observation is not available. The main way to implement this method is a questionnaire, the content and form of which are determined by the specifics of the study. The questionnaire is characterized in that: – exactly meets the purpose and nature of the study; – corresponds to the age characteristics and capabilities of the subjects; – the question involves a choice of several answer options, and sometimes the subject must construct the answer himself; – Each of the answer options is evaluated by the corresponding number of points in order to facilitate the statistical and mathematical processing of data. The advantage of the questionnaire is that the data obtained as a result of using this method are easily quantifiable and have a certain scientific value. However, it should be remembered that the questionnaire is characterized by the subjectivity of the approach to solving the problem, as such a decision is always based on the opinion of an individual. The identification of

objective scientific truth with the majority opinion is methodologically erroneous.

The generalization of best practices involves the study of the experience of a number of creatively working teachers and the identification in it of general, most essential for the methodology provisions, the implementation of which leads to a significant increase in the effectiveness of the educational process. A synthesis of best practices should not be confused with a description of the experiences of individual teachers. The generalization of experience is a higher stage of cognition than the description of the experience of individual teachers, since the goal of any methodological study is to reveal the laws of instruction, because only on them can an effective system of instruction be built. And these general patterns can be detected only if you observe and analyze multiple cases of the dependence of learning outcomes on the techniques used. Moreover, it is decisive that these dependencies are traced by a number of teachers, in different conditions. Studying the history of the technique. A study of any phenomenon should take place in its historical development: without understanding how the phenomenon under study originated, how its development went, it is impossible to understand its state today and the prospects for its development.

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BASICS OF PEDAGOGICAL SKILLS

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***Abstract:** The greater the effectiveness of the educational and upbringing process, the greater the academic capacity of the teacher, the prestige of the youth, his personal qualities, his scientific talent, his experience and skills in education, and Depends on the friendship they have established.*

Key words: pedagogical communication, pedagogical and psychological and methodological knowledge and skills, practical skills, creative abilities.

Is the activity of the teacher of the system of continuous education in the Republic of Uzbekistan now a part of the process of reforming the education and training process based on new educational standards? with particular emphasis on her teaching skills.

Successful implementation of the National Program for Personnel Training in the country is largely dependent on the teaching activities and the professional growth of its teachers. Therefore, the cultivation of a healthy, harmoniously developed generation depends on the quality, training and dedication of the teacher working in the system of continuous education, on the education and upbringing of the younger generation. The teacher fulfills the social mission of the community, so the teacher must meet certain socio-political, pedagogical and personal requirements in the preparation of well-trained professionals. Therefore, the teacher has a strong belief in the idea of

independence, a well-developed scientific thinking, education related to his profession, that is, a profound knowledge of his subject, a master of pedagogical communication, pedagogical and psychological and methodological knowledge and skills be able to quickly recognize, study and evaluate various pedagogical situations. Must be able to choose the best methods and means of teaching.

Upbringing a healthy generation with the future of independent Uzbekistan is a delicate, highly demanding, and highly controversial process. Therefore, the teacher, the student and the student must follow the formation process with great care and attention. He must possess pedagogical knowledge and skills as he manages the educational process. Only then will the teacher be able to master the nature and dialectic of pedagogical phenomena, the methods, techniques and techniques of pedagogical work and professional pedagogical skills.

Instructor of pedagogical knowledge and skills must first know the methodological bases of Pedagogy, the laws and factors of personal development, the essence, goals and objectives of the National Program for Personnel Training. Most teachers working in the education system understand the importance and importance of pedagogical skills in education and training.

That is why they strive for continuous improvement of their skills, mastering modern knowledge and experience, and creative work in accordance with the modern requirements. However, we must recognize that some teachers in educational institutions do not feel the importance of improving their teaching skills, are not interested in a more in-depth study of the Law on Education, National Program for Personnel Training. They are skeptical about the scientific process of the educational process, its relevance to life, the connection between life and practice, they do not always remember the scientific and ideological-educational unity of the subjects taught. This is due to the lack of knowledge and skills of the undergraduate students and the lagging behind the curriculum development.

As we go through the education and training of the younger generation in the process of implementing the continuing education system, this complex and multifaceted task can be accomplished only by highly qualified teaching staff. So teaching is a great art. This art cannot be easily achieved by any teacher or teacher. For this purpose the teaching profession, which is a healthy generation to become a

true mentor, has a great desire for independence, who quickly and deeply understands the demands of the time, consistently realizes his scientific, social and political level and pedagogical skills. Only genuine patriots and hardworking people who are fully armed with their ideology and ideology can achieve it.

Pedagogical skill is not a talent or a trait, but a product of research and creative work. Creative work is at the heart of this multifaceted pedagogical activity. Therefore, pedagogical skills are not a standard or a standard way of working for all teachers, but rather it is formed and evolves through the work and creative work of each teacher.

In this process, another teacher must learn, use and creatively combine best practices with the teaching and learning experience of a leading teacher. The pedagogical skills of the teacher are most evident in the classroom and the classroom. Because the lessons are, in their essence, the essence of the teacher's work in the school. Therefore, it should be scientific, ideological and popular, and should be related to the level of preparation of living students.

There is a need for collaboration between the teacher and the students in the learning process to achieve a common language, dialogue, honesty, respect and respect. Superficial classroom lectures and other tutorials, which consist of shallow, practical experience, divorced, common words and dry advice, are not of interest to students; ideally does not provide adequate nutrition. Therefore, the training sessions should be organized in such a

way that students should have different views, beliefs and beliefs about the subject.

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TIME-MANAGEMENT TAKES A CRUCIAL ROLE IN LEARNING ENGLISH LANGUAGE

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***Abstract:** this article is about how to organize regular time-management, as well as, benefits of it in learning English language.*

Key words: time-management, scheduling, profits, English, aspects, planning.

For the being time, studying process is enhancing around the world very fast. A great many activities as well as works are being done by the government. On the top that learning English language is considered to be most significant thing in that age. We are living in an age that many of us keep up with English. It has a standard system to merge into practice in all modes of humans' activities. Before learning English it should have particular nations and information about it. In that case some basic data is given below.

In order to learn something, beforehand, learners should possess how to implement it. It is said that to learn English learner should plan regular time management. It is deemed to be important in learning process. Time management is the process of organizing and planning how to divide your time between specific activities. Planning time- management means that having top achievements in learning. Good time- management allows learners to accomplish more in a shorter period of time, which leads to more free time, which let take advantage of learning opportunities, lowers stress, and helps focus, which leads to more career success. Every benefit of time- management im-

proves another aspect of life. It would be real cause of flourishing the regular system. When it comes into practice in learning English, time-management is planned according to lack of skill in English. For instance, if the learner does not have enough ability in writing, the plan is divided into more time in writing. Time-management helps to prioritize actual works. After having list of daily tasks down, it is needed to figure out what it should be done firstly. Those that are important should become the first ones. With time management, it helps to get more things done in less time. Once learners map out tasks and time, they can figure out how much time they can put into the task. It is said that "those who fail to plan, plat to fail", so in order to be successful at learning you at learning you need to prepare to manage time. Keys to successfully using time wisely include:

Scheduling: it is the main part of organizing regular time-management. It may be for a day, week or month, even longer than them. It has been done from the beginning of the week as well as to the end of this particular time for a week. In scheduling urgent activities should be given in block letters or underline light

color. For example: to do full passage reading 40 minutes are spent on an average. It is the lowest skill of a student. So, four times a week should be spent for reading. This emphasizes this ability and support the student more achievable.

Using time effectively gives the person “choice” on spending activities at their own time and expediency. Time-management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Organizing time-management the first stage of improving it is to list absolutely everything that have to do. This may sound obvious, but speaking from experience, most students tend to abandon significant tasks until the last minute, which can impact on the quality of their work and their overall grade. Whether it’s a pin-up planner, a timetable or a calendar on phone, find an organizing tool that works well for learners.

Because of the exceeding competition, acquiring knowledge of global languages has clearly become more than significant. English language is an international language, has played a key role in evolving in nation globally. The importance of it can-

not be ignored since it has emerged as a global language.

Concept of learning the foreign languages:

The concept of learning the foreign languages has always been productive as it not just imparts linguistic skills but enables learners to explore and learn about related cultures and lifestyles.

Learning international languages can thus help you with knowledge that can make you globally recognized.

The involvement of foreign languages caters a special advantage to the academic wing in schools

Foreign languages also help students make a strong hold on the social front wherein they can effortlessly communicate with people from different origins and hence build a strong connection due the apt understanding of their language.

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SPECIFIC FEATURES OF AMERICAN ENGLISH

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Abstract: *The article deals with the some specific features of American English and its pronunciation, differences between American and British English, their pronunciation and writing, some characteristics of American English versus British English, dialect endangerment in American English pronunciation, agreement in American English and British English.*

Key words: intonation, pronunciation, phrases, linguistic processes, dialects, accents, voice, consonants, vowels, phonetic symbols, homophones, yod-dropping, syllable, pitch, intervocalic alveolar flapping, merger.

INTRODUCTION

American English [AmE, AE, AmEng, USEng, en-US] sometimes called United States English or US English, is the set of varieties of the English language native to the United States. The term American English [or North American English] refers broadly to the varieties of the English Language Spoken and written in the United States and Canada. More narrowly [and more commonly] American English refers to the varieties of English used in the US. American English [AmE] was the first major variety of the language that developed outside of Britain.

“ The foundation for an ideological American English, says Richard W. Bailey in *Speaking American* [2012], “ began shortly after the Revolution “; and its most articulate spokesman was the quarrelsome Noats Webster.

According to Andy Kirkpatrick, American English is, doubtlessly, the most influential and powerful variety of

English in the world today. There are many reasons for this.

First, The United State, is, at present, the most powerful nation on Earth and such power always brings with it influence.

Secondly, America's political influence is extended through American popular culture, in particular through the international reach of American films [movies, of course] and music.

Third, the international prominence of American English is closely associated with the extraordinarily quick development of communication technology.

The pronunciation of American English and the pronunciation of British English are similar. The general impression of American English pronunciation is as follows:

American English intonation does not rise or fall as much as that of British English, it sounds more monotonous.

American voices usually have a higher pitch. That is why American English often

seems too emphatic and American voices seem louder than those of British speakers.

American pronunciation is more nasalized.

There are certain differences in the pronunciation of vowels and consonants.

MATERIALS AND METHODS

There are many lists of equivalent British and American words, but they must not be taken too seriously. On the American side of the page will be many words and phrases perfectly well understood, many of them in use, in Britain.

Thus, most of them would not cause any serious confusion on either side.

Americans do not usually say “first floor” for “second floor”; they do not call a “trillion”; a “billion”. But not educated Americans are quite aware of the British equivalents. Valid differences in the use of words are not really very numerous or very significant.

Through British and American spellings is the same in most cases, it differs in a few details, which sometimes leads on unexperienced student to failures in the dictionary.

If a student looks for the word “reflexion” in a small dictionary, he or she may be unable to identify the word, unless she recalls that there may be some differences in spelling, and that the American “reflexion” looks like “reflexion” in the British usage.

The Standard American accent is what is called Rhotic. This means that they pronounce the letter “r” every single time it is in the spelling, and never when it is not in the spelling.

Some characteristics of American English vs. British English.

“The economical nature of American English is seen in several commonly observed linguistic processes, including the use of shorter words [math – maths, cookbook – cookery book], shorter spellings [color- colour], and shorter sentences [I will see you Monday vs. on Monday]. The differences can be captured in the form of what we call principles or maxims, such as “use as little [linguistic] form as possible”

“Regularity is found in the way in which American English changes certain paradigms of English that have some irregular members. Cases of this include the elimination of irregular verb forms [burn, burned, burnt, rather than burnt], doing away with *shall* and keeping only *will* to indicate future, the regularization of the verb *have* [do you have...? As opposed to *Have you...?*], and many others.” [Zoltan Koverces, *American English*, 2000]

The grammatical differences between two varieties of English are not very great. Here is one example:

I have got a sister. – BE

Have you got a sister – BE

Do you have a sister? – AE

Agreement in American English often differs in their treatment of agreement with collective nouns, i.e. nouns with singular form but plural meaning, such as *committee, family, government, enemy*. In American English the singular is usually preferred with such nouns, but in British English they are sometimes followed by a verb form in the plural and a plural pronoun:

*AmE*The government *has* decided that it *has* to launch a campaign.

*BrE*The government have decided that they *have* decided they *have* to launch a campaign.

This difference is especially clear in sports writing:

*AmE*Mexico wins against New Zealand.

*BrE*Mexico win against New Zealand.

Although Americans mostly use singular agreement with the verb, they are likely to use plural pronouns to refer to collective nouns [Levin 1998]:*AmE*That's the sign of *a team* that *has* a lot of confidence in *their* players.[Gunnel Tottie, *An Introduction to American English*. Blackwell, 2002].

American English is divided into 2 parts: western part and eastern part.

The English spoken in the western part of the country is therefore more neutral, since the more irregular features have cancelled each other out. Certain parts of the Midwest and Mid- Atlantic United States might also claim to speak "pure" American English. Be that as it may, if we don't know exactly what GA is, we at least know what it isn't. Below are listed a few of its most recognizable characteristics.

Yod-dropping.

Yod-dropping is the loss, in certain contexts, of the sound usually represented by the letter *y* [as in the word *yes*]. A good example is the word *student*; in British English, this *y* sound [called *yod*] is inserted before the *u*, so it is pronounced *styudent*, while in American English the yod is usually dropped.

Syllable-final *r*

There is hardly a need to describe this phenomenon, as it is familiar to everyone. Basically, the *r* in words such as *car* is dropped in British and retained in American.

The / o / sound.

In American English, the *o* in words such as *fox* is pronounced like the *a* in *father*. If you want to sound American, it is important to get this right.

The British first came to the American continent at the beginning of the 17-th century. As time went on Americans began to use different English words for the same things. For example, instead of "petrol" Americans use "gas", instead of "child" they use "kid". One of the differences is the spelling of words. As I mentioned above that, Americans stopped using "u" in words like "colour", "honour", but the British kept using it.

RESULT AND DISCUSSION

Standard American English [SAE] is perhaps best defined not by the features that it has, but the features that it lacks. You could say that it is not marked by any regional characteristics [or at least perceived that way].

The French solved this problem by creating the Academiefrancaise, which is a body of scholars that acts as a supreme court in settling questions concerning the French language.

Russian is regulated by a similar body called the Academy of Sciences, and Spanish is overseen by the Real Academia Espanola.

English, however, does not have a language academy. In fact, style guides such as the AP Stylebook and the Chicago

Manual of Style are perhaps the closest English comes to having a regulatory body. Be that as it may, a case can be made for an American standard. In this article, SAE shall be defined as all phonological and morphological forms that are not associated with a particular region.

The dropping of /r/ in syllable- final position is associated with the Northeast. In SAE, / r / is preserved in this position.

Regarding SAE morphology, the second person plural you all serves as a good example. Y'all is very much associated with the South. You's [plural of you] is associated with the Northeast. Only you all can not really be associated with a particular region, which is why it is the standard form.

Most seriously, there is actually a variety among American English speakers.

Rules for American English:

No one can know all the rules for American English.

If anyone knows all the rules for American English, the rules will be changed unpredictably and immediately.

The rules will intermittently be changed unpredictably and immediately for no reason.

If you fail to adhere to the rules of American English, an American will let you know. Loudly.

CONCLUSION

In conclusion, I want to speak about which one is easier British or American accent. Majority of people say that the American accent overall is easier to pick up than the British one [mainly because of its rhoticity]. Obviously the ease also depends on the individual.

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SOME TECHNOLOGICAL ELEMENTS OF THE CULTIVATION OF FIELD – TEA

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Abstract: *The article gives information that some technological elements of Field – tea *Hypericum perforatum* L was studied in Samarkand religion.*

Keywords. Fruit, climate, inflorescences, plant, seeds, productivity, raw materials, phytomass.

Introduction. In Uzbekistan there are more than 700 types of medicinal plants. Of these, about 120 types of plants grow and civilized in natural conditions which are used in scientific and folk medicine. Approximately 40-47% of all drugs is obtained from plant raw materials Plant is the complex structure natural chemical laboratory, which can create the ability of organic matter or compounds. The dried herbs, roots, roots, rhizomes, buds, onions, bark, leaves, flowers, buds, berries, seeds, cereals, juices, peanuts, essential oils and other medicinal herbs of medicinal plants are used as medicines. One of the plants is a field – tea *hypericum perforatum* L.

Research object and methods used.

We used following methods to find the fertility of field – tea *hypericum perforatum* L. They includes Nurmatov Sh.,Mirzajonov K.,Avliyokulov A.,Bezborodov G.,Akhedov Dj.,Tshaev Sh.,Niyazaliev B.,Kholikov B.,Hasanov F.,Mallaboev N.,Tillabekov B.,Ibragimov

N.,Abdullaev Sh.,Shamsiyev A. “Methods of field experiments” UzPITI.- Tashkent, 2007.-146 p.

Results and analysis. It is well-known that one of the most important indices in the cultivation of intratuminated or wild-growing types is the determination of its fertility, the study of its biological characteristics and the development and implementation of cultivation technology. Field – tea’s natural resources are little and different in climatic conditions. For example, according to A. Yuldoshev, M.I. Ikramov and H.N. Normurodov’s (1992), there is 6.8 hectares in Samarkand religion and 7.2 hectares in Nurobot religion, which is 11.49% of the total plant area and 122.6 hectares can be harvested in these areas. According to E.M. Gantar’s opinion (2000), the productivity of dry field-tea’s mass is equal 4-49 g per square meter (1m²) in mountains of Altai area and Kazakhstan. It can be seen from N.N. Grishkov’s information that average amount of plant’s mass

Table -1

Productivity of *Huperisum perforatum* L raw material per hectare
(25.07.2019) Productivity of *Huperisum perforatum* L raw material per hectare
(15.10.2016) M±m

Methods of planting	15.07.2017 year	25.07.2018 year	21.07.2019 year	On avarege
30x15	11.3±0.07	11.3±0.07	11.8 ±0.08	11.4±0.16
45x15	12.4±0.16	12.4±0.16	13.2±0.15	12.6±0.22
60x15	14.7± 0.16	14.7±0.16	15.2±0.16	14.8±0.08

includes from 3 hectares till 10 hectares in Sumskaya Region, Ukraine. T.E. Baraev 1999). It was founded from the observation of natural field – tea mass A.A. Bubenchikov, L.I. Prokosheva 1987) it can be seen that store of fitomassa this plant includes from 13 till 43 grm² in Aypenskiy, Russia According to the results of research carried out in the Siberian Central Botanical Garden of the Russian Academy of Sciences, E.V. Tyurina and others 1983-1987) phytocenosis of this plant includes 19 to 24 centners per hectare.

In the Volga-Vyat region of Russia, planting and culturing of the Field – tea plant (Egoshin.2003) it is noted that from all hectare to two tonnes of dry phymassa is extracted from two crops.

E.E. Studies by Echishvili, N.V. Protnyagina and others (2008) show that the phytomass weight of a large bush plant was 8-31 grams in the second growing year and 241-1620 grams maximum during the third growing season. In recent years, phytomass has declined.

Uzbekistan's climatic conditions are the first to study the productivity of this species. To do this, we conducted on October 16, 2016, July 25, 2018 and July 21, 2019, during the flowering phase of

the field phylloassomass planted on October 16, 2016 in various planting methods (30x15cm, 45x15cm, 60x15cm). The information we receive is in the table.

The study of phytomasses showed that there was little variation in the first growing season, which was about 11 centners per hectare in all years, with only 0.01 centners more than in the first and second vegetation years. In the 45x15 and 60x15 planting methods, there were no significant differences in the first and second growing years, although there was a marked change in the third growing season. Thus, the 45x15 planting method yielded 12.4 quintals per hectare in 2017 and 2018, compared to 13.2 centners in 2019. A similar pattern was noted in the 60x15 planting method. This means that in 2017 and 2018 14.7 centners were harvested, while in 2019 this figure was 15.2 centners. The average crop yield was 11.4 centners per 30x15 in three years, 12.6 centners per hectare in 2018 and 14.8 centners per hectare in the third year, or 2.2 centners compared to the 45x15 planting and 30x15 cm compared to the 60x15 planting. It was observed that it was 3.4 centners higher.

Conclusion

1. The highest amount of phytomass was observed by planting 60x15 cm and the average phytomass was obtained from 14.8 centners per hectare in three years.
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ЛИНГВИСТИЧЕСКАЯ ОСНОВА МЕТОДИКИ

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Лингвистической основой методики работы над частями речи в школах является учение о частях речи как рядах слов, «объединенных общими грамматическими свойствами, отражающими общность их семантики». Распределение слов по лексико-грамматическим разрядам (частям речи) осуществляется на основании трех признаков: а) семантического (обобщенное значение предмета, действия или состояния, качества и т. д.), б) морфологического (морфологические категории слова) и в) синтаксического (синтаксические функции слова). Работа, следовательно, и должна быть направлена на осознание учащимися общности в языке определенных групп слов, их роли в общении людей.

