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# International Scientific Journal

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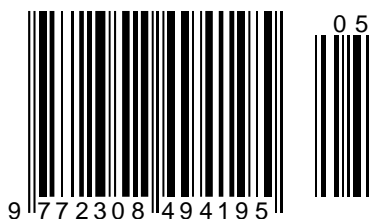
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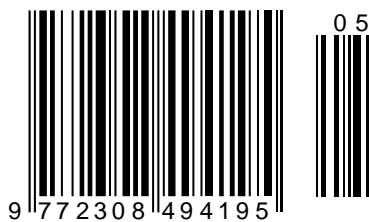
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## RESEARCH OF SOURCES OF ALTERNATIVE ELECTRIC ENERGY AND METHODS OF THEIR JOINT WORK

**Abstract:** In this paper, we analyze the existing sources of alternative electricity, their advantages and disadvantages, as well as methods of their joint work.

**Key words:** alternative sources of electricity, collaboration, solar panels, wind turbines

**Language:** Russian

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## ИССЛЕДОВАНИЕ ИСТОЧНИКОВ АЛЬТЕРНАТИВНОЙ ЭЛЕКТРОЭНЕРГИИ И МЕТОДОВ ИХ СОВМЕСТНОЙ РАБОТЫ

**Аннотация:** В данной работе проводится анализ существующих источников альтернативной электроэнергии, их преимущества и недостатки, а также методы их совместной работы.

**Ключевые слова:** альтернативные источники электроэнергии, совместная работа, солнечные панели, ветрогенераторы.

### Введение

На метеорологических станциях по всей территории Российской Федерации используется либо электричество от общей сети, либо дизельные или бензиновые генераторы. Проблема второго метода подключения в полной остановке станции в случае закончившегося топлива.

В условиях Крайнего Севера и других холодных регионов, здания станции питаются электричеством и обогреваются за счёт генераторов. В случае выхода из строя генератора или окончившегося топлива последствия для работников станции могут привести к гуманитарным проблемам, поскольку с отключением электропитания станция теряет связь с внешним миром, и теряется понимание о ее текущем состоянии.

Появляется высокая потребность в использовании альтернативных источников электроэнергии и анализе их совместной работы.

В своей работе я исследую варианты оптимизации совместной работы нескольких источников электроэнергии, привожу результаты испытания их одиночной и совместной работы.

По данным Enerdata [1] на 2017 год человечество потребляет примерно 24 000 000 ГВт/ч. Из них 889 000 ГВт/ч потребляет Россия. В 2018 году доля альтернативных возобновляемых источников энергии (без крупных ГЭС) составила 8,4% в мировой генерации электричества. С учетом крупных ГЭС доля возобновляемых источников приближается к 24%.

Рассмотрим существующие потенциальные источники альтернативной электроэнергии:

### Ветроэнергетика

В ветроэнергетике используется преобразование кинетической энергии воздушных масс в атмосфере в электроэнергию [2].

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На 25 февраля 2019 года общая установленная мощность всех ветрогенераторов составила 600 гигаватт [3] и, таким образом, превзошла суммарную установленную мощность атомной энергетики.

Наиболее перспективными местами для производства энергии из ветра считаются прибрежные зоны.

Ветрогенератор начинает производить ток при ветре 3 м/с и отключается при ветре более 25 м/с. Максимальная мощность достигается при ветре 15 м/с [4].

В большинстве регионов России среднегодовая скорость ветра не превышает 5 м/с, в связи с чем привычные ветрогенераторы с горизонтальной осью вращения практически не применимы — получить от их работы существенное количество энергии не удастся. Однако на сегодняшний день все больше производителей ветрогенераторов предлагают т. н. роторные установки, или ветрогенераторы с вертикальной осью вращения. Принципиальное отличие состоит в том, что вертикальному генератору достаточно 1 м/с чтобы начать вырабатывать электричество [8].

Существуют следующие разновидности ветрогенераторов: наземные, прибрежные, шельфовые — на участке моря с небольшой глубиной, плавающие, парящие, горные.

### Гелиоэнергетика (солнечная энергетика)

В гелиоэнергетике используется преобразование солнечного излучения в электроэнергию [2].

На 30 июля 2018 года общая установленная мощность всех солнечных панелей составила 471 гигаватта, что примерно на 15 процентов меньше мощности всех ветрогенераторов.

Особенности строения фотоэлементов вызывают снижение производительности панелей с ростом температуры.

Солнечная электростанция не работает ночью и недостаточно эффективно работает в вечерних сумерках.

В мире ежегодный прирост энергетики солнечных панелей за последние пять лет составлял в среднем около 50 % [5]. Полученная на основе солнечного излучения энергия гипотетически сможет к 2050 году обеспечить 20—25 % потребностей человечества в электричестве и сократит выбросы углекислоты.

Основные разновидности солнечных панелей: солнечные панели на основе фотоэлементов и солнечные панели на основе наноантенн (теоретические) [6].

### Геотермальная энергетика

В геотермальной энергетике используется преобразование тепловой энергии недр Земли в

электроэнергию [2]. Общая производимая мощность геотермальных электростанций составляет примерно 15 гигаватт.

Геотермальная энергия является самой перспективной в случае увеличения КПД преобразующих установок и обустройстве известных источников.

Схемы работы геотермальных станций:

- прямая схема — пар направляется по трубам в турбины;
- непрямая схема — пар предварительно очищается;
- бинарная схема — используется жидкость с низкой температурой кипения, которая нагревается за счёт теплообмена с термальным источником.

### Альтернативная гидроэнергетика

В гидроэнергетике используется преобразование механической энергии приливов, волн, течений и тепловой энергии океана в электроэнергию [2].

Максимальные амплитуды приливов-отливов характерны для окраинных морей умеренного климатического пояса. Наибольшими запасами приливной энергии обладают Атлантический океан и в меньшей мере Тихий океан.

Разновидности альтернативных гидроэлектростанций: приливные, волноприбойные с турбинами, движимыми течением, моретермальные электростанции, мини и микро ГЭС.

### Методы совместной работы

У каждого из альтернативных источников электроэнергии есть недостатки эффективности. Рассмотрим подробнее каждый из них и возможности компенсации недостатков одного источника достоинствами других для оптимальной работы комбинированной системы в любой сезон и время суток.

Согласно данным метеослужб [7], средняя скорость ветра по регионам за год составляет приблизительно 3,8 метра в секунду. Преимущественно сильные ветра дуют в прибрежных и равнинных регионах. В зимнее время года порывы ветра статистически сильнее, чем в тёплое. Получается, у ветрогенераторов нет привязки к времени суток, но есть привязка к времени года.

Солнечные панели эффективнее всего работают в солнечную, но не сильно жаркую погоду. Также панели сильно теряют эффективность в ночное время.

Геотермальные источники универсальны и не зависят ни от времени суток, ни от сезона.

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Приливные и прибойные электростанции останавливаются при замерзании водоёмов. ГЭС эффективнее всего работают в период паводков.

Основная проблема геотермальных и гидроэлектростанций в жесткой привязке к местоположению.

Большинство метеорологических станций находится на большом расстоянии от возможных мест базирования электростанций.

Таким образом, в зависимости от местоположения станции, продолжительности светового дня и средней силе ветра, самым оптимальным вариантом будет комбинировать несколько ветрогенераторов с несколькими солнечными панелями. Таким образом, в дневное время эффективнее будут работать солнечные панели, ночью бесперебойность обеспечат ветрогенераторы и аккумуляторы. В зимнее время эффективнее будет работать ветрогенераторы, производительность выработки не должна сильно понижаться [9].

Для обеспечения максимальной автономности, в случае безветренной хмуры погоды или ураганного ветра, когда ветрогенераторы блокируются в целях безопасности, на станциях следует оставить бензо (дизель) генераторы [10].

### Испытание ветрогенераторов

Испытание вертикальных ветрогенераторов проводилось в зимнее время на базе Архангельский ЦГМС-Р ФГБУ «Северное управление по гидрометеорологии и мониторингу окружающей среды». На рис.1 приведена зависимость выработки электроэнергии ветрогенератором от скорости ветра. Генерируемая мощность фиксировалась контроллером заряда аккумуляторных батарей. В качестве нагрузки использовался проволочный резистор с сопротивлением 100 Ом, мощность рассеивания 200 Вт. Контроллер заряда выдает среднее значение мощности за выбранный промежуток времени (в исследуемом случае 3 часа), скорость ветра фиксировалась мгновенная каждые 3 часа.

Испытания показали, что при скорости ветра 5-6 м/с ветрогенератор отдает 40-180 Вт, а при скорости ветра 3-4 м/с — 10-39 Вт. При меньшей скорости ветра ветрогенератор практически не вырабатывает электрической энергии. Архангельск относится ко 2 ветровому району с ветровой нагрузкой в 30 кг/кв.м. Поэтому ветер с высокой скоростью здесь бывает не часто.

Проанализировав метеорологическую сводку по Архангельску за год [7], можно заметить, что в холодное время года скорость ветра по среднему значению превышает скорость ветра по среднему значению в теплое время года, что говорит о

большей эффективности системы ветрогенераторов в холодное время года.

Для улучшения эффективности работы ветрогенераторов требуется их размещение на открытых возвышенных участках либо на береговой зоне. Территорию для размещения обязательно нужно выбирать с помощью приборов для измерения скорости ветра (Анемометров).

### Испытание солнечных панелей

Испытание солнечных панелей проводилось в летнее время на мысе Желания острова Новая Земля (Широта: 76° 55,54' Долгота: 68° 29,22'). На рис.2 приведена зависимость выработки электроэнергии солнечными панелями от времени суток 27 июля 2018 года. Генерируемая мощность фиксировалась контроллером заряда аккумуляторных батарей. В качестве нагрузки использовался проволочный резистор с сопротивлением 100 Ом, мощность рассеивания 200 Вт.

Солнечные панели обеспечивают превышение порогового значения для заряда аккумуляторов в 80 Вт с 07:00 до 23:00. Заряда аккумуляторных батарей за это время достаточно, чтобы обеспечить станцию электропитанием в промежуток с 23:00 до 7:00. Проблема заключается в том, что солнечные батареи хорошо работают только около половины года с 22 марта по 21 сентября. В зимнее время выработка электроэнергии снижается. В районах за Полярным кругом может практически не вырабатываться.

Для улучшения эффективности работы солнечных панелей требуется их размещение на открытых возвышенных участках. Территория для размещения обязательно должна иметь максимальную освещенность на участке.

### Объединение нескольких источников энергии в одну систему

Проанализировав особенности работы солнечных панелей и ветрогенераторов, можно заметить, что минусы одной системы практически полностью компенсируются плюсами другой. Соответственно, совместное использование двух источников энергии повысит общую стабильность и независимость системы.

На Архангельской базе в одну систему были объединены 2 ветрогенератора и 6 солнечных панелей. Ниже приведены результаты анализа системы.

В качестве нагрузки использовалась аппаратура радиосвязи станции. Контроллер заряда выдает среднее значение мощности за выбранный промежуток времени (в исследуемом случае 0,5 часа), скорость ветра фиксировалась мгновенная каждые 0,5 часа. На рис.3 приведена



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зависимость выработки электроэнергии гибридной системой от скорости ветра. По показаниям видно, что гибридная система большую часть времени суток обеспечивает требуемую номинальную мощность в 107,6 Вт, но не может обеспечить работу системы в максимальном режиме длительное время.

Мониторинг системы показал, что электроэнергии, производимой гибридной системой с помощью 2 ветрогенераторов и 6 солнечных панелей вполне достаточно для питания системы связи.

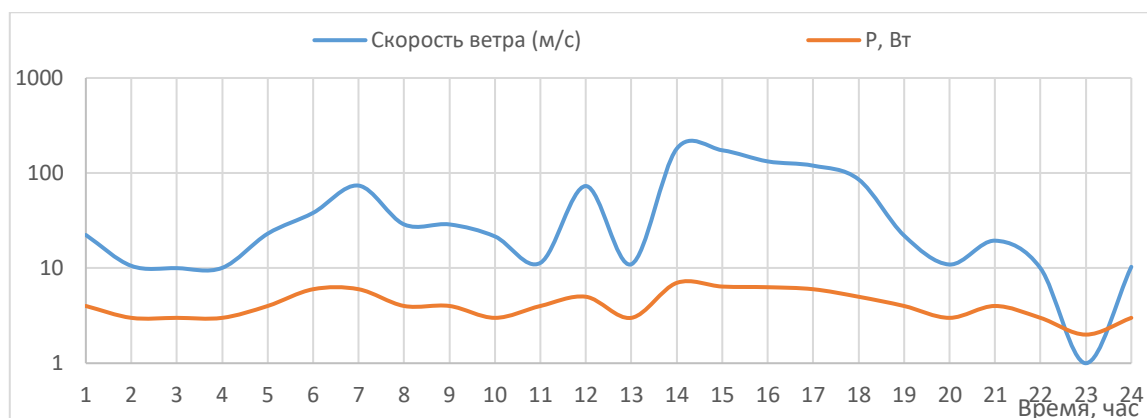


Рисунок 1. Зависимость выработки электроэнергии ветрогенератором и скорости ветра от времени суток.

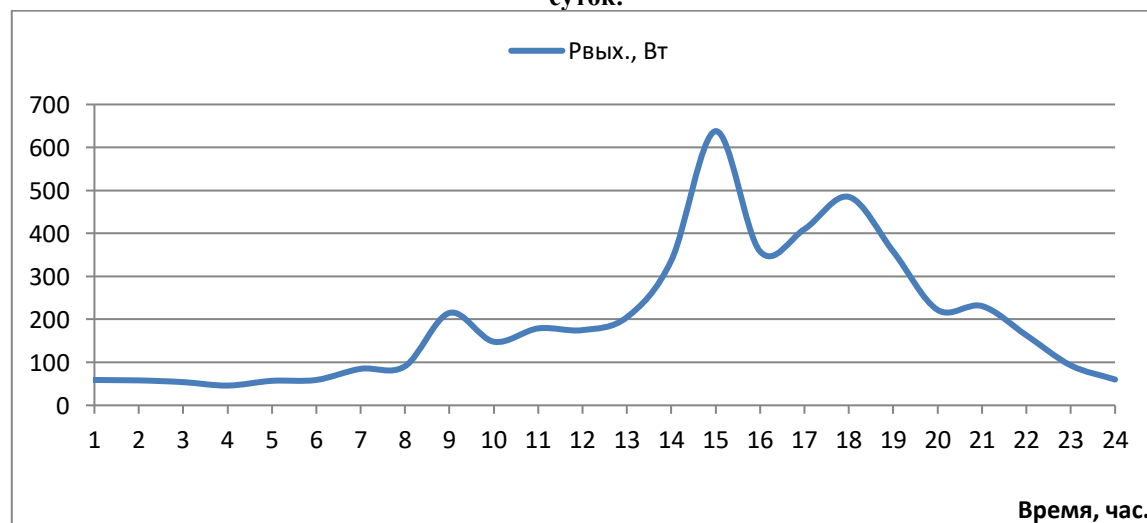


Рисунок 2. Зависимость выработки электроэнергии солнечными панелями от времени суток.

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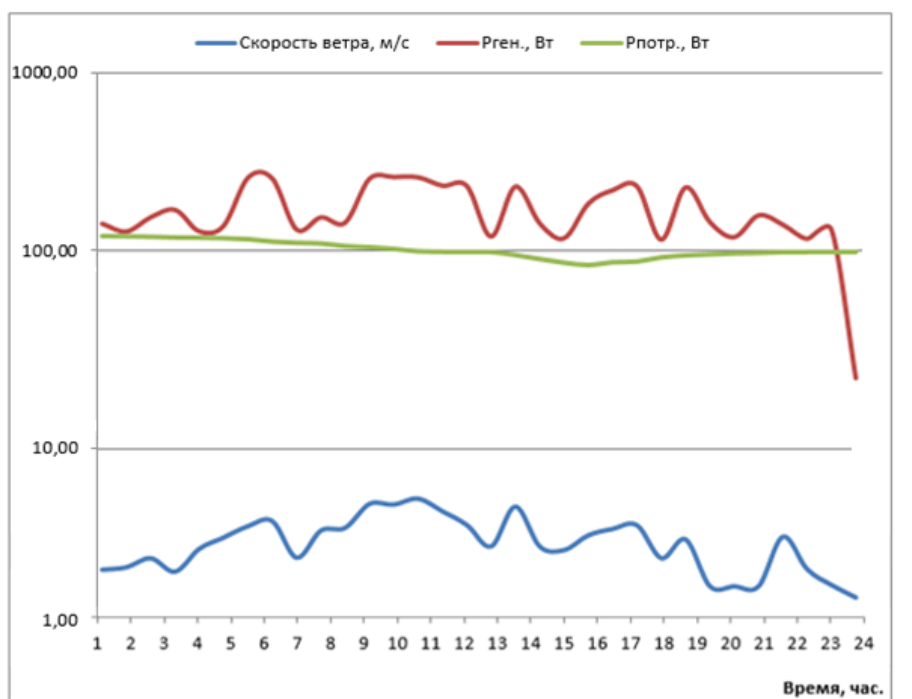


Рисунок 3. Зависимость выработки, потребления электроэнергии гибридной системой и скорости ветра времени суток

### Заключение

Подведем итоги исследования. В ходе работы были исследованы альтернативные источники электрической энергии, выявлены их достоинства и недостатки. Также были получены результаты

по комбинированию нескольких источников электроэнергии для оптимизации их совместной работы.

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### SECTION 23. Agriculture. Agronomy. The technique.

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## PHYSICO-MECHANICAL INDICATORS IN WAFFLE PRODUCTION USING SORGHUM FLOUR

**Abstract:** Flour confectionery products occupy the second place among confectionery products depending on the produced volume. They are produced by bakery companies and pastry shops. Flour confectionery products are produced on the flow mechanized and automated lines.

**Key words:** flour, wafer dough, physical processes, dough, sorghum flour.

**Language:** English

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### Introduction

Flour confectionery products vary depending on the physico – chemical and organoleptic properties. For example: waffles, gingerbread, cakes and pastries, muffins, biscuits and crackers. These pastries are different from each other, i.e. the wafer-thin wall, thick laminates and high-fat; pastries and cakes-sponge, sandy, layered flour [1].

The physical and mechanical properties of the dough mainly depend on the quality and quantity of the gluten.

### Materials and Methods

Preparation of the dough on wafer production is a complex than pasta or bread dough. In addition to water with flour, the composition of the test wafer includes various other ingredients that affect swelling of the flour proteins, sugar, butter, eggs, etc.

Depending on the concentration of the solid solution for kneading the Wafer dough, we can change the level of flour edema and obtain a dough with different physical and mechanical properties [2].

Wheat flour is the main raw material of all flour confectionery products. The main place in the dough from wheat flour is given to gluten. In the kneading

processes, a lot of work has been done to study the ability of flour to change the gluten. At the heart of the research to change the quality of the glue in the kneading processes, a certain specific amount of edema of the glue is fixed. When mixing the dough changes the quality and quantity of washed adhesives [3].

According to the results of the study, the plastic properties and stability of the test are determined depending on the properties of gluten; flexible properties of the test depend on the state of starch and starch in the composition. The solid deformation of the first sample depends on the properties of the rigid proteins of the gluten contained in the flour of the highest grade. The figure on the samples №2 and №3 are lower than in the control samples. This is due to the fact that in the test, made from large crushed flour, proteins are completely divided into cases, and the dough №2, tanned from flour made from soft wheat, contains 23.1% of the glue, the remaining proteins are produced by proteins, power indicators characterize the technology of forming the test [4,8].

For the formation of the dough, mainly physical processes occur. The optimal amount of flour adhesives used in thin-layer and thick-layer wafer

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production should be 23-26%. From the weak flour in the glue wafers can be obtained with a high sensitivity of absorption of thin water, bulk weight, high surface condition. In the manufacture of thin and thick wafers, the quality of the wafer prepared from flour with a weak glue in quality will be higher than the wafer from flour with a strong and medium glue. In addition, if the wafer is made of flour with a strong glue, the quality deteriorates. The shape varies is not uniform. Therefore, it is advisable to use a special flour with an adhesive content of 23-26% in thin and thick-walled wafer production (30-320sec for PL-2). In the study of the effect of several types of flour samples on the quality of tightly thin-walled wafer samples found that the wafer affects the color and grade of flour. Waffles, made from flour 1<sup>st</sup> grade, differ from the waffles, made from flour and 2<sup>nd</sup> grade. In the wafer made from 2<sup>nd</sup> grade flour, have a dense roughness, matte color, on the surface of the wafer observed glued bran. With a decrease in the grade of flour, the temperature of the product decreases, the ability to absorb water increases [5,6].

The quality of thin-walled wafer species affect the types of grinding flour. Thin-walled wafers made from flour of high fineness of grinding, have a rate of absorption of water in relation to the wafer prepared from soft fine milled flour, less than fine flour. Therefore, such flour should be used in the form of thick layered wafers [7,9].

Mixing finely milled flour coarsely milled flour within a given range does not require the need to adjust the consistency of the dough with a change in the amount of sugar [10].

Coarsely crushed flour should be coarse, prepared from light pink wheat, meet the following indicators: in the silk screen №27 the residue should not exceed 5%, and in the bucket №43-no more than 15%.

The stability of the Wafer dough varies at the same humidity and temperature within large limits and depends on the quality of the glue contained in the flour. The dough with a weak glue (flour 25% of the adhesive) viscosity of 3.5 p. s; the dough binder with increasing content of the glue by up to 32% 20p.at rise 46% viscosity at 28 p. s will be. The viscosity of the dough from flour made from flour on average 25% glue, 12.5 p. W was. The dough of wafer layers prepared from 25-32% flour containing a weak glue, Matures well and represents a volume mass of 0,264-0,285 g/cm-bars. With a weak glue content of 46%, the dough has a low tensile viscosity and does not ripen well. The bulk of the wafer layers is increased to 0.31 g/cm In the technology of wafer production has a value of the viscosity of the waffles. If the dough has a high viscosity, the dosage is not cooked correctly, without crushing the monotony flowing from the wafer form. Therefore, the viscosity of the dough is known and may be stable at about 10-11 p. When using flour, the quality of which differs from the amount of glue, it is necessary to change the humidity of the dough and increase the amount of glue, but increasing the humidity of the dough, increasing the duration of cooking. This, in turn, is inefficient. Indicators of the quality of wheat flour of the highest grade are given in 1 figure.