В качестве ведущего лингво-методического положения, определяющего последовательность изучения частей речи, выступает положение о целесообразности взаимосвязанного изучения в каком-либо отношении сходных языковых явлений. В начальных классах принят такой порядок изучения имен существительных, имен прилагательных и глаголов, согласно которому от общего ознакомления со всеми частями речи учащиеся переходят к изучению каждой из указанных лексико-грамматических групп. Такой подход создает благоприятные условия для

сравнения частей речи уже на начальном этапе их изучения и тем самым способствует более четкому выделению основных сторон формируемых грамматических понятий.

Имена существительные, имена прилагательные и глагол учащиеся начальных классов осознают с пяти сторон:

1) что обозначает слово (предмет, признак предмета или действие предмета),

2) на какие вопросы отвечает,

3) как изменяется или какие имеет постоянные категории,

4) каким членом предложения чаще всего выступает в предложении,

5) какие имеет окончания; как чаще всего образуется.

По указанным пяти параметрам учащиеся проводят и сопоставление изучаемых частей речи.

По мере изучения постепенно углубляются знания о грамматических признаках каждой части речи. I класс, согласно школьной программе, включает проведение классификации слов с учетом морфологического вопроса, на который они отвечают. II класс является центральным в формировании понятия «часть речи». Учащиеся знакомятся с совокупностью лексико-грамматических признаков, свойственных каждой части речи: роль в языке, обобщенное лексическое значе-

ние, категория рода, числа, времени (у глаголов), функция в предложении. В III классе углубляются знания о морфолого-синтаксической стороне каждой части речи: изменение имен существительных и имен прилагательных по падежам, глаголов по лицам. Также в III классе большое место занимает формирование навыков правописания окончаний.

Умение распознавать части речи формируется у учащихся с опорой на владение совокупностью признаков. Например, чтобы узнать, какими частями речи являются слова дружба, дружный, дружил, ученик II класса рассуждает так: что? – дружба, слово обозначает предмет, женского рода, это существительное; слово дружный отвечает на вопрос какой?, обозначает признак предмета изменяется по родам: дружный, дружная, дружное, в предложении употребляется с существительным: дружный класс, дружная семья, дружное звено; это прилагательное; что делал? – дружил, слово обозначает действие предмета, изменяется по временам: дружит – настоящее время, будем дружить – будущее; это глагол.

Программа для начальных классов не предусматривает специального ознакомления учащихся с делением частей речи на самостоятельные и служебные, но практически учитель обращает внимание детей на признаки,

по которым части речи делятся на указанные две группы. Так, учащиеся узнают, что имя существительное, имя прилагательное, глагол, местоимение, наречие всегда являются членами предложения, а такие слова, как предлог и союз, членами предложения не бывают.

Одной из ведущих задач изучения частей речи является развитие устной и письменной речи учащихся, включая обогащение словарного запаса детей новыми именами существительными, прилагательными, глаголами, уточнение смысла слов, которыми дети пользовались ранее, и развитие умения точно употреблять слова в связной речи.

Для более успешного решения этой задачи программа рекомендует в процессе изучения частей речи проводить работу над синонимами, антонимами (без терминов), познакомить учащихся с многозначностью слов, употреблением слова в прямом и переносном смысле. При этом необходимым условием является связь обучения с жизненным опытом учащихся, с тем, что они непосредственно видят вокруг себя, слышат по радио, узнают из книг.

Формируя у учащихся умение наблюдать, подмечать существенное, повышая уровень знаний школьников об окружающем мире, учитель одновременно осуществляет задачи развития их речи.

К ВОПРОСУ ОБ ИНТЕРПРЕТАЦИИ ХУДОЖЕСТВЕННОГО ТЕКСТА

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Abstract

Interpretation of fiction is often one of the most complex analyzes. In this regard, any artistic tool plays an important role. In this article, we would like to highlight a few questions about the interpretation of fiction.

Keywords: artistic, originality of language, language system, interpretation, reflection, plot and idea of a work, literacy, verbal art

Основные характеристики современного человека: знания, объём, и глубина которых должны быть значительными, а также умения, отмеченные высокой квалификацией и мастерством. Немаловажным является нравственное и эстетическое воспитание, этика и высокая культура, знание нескольких языков, компьютерная грамотность, любовь к художественной литературе и, безусловно, коммуникабельность.

В связи с этим, считаем, что сегодня важно учиться художественно-эстетическому чтению литературных произведений, приобщаться к подлинной литературе. Следовательно, это требует целенаправленных изменений в системе литературного образования, опирающихся на богатое духовное наследие прошлого, на потенциал принципов, убеждений и критериев и широкого

синтезированного общественно-художественного опыта, без чего освоение литературы в учебных заведениях не может подняться на плодотворный уровень восприятия, что предполагает установление направлений необходимых изменений в преподавании русской литературы.

Нравственный потенциал русской классики составляет великую традицию русской литературы на всех этапах ее развития. Однако в процессе развития литературы, отражающей изменяющуюся действительность, происходит преимущественное освоение то одних, то других граней классического наследия.

По-мнению известного учёного В.В. Виноградова, язык художественной речи находится в сложной связи, «во-первых, как «речь», или текст, построенный на основе данного национально-

го языка и отражающий его систему; во-вторых, как «язык искусства», т.е. систему средств художественного выражения». Ведь задачи лингвистического анализа художественного текста сводятся к тому, чтобы:

- 1) правильно понимать художественный текст;
- 2) правильно осмыслить сюжет и идею произведения;
- 3) показать художественные средства, в частности, стилистические, использованные автором для достижения цели;
- 4) обратить внимание на своеобразие языка автора художественного произведения, его авторский стиль, почерк.

Этом и состоит «мастерство писателя», который вкладывает в «свое слово» своё собственное.

Развитие художественной мысли характеризуется устремленностью к национальным корням и истокам народной жизни, являющейся основой современных стилевых авторских исканий, смена приоритетов в целевой функции системы образования.

Сегодня задачей художественного образования является не объем получаемых знаний, а задача повышения качества этих знаний, способов познания.

Художественное произведение – это не только языковая система, но и модель мира, определенная концепция человека, отражение идей писателя, его взглядов. В связи с этим, считаем, что анализ художественного текста должен заключаться в рассмотрении как языковых явлений и средств худо-

жественной выразительности, так и образной системы произведения в целом (жанровые, сюжетные ритмико-интонационные особенности, композиция, принципы художественного видения окружающего мира писателем, его мировоззрения). Проблема анализа художественного текста, его интерпретация – это сложная задача и, требующая долговременных усилий.

Развитие читателя как личности на материале литературы помимо идентификации, выполняемой читателем в процессе самопознания, нужно указать и на интерпретаторскую деятельность, которую выполняют интерпретаторы-профессионалы – литературный критик и литературовед, которые помогают читателю глубже понять и осмыслить произведение, прочувствовать его. Известно, что слово «интерпретация» произошло от латинского слова «interpretatio», что означает «разъяснение, истолкование».

Что же представляет собой интерпретация, как она возможна и насколько допустима? Для понимания данного процесса важны такие понятия, как «раскрытие» и «трактовка», выделение в авторском тексте заложенных в нем национальных ценностей и смыслов, равно как и наделение его ими, которое совершает субъект в диалоге с автором. Отличие национальных литератур проявляется в художественном развитии, а также в особенном своеобразии национального, уникальности смысла и ценностей, не свойственных другим культурам, характерной именно для той или дру-

гой национальной языковой картины мира, отсутствующей в других. В связи с этим интерпретация художественного текста также зависит от уникальности национального мировидения, мировоззрения интерпретатора наряду с авторской – видения национальной картиной мира автором, его менталитетом. При этом читателю необходимо понять и прочувствовать всю совокупность деятельностных отношений героев между собой и с миром, заложенных в произведение автором. Раскрытие, осмысление, фиксация и формулирование, вложенное автором в содержание произведения – начало его постижения, откуда начинается диалог автора и читателя, – здесь и возникает интерпретация.

Итак, в понимании интерпретации важным является вопрос не только о ее принципиальной допустимости, но и о возможных пределах, который не может быть решен универсальным способом, поскольку каждый конкретный случай «творческого диалога» автора и читателя уникален. Однако ино-

гда интерпретация не выходит за границы авторского текста, иногда расширяет предмет далеко за пределы произведения. В этом акт силы интерпретации, её роли. Акцент делается на максимально полном извлечении содержания из того, что было заложено в произведение автором. Читательская интерпретация, трактовка в работе читателя также имеет значимость в осмыслении художественного текста.

Таким образом, считаем, что интерпретация художественного текста проходит две стадии: интерпретация, описанных событий и явлений, самим автором произведения и интерпретация читателя уже интерпретированного художественного текста.

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WAYS OF COOPERATION: RUSSIA AND TURKESTAN (FIRST QUARTER OF THE TWENTIETH CENTURY)

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Abstract

It is well known that the Republic of Uzbekistan has a great cultural history. From this point of view, the interest of the general public to the historical past, including the history of the Kokand Khanate, naturally increased. In particular, to date, some progress has been made in covering the political, socio-economic, commercial and cultural life of the Kokand khanate. However, this does not mean that the khan has yet to be fully revealed. This article covers the issues of cooperation between Russia and Turkestan.

Keywords: history, culture, travel diary, collaboration, diplomatic and trade relations

Международные связи в области образования являются неотъемлемой частью внешнеполитической деятельности Узбекистана. Реформа высшей школы страны требует совершенствования международной деятельности.

В стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан в период 2017-2021 годы определены важнейшие задачи по специалистам на уровне международных стандартов. Этим, в первую очередь, определяется актуальность и огромное значение.

В наши дни, когда Республика Узбекистан вышла на путь подлинно самостоятельного, суверенного развития вполне естественно возрос интерес широкой общественности к ее истори-

ческому прошлому, в этом числе и истории Кокандского ханства.

Разумеется, определенные успехи достигнуты в освещении политической, социально-экономической, торговой и культурной жизни Кокандского ханства. Тем не менее, судя по доступной нами исторической культуре, не все проблемы истории ханства нашли свое отражение в научных публикациях.

В начале XIX века ежегодный средний вывоз товаров из России в Среднюю Азию составил 988 тысячи рублей, а к концу первой четверти XIX века, он поднялся до 4390 рублей.

В архиве имеется документ ЦГВИА, ФВУА. Д №24729. 4.л) с названием «Путевая записка с замечаниями мест, ведущих от Сибирского линейного войска в управлении переводчика коллеж-

ского регистратора Мамедярова 1811 года», в которой есть раздел «Путевые записки Мемедярова (140-144стр).

Документ представляет собой традиционной для XIX в. Путевой дневник, где сделаны краткие замечания о местностях, расположенных по пути следования казачьей команды. Структура описания сдержала информацию трех типов: в 11-й графе – «месяцы и числа, во 2-ом по каким местам совершался путь», в 3-ем замечания о местах, где были ночлеги и пребывания временных команд.

Из расспросов можно узнать, что казачья команда во главе с Мемедяровым вышла 1 марта 1811г. из редута Кривого между крепостями Ямышевской и Семиполатинской на правом берегу реки Иртыша. Дальнейший путь пролег на запад по ровной степи... «через казакских урочищ, по которым»... для путешественников лесу, подножного корму и воды, текущий из колючей и по лощинам в речках достаточно, 12 марта команда прибыла к Букою близ урочища Сары Кургин, позднее отряд казаков достиг верховья реки Нуры. 1 апреля он прибыл к реке Сары – Су, 5 апреля к урочищу Чунаки, дальнейший путь лежал к местечку Сузак (ныне Сузак – С.Н.). к концу апреля отряд Мемедярова достиг города Туркестана, реки Арысе Колесу и вступил в пределы Ташкента. Пробыв там с 1 по 11 мая, отряд Мемедярова продолжил путь к Коканду.

Другой путевой дневник носит название «Описание бывшим в загра-

ничной партии 8-го Казачьего полка пятидесятника Вяткина, во время следования короткими местами, где имел ночлеги и капал урочища и чем изобилиующи 1813-года». Эти путевые заметки пятидесятника 8-го Казачьего полка Вяткина, вышедшего со своим торговым караваном 18 августа из Семипалатинска. Маршрут караван Вяткина отличался от маршрута первых русских путешественников в Кокандское ханство.

Записки Вяткина содержит интересные данные о природе, населенных пунктах, численности войск, вооружении и т.д. 28 ноября Вяткина с отрядом отправился из Ташкента в Коканд. Путешествие начали по Карасу, дальнейший путь отряда пролегал в сторону современного райцентра Ахангаранга. В записках указано, что 1 декабря отряд прибыл в деревню Телеу (Теляу), которая расположена к востоку от Ахангарана в предгорьях Кураминского хребта.

2 декабря проезжали через высокую гору; пешими, а лошадей вели в поводах верст 5 и прибыли в деревню Шайдан, стоящую при речке, выпадающей из гор, обитающую кокандцами. Селение до 190 домов жители которых занимаются хлебопашеством. « 3 – декабря из деревни Шахдан выехали и переправились через реку Дарью (Сыр-дарья С.Н.) и прибыли в город Коканд через 45 верст». (ЦГВИА Ф. ВУ Ад № 24729).

Отряд в Коканде был хорошо принят Омар Ханом, принявшего престолот брата Алим Хана – завоевателя Ташкен-

та. Приводим текст дневника Вяткина ... Явились у таможенного владельца и по приказанию его отведены были в по-сольском доме. Квартира, в котором я проживал 10 дней и для узнавания расположения того города и прочего имел по тому проезд. Вяткин как военный человек интересовался укреплениями города, численностью Кокандского войска и его вооружением.

В «Описании» так же имеются сведения о базарах, лавках и товарах, производимых в городе. По сведениям Вяткина, тогдашний Коканд поставлял шелковые и хлопчатобумажные ткани и сушеные фрукты и др.

8-й Казачий полк вероятно вышел из Коканда 13 декабря в сопровождении кокандского торгового каравана, состоящего из 50 торговцев с 500 верблюдами. Интересно то, что Омар Хан не выделил для сопровождения каравана специальный отряд своих войск, а поручил это русским казакам. В Ташкенте к кокандцам присоединились русские купцы с 800 вьючными верблюдами и торговый караван из 1300 верблюдов, которые направились в Россию и прибыли в Семипалатинскую крепость 19 июня 1814 года.

Таким образом, имеющиеся материалы о двух поездках казачьих команд в Коканд под предводительством Вяткина в 1813 и 1815 гг. «Описание» и «Добавление» – ценные источники, повествующие о всевозрастающих торговых отношениях России с Кокандом первой четверти XIXв.

Архивные материалы о посещении, Мамедияровым и Вяткиным Коканд-

ского ханства в окружающей стеной, дают представления, о товарообороте Кокандского ханства и подтверждают предположение, что часть ввоза и вывоза товаров были связаны с Россией.

Нам представляется, что в предполагаемой работе нами сделана попытка основе «Путевой запиской о значении мест, ведущих от Сибирской линии город Коканд и обратно. По моему месту, следовала казачья команда Сибирского линейного войска в управлении переводчика коллежского регистратора Мамедиярова 1811 года, в которой есть раздел «Путевые записки Мамедиярова» российского посланника, в которой освещена процедура приема иностранных дипломатов и, как известно, в периодсуществования Кокандское ханства пытались установить дипломатические и торговые отношения с Россией.

Современное общество находится на этапе активного поиска решений проблемы межкультурного, торгового, экономического общения. В связи с этим возникло новое понятие международное образование, которое призвано обеспечить знакомство и погружение человека в мир разных культур, возможность общения с народами разных стран. Поэтому для Узбекистана развитие исторической науки и образования становятся важным условием повышения конкурентоспособности историко-экономической системы, чтобы занять достойное место на региональном и мировом уровне, укрепить, государственность и развивать национальные интересы.

В последние два года были подписаны ряд международных актов и документов о сотрудничестве с Россией. К примеру, в соответствии с подписанным между Министерством высшего и среднего специального образования и Министерством образования России, Московским институтом русского языка им. Пушкина и Ферганским Государственным Университетом. Особый интерес вызывает опыт сотрудничества в области истории, культуры,

общественно-экономической деятельности осуществляемого органами исполнительной власти государств – участников Содружества Независимых Государств и европейских стран.

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ХУДОЖЕСТВЕННЫЕ ЭЛЕМЕНТЫ В ЭСТЕТИЧЕСКОМ ВОСПИТАНИИ (НА ПРИМЕРАХ ВЗАИМОДЕЙСТВИЯ УЗБЕКСКОЙ И РУССКОЙ ЛИТЕРАТУР XX ВЕКА)

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***Abstract.** The article analyzes the artistic elements of aesthetic education in world literature using examples of the work of the Uzbek writer T. Murod and the Russian writer V. Shukshin.*

Key words: philosophy, development, language, people, culture, traditions, customs, moral, moral and aesthetic values, researchers, beauty of the soul.

Взаимодействие нравственного и материального миров положительно решают философскую задачу. О развитии общества нельзя говорить без нравственных ценностей, именно взаимодействие данных миров между собой приводит к душевному равновесию. Нравственные ценности, изображаемые в художественных произведениях, являются одной из главных задач современного эстетического мышления.

По мнению Абу Наср аль Фараби, «зрелость не нуждается в материальном мире; а совершенство, хотя и при- сущее человеку качество, но оно не врождённое и совершенства человек добивается только путём очень серьёзного стремления и перерождаясь в настоящее духовное совершенство человека формируется через познание себя. Он как существо созданное все- вышним, через просвещение и благо – это и есть первые шаги к совершен-

ству» [1, с.13–15]. Национальная определенность художественных творений является естественным свойством подлинных произведений искусства, отражающих объективную действительность, а мера национальной характерности зависит от правдивости художественного воспроизведения.

В XX веке происходит взаимное обогащение как западных, так и восточных литератур гетерогенными традициями, направлениями, методами представлениями и формами. Изучая художественные произведения в спектре сравнительного литературоведения, невольно задумываемся над историей их создания.

По словам В.Н. Топорова «соотнесение-сравнение того и этого, своего и чужого составляет одну из основных и вековечных работ культуры, ибо сравнение, понимаемое в самом широком плане, самым непосредственным об-

разом связано с бытием человека в знаковом пространстве культуры, которое имеет своей осью проблему тождества и различия, и с функцией культуры» [2. с. 7].

Жанровая специфика, художественное время и пространство, особенности психологического анализа, важные аспекты содержания и формы художественного произведения важны для передачи авторского взгляда на характер и судьбу народа.

Наряду с вышесказанным необходимо отметить значение творчества Т.Мурода и В.Шукшина в мировой литературе, которые внесли большой вклад в эстетическое воспитание молодого поколения. Размышляя над судьбами сельских жителей, думая об их прошлом и настоящем, и Т.Мурод и В.Шукшин неизменно возвращались к земле, традициям, нравственным понятиям, верованиям, которые складывались из века в век у человека в труде.

При сопоставлении точки зрения авторской позиции в отношении идейной сущности и форм прекрасного в художественном творчестве на Востоке и Западе необходимо отметить, что узбекские писатели искали новые формы отражения современности, пытаясь философски осмыслить бытие, где наблюдается расслоение литературы на сегменты по эстетическому принципу и формальным экспериментам.

Мировоззрение людей, сама жизнь и отношение к ней простого человека – основная тема творчества узбекского писателя Тогая Мурода. Язык и

манера написания произведений были отличительны от произведений тех лет. Характеры героев, созданные автором, были оригинальными, отличались поведением и воспитанием. В современной литературе, вместе созданными произведениями появился иной литератор со своим художественным стилем.

Совершенно иные размышления о существенных расхождениях художественной мысли у В. Шукшина. Место духовности, эстетики рассматриваемое в годы страха, именно в начале 60-х годов активно занимает зрелищность, она же была призвана компенсировать наметившийся дефицит эстетического воспитания в жизни людей. Серьезность поставленных перед собой нравственных, философских, социальных задач обусловила подход автора к важным вопросам художественного мастерства. Категория народности является важнейшим критерием, позволяющим определить и меру эстетического совершенства вещи, и степень её слияния с культурно-историческим движением нации.

Эстетическое воспитание стало частью воспитания и образования человека. Художественные элементы же были составной частью жизни общества.

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К ВОПРОСАМ ПЕРЕВОДЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

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Abstract. *The article analyzes the issue of translation activities from the Uzbek language to other languages of the world.*

Keywords: foreign words, language, people, culture, traditions, style, translation, source, researchers, writer's world, effort, thought, analytical mind, reasoning.

Одна из главных трудностей перевода заключается в многозначности терминов и несовпадении семантических полей в языках. Многие исследователи считают, что западным языкам приходится легче, чем русскому, лишь по одной причине, что у них богатое латинское прошлое, но не стоит забывать и о восточных языках. Термин «восточные языки» объединяет ряд разно-системных языков: тюркские, монгольские, арабский, иранские языки. В состав тюркских языков исследуемого периода входили: чувашский, башкирский, татарский (поволжско-татарский, касимовско-татарский), крымско-татарский, язык сибирских татар, ногайский, каракалпакский, караимский, кумыкский, карачаево-балкарский, туркменский, узбекский, уйгурский, турецкий, азербайджанский, якутский, тюркские языки Алтая [1].

Обратим внимание на то, что с начала XVIII века в России бурно развивается экономика, наука, культура.

Рост торговли, расширение фабричного и заводского производства, изменение быта людей – всё это оказывало огромное влияние на развитие русского языка. В этот период времени усиливается приток заимствований из западноевропейских и восточных языков. Заимствуются слова для обозначения новых предметов и явлений; переводятся и калькируются иноязычные слова, обозначающие отвлеченные понятия, которые не могли быть переданы точно средствами русского языка.

Развитая терминология заимствуется, причем заимствуется поздно и косвенными путями, поэтому перевод с одного языка на другой становится трудоемким. Однако необходимо обратить внимание на то, что где прямое заимствование помочь не в силах, русский язык с величайшим трудом справляется с передачей отточенных понятий и терминов восточной традиции.

Проблемы, возникающие при переводе текстов на русский язык, определены языковыми представлениями, внутренним миром переводчика, что приводит к конвергенции наследия автора с духовным богатством национальной и мировой культуры с целью обновления и обращения к идеям, обозначенным не в рамках того, что еще совсем недавно воспринималось в качестве основной линии философского развития [3. с. 187].

Перевод является неким усилием, при котором у переводчика вырабатываются навыки и открываются возможности воспринимать общие понятия для индивидуального языка переводчика.

Трудность перевода некоторых текстов усугубляется еще и тем, что переводчик сталкивается с пониманием мысли для более точного ее перевода на другой язык. В данном случае имеется возможность более точно уяснить, на каком языке думает переводчик. В ряде случаев мысли прочно укореняются на том языке, на котором ведутся размышления, следовательно, любое перенесение той или иной единицы в иную языковую стихию неизбежно несет потерю полноты и цельности всего контекста.

Именно при таком затруднении переводчику помогает не только словарный запас и логика но и знание философии. Читатель переведенных текстов в определенном смысле имеет дело с переводом, где переводчик не просто переводит с одного языка на

другой, а пытается помочь увидеть, как в языке обретают новые возможности мысли, облеченные в бесконечные понятия и дефиниции [4.].

Индивидуальный подход позволяет переводчику более точно осознать суть текста, сделать вывод по правильности перевода, его структуре используя аналитический ум и рассуждения. Слова и выражения как результат собственного языкового творчества, полностью соответствуют его духу, внутренней логике, которая, изначально глубже любой формальной логики и которая возможна только благодаря тому, что язык, речь, логос, продельвает внутри себя определенную и решающую работу по истолкованию встречающегося нам сущего [2. с. 225].

Правильное построение предложений в тексте, простые предложения придают решимость переводчику в переводческой деятельности, расширяет поиск правильного, точного и смыслового перевода.

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ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ И ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ УМЕНИЙ СТУДЕНТОВ

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Abstract

The essence of project activity is considered as one of the ways to stimulate personal growth and social formation. The principle and conditions of the organization of project activities when working with students are analyzed.

Keywords: project activities, subjectivity, communication skills.

Инновационные процессы в образовании, включая создание педагогических теорий, образовательных стандартов и нормативных документов, программ модернизации, не будут эффективными, если с решением всех проблем не рассматривать и решать проблемы личности, ее самоопределения, ценностных ориентиров, смыслов. В настоящее время система образования характеризуется ориентацией на личность, и на личностные стороны развития субъекта образования.

Образовательные стандарты выступают первостепенным показателем всего образовательного процесса. Усиление личностного потенциала образования рассматривается на современном этапе как одного из базовых направлений в системе образования. Основное современное назначение образования – помочь каждой личности найти себя в этом мире и научиться с

этим миром безопасно и эффективно взаимодействовать.

Для решения данной проблемы обучающемуся необходимо приобрести знания, освоить определенные способы действий, стили поведения, обеспечивающие более глубокое развитие тех способностей и задатков, которые заложены у обучающихся самой природой [3, с. 25].

В связи с этим, мы считаем необходимым формирование коммуникативных умений и на занятиях. Так как любой предмет не только дает определенные знания студенту, но и развивает его как личность, затрагивает его субъектность.

Среди современных методов обучения развитию коммуникативных умений и навыков в наибольшей степени способствует проектная деятельность. В процессе работы над проектами формируются следующие умения и навыки:

– сотрудничества (умения коллективного планирования, взаимодействия с другими членами группы, взаимопомощи, умение находить и исправлять ошибки в работе других);

– коммуникации (организация и взаимодействие со взрослыми: формулировка вопросов, ведение диалога, участие в дискуссии, отстаивание своей точки зрения или поиск компромисса);

– презентации (навык выступления, монолога, умение уверенно держать себя, отвечать на неожиданные вопросы без дополнительной подготовки и т. п.) [1, с. 14].

Наконец, немаловажно то, что в процессе подобной деятельности у обучающихся появляется чувство коллективизма, переживание общей радости. Ведь для обучающихся особенно важна эмоциональная привлекательность умений, они с удовольствием применяют в дальнейшем те действия и приемы учебной деятельности, которые вызвали у них радостные переживания, эмоционально положительно окрасили учебный процесс [1, с. 36].

Учебный проект с точки зрения обучающегося – это возможность делать что-то интересное самостоятельно, в группе или самому, максимально используя свои возможности; это деятельность, позволяющая проявить себя, попробовать свои силы, приложить свои знания, принести пользу и показать публично достигнутый результат; это деятельность, направленная на решение интересной проблемы, сформулированной самими обучаю-

щимися в виде цели и задачи, когда результат этой деятельности – найденный способ решения проблемы – носит практический характер, имеет важное прикладное значение и, что весьма важно, интересен и значим для самих открывателей.

Учебный проект с точки зрения преподавателя – это дидактическое средство, позволяющее обучать проектированию, т. е. целенаправленной деятельности по нахождению способа решения проблемы путем решения задач, вытекающих из этой проблемы при рассмотрении ее в определенной ситуации.

В этом заключается смысл работы над проектом: знания, умения и навыки, приобретаемые осознанно в ходе работы над лично значимой проблемой, быстро присваиваются и закрепляются студентом, превращаются в его активный запас академических знаний и практического опыта и в дальнейшем легко переносятся на другие виды работы [3, с. 28].

Главные цели введения метода проектов:

– показать умения отдельного студента или группы обучающихся использовать приобретенный на уроках исследовательский опыт;

– реализовать свой интерес к предмету; приумножить знания и донести приобретенные знания своим группникам;

– продемонстрировать уровень обученности; совершенствовать свое умение участвовать в коллективных формах общения;

– подняться на более высокую ступень обученности, образованности, развития, социальной зрелости.

Организуя работу над проектом важно соблюдать несколько условий:

1) Тематика проектов должна быть известна заранее обучающиеся должны быть ориентированы на сопоставление и сравнение некоторых фактов. Желательно чтобы студент или группа выбрала тему самостоятельно.

2) Проблема, предлагаемая студентам, формулируется так, чтобы ориентировать обучающихся на привлечение фактов из смежных областей знаний и разнообразных источников информации.

3) Необходимо вовлечь в работу над проектом как можно больше студентов, предложив каждому задание с учетом уровня его подготовки.

В зависимости от поставленной цели, задач и способов выполнения, проекты делятся на несколько типов:

- практико-ориентированный проект
- исследовательский проект
- информационный проект.

– творческий проект.

– игровой или ролевой проект.

Говоря о проектной деятельности студентов, нельзя не остановиться на такой форме работы как, организация научного общества.

Появление компетентностного образования – это ответ на вызовы общества, его главная идея – это обеспечение органичной связи образовательного учреждения с жизнью, способности «эффективно действовать за пределами учебных ситуаций и сюжетов», решать жизненно-ориентированные проблемы.

Наша задача не предвидеть будущее, а творить его уже сегодня, ведь будущее всегда заложено в настоящем.

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ФРАЗЕОЛОГИЯ И ИННОВАЦИОННЫЕ МЕТОДЫ ЕЕ ОБУЧЕНИЯ В КОНТЕКСТЕ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ

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Abstract

This article discusses innovative teaching methods. Phraseology and the proposed methodology of teaching phraseology Russian language on the material of animated films, Internet sites, magazines, newspaper texts and videos of information portals.

Keywords: phraseology of the Russian language, phraseological unit, transformation of phraseology, updating knowledge, methods of teaching phraseology

Стандарты образования, в основе которого системно – деятельностный

подход, призван сформировать готовность к саморазвитию и непрерывному образованию, активной учебно-познавательной деятельности обучающихся, построению образовательного процесса с учетом индивидуальных возрастных, психологических и физиологических особенностей. В качестве требований к результатам освоения обучающимися образовательной программы стандарты образования устанавливают следующие:

Личностные (готовность и способность к саморазвитию и личностному самоопределению, мотивация к обучению и целенаправленной познавательной деятельности, сформированность системы значимых социальных и меж-

личностных отношений, ценностно – смысловых установок, способность ставить цели и строить жизненные планы);

Метапредметные (освоение межпредметных понятий и универсальных учебных действий, способность использовать их в учебной, познавательной и социальной практике, самостоятельность планирования и осуществления учебной деятельности и организации учебного сотрудничества с педагогами и сверстниками, построение индивидуальной образовательной траектории);

Предметные (умения, специфические для той или иной предметной области, получение новых знаний в рамках учебного предмета, формирование научного типа мышления, науч-

ных представлений о ключевых теориях, типах и видах отношений, владение научной терминологией, ключевыми понятиями, методами и приемами).

Наиболее существенным новшеством стандарта образования является включение метапредметных результатов, среди которых, в частности, указываются: умение определять понятия, создавать обобщения, устанавливать аналогии, классифицировать, делать выводы; умение осознанно использовать речевые средства в связи с задачей коммуникации для выражения своих чувств и мыслей, владение устной и письменной речью; формирование и развитие компетентности в области использования информационно – коммуникационных технологий (ИКТ – компетенции); умение применять экологическое мышление в познавательной, коммуникативной, социальной практике, профессиональной ориентации.

Аспектный анализ работ обучающихся, дает право утверждать, что уровень знаний и умений по фразеологии ниже среднего (наблюдается неполное понимание значения фразам, не осознается национально – культурная специфика фразеологизмов, употребление фразеологических сочетаний происходит с нарушениями семантических и грамматических норм). Г. В. Михеева подчеркивает, что причиной такой ситуации является отсутствие преемственности в обучении фразеологии. Проведя анализ методической литературы, указывается на от-

несенность систем и методик обучения фразеологии к одной определенной ступени образования либо возрасту обучающихся. Исходя из положения В. Н. Телии, что значение фразеологизма всегда более насыщено «детальями», чем слово, Г. В. Михеева считает овладение фразеологическим богатством русского языка длительным процессом. Опираясь на мнение Г. В. Михеевой можно считать, что фразеологизм представляет собой языковую единицу, равную микротексту, включающей несколько уровней (общее лексическое понятие, заключенное в слове; выражение оценки; эмоциональная и стилистическая окрашенность). Правомерна мысль о том, что «целенаправленное обучение фразеологии позволит создать прочную основу для теоретического обобщения знаний, совершенствования речевых умений по фразеологии русского языка [5, с. 18].

Е. В. Баурина в статье «Методические аспекты обучения фразеологии» также указывает на эпизодический характер работы по фразеологии. Исследуя задания и упражнения по фразеологии в современной образовательной системе, можно подчеркнуть, что в учебниках по русскому языку для средней школы специальные задания и упражнения по фразеологии обращены лишь к толкованию фразам и работе со словарем. В исследовании «Обучение фразеологии на уроках русского языка в средней школе на основе освоения фразеологические связанных (символических) значений» В. В.

Гаврилов считает, что коммуникативное использование фразеологизмов предполагает их семантическое, деривационное или грамматическое варьирование в тексте. «Стержнем такого варьирования выступает символическое значение фразеологизмов. Методика, построенная на выявлении символических значений, обеспечивает более эффективное усвоение фразеологизмов использование их в процессе текстообразования» [2, с. 26].

Особый интерес представляет всемирная сеть Интернет. Именно поэтому в качестве учебного материала предлагается использовать Интернет – сайты, где выполняются задания на поиск фразеологизмов в художественных текстах, группировку фразеологических единиц и созданию собственных текстов с фразами по типу предложенных стихотворных произведений. С понятием «трансформированная фразеологическая единица» можно активно познакомиться в пе-

чатных СМИ и видео – сюжетах информационных порталов и сайтов, демонстрирующих быструю реакцию языка на любые изменения. Таким образом, предлагаемый новый подход к обучению фразеологии поможет обучающимся аккумулировать накопленные ранее и приобретенные знания, актуализировать эти знания на практике и накопить экстралингвистический опыт.

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ПОВЕСТЬ ЧИНГИЗА АЙТМАТОВА «ПЕРВЫЙ УЧИТЕЛЬ» И ОТРАЖЕНИЕ В НЕЙ ФИЛОСОФИИ ЧЕЛОВЕЧЕСКОЙ ЖИЗНИ

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Abstract

The article discusses the spiritual growth of the main character and how Chingiz Aitmatov reveals this growth through solving various problems of human life. The author of the story reveals the image of a teacher, Duchenne as a fighter for new ideals.

Keywords: human, master of his craft, human ideal, hope, perfect heroine

«Первый учитель» – повесть Чингиза Айтматова, которая наполнена тонкими символистическими штрихами. На празднике, посвященного в честь открытия школы, все вспоминают со смехом, как необразованный человек, читавший по слогам, учил детей азам грамоты. В разгар действия приходят телеграммы от бывших учеников с поздравлениями. Эти поздравления разносит уже пожилой и даже старый Дюйшен.

Повесть «Первый учитель» Айтматовым написан замечательно от начала и до конца. Как повествуется, в 1924 году в аул пришел человек в шинели из черного сукна. Этого человека звали Дюйшейн. Невежество народа, и конечно, местные жители восприняли эти стремления молодого человека в черном настороженно. Они веками жили в степи, и никакое образование им не было нужно. Жители же, когда

увидели, что молодого человека переубеждать бессмысленно, оставили свои попытки.

Алтынай – идеальная героиня, «золушка» времени. Но самое интересное в том, что в отличие от сказочной истории, читатель верит, что, в то время такое развитие событий вполне возможно: сиротка из степного аула в результате многих усилий стала академиком. Так видит современную ему «золушку» Ч.Айтматов.

«Первый учитель» – эта повесть – сказка, но грустная и правдивая. Предшествовала же восхождению «золушки» на научный Олимп драматичная история. В 1924 году главной героине было 14 лет. Среди всех учеников она была самой старшей. Кроме того, она была сиротой. Жила у тети и дяди, которые ее не слишком-то любили и баловали. Как и классическая Золушка, она много работала и терпела от своего

опекуна унижения, а иногда и побои. «Первый учитель» дает почувствовать атмосферу гнетущей безысходности детской жизни в селении. Однажды, когда Алтынай с другими детьми собирала кизяк, девочка увидела молодого человека, который трудился и облагораживал будущее помещение для школы. Путь от места сбора топлива (кизяк зимой использовался именно так) проходил через бугор, на котором располагалась бывшая байская конюшня. Дети любопытны, поэтому девочки спросили, что же здесь будет? Дюйшейн им ответил, что здесь будет построена школа. Он также сказал, что когда придет время, и все будет готово, то он обязательно соберет всех детей в округе и будет сам учить их грамоте. Глаза загорелись по-настоящему только у главной героине – Алтынай. Девочка предложила другим детям ссыпать весь собранный за день кизяк в школе, чтобы им зимой было, чем согреться. Остальные, разумеется, не согласились и потянулись к дому со своими мешками. А Алтынай набралась храбрости и оставила весь свой дневной «урожай» в школе, за что учитель наградил ее благодарной улыбкой. От этого в душе ребенка как будто вспыхнул факел, осветивший и озаривший весь внутренний мир, подаривший надежду. Чтобы хорошо понимать реакцию Алтынай, нужно помнить, что девочка была сиротой, не очень избалованной лаской. И это был ее первый самостоятельный поступок, совершенный вопреки тому, что, возможно, ждало ее дома. Для детей из аула учеба

была способом вырваться из мира невежества, безысходности и беспричинного ежедневного насилия. Особенно это было справедливо в отношении Алтынай. Поэтому нет ничего удивительного в том, что учитель Дюйшейн, когда наступила зима, и намело огромные сугробы, брал самых маленьких детей на руки и нес на себе до бывшей конюшни, а ныне школы, он преодолевал не только превратности общественного мнения, но и природы. Живописует проникновенно миг человеческого преодоления в своей повести Ч.Айтматов. «Первый учитель» – памятник стойкости человеческого духа, а его главный герой – идеал человека, который вызывает симпатию. Тетку Алтынай выводило из себя то, что девочка учится грамоте вместо того, чтобы выполнять работы по дому. Поэтому она решила любой ценой выдать ее замуж за одного из богатых горцев, которые уж точно увезут Алтынай к себе, и она забудет и о школе, и о своем учителе. В повести блестяще выписан образ злобной мегеры – тетки. Здесь Чингиз Айтматов предстает мастером своего дела. Однажды, когда Алтынай приходит из школы, она видит, что тетя с ней непривычно ласкова. Дядя пьет водку с какими-то странными неприятными мужиками в дорогих одеждах. Другими словами, в доме что-то празднуют, но что – непонятно. После торжества к тетке приходила знакомая, и две женщины что-то громко выясняли. Потом теткина «товарка» вышла во двор, где была Алтынай, и посмотрела на нее

одновременно и зло, и жалостливо. И девочка поняла: ее хотят выдать (продать) замуж за богача. Алтынай рассказала все своему учителю, а тот уже был в курсе событий. Ему поведала эту историю та женщина, которая была у тетки девочки. Он сказал, что пока Алтынай должна пожить у этой женщины. Девочка должна ходить в школу и ничего не бояться, ибо он поможет ей. В знак серьезности их договора Дюйшейн и Алтынай посадили на бугре, там, где школа, два тополя. Герои не учли только одного – вероломства злодеев. Однажды во время занятия в школу пришла тетка Алтынай с головорезами, и они силой забрали девочку. Учитель старался им помешать, но его зверски избили и сломали руку. Девочку перекинули через седло и увезли в горы. Очнулась она в юрте своего нового мужа-насильника. Оказалось, что она стала второй женой злодея. Но это был еще не конец. Впереди самый драматичный момент произведения, который психологически точно и достоверно передал Чингиз Айтматов. «Первый учитель» повествует и о жестокости, и о внутренней силе и вере в себя. Алтынай вырывается из лапы негодяев, и уезжает в город учиться. Утром на следующий день у юрты появляются учитель Дюйшейн и два милиционера. Они арестовывают насильника. Проходит два дня, и Дюйшейн провожает Алтынай на поезд. Она едет учиться в большой город –

Ташкент, и жить там в интернате. Их прощание на железнодорожной станции проходит чрезвычайно эмоционально: оба плачут. Когда девочка садится на поезд, Дюйшейн бежит за ним и пронзительно кричит: «Алтынай!». У Алтынай все сложилось просто замечательно: она закончила учебу в Ташкенте, потом поехала в Москву, отучилась на рабфаке, да так, что стала в итоге академиком, доктором философских наук. Как художник Чингиз Айтматов повествование об Алтынай заканчивает тем, что она обещает художнику завершить все дела в Москве и, как только сможет, сразу же приехать в родной аул и сделать так, чтобы здание новой школы была названо в честь ее первого учителя. В конце произведения художник, потрясенный прочитанным, уже не мучается от творческих поисков темы. Он знает, о чем писать. Проблема только в том, какое именно событие из этой истории выбрать. Если бы обычный читатель мог советовать художнику, то он бы, конечно, попросил его написать портрет первого учителя.

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ENGLISH AND SUBJECT INTEGRATION IN MATHEMATICS AND GEOGRAPHY

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Abstract

Content and Language Integrated Learning (CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”. Therefore, language teachers in CLIL programs have a very important and difficult task: they have to know the language as well as the content of the subject at a sufficient level. CLIL is content-driven because it involves learning content through an additional language that also relates to culture, environment, and learning-based on connected pedagogies and using contextual methodologies.

Key words: CLIL, different activities, multiple focus, scaffolding, curriculum.

This framework consists of 4 dimensions: Content (subject matter), Communication (learning through interaction), Cognition (learning and thinking processes), and Culture (intercultural understanding and global awareness in building up cooperation in learning). Culture permeates the other elements and can reinforce CLIL as a type of instruction that fuses the best of subject matter and language teaching pedagogies. CLIL merges learning theories, language learning theories, and intercultural understanding. It is an example of higher-level interdisciplinary integration and often includes transdisciplinary integration. It focuses on the message (topic, content), medium (language), and social interaction with others.

To achieve quality CLIL, teachers have to consider the core elements of CLIL—content, language, integration and learning—which are realized through the set of the 4Cs. Moreover, to succeed in CLIL practice, there is a requirement for teach-

ers to engage with alternative ways of planning for effective teaching. Furthermore, CLIL lessons should include a variety of different activities to promote necessary knowledge and also develop pupils' communicative competence. As CLIL implementation can offer numerous advantages, teachers who desire to be successful in CLIL classrooms should follow the main principles of CLIL:

Authenticity: The use of authentic materials, authentic case and authentic content from the real world such as daily newspapers, brochures, flight attendance in airline business courses/topics.

Multiple focus: The use of a variety of activities helps develop the pupils' several skills at the same time. Automatic learning will occur.

Active learning: The pupils are active in both the preparation and presentation stages. The teacher has to encourage the pupils to take a role in all steps of learning. Participation can activate active learning.

Safe learning environment: Familiar classroom setting and peer participation help the pupils feel safe and learn new things without less worry.