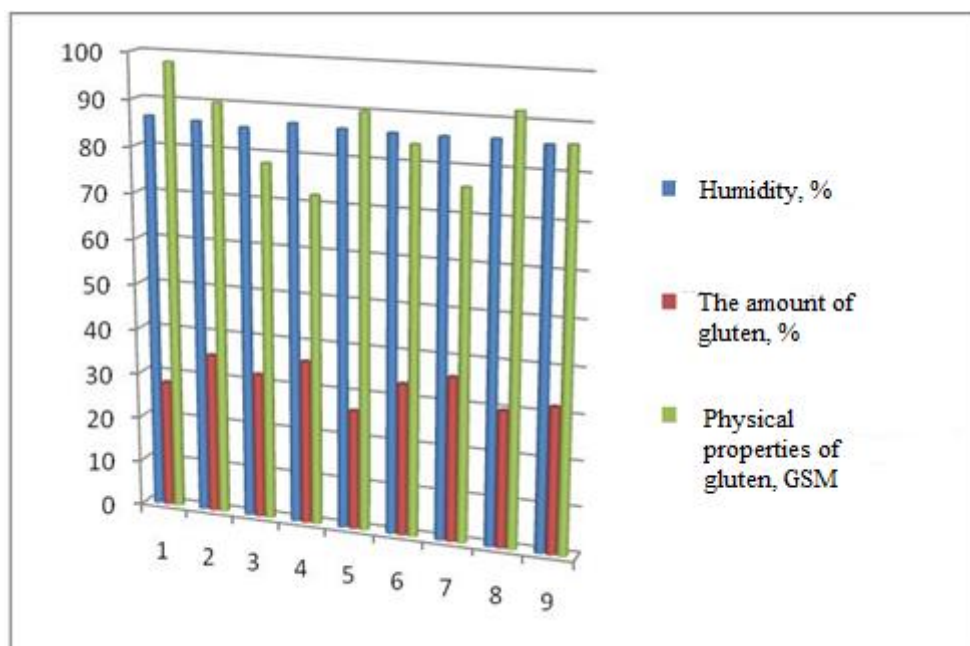


Figure 1 - Quality indicators of wheat flour of the highest grade

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Thin-layer wafers are made of loose elastic dough with easy formatting to a predetermined shape and maintained for a long time. The elasticity of thin layers depends mainly on the amount of sugar and oil, which limit the swelling of the glue proteins and depend on several low humidity. Along with the fat content in the dough with sugar, the flour content depends on the level of grinding moisture in the formation of the dough that can absorb water, as well as the quality of the adhesive proteins. The dimensions of the flour parts affect the rheological properties of the dough, in the presence of a part of the flour, the amount of water contacting the powder decreases. In the production of thin-layer wafers, the use of 28-36% flour with a weak glue content is effective.

Unlike wheat flour Sorghum, rice, barley, corn flour proteins do not form gluten, but in most cases is not flour that meets the requirements for the content of gluten and the effective use of flour. Therefore, one of the ways to reduce the protein content, i.e. gluten is

the use of low-quality flour bakery, provided that its content exceeds 36%.

The aim of the study is to study the effect of used sorghum flour on the thin layer of wafer and fixing the optimal amount. As an example of the adoption of I and II weak flour strength contained in 35% gluten, it is recommended to use in the production of thin layers of flour with an adhesive content of 28-36%.

Dough samples of thin-walled wafers instead of wheat 5%, 10%, 15%, 20% sorghum flour was added. The recipe for the preparation of Waffles is shown in table 3. In the process of rolling, forming, baking dough based methods removed in sections 2.2.3, 2.4. The quality of the test was evaluated by the following indicators, humidity, temperature, elasticity, stability, and in assessing the quality of the following moisture and density indicators were determined.

The amount of flour for all the respondents listed in Figure 1 can be explained by the size of the flour and its potential.

**Table 1. Effect of the amount of sorghum flour on the quality of thin-walled wafers**

| № | Indicators                                 | Observation |        | Prototypes with sorghum flour |        |        |        |
|---|--|-------------|--------|-------------------------------|--------|--------|--------|
|   |  | 1           | 2      | 5                             | 10     | 15     | 20     |
| 1 | Gluten of the flour, quantity, %           | 28          | 35,2   | -                             | -      | -      | -      |
|   | The physical properties of the gluten, GSM | 90          | 87,0   | -                             | -      | -      | -      |
| 2 | Dough humidity, %                          | 18,0        | 18,0   | 18,2                          | 18,3   | 18,1   | 18,4   |
|   | temperature                                | 26,0        | 26,0   | 26,0                          | 26,0   | 26,0   | 26,0   |
| 3 | Indicators of waffles                      | 8.10        | 2,8.10 | 9,0.10                        | 9,5.10 | 1,5.10 | 2,0.10 |
|   | Humidity, %                                | 4,6         | 4,5    | 4,7                           | 4,4    | 4,8    | 4,5    |
|   | absorption, %                              | 180         | 170    | 178                           | 176    | 174    | 172    |
|   | density, gram                              | 0,55        | 0,60   | 0,58                          | 0,59   | 0,62   | 0,63   |
|   |  |             |        |                               |        |        |        |

In the study of dough samples, the following data were obtained: an increase in the amount of sorghum flour when replacing wheat flour with sorghum flour and a decrease in the amount of gluten of the test while reducing the content of the control sample, improving the elastic properties of the product.

The surface of all wafer samples added by milled Sorghum is homogeneous, but the addition of sorghum flour in an amount of more than 10% does not affect the swelling and density, but the color is matted slightly. Therefore, it is optimal to add 5-10% doses in the preparation of fine layered sorghum flour. Next, we studied the effect of the amount of counter flour on thick layers. These wafers are made of

Medium flour with an adhesive content of 32-34%. When performing the work, medium-sized glue flour was used. Table 5-theoretical information is presented on the quality of wafers and dough made from glued flour.

The viscosity of the dough of the prototypes is reduced than when using wheat flour, than with increasing the amount increases. In accordance with this change flexibility. Flexible dough can be seen on the control samples with an average amount of glue 32%. When making the dough control samples from the Middle of the flour and when the content of the adhesive average 36%, the content of adhesive test samples is higher compared to the average flour 32%.

## Impact Factor:

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| <b>JIF</b>              | <b>= 1.500</b> | <b>SJIF (Morocco)</b> | <b>= 5.667</b> | <b>OAJI (USA)</b>   | <b>= 0.350</b> |

On test samples, when replacing part of the flour with an adhesive content of 36%, a decrease in the stability of the dough with flexibility was observed.

The study of samples of the wafers were observed the following indicators: swelling of the flour No. 3 control sample compared to the control flour No. 4 high -, low density-163, and waffles, replaced with flour sorghum 5-10% of samples, compared to samples prepared with wheat flour №4 are high in terms of viscosity analogues of the type 3-saffli.

All prototypes are well distributed, waffles from flour №4, replaced by 5-10%, were better than others.

The improvement of the quality indicators of the fineness of the flask prepared by replacing part of the wheat – sorghum flour, high brittleness and prepared by force from Medium flour, is explained by the decrease in proteins added together with the flour, which in turn improves the elastic properties of the dough for viscosity, puffiness and density.

In the production of thick puff a great influence of glue. When using medium and strong adhesive flour in a thick layered plasty wafer reduce its elasticity, resulting in the dough pieces are deformed, the resulting products have cracks, the surface is not uniform, and these reverse effects are largely present when using strong flour in the gluten.

Use subclassa the flour with the contents of a thick layer valida 32-34%. In this case the dough becomes elastic and soft in certain quantities, with the result that the dough pieces are not cracked, therefore, studied the effect of sorghum flour on avaliku when combined with subclauses flour in the production of thick layered flour.

Reduced sample density by adding sorghum flour by 10%. This is due to the reduction of protein content in wheat flour when replacing parts sorghum flour, the influence of the low ability of degradacii in the formation of test of adhesives, although the composition of sorghum flour contained medicinal substances.

All wafer samples in the manufacture of flour with a weak glue have a contour without a uniform surface level.

As a control sample, weak flour with an adhesive content of 33.4% and 36% flour with an average glue as a test sample were used in the research work.

According to the conducted studies, the thin – elastic – astringent properties of wheat flour wafers with an average glue content will be lower than wafers from weak-adhesive flour. When replacing wheat flour 5 – 10% sorghum flour significantly improves the properties and properties of the dough. Build vaglini in prototypes swelling lower than vallespi made from wheat flour average quality.

The conducted studies have led to the following conclusion: if the use of low-adhesive flour indicators are higher, that is, the glue content exceeds 32%, it is recommended to use 5 - 10% of sorghum flour. When replacing 5 – 10% sorghum flour improves the physical and chemical properties of the dough and meets the requirements for it.

The problems of intensification and optimization of technological processes remain relevant today and are the basis of technological progress. The quality of the wafer layers is influenced by the composition of the raw material formulation, production technology and physical and mechanical properties when mixing the dough.

In addition, the quality of the wafer layers is affected by the interaction of dough modes and the quality of the flour used. For the production of wafer layers, it is necessary to use flour with a weak adhesive content of 32%.

The properties of confectionery production have a significant impact on the course of the process and the quality of wafer layers: wheat flour, egg products, humidity, the intensity of embarrassment. The quality of the wafer dough is based on the quality of flour. For the physical properties of the glue from the physical properties of the test depend on the structural and rheolytic properties of the test. When adding flour from wheat flour specified in the formulation of the Wafer dough, sorghum flour proteins can change the rheological properties of the dough due to the fact that they do not form glue. In turn, the structure of these burial grounds intensifies the direct ability.

In addition, the addition of a small amount of sorghum flour will create biologically valuable food products, which leads to an increase in the value of nutrition by adding additional necessary biological substances.

The purpose of this work is to study the possibility of technological intensification of the preparation of wafer dough using sorghum flour and reducing the amount of sugar. To study the effect of the viscosity of the dough, we replaced 5 – 10% sorghum flour from wheat flour and made the dough. The dough control and test samples were made for 12 minutes by swinging 270 Rev/min. After 5, 8, 10, 12 minutes sampling and determination of the structural mechanical properties of the wafer dough.

In the course of studies, the amount of gluten 30% using flour of GSM 90 with a gluten content of 32%, wheat flour from GSM 84 with a grinding duration of 10 minutes. Flour samples are made of flour with a glue content of 32%. The effect of sorghum flour on the stability of the wafer dough is given in table 2. On viscometer RV-8 studied the design properties of the wafer test.

**Table 2. The effect of flour on the stability of the wafer dough.**

| Description of the dough               | Description of the experiment     | Stability, | Movement speed, s |
|--|-----------------------------------|------------|-------------------|
| High-grade flour with glue content 30% | Observation 1                     | 17,0       | 15,0              |
|  |                                   | 12,0       | 40,0              |
|  |                                   | 13,5       | 60,0              |
| High-grade flour with glue content 32% | Observation2                      | 18,6       | 10,9              |
|  |                                   | 16,5       | 40,0              |
|  |                                   | 15,5       | 77,14             |
|  | 5% of sorghum flour               | 15,27      | 14,5              |
|  | experiment                        | 14,84      | 39,45             |
|  |                                   | 12,75      | 87,5              |
|  | Experiment with 10% sorghum flour | 16,12      | 13,2              |
|  |                                   | 14,02      | 41,8              |
|  |                                   | 13,2       | 86                |

**Conclusions.**

The maximum power and viscosity of the wafer dough depends on the amount of sorghum flour. When you add 5-10% Sorghum flour reduced the viscosity of the dough. In contrast to the control samples from the flour of the highest grade with a glue content of

30%, the test viscosity made from flour containing 5-10% sorghum flour, while allowing this dough to intensify in the mixing process without increasing the humidity to 67%, and also compresses the duration of mixing the dough.

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## SOME BRIEF INFORMATION ON AL-SIHAH AL-SITTA

**Abstract:** This article gives brief information on al-kutub al-sitta which means six books containing collections of hadith (sayings or acts of the Islamic prophet Muhammad) compiled by six Sunni Muslim scholars in the ninth century CE. They are sometimes referred to as Al-Sihah al-Sittah, which translates as "The Authentic Six". It also covers some data on the authors of famous six books.

**Key words:** al-kutub al-sitta, hadith, Bukhari, Muslim, Abu Dawud, Tirmidhi.

**Language:** English

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### Introduction

A very important source of Islamic law, not to say interpretation of the Qur'an, comes from the traditional saying of the Prophet and those close to him. These have been collected and are called hadith. Many collections (ahadith, sing. hadith) had been made during the third century/ninth century, but six work become recognize as authoritative in Sunni Islam, especially the Sahih al-Bukhari and and the Sahih Muslim. The adjective Sahih actually means accredited: the other four are also highly esteemed, but is allowed by the Muslim and the other texts are much quoted and have become highly regarded, considered second to the Qur'an itself as sources of authority for the laws and customs of Islam. The al-kutub al-sitta ('the six books) comprise the canonical hadith literature and, as such, form the main sources for traditional law. The Muwatta of Imam Malik is not really a collection of ahadith in the sense of the legal traditions for its own sake, but includes them specifically as a guide to law, and so is a useful source also. Some Muslim authorities include it instead of the Sunan of Ibn Maja among the six canonical collections.

### Main part

The Kutub al-Sittah are six (originally five) books containing collections of hadith (sayings or acts of the Islamic prophet Muhammad) compiled by six Sunni Muslim scholars in the ninth century CE. They are sometimes referred to as Al-Sihah al-Sittah, which translates as "The Authentic Six". They were first formally grouped and defined by Ibn al-Qaisarani in the 11th century, who added Sunan ibn Majah to the list [25, p.36; 2, p.86; 34, p.47]. Since then, they have enjoyed near-universal acceptance as part of the official canon of Sunni Islam.

Not all Sunni Muslim jurisprudence scholars agree on the addition of Ibn Majah. In particular, the Malikis and Ibn al-Athir consider al-Mawatta' to be the sixth book. The reason for the addition of Ibn Majah's Sunan is that it contains many Hadiths which do not figure in the other five, whereas all the Hadiths in the Muwatta' figure in the other Sahih books [27, p.39].

Sunni Muslims view the six major hadith collections as their most important, though the order of authenticity varies between Madhhabs [5, p.36]

1. Sahih Bukhari, collected by Imam Bukhari (d. 256 AH, 870 CE), includes 7,275 ahadith

2. Sahih Muslim, collected by Muslim b. al-Hajjaj (d. 261 AH, 875 CE), includes 9,200 ahadith



## Impact Factor:

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| <b>ISRA (India)</b> = 3.117     | <b>SIS (USA)</b> = 0.912      | <b>ICV (Poland)</b> = 6.630 |
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| <b>JIF</b> = 1.500              | <b>SJIF (Morocco)</b> = 5.667 | <b>OAJI (USA)</b> = 0.350   |

3. Sunan Abu Dawood, collected by Abu Dawood (d. 275 AH, 888 CE), includes 4,800 ahadith

4. Jami al-Tirmidhi, collected by al-Tirmidhi (d. 279 AH, 892 CE), includes 3,956 ahadith

5. Sunan al-Sughra, collected by al-Nasa'i (d. 303 AH, 915 CE), includes 5,270 ahadith

6. Either:

7. Sunan ibn Majah, collected by Ibn Majah (d. 273 AH, 887 CE), over 4,000 ahadith

8. Muwatta Malik, collected by Imam Malik (d. 179 AH, 795 CE), 1,720 ahadith[2, p.66].

The first two, commonly referred to as the Two Sahihs as an indication of their authenticity, contain approximately seven thousand hadiths altogether if repetitions are not counted, according to Ibn Hajar[27, p.94]

According to the Cambridge History of Iran:[18, p.36]"After this period commences the age of the authors of the six canonical collections of Sunni hadith, all of whom were Persian, except Imam Malik. The authors of the six collections are as follows:

1. Muhammad b. Isma'il al-Bukhari, the author of the Sahih Bukhari, which he composed over a period of sixteen years. Traditional sources quote Bukhari as saying that he did not record any hadith before performing ablution and praying. Bukhari died near Samarqand in 256/869–70

2. Muslim b. Hajjaj al-Naishapuri, who died in Nishapur in 261/874–5 and whose [Sahih Muslim](#) is second in authenticity only to that of Bukhari. Some scholars rate the authenticity of Sahih Muslim more than Sahih Bukhari

3. Abu Dawood Sulaiman b. Ash'ath al-Sijistani, a Persian but of Arab descent, who died in 275/888–9.

4. Muhammad b. 'Isa al-Tirmidhi, the author of the well-known as Sunan al-Tirmidhi, who was a student of Bukhari and died in 279/892–3.

5. Abu 'Abd al-Rahman al-Nasa'i, who was from Khurasan and died in 303/915–16.

6. Ibn Majah al-Qazwini, who died in 273/886–7.

7. Malik was born the son of Anas ibn Malik (not the Sahabi) and Aaliyah bint Shurayk al-Azdiyya in Medina circa 711. His family was originally from the al-Asbahi tribe of Yemen, but his great grandfather Abu 'Amir relocated the family to Medina after converting to Islam in the second year of the Hijri calendar, or 623 CE. According to Al-Muwatta, he was tall, heavyset, imposing of stature, very fair, with white hair and beard but bald, with a huge beard and blue eyes [23, p.36]. In chronological order his work was compiled even earlier than Sahih Bukhari, therefore Al-Muwatta is highly regarded in Islamic literature.

*Sahihi Bukhari*

Ṣaḥīḥ al-Bukhārī also known as Bukhari Sharif is one of the Kutub al-Sittah (six major hadith collections) of Sunni Islam. These prophetic traditions, or hadith, were collected by the Muslim scholar Muhammad al-Bukhari. It was completed around 846 AD / 232 AH. Sunni Muslims view this as one of the two most trusted collections of hadith along with Sahih Muslim [15, p.66;14, p.37]. The Arabic word sahih translates as authentic or correct [13, p.48]. Sahih al-Bukhari, together with Sahih Muslim is known as Sahihayn.

According to Ibn al-Salah the book is called: al-Jaami' al-Sahih al-Musnad al-Mukhtasar min Umuri Rasooli-llahi wa sunanihi wa Ayyaamihi (The Abridged Collection of Authentic Hadith with Connected Chains regarding Matters Pertaining to the Prophet, His practices and His Times)[4, p.25] Ibn Hajar al-Asqalani mentioned the same title, replacing the word umur (English: matters) with hadith[16, p.36].

Al-Bukhari traveled widely throughout the Abbasid Caliphate from the age of 16, collecting those traditions he thought trustworthy. It is reported that al-Bukhari devoted 16 years to sifting the hadiths he included in his Sahih from a collection of nearly 600,000 narrations. Sources differ on the exact number of hadiths in Bukhari's Sahih, depending on whether a hadith is defined as a Prophetic tradition or a narration of that tradition. Experts, in general, have estimated the number of full-isnad narration at 7,397, and without considerations to repetitions or different versions of the same report, the number of Prophetic traditions reduces to approximately 2,6021[6, p.36]. At the time when Bukhari saw the earlier works and conveyed them, he found them, in their presentation, combining between what would be considered sahih (correct) and hasan (good) and that many of them included da'if (weak) hadith. This aroused his interest in compiling hadith whose authenticity was beyond doubt. What further strengthened his resolve was something his teacher, hadith scholar Ishaq ibn Ibrahim al-Hanthalee – better known as Ishaq Ibn Rahwayh – had told him. "We were with Ishaq Ibn Rahwayh who said, 'If only you would compile a book of only authentic narrations of the Prophet.' This suggestion remained in my heart so I began compiling the Sahih." Bukhari also said, "I saw the Prophet in a dream and it was as if I was standing in front of him. In my hand was a fan with which I was protecting him. I asked some dream interpreters, who said to me, 'You will protect him from lies.' This is what compelled me to produce the Sahih[17, p.93]."

The book covers almost all aspects of life in providing proper guidance of Islam such as the method of performing prayers and other actions of worship directly from the Islamic

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prophet, Muhammad. Bukhari finished his work around 846/232 AH, and spent the last twenty-four years of his life visiting other cities and scholars, teaching the hadith he had collected. In every city that Bukhari visited, thousands of people would gather in the main mosque to listen to him recite traditions. In reply to Western academic doubts as to the actual date and authorship of the book that bears his name, scholars point out that notable hadith scholars of that time, such as Ahmad ibn Hanbal (855 CE/241 AH), Yahya ibn Ma'in (847 CE/233 AH), and Ali ibn al-Madini (848 CE/234 AH), accepted the authenticity of his book [14, p.93] and that the collection's immediate fame makes it unlikely that it could have been revised after the author's death without historical record.

During this period of twenty-four years, al-Bukhari made minor revisions to his book, notably the chapter headings. Each version is named by its narrator. According to Ibn Hajar al-Asqalani in his book *Nukat*, the number of hadiths in all versions is the same. The most famous one today is the version narrated by al-Firabri (d. 932 CE/320 AH), a trusted student of Bukhari. Al-Khatib al-Baghdadi in his book *History of Baghdad* quoted Firabri as saying: "About seventy thousand people heard Sahih Bukhari with me".

Firabri is not the only transmitter of Sahih al-Bukhari. There were many others that narrated that book to later generations, such as Ibrahim ibn Ma'qal (d. 907 CE/295 AH), Hammad ibn Shaker (d. 923 CE/311 AH), Mansur Burduzi (d. 931 CE/319 AH) and Husain Mahamili (d. 941 CE/330 AH). There are many books that noted differences between these versions, the best known being Fath al-Bari.

Amin Ahsan Islahi, the Islamic scholar, has listed three outstanding qualities of Sahih al-Bukhari: [39, p.36]

1. Quality and soundness of the chain of narrators of the selected ahādīth. Muhammad al-Bukhari has followed two principal criteria for selecting sound narratives. First, the lifetime of a narrator should overlap with the lifetime of the authority from whom he narrates. Second, it should be verifiable that narrators have met with their source persons. They should also expressly state that they obtained the narrative from these authorities. This is a stricter criterion than that set by Muslim ibn al-Hajjaj.

2. Muhammad al-Bukhari accepted the narratives from only those who, according to his knowledge, not only believed in Islam but practiced its teachings. Thus, he has not accepted narratives from the Murjites.

3. The particular arrangement and ordering of chapters. This expresses the profound knowledge of the author and his understanding of the religion. This

has made the book a more useful guide in understanding of the religious disciplines.

The Orientalist Manjana said in Cambridge in 1936 CE that the oldest manuscript he had come across up to that point was written in 984 CE/370 AH, according to the narration of al-Mirwazi from al-Farbari [40, p.174].

Ibn al-Salah said: "The first to author a Sahih was Bukhari, Abū 'Abd Allāh Muḥammad ibn Ismā'il al-Ju'fi, followed by Abū al-Ḥusayn Muslim ibn al-Ḥajjāj an-Naysābūrī al-Qushayrī, who was his student, sharing many of the same teachers. These two books are the most authentic books after the Qur'ān. As for the statement of Al-Shafi'i, who said "I do not know of a book containing knowledge more correct than Malik's book," – others mentioned it with a different wording – he said this before the books of Bukhari and Muslim. The book of Bukhari is the more authentic of the two and more useful."<sup>[4]</sup>

Ibn Hajar al-Asqalani quoted Abu Ja'far al-'Uqalee as saying, "After Bukhari had written the Sahih, he read it to Ali ibn al-Madini, Ahmad ibn Hanbal, Yahya ibn Ma'in as well as others. They considered it a good effort and testified to its authenticity with the exception of four hadith. Al-'Uqalee then said that Bukhari was actually correct regarding those four hadith." Ibn Hajar then concluded, "And they are, in fact, authentic [41, p.36]."