Scaffolding: The teacher and peers are consultants through class discussion. The teacher has to be ready to help the pupils all the time and also to encourage them to be good peers in helping each other to learn.

CLIL stands for “content and language integrated learning” and is defined as learning both language and contents of a particular school subject or academic course. This language is not pupils’ mother tongue. It is often the foreign language such as English. Nowadays, CLIL environments are very common due to global nature of English, the language which serves as a medium through which subject matter contents are delivered to pupils and learned by them. In addition, CLIL model helps pupils raise their level of second/foreign language proficiency. This can be regarded as an adjustment of the traditional approach to teaching/learning a language. Thus, content and language integrated learning has a dual aim – learning the content of a school subject and learning language used to teach this content.

Coyle proposed the following four principles or segments of CLIL: content (What is the topic within a particular school subject or academic course?), cognition (What are the mental processes involved in acquiring a particular lesson?), communication (What language are learners and teachers using while talking about specific concepts within that lesson?),

and culture/community (What is the (multi)cultural aspect of the lesson that is currently taught?).

The possible benefits of CLIL can be summarized as follows: it increases intercultural awareness (or sensitivity), CLIL improves motivation in pupils, it is useful for learners with different levels of ability, and CLIL produces a higher level of achievements in the foreign language used in the process of teaching and learning. Pupils involved in CLIL classrooms had higher levels of intrinsic motivation compared to those who were in regular EFL (English as a foreign language) classrooms. CLIL-exposed pupils reported a higher level of English skills as well as a greater degree of understanding of concepts taught within school subjects.

A study carried out into pupils’ attitudes toward CLIL in science revealed that most of them were satisfied with instruction delivered in English, classes in English were more interesting compared to those in mother tongue, there was more cooperation between pupils and teachers when contents were taught in English, and pupils made more additional effort because of English-mediated teaching and learning. In the same study, pupils did not report more positive attitudes toward British and American culture, as a result of CLIL-based instruction. When CLIL applied to math classes, pupils estimated these teaching methods as good, different, fun, and new compared to traditional teaching in their native language.

Integration of school subjects and foreign languages (CLIL – Content and Language Integrated Learning) is gaining

popularity throughout Europe and other continents. Geography is one of the most frequently selected subjects to be taught in such a way. Geographical vocabulary is taught anyway during foreign language classes, as topics such as volcanoes or tourist destinations are popular themes. Geography delivers a wide scope of interesting material available through different resources, especially electronic, which can be used for classes. However, teaching Geography through a foreign language is not an easy thing and it remains the task of the teacher to make sure the content is not neglected because of the language focus, or that the content is not simplified too much to be digested through the foreign language.

Teaching school subjects and languages separately needs specific tools, such as a well designed curriculum, specific teacher training, and experienced and dedicated teachers with expertise in modern methodology. Besides, skills practiced during classes, testing methods and the expected outcomes are specific for each study area. Last but not least, textbooks are diverse in both cases.

However, the integration of a subject and a foreign language, e.g. Geography and English, requires purposely designed tools which cannot simply copy what is specific for these subjects taught separately. First of all, it is required that the curriculum followed by CLIL classes is concordant with what the national Geography curriculum states, and not that of foreign languages. As a result, language skills acquired and practiced during CLIL classes are not built up in the

same fluent manner that during language classes.

If it comes to CLIL teachers, in numerous cases these are subject teachers with a decent knowledge of the foreign language in use. In many countries there are no specific requirements in terms of such teachers' training. As a result, these people often lack language teaching skills and delivering lessons can become a serious issue. Thus, the training should be carefully designed so as to meet the specific needs of such teachers. Other key problems connected with CLIL-style teaching of Geography include skills practiced during classes. Well-designed CLIL lessons should give the pupils opportunities to use and develop all language skills. As various studies prove, CLIL pupils generally outperform non-CLIL pupils in terms of all language skills. However, this cannot mean geographical skills are neglected due to lack of time or other obstacles. For instance, the amount of time devoted to fieldwork or map-reading should be at least the same, if not larger due to language difficulties, as in non-CLIL classes. This same refers to lesson preparation, testing and other fields of teaching.

Among the most difficult issues regarding CLIL-style teaching is how to obtain teaching resources, including textbooks. The simplest thing would be just taking a ready British or American Geography textbook, but the drawbacks of this include inadequate curriculum pattern (i.e. Polish curriculum does not include case studies which are found in British textbooks), inappropriate language level (in most cases too high), and no

language-specific exercises which would let pupils practice both receptive and productive skills. Although using ready Geography material found throughout English textbooks would swiftly include language practice, selecting such material would often mean that the contents is simplified, inadequate or outdated, while searching for Internet material is time-consuming. As a result, the amount of teacher-produced material can vary from 20 to as much as 70% (own study, unpublished).

Speaking

Carefully selected photos are to deliver stimulus material for speaking and listening activities at the beginning of each lesson unit. Accompanying task (Describe...) and the questions will help practicing language skills, which in this form appear during an oral leaving high school-exam for foreign languages. Moreover, the material is to draw pupils' attention to the topic covered in the section.

Vocabulary

One of the difficulties in dealing with foreign texts is its complexity caused by specific language in use. Moreover, even a foreign language specialist will have problems in pointing at proper pronunciation in English, as it varies a lot. Thus, each unit is accompanied by pronunciation based on modern vocabularies and presented in the International Phonetic Alphabet. Moreover, some chapters would have definitions or even vocabulary tasks included.

Conclusion

As highlighted before, pupils' from our sample had moderate attitudes to-

ward CLIL approach in math and geography lessons. Their preferences, estimates, and other opinions were similar (with the exception of attitudes toward British and American culture, changed in the more positive direction).

Pupils' were not interested in CLIL-based math and geography lessons to the extent we expected before. It seemed they had a neutral to mildly positive attitudes toward this kind of educational approach/methods. It will be interesting to explore pupils' and teachers' opinions and perceptions related to math and geography classes taught in English (or some other well-known and frequently used foreign language, such as English or Russian).

In addition, we need more experimental studies on CLIL and non-CLIL environment in all levels of education (elementary, secondary, and tertiary one). If participants' attitudes, preferences, and achievements in the experimental group are better in a statistically significant manner (compared to the attitudes, preferences, and achievements of participants' in the control group), then we can indeed attribute them to the introduction of CLIL approach.

In addition, **we recommend** to all teachers, especially English teachers work with your colleagues (math and geography teachers) in organizing CLIL lessons. Of course, qualitative studies will reveal the true nature of pupils' and teachers' attitudes toward CLIL environment and their perceptions about pros and cons of such an approach in educational science and practice. We can also apply mixed method research design in order to exam-

ine the common patterns in CLIL-related topics and to investigate opinions and perceptions of CLIL pedagogy in-depth, that is, more thoroughly.

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PRAGMATIC ANALYSIS OF ADVERTISING TEXTS WITHIN STYLISTIC DEVICE “PUN”

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Abstract

In Uzbekistan, advertisements have become a major agent to influence society recently. As a major controller in the society, they can softly command and shape the society as they want. The recent advertisements and their text have shown how effective they are to influence society through the many ways of advertising their product.

As we know, advertisements are designed to persuade consumers to buy a certain product. The pun is a common figure of speech and it is a device often employed in advertising. Firstly, a pun is a humorous device. A humorous message can give the audience a pleasant experience. Secondly, a pun can be considered as a riddle. Solving a riddle is a pleasant experience, because it flatters the audience's intellectual capabilities by showing them that they have the relevant knowledge to solve the problem. For instance: *Get Rich quick (Kenco Really Rich Coffee)*. Here the author showed that participants and who like to drink a coffee appreciated the riddle of a visual pun more than who doesn't like the riddle. If you would like to get rich quick you can buy Kenco really rich coffee. Solving a riddle can establish rapport between the communicator and the audience. As advertisers are under increased pressure to make their products stand out so as to attract the attention of potential buyers, through the use of puns, advertisers manipulate language so as to enable a reader of a particular ad to linger longer over it and ultimately buy the product or service.

We would like to show how advertisers use puns to communicate and the possible pragmatic meanings that are conveyed through this usage. As Culler said that the pun is an example product of language or mind and such as, it should be taken as a paradigm for the play of language. Depending on similarity of form and disparity of meaning, a pun evokes disparate meanings in contexts where each applies differently. In the most general of terms then, a pun is a form of speech play in which a word or phrase unexpectedly and simultaneously combines two unrelated meanings. The Oxford English Dictionary, defines the pun as: *“The use of a word in such a way as to suggest two or more meanings or different associations, or the use of two or more words of the same or nearly the same sound with different meanings, so as to produce a humorous effect; a play on words”*.

We should state that advertisements use fictional word play very often compressed storytelling, stylized acting, photography, cartoons, puns and rhythms in ways that are often memorable, enjoyable and amusing. New advertisements evoke comment. The words and details of advertisements often

come to people's minds more readily than those of novels or poems and plays, and they are often recalled with more laughter and enthusiasm. As Myers.G said that puns are well suited for the language of advertising as *"they are usually delivered with the requisite ambivalent mixture of false apology and only too real aggression."*

Here are some examples of the advertisements where pun is used in the functions of: grabbing the reader's attention: Empowering people (Acer); Get Rich quick (Kenco Really Rich Coffee); iThink, therefore iMac (Apple); Nothing runs like a Deere (John Deere); Better gas mileage. A Civic responsibility (Honda Civic)

Informing of a new product: The appliance of science (Zanussi); Brilliant cleaning starts with Finish (Finish Detergent); It's how the smooth take the rough (Range Rover). Surprise: Have you met life today? (Metropolitan Life (MetLife)); Alarmed? You should be (Moss Security); Because the Citi never sleeps (Citibank); Do me a Quaver (Quavers Snacks); Humor: I think, therefore IBM (IBM);

Let's analyze the example where pun is used in the pragmatic function of grabbing the reader's attention: iThink, therefore iMac (Apple) This advertising text example taken from Men's Health magazine, the advertising product is a famous Laptop "iMAC". The author of this advertisement used stylistic device pun and wordplay in order to highlight and show emotional representation of APPLE electronic device LAPTOP with the help of the following attention grabbing words: iTHINK and iMAC. Here iThink means: it is in my mind and iMac means: internet

Macintosh laptop for browsing through internet. These two "i" attracts the reader's attention immediately.

APPLE company is the famous computer campaign in the USA. Its tablets and laptops are interesting and useful. The text of the advertisement is the following: iTHINK, therefore iMac. The advertising text attracts the reader's attention with word play and by using language units. Grabbing the reader's attention was done with the help of the words: I, Think with capital letters, and operating system name tag: iMac. iMac means: The iMac is a low-cost version of Apple Computer's Macintosh. The iMac was designed to attract people who have never owned a personal computer and also to win back former Pragmatic implicature plays an important role in the advertising text which contains pun that involves a play on word. The author used pun (iMAC) for grabbing attention of the reader. (iThink, therefore iMac (Apple). If you want to be on the same line with famous businessmen who use "iMac" you should buy and use "iMac". The author managed to attract the consumer's attention, urging and persuading the reader to purchase this very product "APPLE's laptop". Thus, from the above mentioned example its vividly shown the author managed to attract the reader's attention by using pragmatic device "pun".

Conclusion

In the final stage of our article, we should say that, the audience would most likely assume that the product advertised is in line with their identities, which there-

fore prompts them to buy the product aligning with their own personalities and characters. This might be the reasons why advertisers project particular identities on their product so that the people or the majority of the society would choose them.

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THE CONNOTATIVE ASPECT OF ADDRESSING UNITS IN FICTION TRANSLATION FROM KOREAN LANGUAGE

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As you know, in addition to having features of naming, calling, summarizing of a word, it also expresses the emotions and attitude of the speaker. Naming in words –expressing denotative meaning – is inextricably linked to the conceptual meaning.

The speaker draws the attention of the listener through the units of addressing and expresses his negative or positive attitude towards them. Consequently, addressing units not only refers to apply, to motivate to do something, but also implies to the additional subjective attitude of the speaker, that is to say, they have the connotative meaning as a methodological tool as well.¹

Denotative meanings are those that consist of the root of the word or the naming content of the word. In other words, denotative meanings are logical and semantic signs created by the mind or language thinking, and their holistic system forms the main meaning of the word. Connotative meanings are additional semantics associated with different features such as subjectivity, methodology, emotionality, expressivity, and subconsciousness with denotative meaning.²

So, the word is a complex entirety made up of denotative and connotative meanings. The addressing units, also, act as a system of denotative and connotative messages in speech. Consequently, the addressing unit is subdivided into addressing units with denotative meanings and addressing units with connotative meanings, because addressing units have not only a sense of attention but also an emotional connotation.³

The addressing unit is used to attract someone’s attention, urge, call, and if this is its denotative meaning, its connotative meaning is to define different meanings such as warmth, caress, anger concerning the person or subject besides that to motivate or call. Accordingly, the addressing units can be divided into two groups based on this feature:

1. The addressing units without connotative meaning
2. The addressing units with connotative meaning.

The addressing units without connotative meaning attract the attention of the listener by naming, calling, it brings something or encourages something. They do not express the subjective atti-

1 Ахмедова Н.Ш. Ўзбек тилида муружаат бирлик ларининг семантик коннотатив тадқиқи. Филол. фанлари номзоди дисс. – Тошкент, 2008. – Б. 89.

2 Бозоров О. Ўзбек тилида даражаланиш. – Тошкент: Фан, 1995. – Б. 130.

3 Айтиова Х.Р. Речевые этикетные формулы обращения к собеседнику (на материале русского и английского языков): Автореф. дисс.... канд. филол. наук. – Тюмень, 2003. – С.16. // <http://orel.rsl.ru>

tude of the speaker – respect, closeness, hatred. Such addressing units are mostly used in the formal style. Compare:

1. “화중지병이지. 연소패들을적수로하구야대거리가돼야말이지.”(이효석. 메밀꽃필무렵).

– Dear Ho, don't pretend you can't hear, don't see, don't think

2. “선생님잘안됩니다.”

그는부끄러운듯이연하여고개를기울이며이렇게말하였습니다 (김동인. 광염소나타).

– Mr, it is not showing.

The young man hid his eyes like ashamed

3. “아씨, 인력거아니타시랍시오?”...(현진건. 운수좋은날).

“Madam, don't you want to use the rickshaw service?”

The above examples show that the addressing units without connotative meaning are mainly represented by semantically meaningless lexemes, that is, neutral lexemes and have nominative functions. In such units of addressing, the purpose of the speaker is to attract the attention of the listener only.

The addressing units are used in more communicative, belles-lettres, publicistic, partly in official styles, and are not used in the scientific style. The addressing units without the connotative meanings are used mainly in the official style.

Addressing units are one of the key factors that determine the culture of communication, not only expressing their attitude to the negotiating agent but also reflecting their level of culture and general level of literacy.

The addressing units with connotative meaning.

Connotative addressing units characterize the speech address. Besides that, because of having emotional color, they provide speech impressiveness. For example:

“보소, 배부리는양반, 뱃소리나한마디하소, 예?” (조명희. 낙동강).

– Look at me, the fattest Yanban.⁴ At least say out one word in your stomach

Yanban is a wealthy man in feudal Korea who has always been a source of hatred for the poor. In this context, the word “fat” is used to express the hatred of the speaker to the listener. In most linguistic cultures, the standard of obesity is used to describe wealth. For example: Hey, a rich, crunchy butter!

Expression of connotation in addressing units depends on the psychological state of the speaker:

“아따그년의가시내, 건방지게..... 니뭐라캐노? 뭐라캐?”

그의어머니는옆에서남편의말을거드느라고,

“야, 니생각해보아라. 우리가그노릇을해가며니공부시키느라고얼마나애를먹었노. 니부모를생각기로그럴수가있는가?자식이라고딸자식형제에서니만공부를시킨것도다니덕을보자고한노릇이아니냐?” (조명희. 낙동강).

–Oh, shameful, short hair, stupid! What are you talking about? What are you saying?

His mother, who was here, interrupted:

– Take a moment to look at yourself. Have we worked less to teach you, to

⁴ Yanban- rich man in feudal Korea

make you a human? How can you not think about your parents? We have only taught you among your brothers and sisters, is it not our labor?

In the above passage, the father calls his daughter, “Oh, shameful, short hair, stupid!” Parents are unhappy with their daughter’s behavior. They are upset that their children have made a poor decision, not even thinking about it, and calling her “short hair”.

As you know, during the naming process, the speaker not only takes into account the important features of the listener but also expresses their emotional attitudes to it. Forming such expressive addressing units with connotative meaning is the result of the secondary naming. For example, 약은 in Korean language is the sign of a normal assessment of personality traits of the word “wily” in Uzbek. 여우 in Korean, the use of “fox” for a person in Uzbek language shows a figurative expression of cunning, high level of character. For Koreans and Uzbeks (as well as for many other nationalities), 여우 / fox is the word expressing the highest standard of cunning.

The denotative meaning – to address, draw attention, urge that express addressing units that are component of speech takes the following connotative meanings:

In the sense of caress:

우리아다다.

수룡이는 아다다의 등에 손을 얹으며 빙그레 웃었다 (계용묵. 백치아다다).

– My sweet Adadam! -Suron eagerly embraced her shoulder and stared into his eyes smiling.

Also, metaphorical units such as Korean words- uriseggi, and Uzbek words bo’tam (sonny), toychoğ’im (my colt) are used for a person in the sense of caress.

In the sense of encouragement, support:

“아무렴, 기특한 생각이야. 가을이 려다?” (이효석. 메밀꽃 필 무렵)

– Well done, young man. You thought well. You have respect for your mother. Autumn is almost here

3. Meanings of anger, threats, insults, threats:

“봐라봐! 이 더러운 놈들아, 내가 돈이 없나, 다리 뺀다구를 꺼어 놓을 놈들 같으니.” 하고 치삼이 주워 주는 돈을 받아, “이 원수엿돈! 이 육시를 할 돈!” (현진건. 운수 좋은 날).

– “Oh, dirty animals! Do you think that I don’t have any money?” - With these words, he, Chhisam, took the coins he had collected from the ground and said, “Damn money! It’s dirty money!” and threw them.

4. Ironic and allegorical meanings:

치삼은 의아한 듯이 김침치를 보며, “여보게, 또 뵈다니, 벌써 우리가 넉 잔씩 먹었네, 돈이 사십전 일세.” 라고 주의시켰다.

“아따이놈아, 사십전이 그리 끔찍하냐. 오늘 내가 돈을 막 벌었어. 참 오늘 운수가 좋았느니.” (현진건. 운수 좋은 날).

Chhisam Kim looked at Chhomji and warned him:

“Well, rich man, each of us drank four cups, it costs forty chon.”

– Forty chon?! Is it money? I earned well today. It was a happy day.

5. In the meaning of dishonor and threat:

“고녀석말투가,.. ” (이효석.메밀
꽃 필무렵)

“Oh, foolish! How are you talking with
the elders?”

6. In the meaning of disregarding and
discriminating:

“이 흉측한 병어리 같으니, 내여편네
를 건드려!”

하고부시쌈지를 빼앗아서 갈갈이 찢
어 뒷간에 던졌다.

“그리고 이놈아! 인제는 주인도 몰라
보고 막친다! 이런것은 죽여야 해.” (나
도향. 병어리삼룡이).

“You, unashamed dumb! Are you
my wife’s advocate? I will beat you till

you die, but my father won’t even no-
tice it!”

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Автореф. дисс....канд. филол. наук. –
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GIVING NAMES TO THE UZBEK FOLK FAIRLY TALES TRANSLATED INTO KOREAN LANGUAGE

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At present, translation is rapidly developing at a rapid pace in our country, as in other neighborhood countries. A large group of translators have prepared in our country, who translate not only Russian and fraternal writers' works, but also all samples of literature of the world. Nowadays, Uzbek readers are enjoying not only works of classical and former masters of the Soviet Union, but also classics of Russian and other fraternal people, such as A.N. Tolstoy, M. Sholokhov, M. Tursunzoda, and V. Shekspir, Goethe, Cervantes, and works of many foreign writers, including Gudo, Swift, D. Defo, Voynich, M. Twain.

As we know, the main function of literature is to give the reader an artistic and aesthetic pleasure. In this respect, fairy tales have a wide range of meanings, they widely illustrate historical culture and mentality of people, in this case, the peculiarity of the fairy tale is storytelling, appearing as the perfect storytelling of an event. The fairy tales are characterized by the reflection of reality through imaginative and fictitious fabrications that evoke artistic pleasure in people.

The characteristic of fairy tales is that a great place is given for fantasy, using visual aids such as exaggerations and hyperbole. If the attention is drawn, a positive hero of the fairy tale will surely triumph over evil, injustice, op-

pression, and triumph. Because the fairy tales express hopes and interests of the people.

The aforementioned aspects also distinguish the qualities of folklore: oral, collective, traditional, anonymous, version and variant.

The genre nature of fairy tales is unique. The fairy tales belong to the epic type of folklore and have their own ideological and thematic orientation, moral, educational and socio-aesthetic tasks.

Fairy tales are also created anonymously as a product of teamwork. Although, the origins of its creation belong to the individual artist, it preserves virtually the original performers, characters, motivations and artistic elements of the process from mouth to mouth, from tribe to tribe, from generation to generation. It can also create version and variation.