Ibn al-Salah said in his *Muqaddimah* ibn al-Ṣalāh fī 'Ulūm al-Ḥadīth: "It has been narrated to us that Bukhari has said, 'I have not included in the book al-Jami' other than what is authentic and I did not include other authentic hadith for the sake of brevity.'" In addition, al-Dhahabi said, "Bukhari was heard saying, 'I have memorized one hundred thousand authentic hadith and two hundred thousand which are less than authentic [42, p.37].'"

At least one famous aḥād (solitary) hadith in Bukhari, regarding women's leadership [43, p.56], based upon its content and its hadith narrator (Abu Bakr), is believed by some authors to be inauthentic. Shehadeh uses gender theory to critique the hadith [44, p.69], while Farooq believes that such hadiths are inconsistent with reforming Islam [45, p.39]. Affi and Affi also apply contemporary interpretations to Shariah law in discussing the hadith [46, p.65].

Another hadith ("Three things bring bad luck: house, woman, and horse."), reported by Abu Hurairah, has been criticized by Fatema Mernissi for being reported out of context and without any further clarification in Bukhari's collection. The clarification is given in a hadith reported by Aisha in Imam Zarkashi's (1344-1392) hadith collection: "...He [Abu Hurairah] came into our house when the Prophet was in the middle of a sentence. He only heard the end of

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it. What the Prophet said was: 'May God refute the Jews; they say three things bring bad luck: house, woman, and horse.'" This case raises the question of whether other hadith in Bukhari have been reported incompletely and lacking proper context[47, p.95]. However, Abu Huraira was not the only contemporary of Muhammad to have reported this hadith.

Certain Prophetic medicine and remedies espoused in Bukhari, such as cupping, have been noted for being unscientific[48, p.93]. Sunni scholar Ibn Hajar al-Asqalani, on the basis of contrary archaeological evidence, criticised the hadith[50, p.146] which claimed that Adam's height was 60 cubits and human height has been decreasing ever since[51, p.69].

Ibn al-Salah also said: "The number of hadith in his book, the Sahih, is 7,275 hadith, including hadith occurring repeatedly. It has been said that this number excluding repeated hadith is 2,230[52.p.68]." This is referring to those hadith which are musnad [53, p.39], those from the Companions originating from Muhammad which are authentic[55, p.67].

Several detailed commentaries on this collection have been written, estimated to number around 400[54, p.96], such as:

One of the most important aspects in Sahih al-Bukhari is tarjamah al-bab[15, p.58] or giving name of the chapter. Many great scholars adopted a common saying: "The Fiqh of Bukhari in His Chapters". Not many scholars have commented on this aspect except Hafiz Ibn Hajar Asqalani and a few others. Shah Waliullah Muhadith Dehlawi had mentioned 14 usul (methods) to understand Abwab wa Tarajim, then added by Hind Maulana Shaykh Mahmud Hasan Ad-Deobandi to make it 15 usul. A study conducted by Syaikhul Hadith Maulana Muhammad Zakariyya had found as many as 70 usul. He wrote specifically about Tarajim Saheeh Al-Bukhari in his book, Al-Abwab wa At-Tarajim li Shahih Al-Bukhari[56, p.43; 57, p.92].

In 2019, the Arabic Virtual Translation Center in New York translated and published the first complete English translation of Sahih Al-Bukhari with full sanad and commentary. This work, titled [Encyclopedia of Sahih Al-Bukhari](#), includes explanatory notes, a glossary of every term, and biographies of all characters.

Sahih al-Bukhari was originally translated into English by Muhammad Muhsin Khan under the title "The Translation of the Meanings of Sahih Al Bukhari Arabic English" in nine volumes [58, p.65]. The text used for this work is Fath Al-Bari, published by the Egyptian Press of Mustafa Al-Babi Al-Halabi in 1959. It is published by Al Saadawi Publications and Dar-us-Salam and is included in the [USC-MSA Compendium of Muslim Texts](#) [59, p.36]. Large

numbers of selected hadith from it have been translated by Muhammad Ali and Thomas Cleary.

### *Sahih Muslim*

Sahih Muslim is one of the Kutub al-Sittah (six major hadith collections) in Sunni Islam.[66, p.36].It is highly acclaimed by Sunni Muslims [67, p.94] as well as Zaidi Shia Muslims.It is considered the second most authentic hadith collection after Sahih al-Bukhari. It was collected by Muslim ibn al-Hajjaj, also known as Imam Muslim[65, p.69]. Sahih Muslim, together with Sahih al-Bukhari is termed as Sahihayn.

The collector of the Sahih Muslim, Muslim ibn al-Hajjaj, was born into a Persianfamily in 204 AH (817/18 CE) in Nishapur (in modern-day Iran) and died in 261 AH (874/75 CE) in the city of his birth. He traveled widely to gather his collection of ahadith (plural of hadith), including to areas now in Iraq, the Arabian Peninsula, Syria and Egypt.

Out of 300,000 hadith which he evaluated, approximately 4,000 were extracted for inclusion into his collection based on stringent acceptance criteria. Each report in his collection was checked and the veracity of the chain of reporters was painstakingly established. Sunni Muslims consider it the second most authentic hadith collection, after Sahih al-Bukhari. Sahih Muslim is divided into 43 books, containing a total of 9200 narrations. However, it is important to realize that Muslim ibn al-Hajjaj never claimed to collect all authentic traditions as his goal was to collect only traditions that all Muslims should agree on about accuracy.

According to Munthiri, there are a total of 2,200 hadiths (without repetition) in Sahih Muslim. According to Muhammad Amin[70, p.36], there are 1,400 authentic hadiths that are reported in other books, mainly the six major hadith collections.

Many Muslims regard this collection as the second most authentic of the six major hadith collections[71, p.36], containing only sahih hadith, an honor it shares only with Sahih al-Bukhari, both being referred to as the Two Sahihs. Shia Muslims dismiss some of its contents as fabrications or untrustworthy due to the questionable reliability of some narrators.

Despite the book's high stature, and the consensus of scholars on that it is the second most valid categorized book of Hadith, after Sahih al-Bukhari, it is agreed upon that this does not mean that every element in it is true, in comparison to other Hadith books, but means that the book as a whole is valid. Such as the preference of Sahih al-Bukhari to Sahih Muslim, which does not mean that every Hadith in Sahih al-Bukhari is more valid than every Hadith in Sahih Muslim, but that the total of what is contained Sahih al-Bukhari is more valid than the total of what is contained in Sahih Muslim, and likewise, the

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validity of a certain Hadith from the two books of Hadith, over Hadith from other Sahih books, can not be inferred except after the correctness of that particular Hadith is shown [72, p.36].

Amin Ahsan Islahi, the noted Islamic scholar, has summarized some unique features of Sahih Muslim[73, p.43]:

1. Muslim ibn al-Hajjaj recorded only such narratives as were reported by two reliable successors from two Sahabah (Companions of Muhammad) which subsequently travelled through two independent unbroken isnāds consisting of sound narrators. Muhammad al-Bukhari has not followed such a strict criterion.

2. Scientific arrangement of themes and chapters. The author, for example, selects a proper place for the narrative and, next to it, puts all its versions. Muhammad al-Bukhari has not followed this method (he scatters different versions of a narrative and the related material in different chapters).

3. Muslim ibn al-Hajjaj informs us whose wordings among the narrators he has used. For example, he says: haddathanā fulān wa fulān wallafz lifulān (A and B has narrated this hadīth to us and the wording used here is by A). Similarly he mentions whether, in a particular hadīth, the narrators have differed over the wordings even over a single letter of zero semantic significance. He also informs the readers if narrators have differed over a specific quality, surname, relation or any other fact about a narrator in the chain.

Further information: Sharh Sahih Muslim

1. Siyanah Sahih Muslim by Ibn al-Salah, of which only the beginning segment remains

2. Al Minhaj Be Sharh Sahih Muslim by Al-Nawawi.

3. Fath al-Mulhim by Shabbir Ahmad Usmani.

4. Takmilat Fath al-Mulhim by Muhammad Taqi Usmani.

5. Summarized Sahih Muslim by Abd-al-Hamid Siddiqui. The text is used in the USC-MSA Compendium of Muslim Texts.

6. Sharh Sahih Muslim by Allama Ghulam Rasool Saeedi

7. Tafsir al-gharib ma fi al-Sahihayn by Al-Humaydī Translations of commentaries of Sahih Muslims are available in numerous languages including English, Urdu, Bangla, Tamil, and Bosnian[74, p.26].

### *Sunan Abu Dawood*

Sunan Abu Dawood is one of the Kutub al-Sittah (six major hadith collections), collected by Abu Dawood [75, p.56].

Abu Dawood compiled twenty-one books related to Hadith and preferred those ahadith which were supported by the example of the companions of

Muhammad. As for the contradictory ahadith, he states under the heading of 'Meat acquired by hunting for a pilgrim': "if there are two contradictory reports from the Prophet (SAW), an investigation should be made to establish what his companions have adopted". He wrote in his letter to the people of Mecca "I have disclosed wherever there was too much weakness in regard to any tradition in my collection. But if I happen to leave a Hadith without any comment, it should be considered as sound, albeit some of them are more authentic than others". Hadith Mursal (a tradition in which a companion is omitted and a successor narrates directly from Muhammad) has also been a matter of discussion among the traditionists. Abu Dawood states in his letter to the people of Mecca: "if a Musnad Hadith (uninterrupted tradition) is not contrary to a Mursal or a Musnad Hadith is not found, then the Mursal Hadith will be accepted though it would not be considered as strong as a Muttasil Hadith (uninterrupted chain)".

The traditions in Sunan Abu Dawood are divided in three categories. The first category consists of those traditions that are mentioned by Bukhari and/or Muslim. The second type of traditions are those which fulfil the conditions of Bukhari or Muslim. At this juncture, it should be remembered that Bukhari said, "I only included in my book Sahih Bukhari authentic traditions, and left out many more authentic ones than these to avoid unnecessary length".

Abu Dawood collected 500,000 hadith, but included only 4,800 in this collection. Sunnis regard this collection as fourth in strength of their six major hadith collections. It took Abu Dawood 20 years to collect the hadiths. He made a series of journeys to meet most of the foremost traditionists of his time and acquired from them the most reliable hadiths, quoting sources through which it reached him. Since the author collected hadiths which no one had ever assembled together, his sunan has been accepted as a standard work by scholars from many parts of the Islamic world[66, p.39], especially after Ibn al-Qaisarani's inclusion of it in the formal canonization of the six major collections[70, p.26; 69, p.36; 68, p.69].

Sunan Abu Dawood has been translated into numerous languages. The Australian Islamic Library has collected 11 commentaries on this book in Arabic, Urdu and Indonesian [71, p.36].

Al-Hafidh Abu'l-Fadl Al-Maqdisi said: "I heard Al-Imam Abu Isma'il 'Abdullah bin Muhammad Al-Ansari in Harrah - when Abu 'Isa At-Tirmidhi and his book was mentioned before him - saying: "To me, his book is more useful than the books of Al-Bukhari and that of Muslim. This is because only an expert can arrive at the benefit of the books of Al-Bukhari and Muslim, whereas in the case of the book of Abu 'Isa,

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every one of the people can attain its benefit [72, p.52]."

Ibn Al-Athir said: "(It) is the best of books, having the most benefit, the best organization, with the least repetition. It contains what others do not; like mention of the different views, angles of argument, and clarifying the circumstances of the hadith as being sahih, da'if, or gharib, as well as disparaging and endorsing remarks (regarding narrators).

Sunnis regard this collection as fifth in strength of their six major hadith collections [73, p.69] Of the four Sunan books, al-Tirmidhi's alone is divided into four categories. The first, those hadith definitively classified as authentic, he is in agreement with Bukhari and Muslim. The second category are those hadith which conform to the standard of the three scholars, al-Tirmidhi, al-Nasa'i and Abu Dawood, at a level less than Bukhari and Muslim. Third, are the hadith collected due to a contradiction; in this case, he clarifies its flaw. And fourth, those hadith which some fiqh specialists have acted upon [74, p.97]

It is related by Abdullah bin Masud that Muhammad said, "A faithful believer neither attacks with his tongue nor utters a curse nor speaks ill of anyone nor calls names." From Tirmidhi

Aridhat al-Ahwathi bi Sharh Sunan al-Tirmidhi written Ibn al-Arabi d. 543H (1148-49 CE)

1. Sharh Jaami' al-Tirmidhi of which only the last portion of remains - Sharh 'Ilal at-Tirmidhi - by Ibn Rajab

2. Commentary on al-Tirmidhi's Hadith Collection by al-Zayn al-Iraqi

3. Footnotes, including explanation and verification, of approximately the first third of the Sunan by Ahmad Muhammad Shakir

4. al-'Urf al Shadhi Sharh Sunan Al-Tirmidhi by Anwar Shah Kashmiri

5. Tuhfat Al-Ahwadhi Bi Sharh Jami' Al-Tirmidhi by 'Abd al-Rahman al-Mubarkafuri, ed. 'Abd al-Rahman Muhammad 'Uthman, 10 vols., Beirut

6. Fuyoodh Un Nabi, Sharh Jami Al Tirmidhi (in Urdu Language) by 'Allama Mufti Muhammad Arshad ul Qadri', Taleem wo Tarbiyat Publisher, Lahore, Pakistan [74, p.68].

### *Al-Sunan al-Sughra*

Al-Sunan al-Sughra is one of the Kutub al-Sittah (six major hadiths), and was collected by Al-Nasa'i [75, p.36]. Sunnis regard this collection as the fifth most important of their six major Hadith collections [2, p.63]. Al-Mujtaba (English: the selected) has about 5,270 hadiths, including repeated narrations, which the author selected from his larger work, As-Sunan al-Kubra. Among those who have written commentaries on this hadith collection are: Kitab al-Sunan al-Kubra al- 1 [75, p.69].

### *Sunan Ibn Mājah*

Sunan Ibn Mājah is one of the six major Sunni hadith collections (Kutub al-Sittah). The Sunan was authored by Ibn Mājah (b. 209/824, d. 273/887). It contains over 4,000 aḥādīth in 32 books (kutub) divided into 1,500 chapters (abwāb). About 20 of the traditions it contains were later declared to be forged; such as those dealing with the merits of individuals, tribes or towns, including Ibn Mājah's home town of Qazwin.

Sunnis regard this collection as sixth in terms of authenticity of their Six major Hadith collections [76, p.5.]. Although Ibn Mājah related hadith from scholars across the eastern Islamic world, neither he nor his Sunan were well known outside of his native region of northwestern Iran until the 5th/11th century [77, p.36]. Muḥammad ibn Ṭāhir al-Maqdisī (d. 507/1113) remarked that while Ibn Mājah's Sunan was well regarded in Rayy, it was not widely known among the broader community of Muslim jurists outside of Iran [78, p.54]. It was also Muḥammad b. Ṭāhir who first proposed a six-book canon of the most authentic Sunni hadith collections in his Shurūṭ al-a'imma al-sitta, which included Ibn Mājah's Sunan alongside Sahih Bukhari, Sahih Muslim, Sunan Abu Dawud, Sunan Nasai, and Jami al-Tirmidhi. Nonetheless, consensus among Sunni scholars concerning this six-book canon, which included Ibn Mājah's Sunan, did not occur until the 7th/13th century, and even then this consensus was largely contained to the Sunni scholarly community in the eastern Islamic world. Scholars such as al-Nawawi (d. 676/1277) and Ibn Khaldun (d. 808/1405) excluded Sunan Ibn Mājah from their lists of canonical Sunni hadith collections, while others replaced it with either the Muwaṭṭa' of Imām Mālik or with the Sunan ad-Dārimī. It was not until Ibn al-Qaisarani's formal standardization of the Sunni hadith cannon into six books that Ibn Majah's collection was regarded the esteem granted to the five other books [80, p.33; 79, p.73].

### Conclusion

The collection of Abu Abdulla Muhammad ibn Isma'il al-Bukhari is the most highly regarded work of hadith literature. Bukhari is the most highly regarded work of hadith literature. Bukhari's compilation includes all known traditions of Muhammad's life considered to be authentic. There are 7,275 ahadith, some rather similar to others, which he say he refined out of 600,000 sayings that were prima facie hadith in terms of the different schools of law, usefully showing how the different schools tend to prioritize different hadith. Muslim ibn al-Hajjaj also was loath to enter into the legal debate personally, but collected the hadith that would be useful to others involved in the law. The latter would then have

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available to them a range of authentic sayings that could help guide them in their legal work nevertheless resulted in each one being considered one of the Musannaf, th collections in which the traditions were grouped under specific topical headings (as opposed to the Musnad works, which concentrated on grouping them under their earliest transmitters). Muslim records most of the hadith found in Bukhari's the latter placed parallel versions of the same tradition under various point of law, Muslim put them all together under their own topical headings. The former made the traditions fit his subject-matter of the traditions. The main difference is the absence of the paragraph headings characteristic of Bukhari.

Muslim's work is arranged according to fiqh(jurisprudential categories), but he does not follow his plan scrupulously: thus while Bukhari often arranges the same tradition with a different isnad under different paragraphs more than one point of law and custom, Muslim places the parallel versions together. While Bukhari's compilation is considered the more reliable of the two, Muslim's arrangement of his material has been recognized as superior, and rightly so. While Bukhari made the traditions in his collection testify to his own schedule of various point of law, Muslim left them to speak for themselves.

The remaining four works are called sunan (the word has the meaning "path" or "way") because they concentrate on the example of Muhammad's actions and decrees insofar as these provide the ultimate foundation of all Islamic law. The works recognized as the best of these collections is the Sahih but also includes traditions are regarded as weak and suspect, he was aware of the problem and was careful to distinguish between sound and weak hadith in his text. Abu Dawud did his the material at his disposal. Unlike al-Bukhari and Muslim, he includes material that is

not very reliable, or even considered actually unsound, but he does not fail to draw attention to it. Two collections very similar to Abu Dawud's are the sunan works of al-Tirmidhi and al-Nasa'i. The former is called a Jami'(collection) because it cover not only legal traditions but also, like Bukhari and Muslim, historical and other hadith as well. Nevertheless Tirmidhi confined himself to traditions on which the principles of Islamic law had already been based and did not venture to record such as might lead to new interpretation. His collection is therefore primarily a reference work as well.

The sunan of al-Nasa'i is very comprehensive. Unlike Tirmidhi he did not limit himself to recording individual hadith as a resource work for issues concerning the jurists of his day but sought to catalogue all the variant editions of each hadith known to him, just as Muslim had done before him. His work accordingly has a place of its own in the heritage of the tradition literature.

Al-Nasa'i's main object was only to establish the text of traditions and the differences between their various versions-almost all of which he quotes at length, instead of only referring to them as Abu Dawud and al-Tirmidhi had done.

The last work, the sunan of Ibn Maja, is regarded as the weakest of all the six major works of hadith literature and some traditionists prefer the sunan of al-Darimi to it. Nonetheless, although a great many authorities have openly declared some of the traditions found in this collection to be forged, it has established itself among the approved works. The other scholar, such as Abu Dawud and Tirmidhi, also recorded weak ahadith, but they mostly noted them in their books, whereas Ibn Maja, even when he recorded a false hadith, went on to use it.

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## BANKING FRAUDS AS A BARRIER FOR ECONOMIC DEVELOPMENT: IS FINANCIAL ACTIVITY UNDER RISKY?

**Abstract:** This article aims to not just briefly describe financial frauds of commerce but in modern economic development stage how small business expands in regions. The definition of fraud includes many illegal actions in various fields, including banking, mobile communications and modern information technologies. Despite the differences in technology, all these actions are united by a number of various features. As for the information age banking sectors is responsible for all payment and money transfer unexpected lots of frauds studied in current paper. Globally widespread chain of the financial frauds and online bank conspiracy effects in cost of social, economic and even in real business environment.

**Key words:** Commercial banks, bank frauds, investment, risk, credit growth.

**Language:** English

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### RESEARCH METHODOLOGY

In this paper work work authors studied concept of banking fraud and comparison analysis of various commercial bank management. In order to conduct study, we used qualitative methods with descriptive method analysis various theoretical approaches.

### INTRODUCTION

The specificity of fraud in the banking sector is in the sphere of public relations, which was the basis for the selection of such an act. Any process of learning is unthinkable without classifications and grouping of accumulated information. Various classifications of types of banking fraud in modern Russia are given, and their brief description is given. The author proposes to single out an independent

article in the Criminal Code of the Russian Federation, which would criminalize fraud in the banking sector and take into account the specifics of banking activities, as well as reveal all evaluative features used in the description of this crime.

According to the **Oxford** dictionary fraud is a criminal deception, use of false representations to gain unjust advantage, dishonest artifice of trick.

According to the **Webster** dictionary fraud is intentional perversion of truth in order to induce another to part with something of value or to surrender a legal right.

In fact, it may be explained as dishonest behavior by which one person gains or tends to gain an advantage over another person. The gain may accrue to the person himself or to someone else.

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The aftermath of the great depression in 1930s in the USA saw enforcement of Glass-Steagall act (GSA) with an objective to reduce risks to financial system and tackle conflict of interests that exist in banking, by separating commercial banking functions from 'risky' investment banking functions. However over time, a series of dilutions gradually rendered GSA ineffective which was finally repealed in 1999.

With globalization, Kohler (2002) in his speech at a conference on humanizing the global economy stressed the need to increase transparency of financial structures as well as to raise the surveillance of international capital markets. In mid-1990's, World Bank laid out a well-defined strategy to combat different types of frauds and corruption, and jointly with the IMF created financial sector assessment program (FSAP), to assess, diagnose and address potential financial vulnerabilities. FSAP has undergone several transformations and wider acceptance over the years, since its inception in 1999[1].

Traces of the precursors of audit can be dated back to Antiquity, to ancient Babylon and Egypt, where archaeological finds have proven the existence of some justifying documents of commercial transactions that allowed for a rudimentary form of verification and accounting (Bogdan, A.M., 2005, pp. 8-9). And once the commercial trades blossomed during a period or another, the need to keep a record of transaction also emerged albeit at a primitive level. But with economic prosperity came also the temptation to deceit and manipulate others for self-profit. Control mechanisms were, therefore, developed by state institutions in order to verify and supervise the use of funds and the circuit of transactions, as was the case for example in ancient Rome, where the questers elected by the people were responsible of this role (Bogdan, A.M., 2005, p. 11).

During the Middle Ages, however, the interest to control financial documents and accounts and to verify the use or misuse of funds increased in Western Europe. The main objective was to discover those who eluded payment, appropriated funds, or misused money and property, and to defer them to justice. The three institutions that introduced as early as the 13th-14th centuries the idea of verifying accounts and hold the wrongdoers accountable were the state (represented by the reigning monarch), the Catholic Church, and the universities (especially those from Northern Italy), and employed functionaries or monks to keep the accounting of their respective structure (Le Goff, J., 1977).

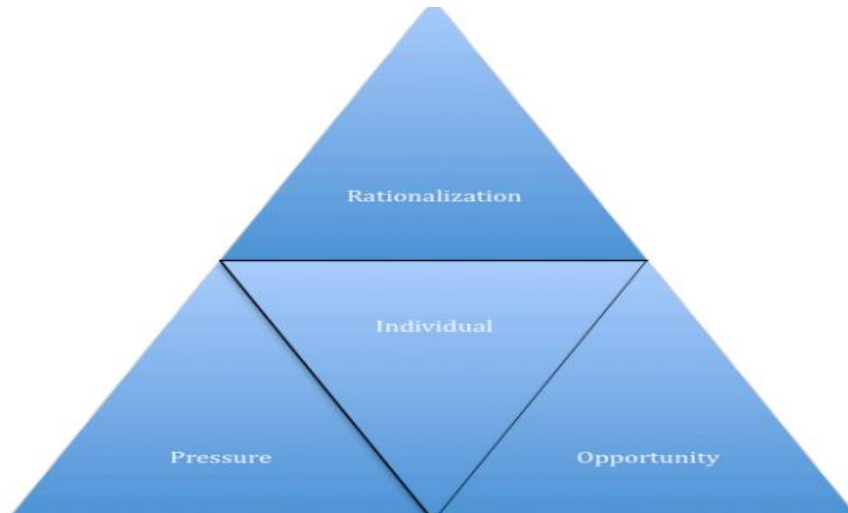
From the Modern Era on, the state was the main institution interesting in implementing and supervising the accounting system in order to prevent, detect, and punish any fraud committed, both in its structures and in the public sector. And as the economic organizations became more complex and powerful in society, they also started to employ the services of specialist functionaries or accountants with the aim of maximizing their profit and avoid losses or thefts by means of distorted or erroneous financial entries. The industrial revolution brought a quick economic development, but also an increased interest in the systems of capital, investment, and control of transactions (Lesourd, J.A., Gerard, C., 1986, vol. 1). But with the economic boom grew also people's desire to make money quickly by malicious or deceitful means, and therefore the public opinion became more aware from the 18th century about the existence of financial fraud and other fraudulent schemes meant to acquire trust, property, goods, or political power (Stratmann L., 2012, pp. 7-9, and all the cases discussed by the author) [2].

## RESULTS

The advantages of foreign ownership as a conduit for good banking practice is actively being weighed against the disadvantages associated with the international transmission of financial shocks. All in all, these banking sectors are not immune to problems and do not always provide sufficient impetus for economic development, which is problematic because most transition economies have bank-dominated financial sectors. Our last section considers the problems of, and prospects, for banks fulfilling this role in the European transition countries. To illustrate the commonalities and differences in the transition experience, we have selected fourteen representative countries from three regions Central Eastern Europe (CEE), South Eastern Europe (SEE), and the former Soviet Union (FSU). We group the countries as follows: CEE consists of The Czech Republic, Hungary, Poland and Slovakia; SEE consists of Bulgaria, Croatia, Romania, Serbia, and Slovenia; and the FSU consists of Russia, Estonia, Latvia, Lithuania and the Ukraine [3].

Understanding concept of fraud we used following model integrity with rationalization, opportunity, individual and pressure. It means four current approaches come together alone for fulfillment of the frauds in banking industry at figure 1.

|                       |                                 |                               |                             |
|-----------------------|---------------------------------|-------------------------------|-----------------------------|
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**Figure 1. The Fraud Triangle**  
Source: Adapted from Cressey, 1973

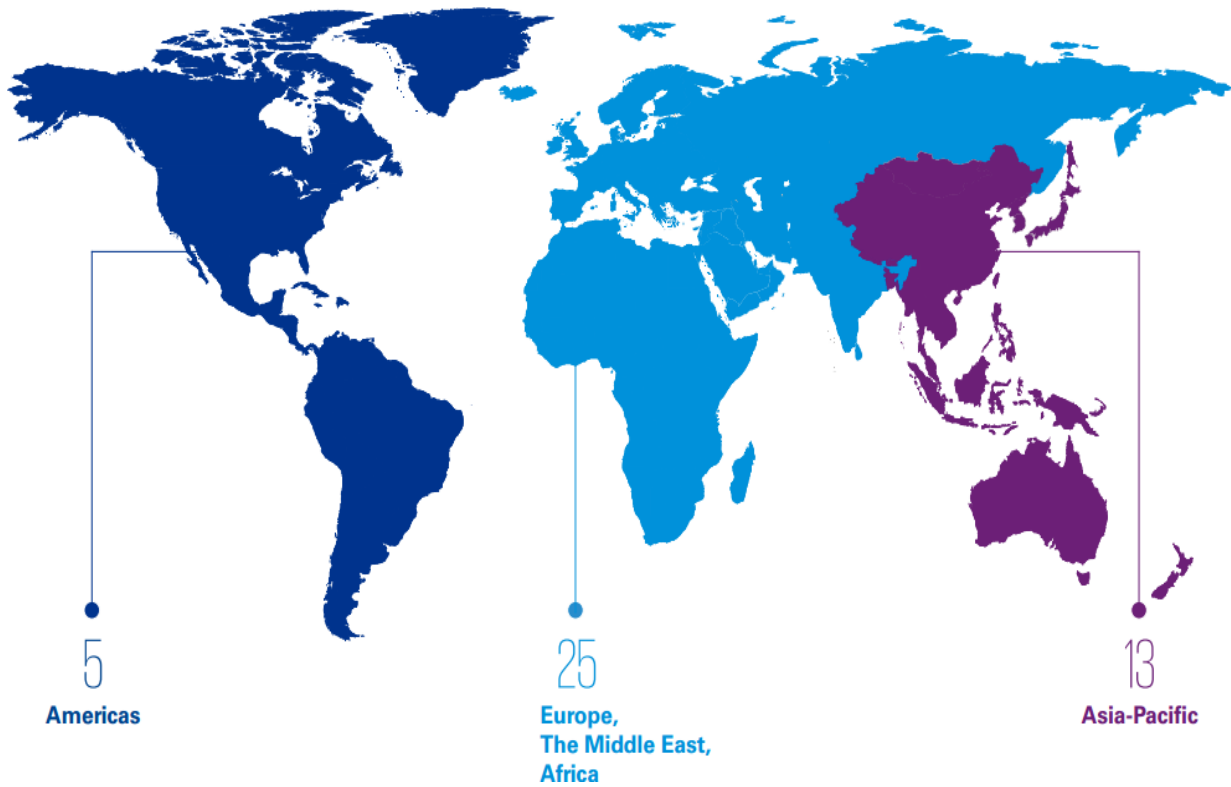
#### Types of bank fraud

- Accounting fraud
- Demand draft fraud
- Remotely created check fraud
- Uninsured deposits
- Bill discounting fraud
- Duplication or skimming of card information
- Cheque kiting
- Forged or fraudulent documents
- Forgery and altered cheques
- Fraudulent loan applications
- Fraudulent loans
- Empty ATM envelope deposits
- The fictitious 'bank inspector'
- Money laundering
- Payment card fraud
- Stolen payment cards
- Phishing and Internet fraud
- Prime bank fraud
- Rogue traders
- Stolen checks
- Wire transfer fraud [4,5,6,7]

Current researches held by Global Banking Fraud Survey, KPMG in 2018 major regions banking facilities related with fraud in this sector. We can see from the figure 2 that Europe and African countries are main hubs for inconvenience at banking jobs. South East Asian countries are also second high amount of frauds happen at the moment.

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**Figure 2. Widespread Global Banking Fraud activities**  
 Source: Global Banking Fraud Survey, KPMG, 2019

As a single country US is also plays great role in financial fraud operations. We realize that small

business and MNC plays much role in relation with Transnational Bank activities.



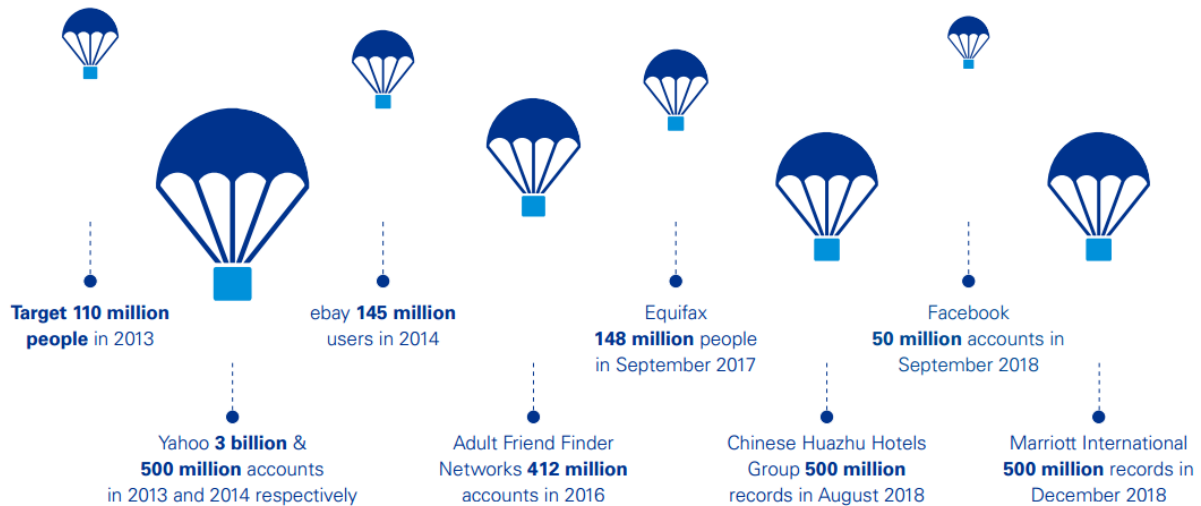
**Figure 3. Structure of the Banking Frauds**  
 Source: Global Banking Fraud Survey, KPMG, 2019, p 7.

If we analyze above figure 3, working structure chain come after each other. It risks, human factor

relations, payment system like express or easy tips and online banking facilities distributed.

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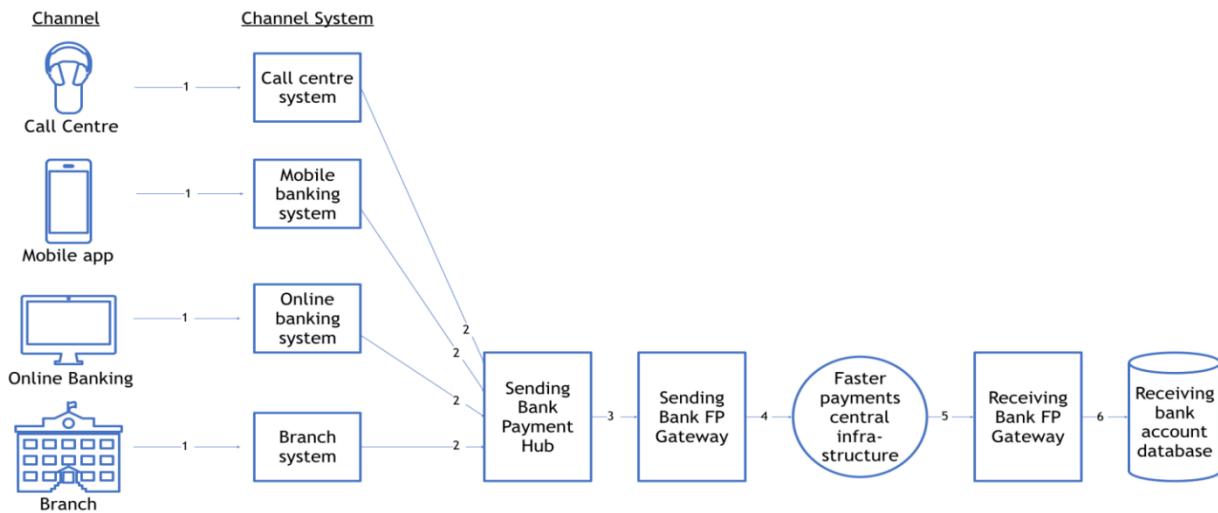


**Figure 4. Share of the world banking fraud destinations [8]**  
**Source:** Global Banking Fraud Survey, KPMG, 2019, P9.

According to the Global Banking Fraud Survey, 2019 amount of the individual sectors have been detected as a main sectors of the fraud objects. It can be easily seen that Yahoo accounts dominated but, Marriot and Chinese banking services had been in risky in future.

Following methodology is states for the reduction of the banking frauds in economies. Online

banking is designed mainly to achieve two objectives. First increased convenience for the consumer and second reducing the cost of operations to the banks. Numerous benefits such as lower fee to go online, higher interest rates, online viewing of account details and statement information, pay bills, transfer money between accounts, scheduling automatic periodic payments such as rent or loan payments.



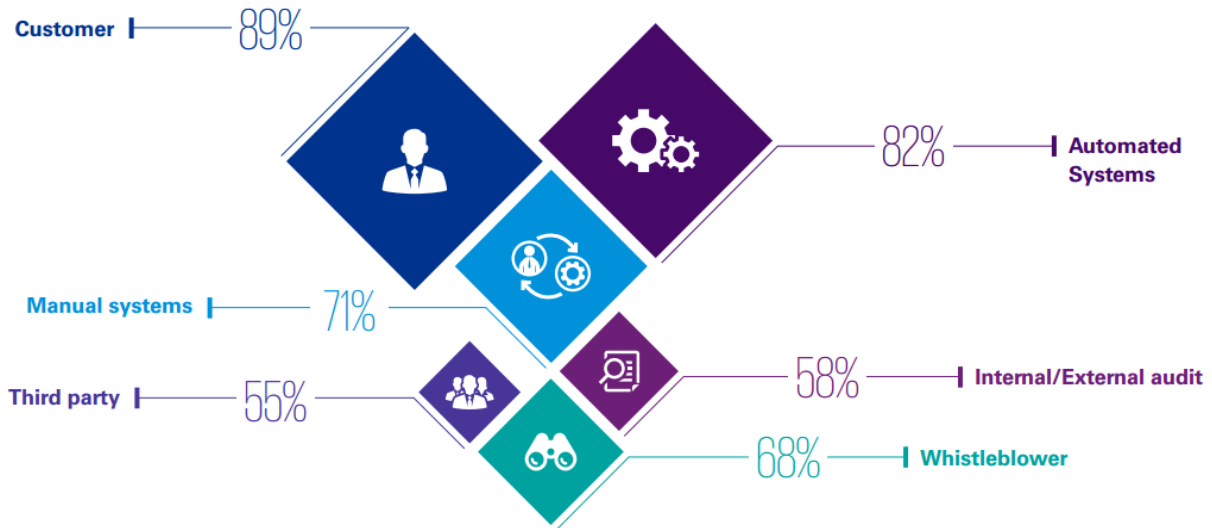
**Figure 5. Latest Bank Fraud Reduced in 2019 [9]**

At the age of technology modern bank infrastructure is involved highly secure interference. According to the following figure banks with no doubt catch any frauds in highly developed countries. But

transition period economies like Uzbekistan in some case not able to fighting for against cyber-attack on time or other reasons.

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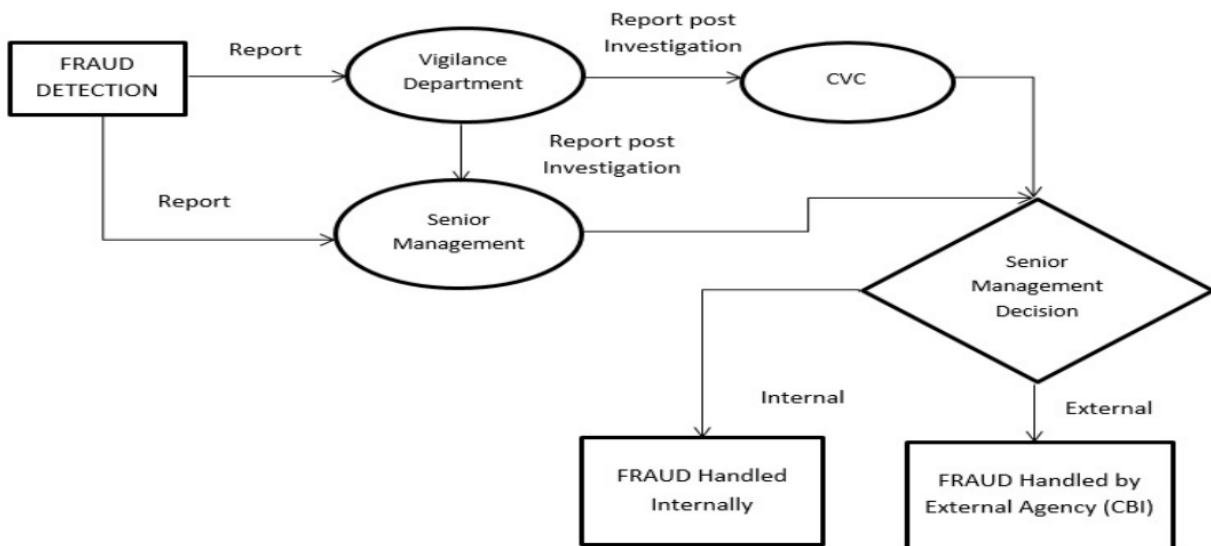
**Figure 6. Identification of frauds by banks [10]**

**DISCUSSION**

The easiest way to steal money using the Mobile Bank service is as follows: the victim, when entering into a contract, indicates the subscriber number that is connected to the Mobile Bank. Subsequently, a person ceases to use this subscriber number for a long time for various reasons, without disconnecting the Mobile Bank service from him, after which the mobile operator re-issues the SIM card. The new user of the SIM card continues to receive SMS messages on bank

card transactions and, accordingly, gets access to account management through the “mobile banking”.

Money fraud is one of the most extensive and comprehensive groups, because almost any fraud, in one way or another involves the illegal seizure of other people's money. However, there are several methods of fraud, indirectly or directly related to cash bills. These methods can be practiced in shops, stalls, and exchange offices. Following model can be offered as depicting procedures in figure 7.



**Figure 7. Flow Chart depicting procedures post Fraud Detection and Reporting in PSBs [11]**

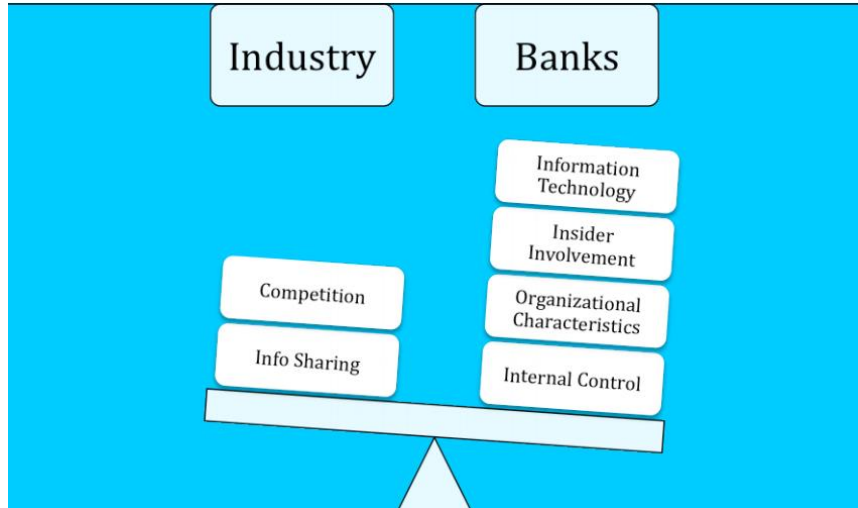
Source: Charan Singh, Deepanshu Pattanayak, Divyesh Satishkumar Dixit, Kiran Antony, Frauds in the Indian Banking Industry, working paper no: 505, Year of Publication – March 2016, p 11.

In commercial banks main objectivity is landing money and expanding money flow into business. Economic sectors are requested banking payments and money transfers. While it is well organized and highly international auditing system applicable

efficiency will be raise as planned. But this factor not all time fulfilled. According to the following figure 8 bank responsibilities are grater than the economic sectors itself.

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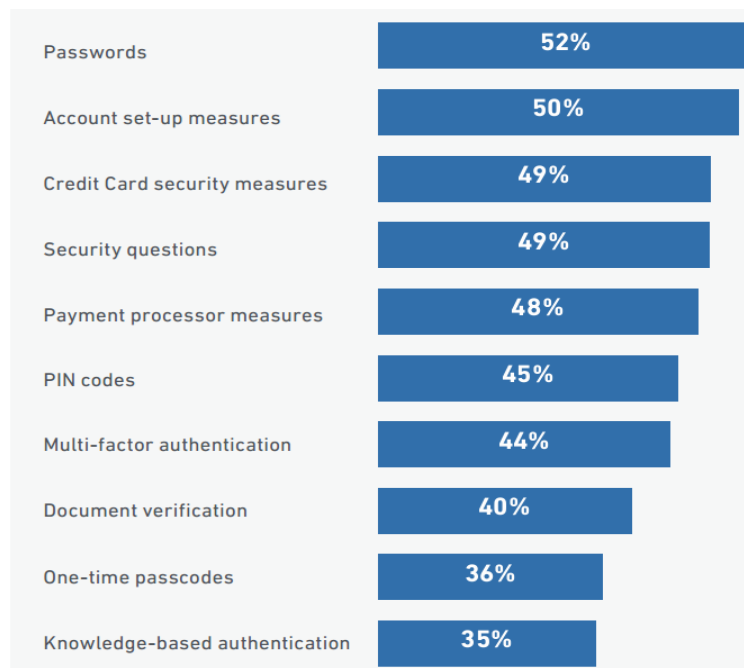


**Figure 8. Industry and banking factors in the conceptual model of fraud [12]**

A-Z of Banking Fraud 2016, The What, Why and How. Banking fraud cost an estimated \$64bn in 2014. 70% WAS INTERNAL. Most remains undetected "A-Z of Banking Fraud 2016 Association of Certified Fraud Examiners, Report to the Nations explain banking frauds as followings:

- Quantum of fraud
- BIG DATA
- Complexity
- Data theft
- External fraud
- Four eyes
- Genesis of a fraud
- Hacking
- Internal fraud [13]

Banking in the transition countries is particularly interesting because banks played no economic role in planned Soviet-style economies while financial sectors in most transition countries are now dominated by banks rather than equity markets. Hence, we begin with the first phase of transition banking, an overview of the emergence of banking sectors from the planned economies. The birthing process was hardly smooth; it took place amidst massive macroeconomic collapse and considerable economic uncertainty. Not surprisingly, these nascent banking sectors experienced crises ranging from serious bad loan problems to total collapse. As explained in figure 9 fraud detection and prevention methods has been tested as a main categorical problem for the consumers in business.