The fairy-tale of each nation plays as an important source for studying of the history, spiritual and cultural life, inner world, beliefs, social relations with other brotherly nations, customs, climate and natural conditions of that nation.

As part of this research, we focused on translating some of the names of Uzbek folk fairy tales in Korean language.

In one of the folk tale "Zumrad and Qimmat" translated into Korean language by Yayra Mahmakulova, Zumrad was translated as 쑤름

라드는에메랄드라는뜻이고 Qimmat비싸다는의미입니다and there is a special note for interpretation of meaning that (Zumrad(Emerald) is the name of precious stone and Qimmat is precious, pricy stone).

“ Before Zumrad packed her clothes, the old woman led the Saman(charoit) horse with a cart ”

‘줌라드는물건들을챙겼고할머니는 수레를단암갈색말을몰아왔다’

Word by word translation:

“Before Zumrad packed her clothes, the old woman led a **brown horse** with a cart.”

The word **Saman** is described as암갈색말 brown horse in explanatory dictionary of uzbek language.

But, the translation of “brown horse ” in the sentence can be puzzle for Korean reader leading to concerns that the reason of the selection of the brown horse.

클름마트가되도라오고있는것을얼룩무늬개들이알아차렸다’

It was translated as “Their dog “Olapar” felt returning of Qimmat ”

Word by word translation:”piebald spot dogs felt returning of Qimmat”

From the side of translator the word Olapar (name of the dog) translated using words-얼룩’piebald’and’무늬’decorated or patten in the original text and the form and content are distorted.

That means, by changing names, the meanings are violated. Although, the meanings of proper names in its original language should be give the same meaning in the translation form. As, in the theory of translation, form and content are the basic principles.[1]

Our country has the special place in the civilization of the world, particularly in the eastern civilization

Translation has the crucial role in explaining the spiritual heritage created in this earth, especially in the literary world. With translation

Through translation, people of different ethnic backgrounds enjoy unique Uzbek literature, contemporary works, oral works, and learn about the spiritual life and way of life of Uzbek people.

Therefore, in the years of independence more favorable conditions were created in order to expand this sector.

Translation is the creative process of recreating formed one language, preserving its form and content as possible with the help of other language tools. Consequently, speech expressions created by linguistic means of a particular language are replaced by such expressions in accordance with the laws of translation. In this way, the content and methodological adequacy of the original and translation texts are created.

Whenever a work is being translated, it is tried that every translation should be as close to the original as much as possible. This should take into account the author’s own style and technique. A good translator must know how to translate a work so that it can get closer to the original.

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BASIC DIRECTIONS OF SCIENTIFIC AND METHODOLOGICAL MANAGEMENT OF PRESCHOOL ORGANIZATIONS

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***Annotation:** This article outlines the current challenges faced by preschools, the issues of quality education and the comprehensive development of pupils.*

The author also notes that the improvement of the quality of pre-school education, the development of scientific bases of training of specialists capable to create and apply mechanisms for the organization of its management on the basis of modern requirements is one of the urgent issues of pedagogical science. It is shown that it is important to develop new models that will comprehensively study the issue and expand the capacity of scientific and methodological management of preschool educational organizations.

Keywords: quality of education, qualified specialist, scientific basis, pedagogical support, inclination, variational program, creative approach.

It is necessary to manage the preschool organization on a scientific-methodical basis, to provide pedagogical support to teachers and pupils, to ensure participation of educators, students, family and non-governmental organizations of educational institutions. This, in turn, is a combination of state and public administration in the system of preschool education, the implementation of basic principles of state policy in the field of preschool education.

Managing a preschool organization requires mastering the innovations, their intended and purposeful implementation in the life of the educational institution, ensuring organization in this area, instilling a desire, and regular monitoring of what has been done.

Providing opportunities for children to participate actively in the educational process, regardless of their nationality, religion, beliefs, social background, eco-

nomic conditions and ability, to provide pedagogical support, achieve equal development, is one of the basic principles of state education policy. and provides access to education on a variety of curriculum requirements.

The new content of pre-school education in the Republic of Uzbekistan, along with a radical renewal of the educational process, will create a healthy competitive environment among preschool education institutions. This is a key factor in the development of preschool education. Accordingly, leaders of preschool educational institutions should be able to master the qualities of initiative, entrepreneurship, entrepreneurship and creativity in the process of higher pedagogical education. Due to this, the leaders of future preschool organizations should be creative approach to the educational process, to be a researcher, researcher, designer, to carry out all tasks set by the state require-

ments for preschool education, to develop educational ideas as a test platform and to develop new ideas and creative ideas. to test the experience, to improve the system of preschool education and to ensure that its content is assured by the students in a thorough and high quality assimilation. should be.

This requires the acquisition of skills in the use of educational technologies to ensure the full absorption of the content of the State Program "First Step" in the pre-school education system and its alternatives, including the content of programs at the level of educational elements, teaching materials, didactic resources, recommendations, Algorithms, audio-visual aids and test kits.

One of the main tasks of the preschool educational organizations today is to provide quality education and comprehensive development of pupils. One of the most important issues of pedagogy is the development of scientific bases of training of specialists capable to develop and apply mechanisms of preschool education improvement, its management on the basis of modern requirements. It is of particular importance to develop a new model that will comprehensively study the issue and expand the capacity of scientific and methodological management of preschool educational institutions. The basis of this model is the development of new management parameters of the preschool organization.

The preschool management system should be harmonized, flexible and optimized. This system should provide ample opportunities for achieving the goals and

objectives set forth in the State policy on the development of preschool education in the Republic of Uzbekistan, decrees and resolutions of the President and the Cabinet of Ministers. Leaders of the educational institution and the pedagogical community should react in a timely manner to the changing situation on the basis of state requirements for pre-school education and modernization programs.

Presidents of preschool educational institutions should be aware of the new requirements of pre-school education in the management of the institution, to summarize new events, to rely on advanced pedagogical experience, and to prevent subjectivism. Students, administrators of preschools, must understand how responsible and successful are the responsibilities of success.

The essence of the new approach to the organization of preschool education is to refuse and reverse the processes based on the old approach that does not produce results in traditional education:

- organization of preschool education on the basis of advanced educational technologies;
- preparation of children for independent cognitive activity;

amalgam It is necessary to implement the educational process in accordance with the modern requirements for preschool education

New development of new pedagogical approaches to pre-school education requires a differentiated and individualized approach to existing students. In the organization of pre-school education on the basis of these principles:

– to take into account the interests and level of development of pupils;

– to identify the positive qualities and abilities of each pupil and to identify opportunities for their development, to identify their interests, needs, abilities, personal qualities, intellectual and intellectual qualities;

– selection of tasks according to the needs, interests, abilities and capabilities of each student;

– Take into account the personal characteristics of students in preschool education.

As an important aspect of the organization of pre-school education on scientific and methodological basis, it is necessary to develop professional skills, which will allow future educators to work in the modernized preschool education system.

Recommendations, developments and manuals designed for teachers working in a specific program in a pre-school educational institution should be designed to ensure the comprehensive development of pupils.

Providing pedagogical and psychological training of teachers of preschool organizations in order to improve the effectiveness of their design and definition of laws and principles of training of future preschool organization employees, taking into account the main directions, principles and requirements of scientific and methodological management of pre-

school organizations. components, levels, indicators, the pedagogical factor influencing it to train highly qualified, competitive, creative and socially active, spiritually rich, ideologically-politically mature teachers who meet the requirements of the time by improving the content, means, forms, methods and upgrading the training of future preschool education staff. it is intended to be achieved. This requires upgrading the content of training of future preschool education staff.

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ОПРЕДЕЛЕНИЕ БАЗОВОГО ФУНКЦИОНАЛА ЛОЖНЫХ СЕТЕВЫХ ИНФОРМАЦИОННЫХ ОБЪЕКТОВ

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***Актуальность** В статье определяются основные функциональные возможности ложных сетевых информационных объектов, а также основные требования, предъявляемые к ним.*

Ключевые слова Информационная безопасность, ИС, ЛСИО, сетевые протоколы.

На современном этапе информатизации применяется множество средств защиты информации (далее – СЗИ) от несанкционированного доступа (далее – НСД), от разрушающего, модифицирующего воздействия вредоносного программного обеспечения (далее – ВПО). Однако все специализированные средства, применяемые повсеместно, низкоэффективны против ранее неизвестных угроз, угроз – дня (новые способы НСД на основе ошибок и недоработок в прикладном программном обеспечении, новые сигнатуры ВПО и т.д.) Относительно новым подходом к решению данной проблемы является применение средств проактивной защиты, например, ложных сетевых информационных объектов (далее – ЛСИО). На основании свойств ложных сетевых информационных объектов проактивная защита, в общем случае, – активные

воздействия на средства, применяемые нарушителем информационной безопасности (далее – нарушитель ИБ) в процессе проведения компьютерной атаки (далее – КА), с целью получения информации о нарушителе, противодействия проводимой КА, а также выведения из строя применяемых нарушителем средств. Средства проактивной защиты должны осуществлять [1]: Программным путем инициализируют дополнительные виртуальные интерфейсы на внешнем интерфейсе маршрутизатора. Каждая пара корреспондентов территориально распределенных элементов критической информационной инфраструктуре (далее – КИИ) должна иметь возможность осуществлять согласованную смену IP – и MAC – адресов «по возмущению», то есть когда поступает управляющий сигнал от системы обнаружения вторжений (об-

наружена КА) или от администратора (смена адресов как реакция на смену оперативной обстановки). Например, обнаруживаются деструктивные воздействия на активный IP – адрес. Со специального выделенного служебного IP – адреса происходит передача корреспонденту конфигурационного файла, в котором указано, на какой IP – адрес перейти корреспондентам [1]. Скомпрометированный IP – адрес либо деактивируется, либо начинает работать с использованием средств проактивной защиты. Необходимо осуществлять регистрацию следующих характеристических признаков нарушителя:

- IP адрес устройства, с которого зафиксировано обращение к сетевой приманке;
- DNS (Netbios) имя сетевого узла, с которого действует нарушитель;

- MAC адрес к которому подключено устройство, с которого действует нарушитель;
- коммутатор с указанием порта, к которому подключено устройство, с которого действует нарушитель;

- операционная система (включая версию) установленная на компьютере нарушителя;
- список эмулируемых узлов, к которым обращался нарушитель;
- диалог взаимодействия с имитируемыми сервисами, к которым обращался нарушитель;
- запись сетевого трафика взаимодействия нарушителя

с имитируемыми сервисами; -время начала сетевой атаки;

- список открытых портов и сервисов на узле нарушителя с указанием средств -проактивной защиты, которые возможно использовать.

–В режиме внедрения изоляция нарушителя от ресурсов защищаемой сети возможна в тракте прохождения сетевого трафика. Нарушитель, взаимодействуя с сервером ЛСИО, путем обращения к порту эмулированного узла сетевой приманки, будет перенаправлен на высокоинтерактивный сервер (сервис), расположенный вне защищаемой сети и соответственно, будет осуществлена его изоляция от ресурсов защищаемой сети. В конфигурации функционального модуля приманок для портов эмулируемых узлов указывается правило «redirect» на диспетчер сетевого трафика.

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СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ КАК СРЕДСТВО ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

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Рассмотрение современных образовательных технологий обеспечивающих личностное развитие ребенка, интеграция обучения в классе и онлайн-обучения, цифровое обучение. Ключевые слова: педагогические технологии, современное образование, смешанное обучение, использование мультимедиа и открытых образовательных ресурсов.

В настоящее время понятие педагогической технологии прочно вошло в педагогическую лексику. Технология – это совокупность техник, используемых в любом деле, искусство. Есть много определений понятия «педагогическая технология». Я выбираю следующее: это конструкция деятельности учителя, в которой представлены все действия, включенные в него в определенной последовательности и целостности, а реализация подразумевает достижение необходимого результата и имеет предсказуемый характер. Сегодня есть больше чем сто образовательных технологий. Среди основных причин появления новых психологических и педагогических технологий можно выделить следующие: – необходимость более глубокого учета и использования психофизиологических и личных характеристик обучающихся; – осознание необходимости срочно заменить неэффективные сло-

весные способы передачи знаний системнодеятельностным подходом; – возможность проектирования учебного процесса, организационные формы взаимодействия преподавателя и ученика, обеспечивающее гарантированные результаты обучения. Почему никакие инновации последних лет не дали ожидаемого эффекта? Студент остается произвольным субъектом учебного процесса. Но главная проблема в том, что, процесс познания теряет привлекательность. Количество детей дошкольного возраста, которые нехотят идти в школу увеличивается. Положительная мотивация обучения уменьшилась, у детей больше нет никаких признаков любопытства, интереса, удивления, желания – они вообще не задают вопросов. Одна и та же технология может быть выполнена разными исполнителями более или менее добросовестно, именно по инструкции или творчески. Результаты будут отличаться, однако, близко к некоторому среднему статистическому значению, характерному для этой технологии. Иногда учитель-мастер использует элементы нескольких технологий в своей работе, применяет оригинальные методические приемы. В этом случае следует говорить об авторской технологии этого учителя. Каждый учитель является создателем тех-

нологии, даже если он имеет дело с заимствованиями. Создание технологии невозможно без творчества. Для учителя, который научился работать на технологическом уровне, познавательный процесс в его развивающемся состоянии всегда будет основным руководством. Даже размещение учеников в классе на партах в традиционной плане не способствует учебному процессу – дети весь день вынуждены видеть только спину друг друга. Но все время созерцать учителя. В настоящее время используются современные образовательные технологии, обеспечивающие личностное развитие ребенка за счет уменьшения доли репродуктивной деятельности (воспроизведение оставшегося в памяти). В учебном процессе можно рассматривать как ключевое условие повышения качества образования, снижение нагрузки на студентов и более эффективное использование учебного времени. Лично ориентированные технологии ставят личность учащегося в центр всей образовательной системы. Обеспечение комфортного, бесконфликтного условия его развития, реализации его природных возможностей. Студент в результате применения современных технологий становится не просто предметом, а приоритетным предметом. Это является целью образовательной системы, а не средством достижения чего-то абстрактного. Особенности личности – ориентированного

урока: 1. Построение дидактического материала различных типов, определение цели, места и времени его использования на уроке. 2. Обучение учителя возможностям самостоятельного проявления способностей студентов. Предоставление им возможности задавать вопросы, выражать оригинальные идеи и гипотезы. 3. Организация обмена мыслями, мнениями, оценками. Стимуляция студентов на дополнения и анализ ответов товарищей. 4. Использование субъективного опыта и опоры на интуицию каждого ученика. 5. Установка на создание ситуации успеха для каждого студента. По мере того, как преподаватели и преподаватели становятся более знакомыми с цифровыми технологиями преподавания и обучения, появляются педагогические ответы и стратегии. Смешанное обучение В настоящее время существует гораздо более тесная интеграция обучения в классе и онлайн-обучения под общим термином смешанного или гибридного обучения, когда время в классе сокращается, но не исключается, при этом значительное время используется для онлайн-обучения.

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НЕКОТОРЫЕ ОСОБЕННОСТИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В СТАРШИХ КЛАССАХ СРЕДНЕЙ ШКОЛЫ

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The article deals with the questions relating to teaching English in senior forms of a secondary school. The author highlights the peculiarities of forming and development of reading skills by using the clues. The article presents the importance of an individual approach in the process of teaching school students English.

Key words: methods of teaching English, the use of clues, an individual approach

Основная цель обучения иностранному языку в средней школе – формирование коммуникативной компетенции, компонентами которой являются языковая, речевая и социокультурная компетенции. Достижению данной цели служит грамотное планирование учебного процесса, видение конечного результата учебной деятельности, учет принципов обучения иностранному языку, таких как: принцип сознательности, активности, наглядности, учета родного языка, доступности и посильности, индивидуализации и др. Именно, доступность и посильность материала и заданий, а также учет индивидуальных способностей учащихся выходят на первый план по важности при обучении иностранному языку в старшей школе, в особенности в 10 классе, поскольку состав учащихся

10-х классов меняется, происходит реформирование этих классов, так как после сдачи ОГЭ многие ученики покидают среднюю школу для продолжения образования в колледжах и техникумах. Итак, в одном классе могут оказаться ребята с разным уровнем владения иностранным языком. Для того, чтобы учебный процесс складывался успешным и интересным для всех учеников (для сильных и не очень), учителю необходимо учитывать индивидуальные особенности учащихся, осуществлять лично-ориентированный подход к обучению иностранному языку, где в центре обучения находится ученик и его учебная деятельность. Таким образом, индивидуализация – важный компонент учебного процесса при обучении иностранному языку. Из опыта работы учителем английского

языка в 10 классе средней школы ясно, что учителю необходимо много и кропотливо работать по адаптации учебного материала и заданий учебника (на примере УМК «Английский язык в фокусе» 10 класс) для реализации принципа доступности и посильности, который, в свою очередь, способствует реализации принципов сознательности и активности. Кроме того, здесь является целесообразным применение разнообразных опор, которые помогут ученикам с невысоким уровнем владения английским языком справиться с довольно сложным языковым материалом УМК и развивать коммуникативные умения. В методике обучения иностранным языкам используется множество опор, направленных на формирование и развитие лексических навыков, грамматических навыков, умений в области говорения, аудирования, письма, чтения. В данной статье рассмотрим проблему использования опор при обучении чтению. В учебнике «Английский язык в фокусе» для 10 класса широко представлены тексты по чтению с разными

целями: с целью полного, основного и детального понимания прочитанного. А вот с пониманием, зачастую, и возникают проблемы, поскольку лексический состав текстов довольно сложный. Так, для снятия трудностей лексического характера, целесообразно использовать опору в виде карточки, где будут даны лексические единицы из текста с переводом и в группировке по частям речи, поскольку парадигматические связи между лексическими единицами помогают легче и надёжнее их запомнить. После снятия трудностей лексического характера, перед чтением текста, можно предложить прочитать заранее составленные к тексту вопросы.

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ИЗОЛИРОВАННЫЕ СИНХРОННЫЕ МЕТАСТАЗЫ РАКА ОБОДОЧНОЙ КИШКИ В ПАРААОРТАЛЬНЫЕ ЛИМФОУЗЛЫ: ОБЗОР ЛИТЕРАТУРЫ И АНАЛИЗ КЛИНИЧЕСКОГО НАБЛЮДЕНИЯ

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Представлены данные литературы о расширенной парааортальной лимфодиссекции при раке ободочной кишки, описан собственный клинический случай.

Ключевые слова: рак ободочной кишки, объем расширенной парааортальнойлимфодиссекции, клиническое наблюдение.

Актуальность. Факторами прогноза выживаемости при колоректальном раке (КРР) являются: 1) пол и возраст пациента (до 60 лет или старше 60 лет); 2) наличие предоперационной толстокишечной непроходимости; 3) предоперационный уровень сывороточных маркеров СЕА и СА 19-9; 4) объем и радикальность выполненной операции; 5) стадия по TNM-7,8 (pT, pN, pM) – размер и глубина инвазии первичной опухоли в стенку полого органа, число исследованных и число пораженных метастазами мезентериальных и околокишечных лимфоузлов, степень дифференцировки и гистологическая структура опухоли, наличие лимфоваскулярной инвазии, врастание опухоли в соседние структуры и органы, наличие драйверных мутаций – SAP, RAS, RAF, MSI-H [1] (рис. 1-5).

Около 12 % первичных больных с КРР уже имеют IV стадию заболевания на момент выявления первичной опухоли: по TNM-8 IV а – изолированные метастазы только в одном органе: в печени, легких, яичниках или парааортальных лимфоузлах; IV в – сочетание метастазов в несколько органов: печень/легкие и парааортальные лимфоузлы; IV с – карциноматоз брюшины ± парааортальные метастазы и метастазы в печень/легкие [2]. Резекция одиночных метастазов в печень и/или легкие при КРР стали стандартной процедурой с хорошими ближайшими и отдаленными результатами. Изолированные синхронные и/или метакронные метастазы КРР в забрюшинные лимфоузлы (IV а стадия) встречаются крайне редко – 1-2 % [3,4] и обычно включают описание в литературе всего

несколько десятков клинических наблюдений из одного медицинского учреждения, очень редко - 300-400 пациентов [4]. Прогноз и выживаемость таких пациентов с формально запущенной. Описание топографо-анатомических особенностей парааортальной зоны и стандартных технических приемов, объемов и границ при выполнении расширенной ПАЛД при раке ободочной кишки (РОК), а также описание собственного клинического наблюдения. Знакомство практических врачей-хирургов, онкологов-хирургов с современными принципами диагностики и особенностями хирургического лечения КРР с метастазами в парааортальные лимфоузлы. стадий КРР без радикального хирургического лечения плохой – 0-12 %. Метастатическое поражение нерегионарных лимфоузлов значительно снижает прогноз для жизни пациентов. Радикальная операция при метастатическом КРР с изолированным поражением парааортальных лимфоузлов, сопровождающаяся расширенной забрюшинной лимфодиссекцией, обеспечивая максимальный циторедуктивный эффект, позволяет увеличить общую выживаемость пациентов и выживаемость без рецидива. Профилактика послеоперационных осложнений, связанных с длительной лимфореей и повреждени-

ем окружающих органов (мочеточник, крупные сосуды) при использовании современных режущо-лигирующих инструментов, требует от хирургической бригады определенного опыта. Пациент с морфологически верифицированными метастазами в парааортальные лимфоузлы в обязательном порядке требует назначения в послеоперационном периоде профилактической (адьювантной) полихимиотерапии.