**Figure 9. Businesses use a variety of fraud detection and prevention methods, but still rely on passwords as the top form of authentication.[14]**



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Especially responses to the bad loan problem, the process of bank privatization, and the development of the necessary regulatory framework. The following section characterizes the next phase of transition banking, the remarkably rapid emergence of more mature banking institutions that are largely privatized with a dominant role played by foreign banks. Banking sectors in many transition economies developed and now look little different from

We would like to recapitulate some of the key issues that have sought to highlight in banking sector today:

- While the number of frauds reported each year is actually coming down, the amount involved is going up substantially. The increase in amount involved is largely attributable to the few large value advance related frauds that come to light each year. The small value technology related and other transactional frauds, as a proportion to the number of daily banking transactions, are very miniscule and are manageable.

- The large value advance related frauds, which pose a significant challenge to all stakeholders, are mainly concentrated in the public sector banks.

- While there is a pressing need to overhaul the system of monitoring, control, supervision and follow up of advances related frauds, their incidence in public sector

- banks in a large measure can also be trailed to comparatively poor corporate governance standards and lack of firm resolve by the Board and the Top Management in fighting this menace.

- There is a need to improve exchange of information between all stakeholders to instill and maintain financial discipline among the users of funds and prevent negative information arbitrage to the detriment of the system

- Board oversight of the audit processes and the internal systems and control must be able to identify vulnerable areas, raise red flags and plug loopholes quickly and effectively

- There are considerable delays in reporting frauds to appropriate authorities,

- This trend needs to be curbed immediately. Close liaison must be maintained with investigating agencies and courts to ensure timely completion of investigations and closure of cases

- Society should demand stringent action against the perpetrators of financial frauds and should socially ostracize them

- Banking system should collectively ensure that the fraudsters do not have access to banking facilities

### CONCLUSION

It is necessary that a strong foundation is built by leveraging robust IT systems, framing effective policies and procedures, laying down strict compliance processes, setting high integrity standards, developing efficient monitoring capabilities in all economic sectors. Initiating strict punitive action against the culprits in a time bound manner. It is also imperative that we insulate ourselves from unscrupulous activities by strengthening the fraud detection of money movement and control mechanism through prompt identification, investigation and exchange of information. This is necessary not just for the security of banks but for ensuring the stability and resilience of the overall financial system and sustaining the confidence that various stakeholders have in its strength and integrity. As for the current paper it is required improvement of cyber protection in banking sphere. In Uzbekistan also initial reforms are in testing nowadays. In this occasion local governance should implement international standards for protection consumers for economy develops well.

### Acknowledgement

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## LANGUAGE GAME IN THE ARTISTIC TEXT: PROBLEMS AND TASKS

**Abstract:** Language play is a certain type of speech behavior of speakers, based on deliberate (conscious, thoughtful) violation of the system relations of language, i.e. on the destruction of speech norms in order to create non-canonical language forms and structures that acquire expressive meaning as a result of this destruction and the ability to cause aesthetic and, in General, stylistic effect in the listener/reader. This article highlights the actual problems in linguistics language game in the literary text: problems and problems.

**Key words:** language game, artistic text, linguistics, stylistics, structure, speech norms, expressive meaning.

**Language:** English

**Citation:** Sagatova, S. B., & Pardayeva, D. T. (2019). Language game in the artistic text: problems and tasks. *ISJ Theoretical & Applied Science*, 05 (73), 630-633.

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### Introduction

In modern linguistics, interest in the manifestations of the creative function of language, one of which is the language game, has significantly increased. In this regard, the study of a literary text with a high degree of linguistic conditionality is particularly relevant, the distinctive feature of which is the author's focus on the intentional modeling of semantic, lexical, syntactic, word-formation, pragmatic anomalies. The latter help to realize inherent in the system of language and reflected in speech inconsistency and ambiguity of the functioning of language units.

Experimental anomalies act as an artistic language experiment of the author and create prerequisites for the inclusion of the literary text receptor in the language game. The complexity of the phenomenon of language game determines the ambiguity of approaches to the interpretation of its essence, mechanisms, philosophical, psychological, social, aesthetic and linguistic nature. Turning to the issue of the possibility of translation of language play from one language to another due to the desire of linguists to investigate the problem of the author's individual word creation, derogations from the

language of the Canon, field rules and antinomy in the language.

The present study is devoted to the comparative analysis of the language game in the literary text on the material of English, Russian and Uzbek languages.

### Materials and Methods

The beginning of the development of the theory of the game is usually associated with the names of such scientists of the nineteenth century, as F.Schiller, H.Spencer, W.Wundt. In developing their philosophical, psychological and mainly aesthetic views, they are only simultaneously in several positions, and touched the games as one of the most common phenomena of life, linking the origin of the game with the origin of art.

In the works of E.Hazing presented the concept of the game as the original form of human activity. His research led him to realize the relationship between play and art as activities with a common genetic basis. E. hazinga also came to the conclusion about the universality of the game principle in culture, which extends to various spheres of human activity. Language is seen as an object, outdoor games for impact.

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Currently, there are different directions in the study of the phenomenon of the game. The game is the object of research of many Sciences. In pedagogy, the game is considered from the position of influence on the development of creative potential and the ability to integrate the individual into society (L.S.Vygotsky, J.Piaget, D.B.Elkonin, etc.). Psychologists study the game as a component of personality behavior in various situations (reflexive, role-playing games - E.Bern, I.S.Kohn, etc.). Sociological concepts connect the phenomenon of the game with the functioning of a person in certain roles that he plays in life (I.Hoffman, Y.Levada, R.Lipton, George.). An integral object of the study is the game and the study of dramatic art (H. Logman, V. Meyerhold, K. S. Stanislavsky and others). The philosophical and cultural works analyze the role of the game in society, its importance in the development of culture, the ratio of categories of Play and Being (XX. Gadamer, Yu. M. Lotman, L. T. Retyunskikh, J. Hazing, etc.).

The theoretical study of the language game foreign linguistics has a long tradition. The problem began to be developed in the aspects of linguistic norm and anomaly, linguistic experiment, verbal creativity of the author, linguistic and creative speech activity in the 80-90 years of the 20th century in the works of Y.D.Apresyan, N.D. Harutyunova, T.V.Bulygina, T.A.Gridina, A.D.Shmeleva, E.A.Zemskaya, E.V.Paducheva, B.Yu.Norman, V.3. Sannikova, O.Aksenova. Despite the urgency of the problem within the framework of the modern text-centric paradigm, there is a lack of research carried out in the comparative aspect, which analyzes the possibility of recreating the author's language game by means of the translation language.

Language game is a term in which different authors do not put quite the same content. This is explained by the complexity of the phenomenon itself, since "the diversity of the language game makes it difficult to define it consistently and comprehensively." In modern researchers, this term is understood primarily as a manifestation of a person's creative attitude to language, a conscious destruction of the language norm by the individual. it is a set of "the most stable traditional implementations of the language system, selected and fixed in the process of public communication." Most often with the expression in the speech of comic meanings or the desire to create a "fresh, new image." Characterized mainly, public and an artist styles of speech.

The term "language game", introduced into linguistics by L.Wittgenstein, denotes the specific use of language units, conscious of the speaker in functional terms, i.e. correlated with the sphere of communication. Language game is associated with the activity of the linguistic personality and the ability to creatively use language knowledge.

Understanding of language game outside of creative activity is impossible, because:

1) the ability of the subject to a bright, unusual, effective use of the word (or expression) is always secondary to the knowledge of the language system and the possession of its normative connections, i.e. the ability to "play with the word" involves the possession of the stylistic aspect of language;

2) "game" moment in speech communication can appear only when the speaker carries out a purposeful search for methods of destruction of conventional language structures and related stereotypes of speech perception;

3) Language game it is always targeted: being purposeful and thought out as a spectacular variant of language use, it cannot take place as such without understanding it by the addressee;

4) Language game is always aimed at creating a new meaning in the language (speech) structure, unfamiliar to the listener/reader.

Language game is one of the many stylistic variants of implementation of the task (see), which is planned and carried out the speaker to achieve a particular stylistic effect is a stylistic component of the structure of a communicative act, or "language usage and stylistic features of the complex": stylistic task – stylistic meaning – stylistic effect. Within the framework of speech usage, stylistic meaning (see) serves as a link uniting this opposition on the basis of cause-and-effect relationship.

The criterion of differentiation of the facts of Language game and speech errors is the linguistic and – wider – stylistic competence of the speaker. In contrast to the speech errors Language game is built thanks to the knowledge of the system of language relations and knowledge of stylistic patterns of use of units of language, as well as taking into account the specifics of the genre of speech production. Language game has a double orientation: it is a linguistic and speech phenomenon, because for the realization of Language game of paramount importance is the ability to creatively break (rebuild) the learned models of the standard use of language; cf. the famous line A.S.Pushkin: "No grammatical mistakes, I do not like Russian speech". In this regard, we can say that language game – a phenomenon of functional and stylistic (see).

The effect of Language game is based on the associative potential of the word – associative valence of the word, allowing variation when combining its plan of expression and plan of content and – as a result – a different interpretation of its meaning[1]. In the context, one or another particular associative valence of a word is realized – phonetic, semantic, lexical, word-formation, syntactic. Each of these particular valences acts as one or another mechanism of the Language game in Addition, the associative nature of the Language game indicates that an important means of its creation in speech is a metaphor (see Stylistic resources vocabulary, or lexical style).

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At the phonetic level, language game is realized with the help of such techniques as anagram, palindrome, onomatopoeia, sound symbolism, as well as various phonosemantic convergence of words. Ex.: anagram (a statement characterized by the identity of the sound composition of the lexemes with the difference of compatibility and sequence of phonemes) – In the yard grass, on the grass firewood; Buy a pile of peak; Sasha was on the highway and sucked drying, etc.; palindrome (preserving the same meaning of the word/phrase when reading from left to right and right to left) – Ass looking for mother-in-porridge; And rose fell on the paw of Azor; homophonically convergence of words (the effect of "oleshki" based on moronicism perenaznachenie words in the flow of speech) – Grandma finish the tale to his grandson: "they live happily ever after". Hearing him, the grandson asked, "Grandma, what are they chewed dobrana?" "Buy me meringue! – Why, are you without Bizet's Carmen; etc.; homonymic convergence of words (the discrepancy between values of matched words based on homonyms) – When a boy is called a woman's name? – When he's a heavy sleeper; Which city flies? – Eagle; "You, Petka, that write?" "Opera, Vasily Ivanovich." – What kind of Opera?!" (joke); Sorry ask – associative replacement Rus. "forgiveness" on Franz. "pardon"; the foreign car "Grand sugaree" jokingly called as the wide-wide ('grand' – translated from English. 'big, huge' and 'sugare' appears here as a phonetic analogue of the Rus. 'wide'); Builder – associative Association of values 'man working on a construction site' and 'loving to drink for three, build'; rabbit – swimmer, specializing in swimming crawl; Carmen in the meaning of 'driver' (the result of the connection English. car – 'car' and man – 'man'), etc.; aronimink convergence of words (a shift in the evaluation of the qualifications referred to, identifying valuation paradox) – Grabbing (i.e. an Association of different values when thinking about privatization as the desire to grab, to steal, to assign); calendar (instead of 'calendar' by emphasizing his comic, humorous); the Squabbles of champagne (instead of 'squirt'); the Ravings of the Governor (instead of 'weekdays'); deciphering abbreviations, OOO as a 'Society with unlimited irresponsibility' (instead of 'limited liability company'), etc.

On the morphological level of Language game based on a conscious violation of the phonomorphological perception of lexical units, eg.: The adversary – the 'leftovers soup'; papazol – 'sober father,' badger 'bar for dogs'; Muzykivka wave – 'youth music wave'; "Komsomolskaya Pravda!"; Eldorado from 'Eldorado', etc.

At the lexical level, Language game is created due to the discrepancy between the semantic content of the motivating and motivated foundations in the act of word formation, for example. Again already stagnatilis!; Here in town it is quite asintelligence; Obychayny case (from the 'extraordinary incident'); Sultoprida newspaper (from the 'yellow press'); Resemblence apartments ('fashionable'), etc.

### Conclusion

In addition, Language game is implemented in the statement by means of restructuring syntactic relations, when the key tool for creating a "new image" is the context and the potential variation of the semantics of words, phrases, and semantic relations between parts of the sentence. In the latter case, Language game creates "the effect of deceived expectation": the meaning of the phrase predicted by the recipient is destroyed by atypical (unexpected) word order or the introduction of lexical components atypical for this syntactic construction. Ex.: I will smoke, but I will not stop drinking (pun); Our man is always where it's hard. It is always difficult where our man (pun), etc.

An important property of this type of Language game is that, starting as a destruction of the sentence structure, it (Language game) turns out to be a textual phenomenon: the very fact of the game becomes clear only from the entire surrounding context or even the whole text (cf. "destructive" language of A. Platonov's texts). It is at this level that Y. I. fully realizes his activity, creative character due to the ability of "syntactically destructive" units to spread comic or satirical meaning to a wider text space up to the creation of a special artistic concept. As textual means of Language game are often different kinds of puns, polysemantic lexemes, the exact meaning of which (most often atypical for them) is clarified only by the surrounding context, as well as special, conceptually thought out by the author cases of violation of normative syntactic relations. Eg.: Why are your berries green? – Because they are still green (pun); On the table we usually had a snack like "I beg you" (V. Erofeev); Yesterday, thus, gradually brightened – in the sense of 'in the murky and viscous hangover consciousness of Stepa Likhodeev clarified the events of yesterday' (Bulgakov); an Elderly friend makes us lie on the issue of the necessary shame for the government; Dvanov did not know where to think (A. Platonov), etc.

Language play as a "reproduction" of colloquial speech or individual-stylistic experiment can be considered on the example of the reception of sound repetition in a prosaic literary text

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### SECTION 5. Innovative technologies in science.

## SPECIFIC FEATURES OF USING INFORMATION TECHNOLOGIES IN LEARNING PROCESS

**Abstract:** This article discusses the role of information technology in the learning process. This article describes the complexity of the educational process. The article analyzes the features of the use of information technology.

**Key words:** Information, training, technology, method, student.

**Language:** English

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### Introduction

At present, the process of informatization is manifested in all spheres of human activity. So the use of modern information technologies is a necessary condition for the development of more effective approaches to teaching and improving teaching methods. A special role in this process is played by IT. Since their use contributes to increasing the motivation of students' learning, saving learning time, and interactivity and visibility contributes to a better presentation, understanding and assimilation of educational historical material.

The integration of schoolchildren in IT is the most important direction in solving the problem of informatization in a modern school and raising the level of professional training. Along with this, the development and application of IT is becoming a modern school one of the most important ways to improve the effectiveness of education.

Moreover, the strategic role of IT, and therefore of the technical means that provide them, as a factor in the social and economic development of modern society at the moment, is generally recognized and does not cause doubts. Within the framework of the problem studied, three main approaches to

understanding the basic concepts of the topic are singled out.

### Materials and Methods

The first approach, technological, it is most often found in the literature. Its representatives: V.N. Arefiev, M.I. Makhmutov, G.I. Ibrahimov, etc. These researchers study IT in a technological way, and the main concepts of the topic (information, technology, new information technologies, information, computer, educational, and pedagogical technologies) are considered, relying on the technical component of IT, that is, IT, in their opinion, are software and hardware. The second approach, sociological approach in this approach is based on the denial of synonymy of the basic concepts of the topic and some of the machinery underlying them. It is about the relationship of people in society, and IT, according to the representatives of this approach (Abercrombie, Nicholas, Brian Stanley, MV Clarin, T. Sakamoto, etc.), are the result of the person making certain decisions in this society.

The most important interpretation of the basic concepts of the topic, from the point of view of their inclusion in the educational process is a humanitarian approach, whose representatives are: O.S. Grebenyuk, S.Yu. Zhidko, M.G. Nikolaeva, P.I. Pikasisty, G.K.

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Selevko, S.A. Smirnov, O.B. Tyshchenko. On their representation IT helps the teacher in practical realization of theoretical constructions in educational process. It should be noted that there are no fundamental works in this approach in relation to IT today. One of the most important problems in the study of this topic is the issue of classifications of IT, as here we can also highlight the diversity of approaches.

In the methods of teaching the English language, the most applied were communicative-oriented concepts. Among them the most popular are communicative, project, intensive and activity-based methods.

A few words about the history of their appearance, development and basic provisions.

The nomination of a foreign culture as a learning goal raised the issue of the need to create a new methodological system that could achieve this goal in the most effective and rational way. Then the staff of the Department of Foreign Languages Training of the Lipetsk State Pedagogical Institute for a number of years developed the principles of communicative methodology.

The logic of the development of a communicative methodology led to the final nomination of a foreign culture as the goal of teaching foreign languages in school. A similar system can be built only on a communicative basis.

In addition, as the practice of using the communicative method has shown, it provides not only the assimilation of a foreign language as a means of communication, but also the development of the comprehensive qualities of the personality of the students.

Communicative method was the basis for creating textbooks on English in secondary school.

The next method is the design method.

Teaching foreign languages, being an integral part of the general education system, is subject to the main development trends of this system. This is most evident in the methods of instruction.

In the last two decades, a tendency has been formed in education, such as projectivity. This concept was formulated in the context of the program for the restructuring of education, proposed in the late 1970s by the Royal College of Arts in Great Britain. It is closely connected with the project culture, which arose as a result of the unification of the humanitarian, artistic and scientific and technical areas in education.

The project culture is, as it were, the general formula in which the art of planning, invention, creation, execution and design is realized and which is defined as design.

Mastering the culture of design, a schoolboy learns to think creatively, independently planning his actions, predicting possible options, solving the problems facing him, realizing the means and methods he has mastered. The design culture is now included

in many areas of educational practice in the form of design methods and design teaching methods. The project method is actively included in the teaching of foreign languages.

A striking example of the application of the project method is the textbook "Project English", published in 1985 by the Oxford University Press. The author of the course is T. Hutchinson, a specialist in the field of communicative grammar teaching.

In modern conditions of rapid development of science and technology, the problem of transition to an intensive path of development is and is being solved in all spheres of society and at all stages of the formation of the individual and specialists. It is also relevant for teaching foreign languages. The search for the best ways to solve this problem, prompted the emergence of a method in the late sixties and early seventies of this century, which is based on a suggestive effect on students.

Suggest a directional trend appeared in connection with the attempt of the Bulgarian physician-psychologist Georgy Lozanov to use suggestion as a means of activating reserve mental abilities in the educational process, in particular, when teaching foreign languages.

Lozanov's ideas were the starting point for the construction of a number of methodical systems of intensive instruction in foreign languages. Initially, the intensive language teaching model for foreign languages was developed for the application of an adult contingent of trainees in short-term courses, but in the future the experience of successful implementation of an intensive training method and in other conditions was positive.

At present, intensive instruction in foreign languages is realized in various developing, newly created and operating methodological systems. This is due to the diversity of the specific objectives of teaching a foreign language to a different contingent of trainees, as well as the variety of learning conditions (a grid of study hours, their number, and the content of the training group).

Followers G. Lozanov in our country, developing his ideas, were GA Kitaigorodskaya, N.V. Smirnova, I.Yu. Shekter and others.

The most famous method is now the activation of the reserve capabilities of the individual and the collective GA Kitaigorodskaya. In the method of activation, the concept of intensive teaching of a foreign language is most vividly and fully reflected.

Separately and in more detail it is necessary to say about the distance form of training, which is the youngest of all named.

Distance learning is distance learning, that is, the learner is separated from the learner by distance. In our country this form of training was known as correspondence. In the practice of teaching foreign languages, it was not applied as widely as in other areas. There were extramural foreign language



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courses, and there were educational TV and radio programs for those who wanted to learn a foreign language. Language faculties and universities were limited to evening departments, since it is almost hopeless to teach practical knowledge of a foreign language in case of occasional meetings with a teacher.

In recent years, universities in various countries have drawn attention to the fact that it is possible to use computer-based telecommunications technologies for distance learning, including foreign languages.

In contrast to other forms of distance learning, training based on computer telecommunications provides opportunities:

- prompt transmission of any information at a distance;

- storing this information in memory for the required time, editing it, etc.

- interactivity with the help of a specially created for these purposes

- multimedia information and on-line feedback from the instructor and other participants in the training course;

- access to various sources of information, including remote and distributed databases, numerous conferences around the world via the Internet.

- organization of joint telecommunication projects, as well as international, electronic conferences, computer audio and video conferences.

First, IT is classified according to the forms of use in the educational process. Classification I.I. Popova, P.B. Khrantsova, N.V. Maksimov is based on the most promising forms of using information technologies in the educational process. Authors present the following forms: interactive lesson, mixed mode - electronic information resource and direct communication teacher-student (s), addition to existing training courses and subjects. Secondly, the classification given by AKDI Economics and Life, which is based on the types of information processed, that is, data, text, graphics, real-world objects. Thirdly, they distinguish the classification by the technology of information processing - they are subject, providing and functional IT. Fourthly, we will denote the classification of IT, developed in the framework of the technological approach, A.N. Avdulov and A.M. Kulkin, Doctors of Philosophical Sciences of the Institute of Scientific Information on Social Sciences of the Russian Academy of Sciences. This classification is based on the functional role of IT. IT itself is divided into three main, main categories - basic, primary and secondary. And fifth, the classification of the use of IT in distance education. Distance learning itself is a learning method in which the trainee does not need physical presence in a particular place in the learning process. This classification includes local and network IT. This diversity speaks of the ambiguity of the opinions of the authors in the vision of IT in the educational

process. In this connection, it is necessary to adopt that classification (or some symbiosis of classifications) that most fully reflect the goals and objectives set by the teacher for implementation in the educational process. Consider examples of IT application in the learning process. IT is primarily used for: • The organization of the educational process, • the preparation of teaching aids, • the study of new material (two areas can be singled out - an independent presentation of the teacher and the use of ready-made programs). • Computer control of students' knowledge, • Receiving and working with information from the Internet, • Creating and working with a school site that allows students, parents and teachers to connect.

With age and experience, when the teacher of the Institute of Higher Education is already a professional, it becomes inherent in an individual social and professional position, a stable professional self-esteem. Cardinal rearranged social and professional values and relationships, changing ways to perform activities, which indicates the willingness of a specialist to move to a new stage of professional development.

It is believed that long-term performance of professional activities at a high level is impossible, so the transitional state of a professional is professional stagnation. On the example of the pedagogical profession it is established that at the stage of professionalization, as the individual style of activity develops, the level of professional activity of the individual decreases, and conditions for stagnation of professional development arise.