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METHODS OF TRANSMISSION OF CASE VALUES OF THE RUSSIAN LANGUAGE WHEN TRANSLATED INTO ENGLISH

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In this article the ways of transferring the case values when translating from Russian to English are considered. Case is the most important grammatical category of declination, and each case system has its own specifics.

Key words: concept, dissimilar grammatical categories, essence, semantic equivalence, transformation.

The translation process is not simply a substitute for units of one language for units of another language. On the contrary, it is a complex process that involves a number of difficulties that the translator must overcome. One of the techniques that help the translator is transformation. Translation transformations (substitutions) occur because of incomplete commonality or difference between English and Russian languages. The commonness between grammatical properties of Russian and English languages is set by their common belonging to the Indo-European family and is shown in presence of the common grammatical meanings, categories and functions, for example: categories of number at nouns, categories of degrees of comparison at adjectives, categories of time at a verb, functional importance of the order of words, etc. At the same time, the difference in the principles of the grammatical system, expressed in the fact that these languages belong to different grammatical groups, is reflected in significant differences between the grammatical properties, for example, in the existence of dissimilar grammatical cate-

gories: articles in English, participation in the Russian language, a full agreement in Russian, a fixed order of words in English, etc.

At the same time, it should not be forgotten that both the difference and similarity between the grammatical forms, their functions and meanings may be complete and incomplete. Full similarities are usually relatively rare, as well as complete, uncompensated. Linguists' interest in the problem of translation transformations and their comprehensive study are already traditional in the course of translation theory and practice. Such well-known linguists as A.D. Schweitzer, J.I. Retzker, L.S. Barkhudarov, V.N. Komissarov, A.V. Fedorov, E.V. Breus and many others have devoted their numerous articles and monographs to the study of translation transformations. Nevertheless, the problem of interlinguistic transformations in general and grammatical transformations in particular continues to be topical. Transformations, whether at the semantic or formal level, are an integral part of translation activities. Any professionally executed translation in-

cludes certain types of transformations. [1] The basic concept of translation theory is the concept of equivalence. When it is said that a phrase in the source language and its translation are equivalent to each other, we mean, first of all, their semantic equivalence, i.e., correlation with the same subject situation. A.D. Schweitzer distinguished between two types of semantic equivalence – component and denotative. Taking into account that we deal with meaning, i.e. one of the semantic components of a language unit, we can say that semantic equivalence is achieved due to the presence of the source language and the translated language in the text of the same semes. In this case, the texts are in relation to component semantic equivalence. The second type of semantic equivalence, called denotative, is related to the phenomenon of linguistic selectivity. Its essence consists in the fact that the same subject and the subject situation can

be described from different sides by means of different features: for example, “Painting hangs on the wall” (predicate of the state), “Painting hanged on the wall” (predicate of the action) and “I see the picture on the wall” (predicate of perception). Different semantic predicates cross over and are interchangeable because they describe the same situation. In contrast to the component level of semantic equivalence, there is a semantic difference between the source and target texts at the level of denotative equivalence. — Ониграетвстуденческойкоманде — He is a member of the college team (predicate of action) (predicate of the state).

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ФИЗИОЛОГИЯ ЗРИТЕЛЬНОГО АППАРАТА**Эгамбердиев Хакёр Муроджонович**

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***Abstract:** The objective of this article is to summarize physiology of visual apparatus which is the most important organ of sense of human.*

Key words: visual apparatus, visual organ, analyser, eyes, main functions.

Орган зрения является самым важным из всех органов чувств человека, ведь около 90% информации о внешнем мире человек получает через зрительный анализатор или зрительную систему. Основными функциями органа зрения являются центральное, периферическое, цветовое и бинокулярное зрение, а также светоощущение. Человек видит не глазами, а посредством глаз, откуда информация передается через зрительный нерв в определенные области затылочных долей коры головного мозга, где формируется та картина внешнего мира, которую мы видим. **Строение зрительной системы. Зрительная система состоит из:*** Глазного яблока;* Защитного и вспомогательного аппарата глазного яблока (веки, конъюнктивы, слезный аппарат, глазодвигательные мышцы и фасции глазницы);* Системы жизнеобеспечения органа зрения (кровоснабжение, выработка внутриглазной жидкости, регуляция гидро и гемодинами-

ки);* Проводящих путей – зрительного нерва, зрительного перекреста и зрительного тракта;* Затылочных долей коры больших полушарий головного мозга. Глаз имеет форму сферы, поэтому к нему стала применяться аллегория яблока. Глазное яблоко – очень нежная структура, поэтому располагается в костном углублении черепа – глазнице, где частично укрыто от возможного повреждения. Глаз человека имеет не совсем правильную шаровидную форму. У новорожденных его размеры равны (в среднем) по сагиттальной оси 1, 7 см, у взрослых людей 2, 5 см. Масса глазного яблока новорожденного находится в пределах до 3 г, взрослого человека – до 7–8 г. У новорожденных глазное яблоко относительно большое, но короткое. К 7-8 годам устанавливается окончательный размер глаз. Новорожденный имеет относительно большую и более плоскую, чем у взрослых, роговицу. При рождении форма хрусталика сферич-

ная; в течение всей жизни он растет и становится более плоским. У новорожденных в строении радужки пигмента мало или совсем нет. Голубоватый цвет глазам придает просвечивающий задний пигментный эпителий. Когда пигмент начинает появляться в радужке, она приобретает свой собственный цвет. **Строение глазного яблока.** Глаз располагается в глазнице и окружен мягкими тканями (жировая клетчатка, мышцы, нервы и пр.). Спереди он покрыт конъюнктивой и прикрыт веками. **Глазное яблоко** состоит из трех оболочек (наружной, средней и внутренней) и содержимого (стекловидного тела, хрусталика, а также водянистой влаги передней и задней камер глаза). **Наружная, или фиброзная, оболочка глаза** представлена плотной соединительной тканью. Она состоит из прозрачной роговицы в переднем отделе глаза и белого цвета непрозрачной склеры. Обладая эластическими свойствами, эти две оболочки образуют характерную форму глаза. Функция фиброзной оболочки – проведение и преломление лучей света, а также защита содержимого глазного яблока от неблагоприятных внешних воздействий. **Роговица** – прозрачная часть (1/5) фиброзной оболочки. Прозрачность роговицы объясняется уникальностью ее строения, в ней все клетки расположены в строгом оптическом порядке и в ней отсутствуют кровеносные сосуды. Роговица богата нервными окончаниями, поэтому она очень чувствительна. Воздействие неблагоприятных внешних факторов на

роговицу вызывает рефлекторное сжимание век, обеспечивая защиту глазного яблока. Роговица не только пропускает, но и преломляет световые лучи, она имеет большую преломляющую силу. **Склера** – непрозрачная часть фиброзной оболочки, которая имеет белый цвет. Ее толщина достигает 1 мм, а самая тонкая часть склеры расположена в месте выхода зрительного нерва. Склера состоит в основном из плотных волокон, которые придают ей прочность. К склере крепятся бль глазодвигательных мышц. **Функции склеры** – защитная и формообразующая. Сквозь склеру проходят многочисленные нервы и сосуды. **Сосудистая оболочка**, средний слой, содержит кровеносные сосуды, по которым кровь поступает для питания глаза. Прямо под роговицей сосудистая оболочка переходит в радужную оболочку, которая и определяет цвет глаз. В центре ее находится **зрачок**. Функция этой оболочки – ограничивать поступление света в глаз при его высокой яркости. Это достигается сужением зрачка при высокой освещенности и расширением – при низкой. За радужной оболочкой расположен **хрусталик**, похожий на двояковыпуклую линзу, который улавливает свет, когда он проходит через зрачок и фокусирует его на сетчатке. Вокруг хрусталика сосудистая оболочка образует ресничное тело, в котором заложена цилиарная (ресничная) мышца, регулирующая кривизну хрусталика, что обеспечивает ясное и четкое видение разномасштабных предметов. Когда эта мышца

расслаблена, прикрепленный к цилиарному телу ресничный пояс сокращается и хрусталик уплощается. Его кривизна, а следовательно и преломляющая сила, минимальна. В таком состоянии глаз хорошо видит удаленные объекты. Чтобы рассмотреть предметы, расположенные вблизи, цилиарная мышца сокращается, а напряжение ресничного пояска ослабевает, так что

хрусталик становится более выпуклым, следовательно, более сильно преломляющим. Это свойство хрусталика менять свою преломляющую силу луча, называется **аккомодацией**.

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СОЦИАЛЬНЫЕ СЕТИ КАК ИНСТРУМЕНТ ИНФОРМАЦИОННОГО ВОЗДЕЙСТВИЯ

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***Аннотация:** В статье рассматриваются такие формы информационного воздействия, как информационная война и астротурфинг, их влияние и методы на общественное мнение. Рассмотрена сущность информационного воздействия в социальных сетях, причины и условия, обуславливающие возникновение данных процессов.*

Ключевые слова: социальная сеть, Интернет, информационная война, астротурфинг.

В современном обществе Интернет охватывает все аспекты жизни человека. Влияние Интернета и виртуального общения на современную жизнь общества привело не только к увеличению количества людей, вовлеченных в сетевую жизнь, но и к увеличению желающих воздействовать на формирование общественного мнения. С помощью специальных разработанных методов через социальные сети можно воздействовать на психику человека, на его мнение об эффективности работы государства и правительственных органов, на мнение потребителей о качестве продукта определенной компании, на мнение окружающих в отрасли глобальных проблем современности и т.д. Воздействия на человека и общественное мнение могут проводиться

всевозможными методами – от высказывания мнения конкретного человека перед многочисленной аудиторией, до сложных схем, разработанных специалистами для внедрения в средства массовой информации, сеть Интернет, социальные сети. В виртуальном мире предусмотрено множество способов влияния на сознание и поведение людей. Разновидностью искусственного формирования общественного мнения и манипуляцией массовым сознанием является «информационная война». Информационная война представляет собой целенаправленные действия, предпринятые для достижения информационного превосходства путём нанесения ущерба информации, информационным процессам и информационным системам противника

при одновременной защите собственной информации, информационных процессов и информационных систем. Воздействие «информационной войны» возможно при помощи вредоносного программного обеспечения, которое способно уничтожить, модифицировать, скопировать, похитить информацию противника или конкурента. Объектами воздействия могут выступать информационные инфраструктуры, способные изменять технические характеристики. Такая активизация дает возможность управлять сознанием людей и манипулировать их поступками. Причинами информационной войны может послужить конфликт интересов, социальный конфликт, экономический интерес. Для успешного ведения информационной войны требуется выбрать многоцелевую аудиторию для последующего коммуникативного резонанса, в которой должны быть задействованы различные возрастные категории населения. В связи с этим, идеальной аудиторией могут послужить различные сообщества в соци-

альных сетях. По мнению Д.А. Новикова, социальные сети, в последнее время, все чаще становятся объектами и средствами информационного управления и ареной информационного противоборства. По статистическим данным аналитического портала рынка веб-разработок, около 75 % российских интернет пользователей посещают хотя бы одну социальную сеть в месяц, а ежемесячная аудитория наиболее популярных сетей Facebook, «Одноклассники», «ВКонтакте» колеблется от 20 до 30 миллионов человек. Еще одним способом воздействия на мнение людей является такое явление, как астротурфинг, т.е. искусственное создание общественного мнения с помощью специальных программных обеспечений на различных интернет – форумах, в социальных сетях и т.

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CONCEPT OF QUALITY OF EDUCATION AND THEORETICAL BASES OF MODELING OF QUALITY OF EDUCATION

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***Annotation:** This article describes the concept of education quality and the theoretical foundations for modeling the quality of education. The article also analyzes the methodology of modeling the quality of higher education, which allows for the effective evaluation of the quality of higher education and the management of the quality of higher education.*

Keywords: Education quality, upbringing, perfect person, social management, methodology, socialization, higher education, spirituality, modeling, mathematical models.

Modern information production based on information technology requires appropriate workforce with high intellectual potential and professionalism. Moderation of education requires its fundamental, professional and practical orientation. Only in society. In the light of the ongoing social, economic and spiritual processes, timely solutions to the problems in the field of production, science and culture are provided.

Education is an essential component of human socialization and one of the most important values of citizens is the achievement of good quality education at all stages of life. In addition to the development of education, the community has always been concerned with one more important issue – the quality of education. After all, the potential of specialists as educational products is closely linked to the socio-economic development of

society. Ideas on education, social management, spirituality and moral education, the role of education and social relations in the individualization of the individual from Central Asian thinkers Imam al-Bukhari, Abu Nasr Farabi, Abu Ali Ibn Sina, Abdul Khaliq Gijduvani, Abu Rayhan Beruni, Hoja Ahmad Yassawi, Jaloliddin Davoni, Kaykus, Najmiddin Kubro Khivaki, Bahouddin Naqshband, Hussein Voiz Koshifi, Amir Temur, Alisher Navoi, Jaloliddin Rumi, Yasuf Khosib Kholib, Imam Ghazzid their sociological attitudes and opinions reflected in their works. The issues of creating a perfect human image by improving the quality of education in the social processes of society are studied in the Holy Quran and hadith.

Problems of quality of higher education are for the first time in the works of European experts. In England, in

the 1990s, M. Fraser, Alan Ashworth and Roger Harvey, Ronald Barnett, Alma Kraft, Urban Daxlov, John Harris, Michael Shattock, Andre Staropoli, Ronald Veld, Diana Green Leo K.J. Gedegebuure, Pitre A.M. Maasen and Don F. Westerheim, H.R. Kellz, Maurice Kogan and more. The problems of assessing the quality of higher education in the United States have been analyzed in the writings of S. Bell, B. Hagerti, D. Stark, L. Harvey, D. Grin, IL Ratcliffe, and H. Kellz. The quality of education can be achieved through a well-known social pedagogical system. Many researchers (GL Ilin, E. Seitkhalilov, SH Kurbanov [1. understand the qualitative changes in the learning environment, such as improving the knowledge, skills and values of the recipients. The quality of education is defined as “the degree to which different participants of the educational process meet the expectations of educational services provided by the educational institution” or “The level of achievement of goals and objectives in education” [2] The result of the quality of education is the degree of satisfaction of different participants of the educational process with educational services provided by the educational institution or the achievement of the goals and objectives of education. The category of quality represents a certain stage in which a person becomes aware of objective reality. In the early stages of the cognitive process, the object is represented in front of the subject by some or several of its properties. In direct emotional perception, quality is expressed as a set of properties. The quality of education is a social

category, which determines the state and results of the educational process in the society and the formation and development of the professional, domestic and civic competence of the individual to the needs and needs of the society.

The quality of education is assessed through a set of indicators that characterize various aspects of the educational and educational activities of an educational institution. These indicators include the content of education, forms and methods of teaching, material and technical base, staffing, which ensure the development of students' competence.

The quality of education is a set of knowledge that is required for specific conditions that can be used to improve the quality of life and the achievement of specific goals. The quality of knowledge is determined by the fundamentals of the knowledge obtained after the completion of the training, the high level of knowledge and the need for it. Currently, the quality of education and training is very important, problematic and relevant. This is because all other social issues, political problems and economic indicators develop in relation to the quality of education. The first President of the Republic of Uzbekistan IAKarimov said: “Development of modern information and computer technologies in education, Internet systems, digital and broad-based telecommunication technologies, such advanced achievements not only in school, lyceum, but also in high schools. and the importance of laying the groundwork for broader access to colleges and universities, but to the lives of every family.”[3] The qual-

ity of education determines the fate of humankind. Therefore, it is not wrong to describe education as a quality of life. Problems of equivalence (ie comparability, relevance to society and related professionalism of the teaching staff), along with the problems of quality of education, remain relevant.. The quality and competitiveness of higher education today are important for the sustainable development of the country. Currently, the role of mathematical modeling as a scientific method plays a major role in the development of science and society. Modeling refers to creating and learning a copy of a real object while retaining its most important features. Modeling has been around for a long time and at the core of its development phase is the constant learning process. Nowadays it is one of the most effective and widely used methods of scientific research. This is due to the fact that the “experimental world” can be successfully analyzed with the “mathematical world” structures. The first structure is ideal – abstract, it is a more generalized and logical description of the second structure. While the process of mathematical knowledge began in mechanics and physics, today it covers almost all natural sciences and many humanities. Understanding the mathematical modeling, its components and structure, the features of individual stages, and the development of general skills for practical problem solving. In addition, mathematical modeling provides an opportunity to point out emerging issues and their solutions, and to explain how the phenomenon in one area affects the development

of other areas. The type of mathematical model depends on the nature of the real object, research questions, problem solving, and reliability [4].

A mathematical model is the equivalent of an object, and its most important mathematical features are reflected in the laws. Its components are interrelated and subordinate.

A mathematical model usually describes the structure of the object being modeled, which shows the research properties and interrelations of the components of the object [6].

It is clear from the foregoing that mathematical modeling activity is complex and multifaceted, and none of the definitions can be fully reflected.

Mathematical models demonstrate the integrity of scientific knowledge. At the present stage, they are a common language of science, allowing them to gain a deeper understanding of what is happening in nature, society, and mind., AASamarsky and other scientists have done research. At the same time, it should be noted that in the framework of the science of mathematical modeling of the problem, theoretical and practical compatibility has not yet been achieved sufficiently.

Improving the quality of education is an endless area. Therefore, it is very important now to properly assess the dynamics of education quality growth, to clearly define its criteria and to predict future education quality indicators.

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THE ROLE OF MASS MEDIA AND COMMUNICATION IN TOURISM PROMOTION

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Annotation: *This article deals with mass media's production of destination images, that is, the process of choosing, cultivating and presenting media images of tourist destinations. The main purpose for the article is to explore the role of mass media and communication in tourism development.*

Key words: mass tourism, mass media, image formation agents, media geography, tourist-destination, tourism industry, consumer review sites, content community sites,

The tourism industry is one of the fastest and best growing industries all over the world. In particular, the increasing accessibility of tourism consumers to technologies such as the internet and social media provide both suppliers and consumers of tourism products or services to connect with each at different levels way before the tourists arrive at their destination. So the role that the media is playing in the various aspects of life is becoming increasingly greater day by day, especially in spheres like social interaction, and cultural and educational aspects of our life. Tourism is an activity trading in information and that the creation, production and distribution of information about tourist destinations through various media actors are core activities in the tourism industry. The mass media contributes greatly in activating tourist attractions.

Before discussing the role of the mass media as an instrument in tourism policy, it should be noted that, broadly speaking,

the relationship between tourism and the media is one of inclusion. When speaking of tourism policy that focuses on specific areas of tourism, the media become a mediator between tourism and society, meaning that they mediate in a process of conveying tourism products from the producers to the consumers. In the tourism industry, media images of places influence tourist decision-making and thereby global travel patterns as well as local tourist-destination development.

The use of Internet and other information communication technologies leads to a new era of tourism economy. Mass media, as one of most powerful online networking tools, has been integrated into a part of social and economic life in the real world. Wikipedia defines mass media as the means of interactions among people in which they create, share, exchange and comment contents among themselves in virtual communities and network. It includes social networking sites, blogs, microblogs,

consumer review sites, content community sites, wikis, internet forums and location based media. Mass media has emerged as the new way in which people connect socially, by integrating information and communication technology (such as mobile and web-based technologies), social interaction, and the construction of words, pictures, videos and audio. It is actually more than a new way to communicate, but refers to an entire online environment built on people's contributions and interactions.

In addition, tourism is an area where media plays a vital role in particularly all the activities related to it. It encourages the tourism in different ways. For example:

- People are attracted to a destination through the use of media.
- After locating a place of their interest people are helped by media in deciding which airlines to fly.
- They may decide to stay in a hotel whose service and rooms they had seen in a promotional documentary shown by a tour operator.
- They may read about the shopping centers etc. in a newspaper supplement.

Different organizations used "Mass Media" to communicate messages that inform, attract attention, create interest, generate desire and persuade others that the communicator and his products are worthy of support. Such communications through media are known as promotion, which is widely used by different hotels of tourism departments of different destinations to attract tourists and media plays

very important role and its idea is to communicate a message to a potential user of tourism services. These messages are referred to as "advertisements". Various kinds of media are as follows:

Print Media: It comprises of daily newspapers, weekly newspapers, periodicals, magazines and so on. These carry articles, news items advertisements related to tourism.

Broadcast Media: It comprises of radio and television. They carry spots, sponsored programmes and commercials and others. These days various tourism related documentaries and services showing various tourist destinations which are shown on the television. Through them people may choose the destination of their choice and also get other related information such as accommodation and transport and so on.

Display Media: It comprises of:

- Hoardings, which are painted and located at public places like busy streets or parks.
- Illuminated signs.
- Wall paintings and posters.
- Panels which are small, painted or printed and attached at various places and vehicles.

From this social media has made a huge impact on the tourism industry. Mass media encompasses journalistic work such as news and travel writing in print media, radio and television. Consumers engage with social networking sites to research trips, make informed decisions about their travels and share their personal experiences of a particular hotel, restaurant or airline.