At the same time, professional experience has a high subjective value for the individual, and therefore not everyone is ready to review their experience from the point of view of modern requirements. In this regard, a young specialist is easier to adapt to new technologies of activity, since he has no experience of practical actions that would tie him to previous forms of work.

Successful professionalization of the teacher of the Institute of Higher Education is characterized by readiness for collegial work, ability to maintain internal motivation at a high level, development of innovative types and forms of work activity, awareness of the need for constant professional and creative growth in accordance with the new conditions.

For example, when studying a new material, two areas can be distinguished: an independent presentation of the teacher and the use of ready-made programs. The most superficial use of computer is illustrative material. The computer monitor (or the projector screen) frees up not only the need to carry a bunch of books, make bookmarks, but also saves time, giving the teacher the opportunity to sort out the visual material in advance, and also to add audio materials to the volumes that are convenient for him. The

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computer helps to make the lesson more productive and to teach the students how to write notes. After all, usually all the records on the blackboard are forced on the teacher to perform quickly, without spending a lot of time on it (and, importantly, while he is writing on the blackboard he does not see the class), and, besides, not all have a calligraphic handwriting. Particular importance is acquired by the computer when drawing up diagrams and tables. Pre-prepared step-by-step material allows you to set the pace of the lesson and at the same time allows you to return to any intermediate construction. Ready-made computer programs can help here. But, alas, there are very few of them. The technique of conducting lessons with the help of ready-made computer programs: first, the perception of the finished course differs in the perception of schoolchildren from the teacher's presentation - they often perceive the plot on the screen as a movie. Therefore, the teacher's task is to encourage students to make notes, formulate problematic issues, so that they get acquainted with the material intensively. As it is sometimes not insulting, it is not advisable to build a new material only when viewing the program (even if the computer lesson is well developed), as a rule, it is impractical, because attention is dulled. Naturally, you can apply activation methods, which will allow this attention to be retained. That is, the use of ready-made computer programs requires the teacher a lot of time to develop lessons.

## Conclusion

Widespread in the process of teaching history, controlling programs. Programs of this type consist of a set of tasks that gradually bring students to the solution of the lesson's learning task and help to repeat and generalize the material of the topic studied. The assessment of the work done by the student is done by the teacher, either by automatic verification of the results, or on the basis of the teacher's own ideas about the completeness, accuracy and literacy of the answers. Thus, IT in education is applied through the application of programs created or borrowed by the teacher. It should also be said that the listed examples of IT application in the learning process are only examples, and the variability of their use is more extensive in view of the rapid development of the technologies themselves. Therefore, the distinctive feature of the current stage of the development of the educational system is the qualitative modernization of all its main components. An intensive innovation renewal of education is impossible without a wide application of the latest information technologies. Informatization of education is one of the priorities for the development of the social sphere and is organically linked with the process of modernization of education.

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### SECTION 21. Pedagogy. Psychology. Innovations in the field of education.

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## THE ROLE OF PEDAGOGY IN THE EDUCATION OF A MATURE PERSON

**Abstract:** The subject of pedagogy is the study of the essence of the formation and development of the human personality and the development on this basis of the theory and methodology of education as a specially organized pedagogical process. This article discusses the functions of pedagogy in the education of youth.

**Key words:** person, perfect person, pedagogy, education, method, pedagogical means.

**Language:** English

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### Introduction

Each science in the same object of study distinguishes its subject of study - one or another form of being of the objective world, this or that side of the development of nature and society. Education as a complex, objectively existing phenomenon is studied in many sciences. Historical materialism, for example, considers education as a particular moment in the development of society, its productive forces and production relations; history - as a private moment in the history of class struggle and class politics; psychology - in connection with the study of the formation of the personality of a developing person. The independence of any science is determined, first of all, by the presence of a special, own subject of study, the presence of such a subject, which is not specifically studied by any other scientific discipline. In the general system of sciences, in the general system of "things and knowledge," pedagogy acts as the only science that has as its object the education of man. The study of every science begins with the clarification of such questions: how did this science come about and did it develop, and what specific problems does it explore? In fact, each science has its

own history and a fairly definite aspect of natural or social phenomena, the study of which it is engaged, and the knowledge of which is of great importance for understanding its theoretical foundations.

### Materials and Methods

Without this, it could not develop. Therefore, the number of educational institutions is growing, the network of public schools expanding to provide necessary training for children is being expanded, special educational institutions for teacher training are being opened, and pedagogy is being taught as a special scientific discipline. All this gave a great impetus to the development of pedagogical theory. Having emerged as a science about the upbringing of children and young people, pedagogy, as the boundaries of upbringing and the scope of subjective factors in the life of society expand, become more and more the science of general patterns of educational impact on people of all ages. Developing, every science enriches its theory, is filled with new content and carries out the differentiation of its research. This process also affected pedagogy. Currently, the concept of "pedagogy" refers to the whole system of

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pedagogical sciences. Pedagogy as a science is divided into a number of independent pedagogical disciplines: 1. General pedagogy, explores the basic laws of human education; reveals the essence, goals, objectives and patterns of education, its role in society and the development of the individual, the process of education and training. 2. Age pedagogy, studying the features of education of people at various stages of age development; it is subdivided into prepositions (vocational, higher education, etc.); 3. Special pedagogy - defectology, studying the features of development, training and education of abnormal children. Which in turn breaks down into a number of industries: the education of and education of deaf and deaf children is dealt with by deaf-pedagogy, blind and visually impaired - by typhoid-pedagogy, mentally retarded - by oligophreno pedagogy, by children with speech disorders with normal hearing - speech therapy; 4. A private technique that explores the specificity of the application of general laws of study to the teaching of a particular subject (foreign language, mathematics, biology, physics, chemistry, etc.); 5. The history of pedagogy, studying the development of pedagogical ideas and practices of education in various historical eras. The branches of pedagogical science, such as vocational education pedagogy, higher school pedagogy, military pedagogy, and corrective-labor pedagogy, are developing intensively as independent. Such parts of pedagogy as school science, the pedagogy of family education, the pedagogy of children's and youth organizations, the pedagogy of cultural and educational work are taking shape.

The process of versatile interpenetration of sciences, the development of a comprehensive study of pedagogical phenomena objectively require an organic connection between pedagogy and other sciences. Pedagogy develops, strengthening and improving its ties with philosophy, sociology, ethics, aesthetics, psychology, anatomy and human physiology, hygiene, ethnography, mathematics, cybernetics, etc. In close relationships, pedagogy is with a common, age-related and pedagogical psychology. Psychology reveals the patterns of mental development of people in different age periods, the mechanism of mental changes under the influence of training and education. Its ideas are widely used in the development of the organization of the cognitive activity of students in the learning process. The connection between pedagogy and social psychology, which studies the relationships, feelings, moods, opinions, assessments, character traits and features of the mental state of people in different social conditions, has been developed.

Exceptionally valuable knowledge of the nature of human physical development, pedagogy, is equipped with general and age physiology, which constitutes the natural scientific basis of training and education. The study of conditioned reflex activity

helps to reveal the scientific basis of the changes that occur in a person under the influence of external influences and are associated with the formation of skills, habits and habits. New, additional opportunities for the study of the processes of teaching and upbringing in front of pedagogy are opened up by a rapidly developing field of knowledge, which has received the name of management theory. Having emerged in the system of social sciences, it uses the achievements of cybernetics, which has revealed the most general laws governing the management of complex dynamic systems. At the same time, however, it must be borne in mind that cybernetics studies control processes irrespective of the qualitative nature of self-governing systems; Upbringing is a system with deep qualitative specificity, its own specific laws that are inaccessible to cybernetics. The independence of any science is not whether it uses or does not use the data of other sciences. Soviet pedagogy uses materials and data from related sciences to solve its problems, on the basis of rigorous selection and identifying the boundaries of their application.

So, the pedagogical science is a clot of the centuries-old experience of training and education of the younger generations. Pedagogical science is the result of many years of research into the laws governing the formation of a comprehensively and harmoniously developed personality. Knowledge of pedagogical science helps in each case to choose the best pedagogical solutions. A long-standing argument about what pedagogy is - a science or an art - is divided into practice. Testing with practice confirms many times: without a deep knowledge of the science of education, the art of educating does not develop. Knowledge of the patterns of training and education, mastering the methods of the pedagogical process is the basis of teaching skills. Mastering pedagogy should be approached as a scientific and cognitive activity, on the basis of which pedagogical art can and should develop as an integral element of pedagogical activity. And not everyone can be a teacher. This should be a person who has a vocation, a call, an inner awareness that this is his path - the path of search, constant anxiety, the path of doubt of the extraordinary demandingness of oneself, the path of hard, everyday work.

An essential condition for the separation and functioning of any science is the presence of a categorical apparatus in it. What are the basic concepts (categories) of pedagogical science? The place of pedagogy in the system of human sciences is determined by the fact that it explores the patterns of development, formation, upbringing, education and training of the individual. Human development is the process of formation of his personality under the influence of external and internal, controlled and uncontrolled social and natural factors. According to the dialectical-materialistic concept, the development

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of an individual (ontogenesis) is a process of quantitative and qualitative changes, naturally occurring in the anatomical and physiological structure of the human body. Soviet pedagogy does not exclude the influence of heredity on human development. It is known that heredity reflects the characteristics laid down in the human genetic program, which are transmitted from parents to children. These are the color of skin, eyes, hair, and physique, and features of the nervous system, as well as the makings of speech, thinking, etc.

The heredity of children is significantly affected by the state of mental health and the lifestyle of the parents. For example, alcoholism, drug addiction, and substance abuse of parents negatively affect the mental abilities of children. Development is progress, the transition from lower to higher, from simple to complex, from imperfect to more perfect. There are mental, physical and general personality development. Under the mental development understand the development of intelligence, will, emotions, as well as the needs, abilities and nature of the individual. Physical development is the development of an organism, muscles, mobility of joints, etc. The overall development is the development of mental, physical, moral and other personality traits. The personality of a person is the result of the action and interaction of various factors. Some of them act more or less independently of the will and consciousness of people. These include the biological nature of man, social relations, phenomena of social psychology, lifestyle, geographical environment, conditions of the microenvironment. Others are more or less dependent on the will and consciousness of people. This is the ideology, the activity of the state, public institutions.

The third group of factors involves organized development. All of these factors combine to provide personality formation. Hence, the formation of a person's personality is the process of its formation under the influence of numerous factors, natural and social, external and internal, acting spontaneously and according to certain rules, using certain means. Education - is one of the factors for the formation of personality. It consists in the fact that people want to achieve a certain goal by some means or another - to develop and form certain qualities in a pupil. The qualitative peculiarity of upbringing, in contrast to other factors of personality formation, consists in the fact that the educator consciously sets a certain goal and, striving to achieve this goal, finds the means leading to its realization. Thus, upbringing is a social relation in which some people influence others in order to shape personality. Where there is upbringing, the driving forces of development, age, typological and individual characteristics of the educated are taken into account. Where there is upbringing, the positive power of the microenvironment is used to its full potential and the negative effects of the

microenvironment are weakened. Where there is upbringing, a person is previously capable of self-education.

The process of education is aimed at the formation of socially important personal qualities, at creating and expanding the circle of its relations to the world around us - towards society, towards people, towards oneself. The wider, more diverse and deeper the system of relations of the individual to different aspects of life, the richer its own spiritual world. Among the most important and most common pedagogical concepts are also education and training. By education, we understand this aspect of education, which consists in mastering the system of scientific and cultural values accumulated by mankind, in mastering the system of cognitive skills and abilities, forming on their basis worldview, morality, behavior, moral and other personality qualities, developing its creative powers abilities, preparation for public life, for work. The content of education includes all elements of social experience. Depending on the goals, nature and level of training, there are secondary, general, polytechnic, vocational and higher education. The knowledge, skills and abilities necessary for every person are provided by the secondary school. The knowledge, skills and abilities required by an employee of a particular profession are acquired in special educational institutions.

The subject of pedagogy is the study of the essence of the formation and development of the human personality and the development on this basis of the theory and methodology of education as a specially organized pedagogical process.

The pedagogical branch of knowledge is almost the oldest and in essence is inseparable from the development of society. The social progress of mankind became possible only because each new generation of people entering into life took possession of the productive, social and spiritual experience of their ancestors and, enriching it, transferred it to its descendants in a more developed form. The more developed and complicated the production, the more scientific knowledge accumulated, the more important was the special preparation of the younger generations for life, the more urgent became the need for their specially organized upbringing - in the purposeful transfer of the experience of mankind to them.

Education and upbringing turned into an objective need of society and became the most important prerequisite for its development. At a certain stage of development. At a certain stage of development of human society, in particular, in the late period of the slave system, when production and science have reached a considerable development, education is singled out as a special social function, i.e. there are special educational institutions, there are people whose profession is the education and upbringing of children.

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From ancient Greece, the origin and the term pedagogy, which is entrenched as the name of the science of education, also derives its origin.

In ancient Greece, the teachers were slaves, whom the aristocrats instructed to look after the children, to accompany them to school. The Greek word *peydagos* (*peyda* - child, *gogos* - news) means the teacher. Later, teachers began to be called people who were engaged in the education and upbringing of children. From this word was called the science of education - pedagogy.

The object of cognition in pedagogy is a person developing as a result of educational relations. The subject of pedagogy is educational relations that ensure human development.

Pedagogy is the science of educational relations that arise in the process of interrelationship between upbringing, education and training with self-education, self-education and self-education and aimed at human development. Pedagogy can be defined as the science of translating the experience of one generation into the experience of another.

Pedagogy is the science of how to educate a person, how to help him become a spiritually rich, creatively active and completely satisfied life, find a balance with nature and society.

Pedagogy is sometimes seen as a science and as an art. When it comes to education, it must be borne in mind that it has two aspects - theoretical and practical. The theoretical aspect of education is the subject of scientific pedagogical research. In this sense, pedagogy acts as a science and represents a set of theoretical and methodological ideas on issues of education.

Another matter is practical educational activity. Its implementation requires the teacher to master appropriate skills and skills for education, which can reach the level of pedagogical art.

The subject of pedagogy is the study of the essence of the formation and development of the human personality and the development on this basis of the theory and methodology of education as a specially organized pedagogical process.

Pedagogy examines the following problems:

- Study of the essence and laws of development and formation of the personality and their influence on upbringing;
- Definition of the goals of upbringing;
- Development of educational content;
- Research and development of methods of education.

In any science, categories play a leading role, they permeate all scientific knowledge and, as it were, bind it into an integral system.

Education - a social, purposeful creation of conditions (material, spiritual, organizational) for the assimilation of a new generation of socio-historical experience in order to prepare it for social life and productive work. The category of "upbringing" is one of the main ones in pedagogy. They distinguish education in a broad social sense, including influence on the personality of society as a whole, and education in a narrow sense - as a purposeful activity that forms a system of qualities of the individual, views and beliefs. Education is often treated as a solution to a particular educational task. For example, the upbringing of a creative personality requires the teacher to understand the methodological and psychological-pedagogical aspects of educational, research and labor activity, the logic of educational activities to develop the abilities of the individual. The teacher needs an understanding of the essence and laws of the specialist, which he prepares, and the essence and logic of his own professional and pedagogical activity in the training and education of such a specialist. Thus, upbringing is the formation of a person 1) certain relationships to objects, phenomena of the surrounding world; 2) world outlook; 3) behavior. One can single out the types of upbringing (mental, moral, physical, labor, aesthetic, etc.).

### Conclusion

Pedagogy examines the essence of upbringing, its patterns, trends and development prospects, develops the theories and technologies of upbringing, determines its principles, content, forms and methods.

Education - a concrete historical phenomenon, closely related to the socio-economic, political, and cultural level of society and the state.

The development of each person is provided by mankind through education, passing on its own experience and experience of previous generations.

Education for the sake of the happiness of a child is such a humanistic sense of pedagogical works. Sukhomlinsky, and his practical work is a convincing proof that without faith in the child's possibilities, without trust in him, all pedagogical wisdom, all methods and methods of teaching and upbringing are untenable.

The basis of the success of the teacher, he believed, is spiritual wealth, and the generosity of his soul, the upbringing of the senses and the high level of the general emotional culture, the ability to penetrate deeply into the essence of the pedagogical phenomenon.

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SECTION 5. Innovative technologies in science.  
UDK 808.3

## DYNAMICS OF DEVELOPMENT OF SCIENTIFIC AND TECHNICAL TERMS IN ENGLISH LANGUAGE. THE APPEARANCE OF NEW TERMS

**Abstract:** Thus, a lot of research in the field of linguistics, semiotics and philosophy is devoted to the issues of terminology. Without touching upon General issues, we intend to pay attention to the formation of new scientific terms in the natural and technical Sciences. It is known that the requirements for the terms used in scientific practice are much tougher than in everyday life. In this article highlights of dynamics of development of scientific and technical terms in English language.

**Key words:** development, technical terms, English language, research, new terms, terminology, knowledge, education, linguistic.

**Language:** English

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### Introduction

The understanding of various statements and statements largely determines the reliability of the perception of the information exchanged by various participants in the communication process. In the natural and technical Sciences of the terms often require more certainty than in the Humanities. The rigidity of terminology requirements is reflected in the rigor of the use of definitions. The practical use of a particular terminology leads to the exchange of terms between special and domestic use. Diffusion of terms from one area to another occurs constantly. This, in turn, leads to a blurring of clear terminological boundaries. Accordingly, the concept of rigid fixation of the term is somewhat different from its real use [1]. This process is essential when the use of a term has already become a practice. At the time of the emergence of a new term, the process of improving its use is determined by other circumstances.

### Materials and Methods

A number of new areas of technology, such as information technology, are currently undergoing rapid development. For these areas and related sections of pedagogy the process of emergence and formation of new terms is of particular importance. We want to focus on these circumstances. The emergence of new terms goes in several ways. One, the most simple and obvious, is the transfer of the term from another language along with some technical innovation, the use of so-called barbarisms [2]. At the same time, the borrowed term often supersedes the already existing, but not very widespread designation. Thus, the real appearance of computers in Russia quickly caused the replacement of words: computer — computer, digital printing (digital printing device) — printer, etc. To a certain extent, this is determined by fashion and the desire to have a single international terminology. This process often meets serious resistance. It is well known, in particular, the desire of the French public to replace in practice the English-language computer on ordinateur (ordering). There

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are cases of joint use of barbarism and the original Russian term. Such a pair of terms, characteristic of pedagogical Informatics, are the terms digitization and digitalization.

The relationship of the term and the concept. For our purposes, it is interesting and useful to consider not only the process of the emergence of a new term, but also its further change until it becomes generally recognized and takes a strong place in the relevant dictionaries. The appearance of the term in dictionaries and comparison of dictionaries published in different years allows us to trace the dynamics of changes in the term and its meaning. At the same time, it can also undergo interesting and important changes before the term is firmly fixed in the dictionary. The emergence of new terms and in practical use, and in professional language is almost the same laws. In the scientific and technical sphere, they are more clearly expressed, although there is no sharp border between professional languages and languages of everyday communication. Recall the basic scheme of the formation of new words. People feel the world around them through the perception of external stimuli or, almost the same, external information. Sensory elements of the senses — receptors — convert external information signals. From them, the converted signal enters the brain. The degree of completeness of the incoming information, as well as its possible distortion in the transmission of nerve channels for the problem under discussion do not matter. On the basis of sensations, which are received by the brain, is shaped a certain way. The image arises as a result of the influence of repeated stimuli and their comparison with the existing in the brain "dictionary", or thesaurus. The role of repeatability is very important. No less important is the process of forming the initial thesaurus. In the case of the emergence of scientific and technical terms, we are talking about the brain of Mature people, and the process of forming the initial thesaurus can be excluded from consideration.

For the emergence of a new word, the most important stage should be considered the transition from the image to the concept. To do this, it is necessary that a certain group of sensations, creating an image, separated from other images. In other words, the emergence of the concept is associated with the most important information operation — allocation or restriction. This is the most important action associated with the operation of identification type "friend or foe". It is the selection of a group of images from all their diversity that arises in the brain under the influence of the flow of sensations that underlies the newly emerging concept. For the emergence of the concept is no less important and the operation of comparing images with those images and concepts that are already reflected in the brain. In General, the concept can be formed on the basis of a large group of images. Randomly occurring in the brain images in the formation of concepts do not

participate, the number of concepts is less than the number of images that occur in the brain. In order that the arisen concept was issued in the form of the word, certain time has to pass. Moreover, the number of words should obviously be less than the number of concepts. Otherwise, the language will lose its flexibility and expressiveness, and the number of words in it will increase immeasurably [3]. Suffice it to recall, for example, that already the fingers on the hand are described by two words. Their phalanges in everyday speech also do not have special words for their designation.

In different languages the concept of the ratio  $\wedge$  the word is different. Undoubtedly, the study of quantitative relations between the number of concepts and words in different languages is of great interest. Research, using modern mathematical apparatus, lead to the same conclusion — the number of words in language, correlated with the number of concepts, is determined by some compromise between the convenience of the speaker — one word refers to a set of objects (concepts) — and the listener, when each word strictly corresponds to one concept [4]. In other words, any approach to the problem leads to the conclusion that there are ambiguities in the language and that the number of words and the number of concepts in human practice should not coincide.

However, we are interested in the process of turning words into scientific, technical and pedagogical terms. Here, the conditions for the selection of words and their allocation from the total number of linguistic units through definitions (definitions) are even more stringent. It is no accident that the word term itself comes from the Latin terminus, which has the meaning of limit, boundary. Restrictions imposed on the word proposed as a term should, if possible, provide such properties of the term as unambiguity, weak dependence on the context, systematic, stylistic neutrality and, to the extent possible, some semantic (semantic) unification. In connection with the globalization processes and the development of interdisciplinary research requirements for the unification of terms are of paramount importance.

Estimating the number of concepts is a much more time-consuming and complex task than simply counting the number of words. At first glance, it seems that the set of concepts used by different peoples should be the same. In fact, the cultural level, historical experience, state of the art and technology are different in different Nations. This provides a difference in the use of a set of concepts. It would seem that people who have made a similar historical path and are in close natural conditions and in a similar technical environment should have a common set of concepts. This should be reflected in a similar vocabulary. However, it is not. Suffice it to recall that the concept reflected the Russian word of the day (Ukrainian dawba) in the English language, the

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special words do not matter. The British talk about day and night (day and night). Similarly, the German Geschwister is absent in Russian. It corresponds to the expression brothers and sisters. These are the simplest examples. In fact, the distinction and separation of concepts in different languages does not coincide. This is reflected in the vocabulary of different Nations.