Taking everything into account, it can be concluded this article has dealt with the mass media and its relationship to the tourism industry in terms of the production of media destination images. It pinpoints some relevant issues that should be further developed in an attempt to understand the involvement of the mass media industries in tourism. And availability of the new technology, as well as the increasing number of mass media users, future studies should pay more attention on the influence of mass media on tourism, with special focus on countries with negative images. There are a number of opportunities for tourists to extend the knowledge about media influence on tourism. Consequently, it would be possible to find the right way for the tourism marketers to approach

tourists more efficiently. So the impact communication has on the industry, as well as how it helps develop responsible and sustainable tourism.

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ИНВЕРСИОННО-ВОЛЬТАМПЕРОМЕТРИЧЕСКОЕ ОПРЕДЕЛЕНИЕ СУРЬМЫ В МОДЕЛЬНЫХ СМЕСЯХ И РЕАЛЬНЫХ МАТЕРИАЛАХ

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SUMMARY

Conditions of inversion-voltamperometric determination of stibium in model mixtures and real objects—ferromanganese and febristrong nickel alloies were optimized. The elaborated methods were valued from the paint of metrology and in all cases the relative standart deviation (Sr) didn't exceed 0,129 that testified about absence of systematical errors.

Key words: inversion-voltamperometric, electrochemical sensors, stibium, rightness, expression, selectivity, reproduction.

Нами установлено, что большинство из сопутствующих в природе сурьме посторонних металлов ее определению не оказывает мешающего влияния в силу отличающейся значительной разницы потенциала полупипка и создания необходимых рН среды, обеспечивающих дифференцированное ее определение в одной аликвоте анализируемой пробы.

Наиболее часто в качестве основного электролита при инверсионно-вольтамперометрическом определении сурьмы нами применена HCl, концентрация которой влияет на высоту ее пика. Определению сурьмы мешают, в основном, медь и висмут, но, поскольку в хлористоводородной среде пределы обнаружения Cu очень высоки, то возможно электрохимическое определение ее концентрации в присутствии 10-кратного количества меди. Установлено, что пики Bi и Sb лучше всего отдельно определяются в разбавленной HCl.

Нами разработаны инверсионно-вольтамперометрические методики

определения сурьмы в присутствии олова и раздельная дифференцированная методика определения сурьмы и висмута в одной аликвоте анализируемой пробы. Поскольку в HCl, как нами было показано, можно достичь максимальной чувствительности при раздельном определении Bi и Sb, то разработаны методики их разделения в подобранных нами средах. При больших концентрациях медь искажает пик сурьмы. Строго контролируя потенциал электролиза, можно отделить висмут от сурьмы (при -0,3 В выделяется только сурьма, а при -0,5 В –оба металла совместно). Сурьму также можно определить в присутствии 5-кратного количества цинка и висмута, поскольку потенциалы восстановления этих металлов сильно различаются, однако присутствие больших количеств Bi все же мешает определению сурьмы.

Этот прием найдет широкое применение при определении Sb в приме-

сях компонентов Cu, Bi, и Zn в металлическом свинце после их предварительного электролиза. Основной фоновый электролит при определении Bi (смесь $\text{HNO}_3 + \text{HCl}$) заменялся на 0,2 МНCl, а при определении Cu на 0,25 М $\text{CH}_3\text{COONH}_4 + 0,1$ М винной кислоты. При определении же сурьмы в различных смесях замена основного электролита на другой по природе фон не проводилась.

Нами установлено, что накопление сурьмы электролизом можно проводить также из неводных и смешанных растворов. Восстановление же Sb(III) до ее металлического состояния можно проводить на твердых электродах, особенно такой эффект наблюдается на угольном-пастовом электроде модифицированным ЭДТА.

Во всех случаях высота и потенциал катодного инверсионного пика пропорциональны концентрации хлорид-ионов, вплоть до $\sim 0,5$ моль/л. Определению сурьмы не мешают элементы, которые в данной области потенциалов неактивны и не образуют осадки с анионами, присутствующими в анализируемом растворе. Существенно мешают иодиды, поэтому их предварительно необходимо удалить из исследуемого раствора. Основное преимущество предложенной нами методики заключается в том, что определению сурьмы не мешают 800-кратные количества Bi и 6000-кратные – Sn и Zn. Сурьму также можно определить и при концентрации 20 мкг/л в присутствии 0,07 г/л Cu, а при замене исследуемого раствора после электролиза

на чистый основной фоновый электролит, можно определить даже 0,1 мкг/л Sb в присутствии больших количеств Cu. Инверсионная вольтамперометрия нами также использована при определении примесей Sb и Bi в Cd и Zn. Разработанная нами методика позволяет дифференцированно определить до 10^{-6} - 10^{-7} масс. % Sb и Bi в одной аликвоте анализируемой пробы. С целью экспериментального подтверждения выявленных нами предположений при определении сурьмы проведен анализ ферромарганце.

Методика определения сурьмы в ферромарганце. Навеску (0,4 г) измельченного сплава, содержащего Sb растворяют в стакане (10 мл) в HNO_3 (1:1) и 10 мл H_2SO_4 (1:4). Приливают 5 мл 40% -ной HF и дважды упаривают до паров H_2SO_4 , затем остаток растворяют в 7,0 мл концентрированной HCl и добавляют 3 мл концентрированной H_3PO_4 , после этого охлаждают полученную смесь и прибавляют 0,5 мл 5%-ного раствора SnCl_2 в 6,0 МНCl. Через 5 мин раствор переводят в мерную колбу вместимостью 50 мл, доводят объем до метки водой и перемешивают. Аликвотную часть анализируемого раствора (20мл) переносят в электролизер, в который предварительно вносят 5 мл 3,0 МKCl и 0,5 мл $4 \cdot 10^{-5}$ М раствора малахитового зеленого, объем пробы доводят водой до 20 мл. Проводят предварительное концентрирование сурьмы на угольно-пастовом электроде при +0,8 Вв течение 10 мин и дают раствору успокоиться в течение 15 с. Регистрируют вольтампе-

рограмму в интервале от -0,5 до +1,0 В. Содержание сурьмы рассчитывают по значениям аналитического сигнала сурьмы, полученным для стандартного раствора, содержащего 5-6 мкг сурьмы, проведенного через все стадии подготовки пробы к анализу.

На основе полученных экспериментальных данных можно заключить,

что с помощью модифицированного нами угольно-пастового электрода с помощью ЭДТА и используемых фоновых электролитов установлены правильные и воспроизводимые результаты инверсионно-вольтамперометрического определения сурьмы с относительным стандартным отклонением, не превышающим 0,33.

SOME REMARKS ON MODERN PEDAGOGICAL TECHNOLOGY TEACHING FRENCH LANGUAGE IN MEDICAL INSTITUTIONS

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***Annotation.** This article illustrates new method of teaching French language in a Medical Institutions by the modern pedagogical technology. However, modern methods provide teachers and students with the close relationship between both of them to go forward. The aim and task of the article also support deep to penetrate inside the language and develop knowledge of students. Furthermore, it helps to create independent activity and focuses on skillfully coordinated during the process.*

Key words: modern pedagogy, fish skeleton, French, medical terminology, skill, methods, pedagogical ability.

The purpose of teaching foreign languages at medical institutions is to help students to develop and develop the skills of reading literature in foreign languages, to talk within the context of academic and daily topics, to understand the content of their specialization.

Students who continue to study foreign languages in higher education will be required to duplicate school lexical and grammatical materials, prepare students for independent study, and understand the original medical texts with little use of the dictionary, orally within their specialty. is to develop speech skills. After completing the phase, it is important to be able to present the content of the original texts according to the plan.

One of the most important requirements of modern education is to achieve high results in a short period of time without exerting excessive psychological and physical effort. Providing students with theoretical knowledge and skills within a short period of time, as well as

monitoring students' performance, assessing their knowledge, skills and abilities new approaches to the educational process.

This method is called the "Fish Skeleton" method, which helps students to be active in their classroom activities, to encourage them to think freely and to free themselves from thinking, to collect ideas on a particular topic, as well as to create creative tasks. The solution will serve to teach you how to overcome the thoughts that emerged during the early stages of the decision-making process. Its main principle and condition is to refrain from criticism of the opinions expressed by each participant of the training, and to encourage all kinds of jokes and jokes. The aim is to ensure that students participate freely in the classroom. Effective and successful use of this method in the learning process depends on the breadth of the teacher's pedagogical skills and the extent of his thinking. When using the fish skeleton technique,

it is advisable to have no more than 15 students. The training based on this method can last up to an hour. The method promotes the creation of new ideas by students. Using this method, you can solve a specific task or problem by simultaneously involving 16–20 students in a particular activity, as well as identifying opportunities for each group member and learning about their specific views. In each of the sessions using the Fish Skeleton technique, four groups of 4 or 5 participants will discuss the problem posed by the teacher. When the time is up, the teacher will rearrange the 4 groups. Each re-formed group will have one representative from the previous 4 groups. The members of the newly formed team will report to their teammates the conclusions presented by the previous group as a problem solution, and discuss these solutions together.

Advantages of the method of “fish skeleton” are:

1) *encourage each member of the group to be active;*

2) *ensure that personal views are expressed by them;*

3) *Develops the ability to listen to the opinions of other members of the group;*

4) *teach them to summarize and defend their ideas.*

Most importantly, each of the participants of the training will be able to act as both a debate participant, a listener and a speaker. This method can be used in several groups of 5, 6, 7 and even 8 students. However, it is time for medical students to increase the time when the “Fish Skeleton” method is used. Because it takes

some time for discussion and informing. In the exercises in which the method is used, the group can discuss one or more problems.

Le corps humain The use of the “Fish Skeleton” method in the learning process requires the teacher to be active, pedagogical, and able to form groups. Inadequate grouping can result in poor performance of tasks or tasks. Classes are organized in the following manner:

1) *The teacher should place 4 or 5 chairs around the 4 tables before the training session begins;*

2) *Students are divided into 4 groups by the teacher.*

In dividing students into groups, the teacher can: (for example, may put different flowers) drawing. The participants will be asked to take 15 or 16 leaflets with flowers. Each student sits on a chair around a desk known as the photo on the leaflet of his or her choice.

After the students have settled, the teacher announces the topic of the lesson and assigns specific tasks to groups. There is a time limit and a discussion process is set up. Students complete the task by answering the questions in the form of a fish skeleton. In this case, the teacher will monitor the activities of the students, advise team members where appropriate, and guide the group discussions after making sure that group assignments are properly addressed. asks them to complete.

When the time limit for discussion is over, the teacher groups will be reshaped. Each newly formed group will focus on

having one representative from each of the previous 4 groups. After the students change their positions, group members will report to their teammates about the task assigned to the previous group and the solution. In this way, the newly formed group discusses the conclusions (tasks, solutions) adopted by the previous groups and arrives at the final conclusion.

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КЛАССИФИКАЦИЯ ЗАГОЛОВКИ ГАЗЕТ

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Аннотация: Эта статья в основном посвящена заголовкам газет. Их классификация иллюстрируется примерами. Сфера их применения упоминается.

Ключевые слова: статья, газета, заголовок, рубрика, познавательный заголовок, заголовок эмоциональной оценки, сенсационный заголовок.

Заголовки газет были разделены на два основных принципа. Первая классификация основана на типе заголовка в зависимости от содержания газеты. Используя различные заголовки в любой газете, эти заголовки различаются в зависимости от их роли и важности. Простой заголовок дает представление о материале ниже. Любая информация, опубликованная в газете, имеет название. В дополнение к заголовкам, некоторые статьи имеют текст под небольшим заголовком, известным как второй заголовок. Мы можем разделить эти заголовки на:

а) Подзаголовок – часто объясняет и уточняет информацию основного заголовка, которая является тематической.

Win or bust

Hillary Clinton risks all on one last throw of the dice

Зарабатывать или уничтожить деньги

Хиллари Клинтон сделала все возможное

В этой статье представлен обзор спора между Хиллари Клинтон и Барак-ом Обамой.

Заголовок является либо официальным (то есть источником источника), либо внутренним и содержит информацию о различных разделах истории. Иногда подзаголовки дают вам обзор содержания вашей статьи.

б) Рубрика, то есть заголовок второго типа, характеризуется ориентацией и жанром представляемого материала. Рубрика помещается над основным заголовком, чтобы определить раздел газеты, в котором размещается материал (например, Business, Sport).

Sport

Sharapova Leads Russia in Fed Cup

Шарапова выводит Россию на Кубок Федерации. (то есть успех известной теннисистки Марии Шараповой в крупном международном турнире).

б) «Кепка» – название, объединяющее несколько газетных статей, и каждая статья имеет свой заголовок. Обычно шляпа является основным

моментом статьи и часто цитирует упоминающуюся или выразительную фразу. Шляпа постоянно направлена на максимизацию интереса читателя. По большей части «шапка» недостаточно раскрывает содержание статьи, а иногда и вовсе.

Bluff, bluster and bullshit at Counter-punch

Полный ответ на аргументы, гнев и глупость (статья на веб-сайте, пропагандирующая пренебрежение к женщинам)

Все вышеперечисленные заголовки можно использовать по отдельности. Взаимодействуя, они предоставляют студенту первичную информацию, которая наиболее актуальна. Таким образом, если в рубрике указан жанр материала, содержащегося в газете, заголовок информирует об основной теме и содержании статьи, а подзаголовки – конкретную информацию. Газета использует оба типа заголовков в большинстве случаев.

Вторая классификация названий основана на их информативности. Арнольд делит все названия на пять групп:

Информационные рубрики. Такие заголовки обобщают содержание статьи и являются характерной чертой их характеристики (например, они содержат сокращения букв и пропуски глаголов). Читательнеобязанзнать о каком-либо событии заранее.

Italy's radio, TV workers on strike.

Итальянские радио- и телевизионщики бастуют.

Основанные на событиях заголовки, о которых читатель знает.

How GB beat Russia at gymnastics

Победа британских гимнастов над россиянами

Читатель, который сталкивается с такими заголовками, должен сначала быть проинформирован о конкретном событии.

Рифмованные заголовки. Подобные заголовки обычно упоминаются в рекламных статьях, которые легко и легко запоминаются по их конкретно-стишке.

Back to work – to kill the bill.

Возвращение к работе – это нарушение закона.

Эмоциональная оценка заголовков. Такие заголовки не охватывают тему статьи, но направлены на то, чтобы направить читателя в определенном направлении, сформулировать четкое представление о сюжете.

Ugly noises from Los Angeles mayor's nest.

Странные шумы в мэре Лос-Анджелеса

В этом случае автор использует стилистический инструмент на английском языке на английском языке: Majornest – гнездо кобылы, нелепое изобретение – предвыборное мошенничество. Стереотипный заголовок привлекает внимание читателя и направляет его в направлении, в котором нуждается автор.

Шоу – сенсационное название. Основная задача таких заголовков – кратко, четко и точно отразить основное содержание. Тем не менее, он должен привлечь читателя своей тайной.

Convict sentenced to life for coffin girl kidnap.

Преступник, приговоренный к пожизненному заключению, скрывает похищенную девушку в гробу.

Читатель интересуется загадкой статьи, читает рассказ и пытается выяснить, что произошло[3,55].

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NEMIS EPIKALARINI O'RGANISH MASALALARI

Baxriddinova E'tiborxon,

Andijon davlat universiteti "Fakultetlararo chet tillar (aniq va tabiiy fanlar)" kafedrası nemis tili o'qituvchisi

Utanova Shaxnoza,

Andijon davlat universiteti "Nemis tili va adabiyoti" kafedrası nemis tili o'qituvchisi

Annotation: *The great works of our compatriots such as Al-Ferghani, Ibn Sina, Beruni, Muhammad Khorezmi, who had a great influence on the development of eastern and western civilizations, opened a new era in the history of Western European culture. Indeed, the earliest contacts between the Germans and Uzbeks began with the Timurid era. The article is about literary relations, the German epic.*

Key words: epic, history, folklore, genre, composition, style, text.

Nemis va o'zbek adabiyotining aloqalari tobora yuksalib taraqqiy etmoqda. Bunga har ikki tilda ham paydo bo'layotgan lug'atlar ham yaqqol misol bo'la oladi. Shu o'rinda, nemis epik turiga to'xtalishni joiz topdik.

13-asrning boshlarida Avstriyada, Tuna daryosining atroflariga noma'lum ruhoniy sayohatga chiqadi. Sayohat chog'ida bir necha asrlar davomida nemis xalqlari tomonidan og'izdan og'izga o'tgan ertaklar va dostonlarni yozib oladi. Shunga o'xshash ertaklar va dostonlar keyinchalik qadimgi Islandiya qo'lyozmalarida topilgan. Shunday qilib, bizning davrimizgacha «Nibelunglar qo'shig'i» dostoni yetib keldi va o'rta asrlarda nemis epikasi kirib keldi. Bugungi kunda eng taniqli epik turga mansub nemis dostoni «Nibelunglar qo'shig'i» o'rta asrlarda mashhur bo'lgan. Taxminan 800 yil oldin yozilgan doston, deyarli 35 qismdan iborat «Nibelunglar qo'shig'i» qo'lyozma nusxalari hanuzgacha saqlanib qolgan va bu uning keng jozibadorligini tasdiqlaydi. Doston ikki qismdan iborat

bo'lib, birinchisi qismida, yosh shahzoda Zigfridning Burgundiya malikasi Kriemxild bilan uchrashuvi va Burgundiyalik mahbus Xeygen tomonidan Zigfridning o'ldirilishi yoritilgan. Dostonning ikkinchi yarmida esa voqealar rivoji Xeygen jazosiz qolgandan keyin Zigfridning o'limi uchun o'ch olish maqsadida Kriemxildning uyushtirgan fitnasi borasida so'z boradi. Qasos olish uchun Kriemxild kuchli Qirol Ettselga turmushga chiqadi va Burgundiyaliklar uning saroyiga tashrif buyurganida, u o'z rejasini amalga oshiradi. Oxir oqibat, Xagen, Ettsel, Kriemxild va uning Burgundiyalik qarindoshlari va boshqa bir qator odamlar dahshatli jangda halok bo'lishadi.

Dostonda malika Hunlar qiroli Ettselga turmushga chiqgach, unga ikkita o'g'il tug'ib beradi. Burgundiya aka-uka qirollari bo'lib, ularning Rein daryosining tubida yashirilgan Nibelunglarning oltinlariga ega edilar. Xazinani qo'lga kiritmoqchi bo'lgan Ettsel, aka-ukalarni saroyiga chaqiradi. Ammo ular yashirilgan boyliklarni qayerdaligini oshkor qilmay qi-

ynoq ostida o'ldiriladi. Ertasi kuni Hunlar rahbarlari ziyofat qilish uchun Ettset saroyiga yig'ilishadi. Malika eriga mazali taom – o'g'illarining yuragini olib keladi. Qasos olish yo'lida malika, bir vaqtlar Medeya kabi o'z farzandlarini ham ayamagan. Qo'rqib ketgan Ettset to'shakka yiqiladi va Krimhild Ettsetning ko'kragiga qilichini sanchadi, so'ng saroyini yoqib yuboradi va Krimhildning o'zi ham olov ichida o'ldi. Shunday qilib, xalq xotirasidagi haqiqiy tarixiy voqealar bu doston mazmunida aks etgan.

Biroq, «Nibelunglar» ning yana bir versiyasi mavjud. Ettset ushbu variantda mehribon, muloyim va olijanob qirol, knyazlar oilasining saxiy ritsari sifatida ta'lqin qilinadi. Bunda Kriemxildning qasosida Ettset yordam beradi. Ettset yordamida – Kriemxildning birinchi eri Zigfridning o'limi uyushtiriladi va bunda aka-ukalar ayblanadi. Bodmerning shovshuvli sa'y-harakatlariga qaramay, “Nibelunglar qo'shig'i” dostoni nemis adabiyotiga qabul qilish o'nlab yillar davomida mavhum bo'lib qoldi. Zamonaviy klassik epik dostonlarga, xususan, “Odisseya va Iliada”ga bo'lgan munosabat shu munosabat bilan shakllandi. Nemis tilida so'zlashadigan mamlakatlarda, 18-asrda Gomerning obro'si har doim eng yuqori cho'qqiga ko'tarilgan edi. Ushbu aniq tarixiy lahzada kashf etilgan “Nibelunglar qo'shig'i” o'z nuqtai nazaridan emas, balki

Gomer qarashlariga qarshi maydonga olib chiqildi. Nemis adabiyotshunoslari uning sifati borasida jiddiy mulohazalarga qaramay, yangi dostonni ommalashtirish uchun qo'llaridan kelganini qildilar, shunda ular ham milliy dostonga ega bo'ldilar.

1882 yil “Leksikon der deutschen Nationallitteratur”, ya'ni Nemis milliy adabiyoti leksikoni jurnalida “Nibelunglar qo'shig'i” dostoni haqida keng maqola bor. Unda she'r «O'rta asrlar xalq she'riyatining toji va dunyodagi yagona epik doston» sifatida kiritilgan, uning ahamiyati gomerik dostonlari bilan taqqoslanadi. Ulrich Vyss va boshqalar ta'kidlaganlaridek, ““Nibelunglar qo'shig'i” dostonidagi so'zlar hech qachon aytilmagan».