Terminological system. The selection of new concepts, especially in the scientific and technical sphere, is a gradual process. First, it is necessary to identify a new concept. In order to designate a word, the consent and interest in the concept of a few individuals. The emergence of new words and then terms is not possible without the presence of an interested group, among whose members there are communication contacts. Time spent on the formation of the term may be different. In a rapidly developing field of knowledge, this process is fast. Examples of this we meet every day, for example, in the field of information technology. At the same time, the emergence of a new conceptual sphere can go very slowly. At the same time, the new term, while remaining very vague and having blurred boundaries, has long been in a latent state.

Returning to the examples from the field of information, we note that the initial interest in the corresponding phenomenon can be found in the unformed form already in the works of ancient scientists. As noted in a famous review, [5], the term information is used for the first time in the dialogue "Alciphron," published in 1732. It took about 200 years for the concept of information to be fully formed. Further features and properties of information were specified. At this stage, it is difficult to give a clear definition of the new concept. As a result, there are terms that are based on practical use and intuition. In accordance with [6], in this case there is a situation called natural-established terminology — have. Very often a new concept is simultaneously revealed in different fields of knowledge. In this case, its boundaries may be different, and the terms used to refer to it are different. The creation of a unified conceptual and terminological system in certain branches of knowledge can go in different ways. The consolidation of individual private systems into a single system is usually associated with great difficulties. It requires some time and some administrative resources.

The refinement and splitting of concepts. Clarification of new scientific and technical concepts is associated with two processes. On the one hand, it is a process of introducing new, stricter restrictions that clarify the definition of the term and more strictly delineate the limits of its application. This process goes both empirically and theoretically. Theoretical clarification of the concept requires clear wording of the relevant definitions (definitions). These definitions should rely on other definitions, etc.

Consistent application of this principle reduces everything to an endless process — regress ad infinitum. In reality, sooner or later we have to stop at the so-called indefinable concepts. They form a kind of axiomatics, rely intuitive. This means that the process of limiting and clarifying concepts pushes indeterminate concepts deeper. The question of whether it is possible to judge the rigor of the theory on the basis of distance from these concepts remains open.

On the other hand, clarification of the concept caused by research and analysis of the relevant problems opens up new features of the concept. This leads to the need for fragmentation of the concept. It is important to note the following. Each new feature (property) of the concept makes less and less contribution to its description. When studying the properties that are described by the concept, many new features are revealed. As a result, the concept begins to be divided into more specific concepts. New properties associated with the fragmentation of the concept affect the completeness of the description of the concept as a whole. It is known that each new property opened and entered in the description has less and less impact on the overall completeness of the description [7]. In this case, the contribution that is made by a particular property to the understanding of the characteristics of the concept depends on the sequence in which these properties are studied and introduced into the definitions. In other words, almost always the property, which is revealed first, gives the maximum contribution to the description of the concept. If this property is not considered first, its contribution to understanding the properties of the concept is reduced. When you select the concepts that define a new area of knowledge, especially the formation of representations often automatically allocate in the first place really the most important, common features. They make the greatest contribution to the completeness of the description. The progressive reduction of the contribution to the completeness of the description of subsequent properties leads to the fact that the total number of characteristics of the concept is not very large. Therefore, the number of new secondary concepts revealed in the process of crushing the primary concept is also not very large. According to assumed that at the first stage of crushing it will be about 7-8 properties, which seems to be due to the peculiarities of the functioning of the brain. For us, however, it is sufficient to assert that the number of concepts allocated to the second level is not very large. Naturally, and secondary terms can be subjected to crushing. However, such a deep crushing is not very common. Of course, this does not mean that from the semantic concept, which is covered by a certain term, cannot be allocated a new concept, described by the new term. Thus, the development of the concept of information over time has generated a concept that

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describes the processes of its transfer, storage and processing. To denote this concept, a special term Informatics is introduced.

Let us turn to the dynamics of the development of terms, which is associated with the refinement of different meanings. What is important here is that the clarification and fragmentation of the term into particular concepts should not necessarily be based on the creation of new word forms. On the contrary, rather widely semantic fragmentation of the term is associated with the introduction of complementary definitions in the form of adjectives to the term — so we talk about semantic, aesthetic and other types of information [9; 20]. Two-word terms, in our opinion, are convenient and informative. They eliminate the overload of texts with new word formations. Moreover, this approach is consistent with established traditions in the classification of flora and fauna. It should be said that such fragmentation always accompanies the development of the concept.

In real life, we are often faced with other phenomena. These include, in particular, the transfer of the initial broad term to a narrower, secondary part. An example of this kind can be traced in the case of the development of the already mentioned term Informatics. It was originally used to describe all the processes of working with computer science. In pre-computer times it was mainly the processes of working with library information and information on other traditional media [8]. Subsequently, this term was associated only with the study of computer technology. In this regard, to separate this value with the designation of Informatics in the traditional sense, it is necessary to introduce additional definitions. This leads to two-word terms: machine and machine-free Informatics [9]. The latent existence of the term is often replaced by a period of further rapid development, when there is a need to create new terminology in the developing area. Similar processes are sometimes described by the term terminology. New terms are transferred from other languages or invented in haste. The translation of terms from other languages often alters, truncates, or even distorts their original meaning. Let us give one instructive example. Any Internet user knows the word spam. For the first time this word appeared in English in the second half of the 30-ies of XX century. in the novel of the life of the Vikings one of the now forgotten writer. This word denoted the food that the Vikings took with them on long voyages.

It should be noted as a General phenomenon that many foreign terms introduced into the Uzbek

language often have a meaning different from that which corresponded to them in the mother language. Since a huge number of Uzbek users do not know English very well, this sometimes creates some difficulties. So, having met in the English text the word file, which can make sense a folder with documents or a personal file, an unprepared reader may experience problems with understanding the meaning of the phrase. It must be said that a similar situation is characteristic of the new terminology in other languages. This allows us to outline the main sequence of work to improve the activities in this area [10]. Such work has long been widely carried out in many fields of knowledge. It is sufficient to refer to the international work on the standardization of chemical terminology carried out by the competent international organizations.

When constructing a conceptual system of any branch of knowledge, it is natural to take into account the requirements of linguistic economy of terms. The natural sequence of works here is obvious:

- give clear formulations of basic concepts and definitions of all basic terms, which should be correlated to the maximum extent with the terms of related areas of knowledge;
- determine the allowable share of English-language terminology;
- to determine the hierarchy of pedagogical concepts of computer science and carry out basic crushing concepts that should strictly meet the main requirements of the theory of classification: the partitioning of one base, the completeness, i.e. the reflection of all possible elements of the lower degree of fragmentation, lack of redundant and repetitive terms and concepts;
- to separate the terms of pedagogical Informatics from the terms of related fields and, first of all, pedagogy;
- conduct a consistent discussion and development of concepts and definitions for each step of the proposed hierarchy.

### Conclusion.

The processes of formation of new scientific and technical terminology and terminology of pedagogical Informatics require careful attention. They should first be discussed in detail in the relevant literature. It is useful to accompany the discussion process with special statistical studies using refined network search techniques.

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### SECTION 5. Innovative technologies in science.

## APPLICATION OF MODERN INFORMATION TECHNOLOGIES IN TEACHING STUDENTS OF TECHNICAL SPECIALIST

**Abstract:** In modern conditions, the main task of education is not only getting students a certain amount of knowledge, but also the formation of their skills and self-acquisition of knowledge. Experience has shown that students actively working with a computer, formed a higher level of self-education skills, skills to navigate the rapid flow of information, the ability to highlight the main thing to summarize, draw conclusions. In this article highlights of application of modern information technologies in teaching students of technical specialists.

**Key words:** modern education, ICT, pedagogical technology, students, technical specialists, effectiveness, development, training.

**Language:** English

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### Introduction

The conditions of the modern world are now described as the conditions of an open information society. One of the global trends in the development of modern engineering education is the spread of electronic and multimedia teaching tools. With the use of the latest achievements of science and technology, the training of a technical specialist is one of the priority areas of higher professional technical education. At the moment, the use of modern information technologies is one of the most important and sustainable trends in the development of the world educational process[1]. The need to meet these needs in the conditions of steadily growing informatization of the educational process requires the University teacher knowledge and skills in the field of application of the latest pedagogical technologies, knowledge of advanced methods and means of modern science. Therefore, it is necessary to master modern information technologies as a promising and timely direction to improve the efficiency of the learning process in higher education. Information technology is a set of methods, production processes and software and hardware combined into a technological chain that provides the collection, processing, storage, transmission and display of information, allowing to organize on a systematic basis the optimal interaction

between the teacher and the student in order to achieve learning outcomes [2].

### Materials and Methods

The main problems that arise in this case are: how to rework the training course for its computerization; how to build the learning process using a computer; what proportion of the training material and in what form to present and implement using a computer; how and by what means to monitor knowledge, assess the level of consolidation of skills and abilities; what information technology to use for the implementation of pedagogical and didactic tasks. To transfer the course to computer technology, the teacher must have an idea not only about the subject area, have the skills of systematization of knowledge, competently use teaching methods, be well informed about the possibilities of information technology, as well as know what means of computer support is achieved by a particular didactic technique. In addition, he must be informed about the technical means and software that will be available to him both when creating application software (SOFTWARE) and when supporting the educational process.

At the moment, several types of computer programs are used in training. These are, first of all, test-type control programs, training programs, control

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and training programs, multimedia encyclopedias, interactive multimedia textbooks. The application and use of educational presentations, video materials and electronic teaching of technical specialists is determined by the possibilities to present educational material with a high degree of clarity, especially when modeling the phenomena of physical processes in the dynamics; to increase the motivation of students in the application of educational presentations in which fundamental educational issues are accompanied by sound markers, which contributes to the strengthening of the emotional background of education; to expand the potential for individualization of education; to provide a wide area of contact with students; to provide a wide field for active independent activity of students.

Today it is possible to formulate some tasks that follow from the requirement of informatization of training. The first – mastering by the graduate of the University a complex of knowledge, skills and abilities, development of personal qualities that ensure the successful implementation of the tasks of professional activity and comfortable functioning in the information society, in which information becomes a decisive factor of high labor efficiency. The second is to increase the level of training of specialists by improving the teaching technologies used today in higher education, and the widespread introduction of electronic learning tools and technologies in the educational process [3-4]. The main objective of the use of modern information techniques is to expand the intellectual capabilities of man. Currently, the very concept of learning is changing: the assimilation of knowledge is inferior to the ability to use information, to receive it through various telecommunication systems. The use of these technologies in the modern educational process is quite a natural phenomenon.

Multimedia creates positive moments that contribute to the perception and memorization of the material with the inclusion of intuitive reactions of the student: summing up or assignment can be preceded in each lecture of the course by any sound or melody that adjusts the student to a certain type of work. This is provided in advance during the course preparation process and does not require the teacher's attention. A powerful learning tool - interactive multimedia textbooks that make our learning process more effective, individualized, reduce the time of learning and in General more "productive". The material in this textbook is given taking into account the peculiarities of human reproduction and memory[5]. Simultaneous presentation of information in auditory and visual forms, using all the wealth of means represented by the computer, makes it easier to memorize the material by the student. Interactivity, that is, the ability for the student to control the speed and detail of training, and the presence of control blocks, allows you to check how the student has learned the information and, if

necessary - to work on the errors and on the basis of the above allows you to use this tutorial for self-study.

The necessary elements of this tutorial are:

Sound. The speech of the speaker, the music, the sounds that accompany the animation on the screen.

High-quality graphics drawn by a professional artist or photos. Possible animation inserts, movies, "live circuit" and so on. Single design, selected by the designer taking into account the chosen theme.

Dynamic deployment of the frame. Static frame worse to remember than the frame, developing in the course of clarification. There is a pause for self-study. The student decides when to move to the next frame by pressing the "next" button. The ability to repeat the explanations of the current frame and "rewind" back a few frames.

Control block. Can occur after every topic or distributed across the subject in blocks of two or three questions. Failure to pass the control can lead either to a score or return to the frame containing the correct answer.

Glossary. A student can have access to the words of the terms on the job. As far as "multimedia" is one or the other program that is so completely and efficiently it uses the features of media technologies - solve critics and users. The use of multimedia technologies at any stage of the educational process, such as the explanation of new material, independent work of students and knowledge control, can significantly improve the quality of the final result[6]. Consider the advantages of modern technology in the educational process, the example of an electronic textbook, which allows you to see:

1. illustration of dynamic processes and phenomena hidden in the conditions of the usual educational process;

2. the development and diversity of all models in the photo, as well as their detailed specifications in the form of tables;

3. quickly find outdated material or inaccuracies and make appropriate changes

The introduction of educational presentations and videos contributes to the emergence of new educational methods and forms of training based on electronic means of processing and transmission of information. But, despite the variety of technical means and technologies used in the educational process, it should be noted that the quality of training depends primarily on the perfection of the educational material, its presentation and organization of the educational process. For example, when developing a model of educational presentations, it is necessary to follow a number of principles:

- slide film should set the rhythm of the passage of the material and have special audiovisual means of controlling the perception of the material;

- the dynamics of the presentation of the text is set by the teacher (this happens either in advance when developing a slide film or during the demonstration);

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- slide film offers the student its logic of studying the material;
- cross-references are allowed[7]. Therefore, in the traditional scheme of training, there are many problems associated with the ever-increasing flow of new information, the complexity of knowledge, the lack of illustrative material. In these circumstances, the emphasis on intensive independent work does not yield positive results for the same reasons. The emergence of multimedia tools and technologies can solve these problems. The introduction of electronic teaching in the educational process not only frees the teacher from the routine work in the organization of the educational process, it makes it possible to create a rich reference and illustrative material presented in a variety of forms: text, graphics, animation, sound and video elements. In the absence of technical capabilities of visual presentation of materials, the simplest means of visual impact on students are posters, less material models and very rarely special film and video films. In comparative analysis, the shortcomings of these tools are obvious, and the possibilities of multimedia training presentations are objectively wider.

The main way to increase the amount of perceived information is to increase visibility. The increasing density of the information flow forces the maximum use of all channels of perception of students. Therefore, the greatest attention should be paid to the visual component of the theoretical course, as opposed to the auditory component (the voice of the lecturer), which may have a secondary value. Educational video presentations allow to present digestible as possible and in detail, dividing it into portions, having optimal information and presentation, and to combine the specified split with the structuring. In addition, electronic video presentations allow you to use features that are not available to conventional posters – animation of individual elements, the use of video sequences. The range of materials that can be used as initial components in the development of multimedia visual is extremely wide – ranging from illustrations in textbooks and available conventional posters, and to self-received photo and video materials. The use of modern technical means of training involves the simultaneous use of both means of visualization of the problem content, i.e. the establishment of direct educational communication teacher-student, and means of programmed learning and control, feedback control communication student-teacher.

Therefore, for the effective study of the course of technical specialists should be used specialized lecture halls, equipped with complexes of information and controlling technical means of training. With such a comprehensive application and use of these tools, an important point is the development of various multimedia teaching materials and complexes on all topics of the course, in order to help students

understand the essence of the problem and find ways to solve it, and not only be a means of information transfer. Previously, it was difficult for teachers to find an individual approach to each student[8].

### Conclusion

Now, with the use of computer networks and online tools, teachers were able to present new information in such a way as to meet the individual needs of each student. In the library of the educational institution should be placed full-text educational and multimedia manuals, developed in the form of courses in the specialists, including various presentations, interactive electronic textbooks, which is a system-organized set of information educational resources aimed at meeting the educational needs of students. Students during self-study should have access to these educational resources, the development of which will contribute to the active involvement of students in the educational process. There is a new situation when the student chooses the most ergonomic for him personally characteristics of the studied material. He has the ability to independently recreate any text obtained from the database of electronic educational video materials, illustrating it, selecting the necessary arguments, building them into a certain logic of evidence, reflecting his own point of view, the image of his thought. The introduction of such information technologies in the educational process should be well-grounded and not everywhere a substitute, but a complementary factor in the system of modern education. However, the use of these systems in the training of future specialists can improve the quality of education, develop the creative abilities of students, as well as teach them to think independently and work with educational material, which contributes to their further continuous improvement throughout life.

Practice shows that the use of a computer has many advantages over traditional methods of training. The use of information technology in the history lesson allows you to:

- activate the cognitive activity of students;
- provide a high degree of differentiation of training (almost individualization);
- increase the amount of work performed in the classroom;
- improve knowledge control;
- develop skills of genuine research activities;
- provide access to various reference systems, electronic libraries, other information resources;
- changes for the better relationship with students far from history, especially with enthusiastic;
- changes, especially in the five-seventh graders, attitude to the computer, as an expensive fascinating toy. Children begin to perceive it as a universal tool for work in any field of human activity. Thus, the use of information technology helps the teacher to increase the motivation of teaching children to the subject and leads to a number of positive consequences. Information technology, together with



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properly selected learning technologies, create the necessary level of quality, variability, differentiation and individualization of training and education. Each of the teachers should use what we have at our

disposal, engage in creative search for the optimal use of information technology, thereby introducing our children to the modern world.

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QR – Article



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Karimov

SECTION 5. Innovative technologies in science.  
UDK 808.3

## KNOWLEDGE OF TECHNICAL TERMINOLOGY IN THE ENGLISH LANGUAGE

**Abstract:** This article highlights the knowledge of technical terminology as a component of a special component of the translation competence, forms the fundamental basis for understanding the technical essence of the term, its competent translation, ensures the adoption of the correct translation decision by technical translators. Qualified technical translation is impossible without knowledge of technical/special terms.

**Key words:** technical translation, technical translator, knowledge of technical terminology, types of technical terms, translation of technical terminology.

**Language:** English

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### Introduction

Technical terminology - words or phrases denoting specific or abstract concepts of a particular field of technology (tools, devices, mechanisms, parts, work operations, units of measurement, etc.) [1]. The process of knowledge of technical terminology by students-translators is inextricably linked with the study of issues of difficulties and errors in the translation of technical terminology, terms in scientific texts, types of technical terms, abbreviations in technical texts, methods of translation of technical terms, the formation and maintenance of educational terminology dictionary. Consider these important questions for students. Difficulties and errors in the translation of technical terminology. Terminology (special/technical) is one of the most difficult. It includes technical and scientific terms.

### Materials and Methods

The complexity of the translator's work in the field of technical translation is determined by many factors, in particular [2]:

– the large number of technical terms - neither the translator nor the technical specialist can know all the terms;

– technical terms are rapidly developing together with the development of science and technology; the release of industry-specific dictionaries or dictionaries

of technical terms that reflect new terms, always lags behind for several years;

– the problem of unification of terms is not solved; the terms of the narrow professional field are understandable only to a small circle of translators;

– there is a problem of variability of technical terms. Morozov M.M. in the manual "Technique of translation of scientific and technical literature from English into Russian" says about this problem: "...the vast majority of...terms...not special words, but special meanings, which even in the technique are not fixed and shimmer with many options"[3]. The scientist advises "to approach the term not as a self-sufficient semantic unit, but as an eternally changeable element of the context". The above factors are not exhaustive, and the problems associated with the translation of technical/special terms deserve special, close attention of scientists, practitioners, researchers. Let's consider some causes and sources of errors. One of the main reasons for mistakes made by a translator in the translation of special terms is a lack of understanding of the scientific or technical essence of the subject of translation in General and the term in particular. Hence the wrong choice of term, leading to a distortion of meaning. Examples:

1. Combination of "seal line" translator translated as "sealing the line", although the context we are talking about frequency seal lines of communication, "multiplexing".

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2. In the translation of the sentence "Tolerance on the length of the roller should not exceed 5 mm" from the specification "Allowance for the shaft length must not exceed 5 mm" the translator finds a misunderstanding in this context of the technical essence of the term "tolerance". Here we are talking about the allowable deviation from the calculated length of the roller, not the allowance, and the translation should be as follows "A tolerance in the shaft length shall not exceed 5 mm". The source of errors in the translation of special terms is the complete dissimilarity of terms. For example, the translator translated the term "editing" (in the context of video editing) as "mounting" instead of the correct "edit mode". Another reason for the errors is the use of non-standard terms in the Russian language. So, the term "ring chain" has been translated as "ring through the line" instead of the correct "test the line". It should also be noted that it is difficult to translate terms when the translator does not find the term he needs in any of his dictionaries.

Thus, the key to success in the translation of terms is the translator's understanding of the technical essence of the concept and term. Of course, we also need translation practice, which forms the skill of translating terms. On the terms of scientific texts. The professional activity of a technical translator is unthinkable without the translation of a scientific text. What is a scientific text? So, scientists Bure N.A., Fast, M.V., Vishnyakov S.A.[4] characterize the scientific text as logical, accurate, rigorous and informative. Scientists note that certain lexical and grammatical means, special structural schemes, logical organization of text material, terminology are used in the scientific text. Researcher Rozhdestvensky Y.V. considers the scientific text in terms of the composition of lexical units and presents it as a set of categories: terms, words of literary language, scientific terminology and General scientific vocabulary[5]. The common thing that unites scientists in the descriptions of the scientific text is terminology. In scientific texts - monographs, scientific publications, educational materials, reports on research work we find terms. These are the following classes: philosophical terms, scientific terms, technical terms, measuring terms, nomenclature names, team terms, art terms, prognostic terms. Highlighting the universal classes of terms, the scientist warns that when translating terms, along with the use of terminology and information dictionaries, it is necessary to take into account the present, the present, because the meaning of the terms may change. According to the author, the above universal classes of terms are not exhaustive and will be supplemented.

Thus, in the reports on research work methodological terms are used, in educational materials - pedagogical terms. Thus, a technical translator, when translating a scientific text in a certain

subject area, should be ready to translate not only technical terms, but also other terms, in particular, scientific, philosophical, methodological, pedagogical. On the types of technical terms. One of the authoritative researchers who made a great contribution to the study of technical translation is Klimzo B.N. [6]. In his book "the Craft of technical translator. About English, translation and translators of scientific and technical literature" Klimzo B.N. identifies the following types of terms that the translator should pay attention:

- implied terms-copies;
- "clever" two-component terms;
- multi-component terms. Implicit terms-tracing. Terms that are obtained by the method of copying, and essentially implicit (unclear) explains the tendency of English authors to the implications. For example, instantaneous depth - "current depth" instead of "the current depth value"; plastic design - "plastic calculation instead of the calculation taking into account plastic deformations". "Tricky" two-part terms. The terms in which it is necessary in translation to change the order of the first and second components, that is, the definition becomes defined, and Vice versa. For example, blended cements - cement mixture, and not "blended cements", power output - power output, not "output power". Multicomponent terms.

Thus, the final translation will be as follows: "selection of the statistical pressure in front of the measuring diaphragm at a distance equal to one diameter of the pipeline." Another prominent researcher in the study of technical terminology can be considered Nelyubina L.L. [7], which divides technical terms into three groups:

1. Terms denoting the realities of foreign reality, identical to the realities. Understanding and interpretation of terms in this group does not represent difficulties.

2. Terms denoting the realities of foreign reality, absent in the Russian reality, but having generally accepted Russian terminological equivalents. Great importance in the translation of terms of this group acquires a context that allows you to derive the General meaning of the term from the values of its components.

3. Terms denoting the realities of foreign reality, which are absent in the Uzbek reality and have generally accepted Russian terminological equivalents. The translation of these terms presents the greatest difficulty, since a correct translation cannot be made without a thorough, etymological analysis of its components. The above classification of types of technical terms of authoritative researchers in the field of technical terminology is interesting for its author's approach, based on extensive translation practice.

Terms-phrases Golovin B.N. classifies according to the type of their structure: Simple phrases

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consisting of two significant words, one of which is the main and the other dependent: power plant and production capacity. Complex phrases in which dependent words define various aspects of the meaning of the main word: ordering in alloys, the theory of automatic control. The scientist also examines in detail the types of terms-phrases by morphological type of the main word: substantive phrases (the main word - noun), adjectival phrases (the main word - adjective), verbal phrases (the main word - verb). As a result, it should be noted that the approaches of researchers, scientists, practitioners to the definition of terms in General and, in particular, technical terms are different in their internal structure; each of the approaches of researchers, scientists, practitioners deserves close attention and study, especially the attention and study of students - future technical translators. The author draws attention to the meaning of the classification of terms/technical terms for students-translators and working technical translators:

- the study of the classification of terms/technical terms by students-translators deepens and improves the translation training;

- implementation of research on the classification of terms/technical terms forms (enriches) the scientific worldview of technical translators (future technical translators), their translation culture;

- knowledge and use of the classification of terms/technical terms in the work of technical translators ensures that they make the right translation decisions. The reductions technical texts. Abbreviations occupy a special place in technical texts. There are different approaches to their classification. So, the researchers Mkrtychyan G.A., Vecherina E.A., Cheprakova L.A. the article "Scientific and technical term, scientific and technical terminology" [8] divides the abbreviations found in the English scientific and technical texts into abbreviations and acronyms. Abbreviations are formed from the initial letters of the significant words of the phrase.

For example, AC – alternating current (alternating current); ADC - analog-digital conversion (ADC, analog-to-digital conversion). Acronyms are formed from different combinations of letters (from the first letters, from the first few to the last, etc.). For example, laser (Light Amplification by Stimulated Emission of Radiation – options teeth whitening); HERALD (Harbor Echo Ranging and Listening Device - basic hydroacoustic installation). The Guidelines for translators and editors of scientific and technical literature of the all-Union translation center, 1988 [9] provides two types of alphabetic abbreviations:

- a combination of letters and numbers (SQ71 - device SQ-71; 315NCR - device 315NCR); a

combination of letters, numbers and whole words (PhillipsDS 714 - device "Phillips DS-714;

- ArincECC - device "Arinc ESS"). Researcher Smekaev VP [10] divides the reduction of the generally accepted and exceptional. Common (lexical) abbreviations are part of the language together with full terms or phrases and are used both in speech and in written text: radar-acronym – radio detection and ranging - determination of direction and distance using radio waves, PJIC-radar or radar; g-gram; kw-kilowatt. The values of common abbreviations are given in dictionaries. Exclusive (text) abbreviations are used by authors or publishers to avoid repetition of long names. Such abbreviations are explained in the text or in the notes. This technique can be used by translators in technical translation.

The above examples clearly show that abbreviations are a specific language material, different from the usual lexical units, which will be complicated with the development of science and technology. For future technical translators, it is important to know that when deciphering abbreviations, it should be borne in mind that "decoding", in itself, does not always reveal the true meaning of the abbreviation. It is necessary, according to the author, to take the following actions:

- carefully examine the context;
- pay attention to the fact that at the first use in the text of the translation, the reduction is accompanied by its decoding;
- study the reference materials to the translated text (if any);

- refer to the dictionaries of abbreviations, acronyms, abbreviations, as well as terminological dictionaries (it is desirable to work out several dictionaries). On the methods of translation of technical terms. The quality of the translation of the technical text as a whole depends on the correct choice of the method of translation of the technical term. The growing interest of scientists, practitioners and researchers in the definition of ways to translate terms is due to the desire to find the best ways to translate these complex lexical units. The basis of the work on the identification, definition and description of the method of translation of the technical term is the accumulated theoretical and practical material on a number of branches of science and technology.

Scientists, researchers analyze technical terms different in their structure, subject areas and methods of their translation. The result of hard work of scientists, researchers is very expensive not only for students, but also for the entire translation community - it is necessary to collect bit by bit the material about the methods of translation of technical terms from various sources. This method Leichik V.M. recommends to use, since it does not lead to an increase in the number of new, including borrowed terms, and is convenient for assimilation by specialists. calculus, which is divided into structural

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(for Example, "control torque" - "control torque") and semantic (for Example, "gear box" - "drive box»); borrowing (for Example, "interface" - "interface" in the field of computer technology). This method is welcome if the term "comes" in the target language with a new object, which he calls the original language, direct use of internationalisms (E.g. "technology"); descriptive design (for example, "digital watch" - "clock with digital display"). This method is mainly used for non-equivalent terms. As a result, I would like to note that the knowledge of the methods of translation of terms for students-translators is a reliable basis for successful work with terminology.

Knowledge of the main methods of translation of technical terms provides students with ample opportunities to solve the difficult problem - the problem of translation of technical terms. Knowledge of terminology training terminological dictionaries. The question of knowledge of terminology by future technical translators is one of the main issues in the training of students-translators for future professional activities. Knowledge of terminology means knowledge and competent use of words or phrases that reflect a particular technical concept in the translation [11]. Fundamental in obtaining knowledge of terminology and in the formation of skills in working with terms, according to the author, is the conduct of students personal training terminology dictionary (Glossary).

### Conclusion

Maintenance of the educational terminological dictionary (hereinafter - dictionary) requires students to be attentive and diligent attitude. The first steps in the creation and maintenance of the dictionary training should be done under the guidance of a teacher who equips students with the methodology of creating and maintaining a dictionary. Under the methodology of creation and maintenance of the dictionary, the author understands the theoretical part (rules for the selection of terms, rules about what lexical units are considered

terms) and the practical part (the order of entering terms and their meanings into the dictionary, making explanations about terms, examples of using terms, making their personal observations about the use of terms). These components of the methodology of creation and maintenance of the dictionary are not exhaustive. According to the author, the work on the creation of a dictionary by students must be preceded by a lecture on the order of formation and maintenance of the educational terminological dictionary. Training translation students to the conduct of dictionary it is necessary to conduct a serious way. After all, the maintenance of the dictionary by students does not end with the end of the University. The work only begins after graduation, and the dictionary will be updated in the course of practical activities. Thus, the quality of the work of the future translator depends on the careful and systematic approach to the study of terms, the ability to analyze terms, take them into account in the dictionary. Experts in the field of teaching terminology students pay attention to the key points of working with terms. At the same time, the qualitative features of the process of learning the terminology of future specialists are continuity and consistency.

The positive effect of maintaining the dictionary by students-translators is that the future specialist, working with the term in the dictionary, thinks over the term, comprehends the term, makes his comments on the use of the term, and remembers the term. That's significant. Continuously working with the terms entered in the dictionary, analyzing the terms, analyzing the use of terms, students ultimately master the correct use of terms in the translation. As a result, it should be noted that the maintenance of personal educational terminology dictionary forms a solid understanding of students' terminological vocabulary, knowledge of terminological vocabulary, knowledge of ways of its use, and ensures the formation of students-translators sustainable skill of competent translation of terms and terminological phrases.

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**SECTION 35. Immovable property. Land relations.**  
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## PRINCIPLES AND MEANS OF DEVELOPING HEATING AND VENTILATION SYSTEM OF MULTISTOREY RESIDENTIAL BUILDINGS

**Abstract:** In this article highlights of principles and means of developing heating and ventilation system of multistorey residential buildings and protecting and improving the environment as one of the problems of urban development.

**Key words:** ventilation, heating, multistorey, building, residential building.

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### Introduction

Nowadays, environmental problems are growing economic and social importance. On the correct and timely solution to this problem depends on the health and well-being of not only living, but also future generations. Protecting and improving the environment as one of the problems of urban development - an integral part of design and planning work at all stages of design, starting with the general scheme of settling on a national scale, the region and ending with the project of detailed planning and techno work projects of individual elements of the city. At each level, the design has its own specifics in setting goals, objectives and selection of research methods and evaluation. At each stage of the design must take into account the complex factors influencing the biological and hygienic environment. The origin of these factors are divided into natural and

anthropogenic. The natural concern climate, topography, soils, vegetation, surface water and groundwater. Among anthropogenic factors can be distinguished manufactured physical (noise, electromagnetic radiation, etc.), manufactured chemicals (air pollution, hydrosphere, soil) and mechanical manufactured (violation of topography and soil cover, deforestation, etc.). There are factors that activate each other fogs and release of toxic substances into the atmosphere, low temperatures and strong winds, solar radiation, and motor vehicle emissions and others. Some of them have the ability to potentiation in the environment, leading to a sharp increase in the integral index, which reflects the cumulative impact of all factors of the urban environment on human health. Among the climatic factors that have a significant influence on the external environment is wind and heat. Wind contributes to the

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transfer of air masses with different physical properties (heat and cold, wet and dry), aligns the temperature differences between the individual parts of the city, and has a significant impact on the state of air pollution of the city. Analysis of urban planning practice in our country, along with examples of correct account of wind and thermal conditions in the construction of new and reconstruction of old cities (identified cases of insufficient use of wind capacity to regulate the thermal regime of architectural and planning tools, and here and there a discrepancy planning and development of climatic conditions exacerbate discomfort aeration mode area. This is partly explained by the fact that the currently valid regulations (QMQ 2.07.01-94) guidance on accounting for wind thermal regime relate only to cases of selecting the location of residential and industrial areas in the urban areas with respect to the prevailing winds (wind speed and repeatability to destinations in the cold and warm periods of the year). Special instructions related to registration and regulation of wind and thermal regime in the design of residential development in existing building codes are not available.

### Materials and Methods

Specificity of climatic conditions and, in particular, wind and thermal regime so far taken into account only in the development of individual projects, mostly experimental. No differentiated approach to planning and building cities in different wind and thermal conditions, and urban areas in the same city. Currently, there is no benefit, which would have been scientifically proved methods of assessment and prediction of wind and thermal regime in the design of buildings. The need to fill this gap and identified the preparation of this work.

The purpose of this paper is to provide a thermal and thermal forming the foundations of the wind regime warm modern multi-storey residential buildings in hot dry climate. Wind (vector factors characterizing the speed and direction) is one of the leading climatic factors; He has the greatest influence on the formation of a microclimate of the environment (distribution of temperature and humidity, etc.), warm feeling of a person and the state of air pollution. The main objective of development is to provide designers rather simple methods of assessment and prediction of wind and thermal regime in order to optimize sanitation residential development. The accounting for wind and thermal regime should be addressed at all stages of urban planning, from the settlement system and ending with the detailed plan, with the evaluation methods and techniques of control of wind and thermal regime specific to each stage of urban planning. Accounting and control of wind and thermal regime should be implemented in conjunction with other environmental factors (radiation and thermal regime of air pollution and others.).

Assessment of the current state of wind and thermal conditions (aeration) of the construction site must be carried out prior to the development of design solutions development and serve as a basis for the adoption of certain planning decisions. Evaluation of the specificity of the local environmental conditions and developed based on an assessment of the existing state of wind and thermal conditions of aeration map area should serve as a basis for the location of cities with different national economic profile in the settlement system and the various functional areas in the city in order to prevent the demolition of contaminated air from the industrial cities and objects on other economic profile of the city and residential areas.

The criteria for assessing the comfort of wind and thermal regime are bio-hygienic standards and wind speed coefficients K (quantity that characterizes the ratio of wind speed in the construction area or in a particular reception building to the wind speed according to the meteorological station located near). The thermal background, humidity, thermal insulation properties of clothing, exercise, etc, determines changing the warm feeling of the person depending on the wind speed. During the summer breeze "removes" the feeling of heat, and in winter increases the feeling of cold: strong winds on 1 - 2 m/s is equivalent to lowering the temperature by 2 - 3°C. Effect of air mobility change by heat radiation and convection is reduced. When detecting the influence on the human body should take into account the wind speed of air temperature, since the cooling effect of the wind is temperature dependent motion of air (thermal equivalent air speed). At a wind speed of 1.5 m/s equivalent to the heat normally clothed person will be: at a temperature of 21°C - 5°C, at a temperature of 32°C - 2,5°C, at a temperature of 43°C - 1°C( which is equivalent to reducing the temperature of the air respectively at 5,1 and 2.5°C). Central Asia, with temperatures above 40°C in the summer - the wind speed in the range of 1 - 4 m/s. Wind speed above 5 m/s perceived by man unsatisfactory.

The basis for the rational distribution of functional areas can serve as compiled for a specific city map diagram zoning on temperature and wind regime (Ris4). Planning and construction of residential areas shall be based on landscape-climatic conditions, which determine in each case functional zoning territory, tracing and orientation of streets; methods of construction, landscaping and beautification; types of residential and public buildings and so on. At the same time in areas with effective wind, conditions should orient the street at an angle to the direction of the prevailing wind, and in areas with poor aeration regime - in the direction of the prevailing winds favorable points of the compass. When choosing a site for the functional areas of a residential area the main objective is to create a healthier environment for living and working conditions of the population with



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the rational use of natural terrain features based on its evaluation of microclimate. For residential areas and neighborhoods should be given a territory that best meet sanitary requirements (dry, well-ventilated areas and protected against the ingress of cold strong winds, hot dry winds, dust storms, etc.), if possible close to the open water and green spaces. To improve the microclimate necessary to provide for measures aimed at creating optimal conditions for ventilation (maximum use of natural factor mobility and local convective air currents, protection against adverse winds) and radiation regime (optimal sun exposure, protection from excessive direct sunlight, reducing the intensity of the reflected exposure and the emission of solar radiation in the overheated environment). To create a comfortable microclimate conditions necessary differentiated approach to the development of entire districts of the city due to the terrain and the location of the site in the city with respect to the prevailing wind direction in order to ensure acceptable air velocity over most of the built-up area. Construction changes wind speed and direction, ruling on an open undeveloped territory and depending on the architectural composition creates a certain wind conditions.

The angle of the direction of the prevailing wind changed to 30 - 90°C, and the ratio of wind speed ranges from 0.1 to 1.2 with respect to the ratio of wind speed according to the weather station is taken as 1. Influence on the aerodynamics of its buildings have a position in the city and orientation of the building or planning techniques regarding the prevailing winds: the coefficient of wind speed in the areas of building, located on the windward edge of the city, 0.1 - 0.2 higher than in similar methods of building, situated under the protection of the earlier building. Optimality criterion architectural composition development in conditions of high wind speeds is such a solution, in which almost the entire area of the territory is characterized by the development of wind speed ratio of 0.1 - 0.5 times the initial wind speed ( $K=1$ ); at low wind speeds optimality criterion is a planning solution, in which the ratio of wind speed is 0.5 - 1 or more. To create such an environment the wind regime and should seek when choosing the composition of building to enhance the comfort of the human

environment. The building, located perpendicular to the facade or at a slight angle (30°C) to the prevailing wind is the best barrier on his way into the building. For building a zone of lower wind speeds, the depth of which is from 3 to 7 N windproof home. To calculate the area of "calm" area behind the building, you can use the formula (1) (for Serebrovsky F.L.):

$$S_{\text{urr.}} = b \cdot \sin \gamma \cdot b (l - 0,18b) \quad (1)$$

Depending on the direction of the prevailing wind  $\gamma$ ,  $l$  the length of the house and the depth of the wind shadow  $b$ .

To determine the size of the wind shadow behind the building  $N_m$ , having a length less than 10H, you can use the formula (for G.K.Goldstein):

$$N_m = (10,84H - W) K, (2)$$

where  $W$  - width of the building shell,  $m$ ;  $K$  - coefficient taking into account the length of the building, adopted according to the calculation according to NM Thomson; its value is given in Table. The value depends on the wind shadow of the geometric dimensions of the building. Its size increases with increasing height or length of the house and decrease its width. The distance between the facades of buildings should be taken with regard to their location relative to the direction of the prevailing favorable wind currents: parallel - 2H; at an angle of 45°C - 3H; perpendicular - depending on the number of rows - from 3 to 5H. Gaps between the ends of the buildings located facade to the direction of the prevailing winds should be taken: the purpose of less efficient ventilation building sites - up to 1H, and for effective aeration territory - from 1 to 1,5H and more. When development of the territory should seek optimal architectural planning and design solutions development, that is, to this, which provides comfortable or conditions close to them at the lowest cost to the natural and artificial climate control for a long time: the horizontal building with gaps between buildings less 2,5H additional heat losses are at a level of 5% of the main; widening the gap to 3H leads to an increase in additional heat losses of up to 16 - 18% of the basic (in F.L.Serebrovsky). Orientation of buildings, taking into account the prevailing winter winds years reduces their additional heat loss by 10 - 15%, which is of great economic importance.

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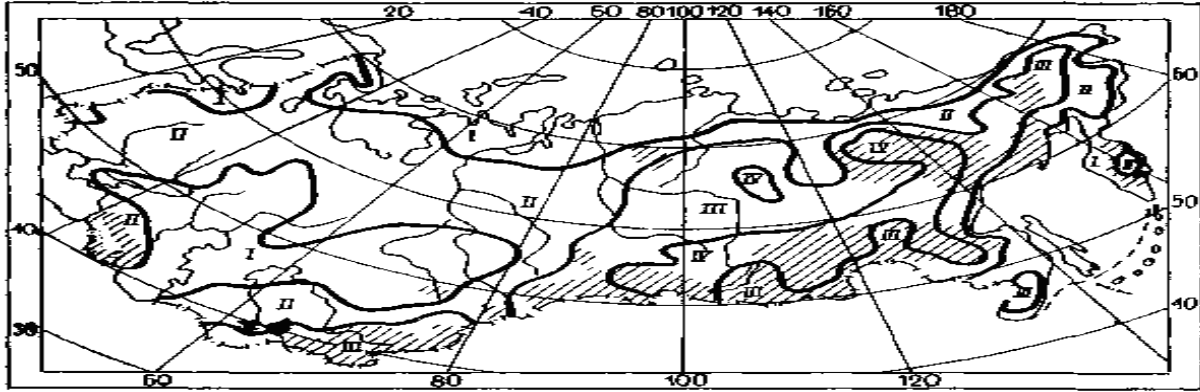


Figure 1. Schematic map of the area (I - IV) repeatability of wind speed 0 - 1 m/s.

**Conclusion**

The ability to predict wind conditions at the design stage by means of the proposed methods was hallmarked on the project of building area of Tashkent and other cities, as well as two versions of planning neighborhoods developed on the basis of the existing design solutions: the first option - in order to maximize the windshield area, the second in order to maximize ventilation area development. The results of evaluation of the wind regime of the project with the aim of solving neighborhood windshield area showed that in the comfort of wind conditions is 87.5% of the

territory, free from development. Project residential district to enhance ventilation area showed that the territory of the building there is no wind conditions, which would be characterized by coefficients of wind speed less than 0.5 of its free-flow speed: the whole territory of the district effectively ventilated. Therefore, using the regularities found and applying the proposed technique can be at the stage of development of design decisions to lay the foundation of comfort wind regime territory of the future residential development.

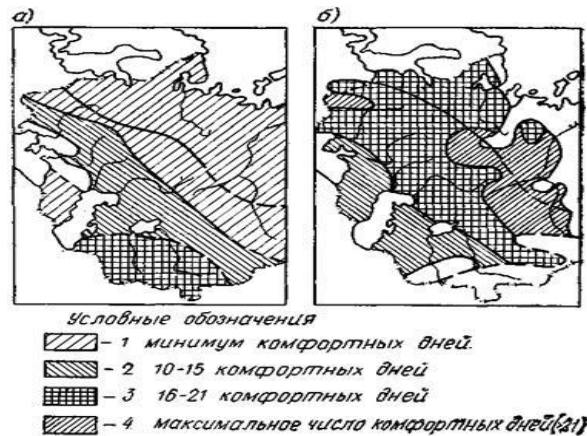


Figure 2. Maps of the distribution of the frequency of occurrence comfort warm feeling in plain areas of the Republic in June.

a - in vivo; b - for protection against wind.

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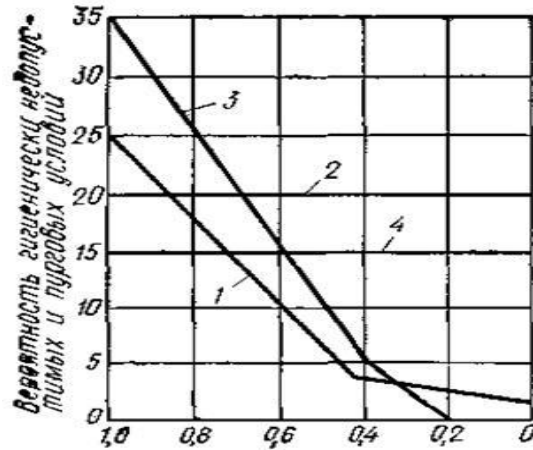


Figure 3. The effectiveness of windbreaks.

1-Severity of winter bio thermic conditions; 2-margin harsh winter conditions bio thermic; 3-blizzard conditions; 4-margin blizzard conditions.

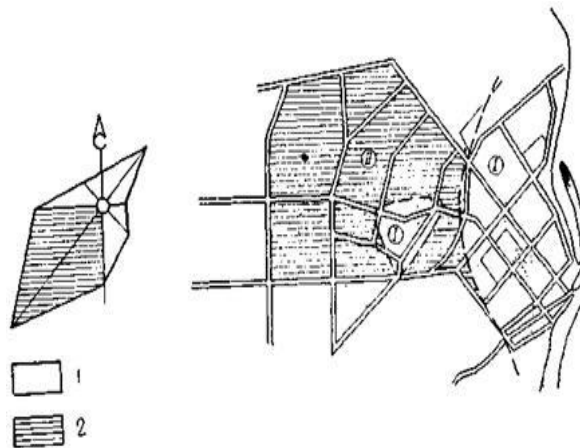


Figure 4. Schematic map of zoning on temperature and wind regime for urban development.

1 - a comfortable area of the city; 2 - an area that requires regulation wind conditions to achieve this goal were carried out comprehensive research questions and solved a number of scientific and practical problems which include; The regularities of formation of warm wind regime of modern multi-storey residential development set of criteria relations for integrated assessment of its effectiveness.

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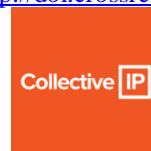
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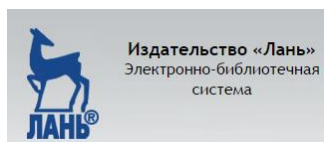
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