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NEMIS EPOSI “NIBELUNGLAR QO'SHIG'I” VA UNING VUJUDGA KELISHI

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***Annotation:** The German people are the people who have undergone a long literary process, and their history is evident in the essence of the epic poems and epics that have a special place in folklore. The German epic “Nibelungenlied” and its historical stages are told in this article.*

Keywords: Spiderman, Epic, Burgundy, “Nibelungs Song”, Epic Cloth, Color, Poetry, Feudal Attitude

Buyuk ko'chish davri Germaniya adabiyotining barcha mashhur yodnomalarining vujudga kelishiga asos bo'ldi, ya'ni eramizning 437-yilida Yevropani egallay boshlagan xunlar burgundlarni (german qabilalaridan) tor-mor etgan vaqtlarga to'g'ri keladi. Ular Reyn bo'yidagi Burgundya qirolligi poytaxti Vormsni zabt etadi. Bu voqea skandinavlar, qadimgi germanlar va ularning afsonasi “Nibelunglar qo'shig'i”da ifodalangan. Bu eposda Burgundiya qirolligining fojeali taqdiri aks etgan. Attila bu asarda Etsel nomi bilan yuritiladi. U burgund qiroli Gyunterning singlisi Krimxildaning eri edi. “Nibelunglar qo'shig'i” (“Nibelungenlied” 1200-yillar) nemis qahramonlik eposlarining yirik asari hisoblanadi. XII asr oxirida o'rta yuqori nemis dialektida (shevasida) yozilgan bu epos 10 ta to'liq va yigirma ikkita to'liq bo'lmagan ro'yxatda hamda uch xil asosiy tahrirda bizgacha yetib kelgan. Doston nemis xalqining o'z porloq o'tmishiga bo'lgan muhabbati, katta gumanistik g'oyalar va murakkab hissiyotlarga ixlosining dalolatidir. “Nibelunglar qo'shig'i”ning mualliflari va

ommalashtiruvchilari shpiylmanlar (artislar, aytuvchilar) bo'lgan bo'lsa ajab emas. Ular qadimgi rivoyatlarga suyangan holda yangi zamon ruhini ham ifodalashga intilganlar. Eposning mazmuni mifologik va tarixiy elementlar faoliyatini omixta qilgan. Asosan Zigfrid obrazi miflar bilan aloqador. Ayniqsa ular skandinav yerlarida keng tarqalgandir. Eposdagi mifologik hikoyat tarixiy voqealar - Burgund qirolligining Reyndagi xunlar hujumi tufayli 457-yil halokati bilan uzviy ravishda ulanib ketgan. “Nibelunglar qo'shig'i” 39 ta sarguzashtdan iborat bo'lib, 10000 she'ri o'zida mujassam etgan epik polotno hisoblanadi. Mazkur asar “nibelungcha” hijoda ya'ni, o'sha davrgacha minnezmgir Kyurenberg she'rlaridagina uchraydigan o'lchovda yozilgan bo'lib, har bir to'rtlik 2 tadan baytga ega, birinchi bayt 4 ta urg'uli bo'g'inga, ikkinchi bayt 3 ta urg'uli bo'g'inga ega. “Nibelunglar qo'shig'i” fojeaviy koloritga ega. Unda qora niyatli kishilar, yaxshilik va yer yuzida go'zallikni poymol etuvchilar faol rol o'ynaydi. Eposda ezgulik urug'ini sepuvchi sifatida ishtirok etgan niderlandiyalik shahzoda Zig-

frid xoinlik qurboni bo'ladi. Burgundiya qiroli Gyunterning singlisi Krimhildaning go'zalligidan xabar topgan va u baronning qalbini zabt etishga oshiqqan Zigfrid Vorms shahriga yo'l oladi. Lekin bir yil mobaynida Zigfridga mashuqa jamolini ko'rish nasib etmaydi. Uning vaqti harbiy musobaqalar, turli ziyofatlarda o'tadi. Gyunter bilan birgalikda uzoq Islandiyaga o'tlanadi. U yerda sohibjamol Brunhildaga oshiq bo'lgan, Gyunter uni o'ziga qallqlikka olish niyatida bo'ladi. Brunhilda go'zallik sohibasi bo'libgina qolmay, tengsiz qudratga ega edi. U faqatgina o'zini musobaqalarda yenga olgan kishiga turmushga chiqishini aytadi. Zigfridgina uning bu shartini bajarishga qodir edi. Yoshlikda u ajdarhoni o'ldirib, uning qonida cho'milganligi boisdan tengsiz kuchga ega bo'lgan bu yigit, bundan tashqari u ko'z ko'rmas qalpoqcha sohibi edi. U Gyunterning o'rniga musobaqaga kirishib Brunhildani kurashda yengadi. Zigfrid Brunhildani nikoh to'shagida ham yengadi: ya'ni uning qizlik kamarini va uzugini yechib olishga muyassar bo'lib, uni Gyunterga topshiradi. Zigfridning xizmatlari evaziga Gyunter singlisi Krimhildani unga xotinlikka beradi. Ko'p yillar o'tadi. Kelin-kuyov baxtiga qirolichalarning janjali raxna soladi. Natijada fojeaviy yakun qiroil oilasini falokatga duchor etadi. Kunlarning birida Brunhilda va Krimxilda o'z erlarining nimaga qodir va qobilliklari xususida bahslashib qolishadi. Krimxilda achchiq va jahl ustida Branhildaga uning birinchi nikoh kechasida sodir bo'lgan voqeaning sirini oshkor etadi va buning dalili sifati-

da qizlik kamari hamda uzukni ko'rsatadi. Brunxilda alamdan nafasi tiqladi. Bu sharmandalikni qonli qasosgina yuvishi mumkin edi uning nazarida. Burgund qirolichasining sha'nini himoya qilib, yovuz Hagen chiqadi. Krimhildaning ishonchini qozongan Hagen Zigfridning nozik joyini, ya'ni, yelkasidagi tig' o'tadigan joyini bilib oladi. Bu joy ajdarho qoniga cho'milgan paytda lipa daraxtining bargi tushib qon tegmay qolgan ekan. Ov paytida Hagen Zigfridni hoyinlarga xos o'ldiradi, Krimxildadan Zigfrid tomondan bir vaqtlar topilgan Nibelunglar xazinasini tortib olinishi va uni Reynga cho'ktirilishi, bevani xunlar qiroli Etselga erga tegishgacha olib boradi. Judolikka va taqdirga tan bergan odamdek Krimxilda burgundlarni mehmonga chorlaydi. Krimhilda o'z akasini o'ldirishni buyuradi, yarador Hagen boshini o'zi tanidan judo qiladi. Krimhildaning yovuzligi Etselni ham dahshatga soladi va uni o'zini ham o'ldirtiradi. „Nibelunglar qo'shig'i“da ritsar romanlaridan farqli ravishda feodal munosabatlar ideallashtirilmagan. O'rta asrlar voqeligi kolopitli, haqqoniy ifodalanadi, dunyo makr-hiyla, nayrang, qonli qasos, o'z shonshuhrati uchun kurash va yovuzlikdan iborat ekanligi fosh etiladi. Zigfrid va Krimxildalar shu davr qurboni bo'lganlar. Sababi feodal tuzumning illatidir. Feodallarning ayovsizligi, yovuzligi eposda Hagen von Trope obrazi orqali ifodalangan.

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DEVELOPMENT OF MOTIVATION IN STUDENTS, STUDYING FOREIGN LANGUAGES IN NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

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Abstract: *The article focuses on the fundamental problem of the development of motivation among students in non-linguistic universities that study basic and business English as a foreign language. The obvious relevance and importance of this problem, which is constantly faced by teachers of foreign languages in secondary and higher educational institutions. Particular attention is paid to the use of active teaching methods, such as role-playing games, debates, which make it possible to develop and improve communication skills and professionally oriented skills. A significant place in the article is given to the huge role of the teacher in raising and strengthening motivation, which is the key to an effective educational process.*

Key words: Motivating factors, low and high motivation, intrinsic and extrinsic motivation, effective teaching methods, professional competences, professionally oriented education, building and boosting motivation.

The article discusses the fundamental problems of the development of motivation in students studying basic and business English as a foreign language.

The obvious relevance and importance of this problem, which is constantly faced by foreign language providers in secondary and higher educational institutions are confirmed by the results of a survey among students of different levels of language proficiency from the first to the third year. The purpose of the survey in the form of anonymous questionnaires were to identify, analyze and summarize the main factors affecting both external and internal motivation, as well as the causes of low motivations. Particular attention is paid to the use of active teaching methods, such as role-playing games, debates that provide an opportunity to

develop and improve business skills, communications and professionally oriented skills. Significant place in the articles devoted in that the huge role of the teacher in raising and strengthening motivation, which is the key effective educational process. The article provides various points of view on the problem of motivation of both native and foreign teachers and psychologists. The most important significance of the article is that the author, relying on her own many years of experience of teaching students English gives useful recommendation in solving the problems of motivation, which may be of interest to teachers at

Schools and universities.

MOTIVATION FACTORS:
LOW AND HIGH MOTIVATION;
INTERNAL AND EXTERNAL MOTI-

VATION;
ACTIVE TEACHING METHODS;
PROFESSIONALLY ORIENTED
TRAINING;
DEVELOPMENT AND IMPROVE-
MENT OF MOTIVATION;
PROFESSIONAL COMPETENCE.

The problem of formation and development motivation is one of the fundamental issues in psychology and pedagogy. The subject was investigated in many studies of both native and foreign researchers. However, there is no single point of view understanding the nature of motivation. Heckhausen H. distinguishes between two types of motivation: internal (intrinsic) associated with internal needs and interests of human, and extrinsic motivation, relating to external circumstances Herzberg F and Harmer J consider that motivation comes from the person himself and cannot be imposed from without it. The opinion is partially shared by E.P. Ilyin, asserting that motivation is always provided internally, but at the same time, it can depend on external factors, to be given external stimuli, and therefore it is difficult to distinguish the external and intrinsic motivations in pure form. From his point of view, it would be more correct to talk about external and internal incentives, motivating process during which external factors transform into the internal. I.A. Zinnia sees motivation as "compulsory component of the structure of educational activity. It can be internal or external towards activities but always remains an internal characteristic of personality as a subject of this activity. The challenge of arousing students' inter-

est to the language in non-linguistic universities has always stood in front of foreign teachers languages, since language is not generally prioritized in most non-core disciplines lines. However, the situation is gradually changing. In an era of international connections and intercultural communication, there are more opportunities to travel and even study abroad for young people. In addition, the desire to find promising work where very often knowledge of foreign languages is required also makes students learn this subject deeper. All these factors have a significant effect on encouraging students to study foreign languages not only in everyday life, but also in professional oriented level. What is the role of a teacher in modern changing conditions? At first glance, the task of drawing attention to your subject seems to be simplified by external motivation, which is provided by external factors, for example, the ability to communicate with foreign friends or desire to read a book, or watch a movie in the original. On the other hand, the task gets complicated. Modern student is already more prepared (if you take as an example, Inter-mediate and Upper Inter-mediate) with good speaking skills, wide reserve of vocabulary and good knowledge of complex grammatical structures. Taking this fact into consideration, the teacher should concentrate not only on maintenance, but also on increasing existing motivation of students, which is the key to effective educational process. A survey was conducted in the form of anonymous questionnaire (questionnaire compiled by the author) among students

1-3 courses of economics majors studying basic high and professionally oriented English in groups with different level training from Elementary to Upper Intermediate. According to the survey of 247 students, 90% of the main motivating factor regardless of course and level of language proficiency is considered possibility of communication in English with foreign friends abroad; 86% students want to improve their knowledge; 77% believe that English is useful for them in future work; 72% polled people like English due to intrinsic motivation that prevails in Intermediate and Upper Intermediate; for 53% of students foreign language is essential to continue learning in magistracy or postgraduate studies, for 42% of students (mainly 1 year and Elementary and Low Intermediate level groups) the main motivating factors are offset and passing the exams. Thus, the survey showed dominant factors of external motivation, and namely, the ability to use their knowledge and communication skills for communication in both a broad sense and in future professional activities. The survey results also confirm the theory of I.A. Zinnia that distinguishes two types of motives, which characterize the educational activity: motive of achievement and cognition motive. The latter lies in new educational activities and is reflected in the desire of students to improve their knowledge, continue training in magistracy and graduate school. The motive for achievement is manifested in the implementation of professional ambitions and as a result, in raising social status, which is an important motive of most

people. In addition, according to the survey, the motive changed over time at 61% students. Therefore, in a secondary school, students treated a foreign language as one of the required subjects, and the rationale was getting positive assessment. However, university motivation significantly enhanced. Most students become aware of the need and importance of studying this subject, as it opens up new possibilities for self-improvement and further successful career. Therefore, 90% of students would like to continue to study the English language after 3 courses, and some, who are highly motivated, are ready to study it all life. At the same time, 2.6% students (and not the weakest ones) would not like to learn English. Low motivation or lack of it is explained with various reasons: 1. English is not needed in future work; 2. Heavy workload by other items; 3. Sufficient knowledge; 4. Preference is given to another foreign language. It should be emphasized the role of a teacher in the development of student motivation. It is the teacher who needs to find out reasons for low motivation and try to create conditions for its appearance, and for motivated students to support and develop it. According to Lile W. T the lack of motivation or absence of it is the biggest obstacle for the teacher since it is a key for knowledge. He believes that any motivation is better than its lack. Peters R. also emphasizes the important role of motivation to succeed in educational activities. Often not very bright, but highly motivated students achieve better results than more capable, but unmotivated-students. What kind of student

can be considered motivated? According to Gardner RC, motivation includes three components: effort + desire + positive attitude to achieve the goal (favored attitudes). Therefore, not every student making an effort is motivated. What contributes to the emergence and replay of motivation? A.K. Markov pays attention to the main factors affecting formation of sustainable motivation to learning activities-content of educational material;

- Organization of educational activities;
- Collective forms of educational activity;
- Assessment of educational activities;
- style of teacher in teaching

These ideas resonate in the works of foreign authors. According to Harris R. and Harmer J., students must put and understand the goals and objectives set in front of them. Many students are bad at performing tasks because they do not understand what they should do and why they should do it. Therefore, the absence of goals and misunderstanding can nullify the efforts and efforts of the teacher. Besides the teacher must arrange academic work, providing students with material taking into account the level of training, professional qualities of students and orientation on their future specialty. An important condition undoubtedly is the creation of an auditorium of a special psychologically low tension (mild level of anxiety), trustful relations between teacher and students, providing emotionality of learning and supportive learning atmosphere areas are conducive to communication and affecting the level of academic activity of student activities. Therefore,

the teacher's identity is one of the most important factors in affecting motivation. The teacher must be caring, understanding, approachable and supportive, respecting the values and opinions of their students. Such teacher always manages to involve even most unmotivated students. We should not forget that encouraging and praise are strong motivating factors particularly for weak students. It is well known that interest, curiosity, aspiration, the pursuit of knowledge stimulate any learning process. According to psychologists, Coon D. and Mutterer JO internal stimulation intensifies when there is a desire to learn something new regardless from external motivating factors. Students just get satisfied from educational activities and demonstrate great creativity when they are internally motivated. Lile W. T saying, "internally motivated student studies because he wants to learn" gives this view. On the other hand, he does not deny a positive role of external motivation, especially when there is little or no internal motivation. He believes that internally inspired students also need external motivation. If students are not encouraged for their efforts, internal motive will begin to decline. The role of external motivation as an encouragement (for example, obtaining a certificate, exempting from an exam, etc.) is obvious. However, Malone T. W and Lapper MR consider that the quality of the work performed has a greater impact on inside factors: challenge: the desire to achieve, set goal and thereby increase your self-esteem; curiosity: aspiration to learn something new;

- Cooperation and competition within the team;
- Recognition: success of each is recognized by the team.

It is the teacher who must support such student aspirations through reward method: high appreciation of students even if their results have not yet reached the actual learning objectives, tact, and kindness. The teacher's approval help students feel confident in their own strength and achieve their goals.

In this regard, making mistakes appears as another obstacle of the learning procedure. At the initial stage of learning when skills are formed with the use of language material in speech, error correction is necessary but in the form of hints. However, when conducting discussions, presentations, role-playing games, that is, during the practice of communication when students reach enough high level error correction is virtually eliminated. Correction is possible if a mistake makes understanding difficult or distort the meaning of utterance, that is, destroys the act of communication. "Nothing can reduce enthusiasm and zeal, as permanent correction of errors", which can work out sustainable language barrier due to fear of making a mistake, and it, will be much harder for the teacher to get students to be free in communication. Therefore, it is a good idea to evaluate students' results constantly and praise them even for modest successes, as encouragement is a necessary element in learning process.

Debate is another activity, which attracts students since it gives students an opportunity to make them think over the

problems and therefore it is the powerful factor of motivation. Participation in discussion clubs, university conferences, attending in lectures of foreign experts in foreign languages, participating in international projects and seminars, as well as going abroad for traineeship give students' huge opportunities to realize their potential and improve their language skills. It is obvious that a strong stimulating factor in our time is various projects in the field of intercultural communication that based on new information technology. Integrated advanced educational technology leads to the need to look for new forms of teaching methods in educational process other than traditional ones (for example, participation in a videoconference lectures, seminars, lectures, read by native speakers), but also new forms of cooperation between teachers and students both within the walls of University and with their foreign colleagues. The role of the teacher is changing: he ceases to be the only source of knowledge for students and rather becomes an assistant in obtaining information and partner in communication, ensure students linguistic and psychological support. Thus, the problem of development and increasing student motivation, learning foreign languages in non-profile universities, remains relevant. Teaching a foreign language certainly should be professionally oriented. It must be directly related to the future professional activities of students, therefore, attracting students to active participation in various projects, both in national and international, is an integral part of education process. It is again con-

firmed that the possibility of live communication in a foreign language is an essential motivation factor. And finally, the role of the teacher in the development of an internal motivation is crucial. The degree of motivation in students depends on some issues such as, how the teacher builds a relationship with students, how he organizes the educational process, what kind of teaching methods he applies, how professional and interesting he is as a person.

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TEACHING ACADEMIC GRAMMAR FOR EFL/ESL LEARNERS IN HIGHER EDUCATION

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Annotation

This work describes the analysis of Grammar and difficulties on learning and teaching process as an example of EFL/ESL students in Higher Education. Moreover, based on the results of the research there will be given some alternative solutions for teaching grammar and how to avoid learning problems in it.

Key words: CLT (Communicative language teaching), Cyclical approach, techniques, methods, overgeneralization

*“Grammar is the business of taking a language to pieces, to see how it works”
(David Crystal)*

Grammar is the system of a language, but for some people it is the rule of it. Moreover, it is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language (Cobuild,1990). As a teacher teaching grammar can be problematic as the effect of students' native language grammar.

The grammar of a language includes basic axioms such as verb tenses, articles and adjectives (and their proper order), how questions are phrased, and much more. Language cannot function without grammar. It would simply make no sense—people require grammar to communicate effectively (Richard Nordquist, 2014).

There are lots of problems and ways to overcome, such as teaching problems can be on the lack of the authentic materials, only deductive way of teaching is applicable and because of the time consuming because teacher spends most time for preparation because of no consistent pat-

tern. Moreover, in some cases teachers cannot avoid traditional way of teaching. According to Hyland (2007), teaching is, therefore, always a series of scaffolded developmental steps in which teachers and peers play a major role.

As well as the teaching problems, there are also learning problems which occur in every sphere of educational process. According my research as a teacher, I have found out that majority of language learners have the problem of “overgeneralization” which means they accept the grammar rule as their native language grammar. The second reason is “articles”, because they do not exist in students' L1 and for that they do not fully understand why we need them. Moreover, today's students quickly get bored in deductive teaching classroom. Another factor can be, their laziness and not enough preparation to the class as they are required to learn by heart the usage of every grammar point and irregular verbs, adjectives and adverbs.

In order to overcome such kinds of teaching and learning problems, there are provided some approaches to make the grammar classroom more interactive and informative. Such as, using inductive way of teaching and not only focus grammar during the lesson but also integrated skills, as well. Combining the learning skills makes classroom environment lively, instead of teaching only grammar rules and making exercise, it is recommended to combine all skills but main focus will be grammar. The next approach is using CLT (Communicative Language Teaching) method as it is the new method and helpful to develop communicative abilities, to experience or practice communicating in the language they are learning by negotiating meanings with others (Scarcella, Andersen & Krashen, 1990). In addition, there is also one approach which is called cyclical approach is helpful in order to revise and easily remember the grammar rules or vocabulary. It can be helpful if teachers tend to use authentic materials while teaching grammar topics, because through them learners improve their progress of learning. Moreover, in my own class I try to use more spoken and written communicative activities that are really helpful in order to improve students' knowledge and give a chance to combine other skills. I also advise conducting technology-based lesson. Such as, using videos, online games and smart boards in classroom.

According to Betty Azar (2014), grammar is viewed as an organizing system to help students make sense of the language they see and hear, rather than as a mere collection of rules. This perspective provides a natural, logical framework for students to make English their own.

These analyses provide the information which were taken from ESL/EFL learners in higher education sphere. In order to overcome teaching problems, I tried to give my own approaches and some relative alternative techniques which can make grammar classroom more effective. This research taken on the purpose of helping grammar teachers and learners.

Finally, anyone who wants to be an effective speaker or writer must have at least a basic grasp of grammar. The further beyond the basics you go, the more effectively and clearly, you'll be able to communicate in almost any situation.

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