

SOI: 1.1/TAS

DOI: 10.15863/TAS

Scopus ASJC: 1000

ISSN 2308-4944 (print)

ISSN 2409-0085 (online)

№ 11 (79) 2019

Teoretičeskaâ i prikladnaâ nauka

Theoretical & Applied Science



Philadelphia, USA

**Teoretičkaâ i prikladnaâ
nauka**

**Theoretical & Applied
Science**

11 (79)

2019

International Scientific Journal

Theoretical & Applied Science

Founder: **International Academy of Theoretical & Applied Sciences**

Published since 2013 year. Issued Monthly.

International scientific journal «Theoretical & Applied Science», registered in France, and indexed more than 45 international scientific bases.

Editorial office: <http://T-Science.org> Phone: +777727-606-81

E-mail: T-Science@mail.ru

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Hirsch index:

h Index RISC = 1 (78)

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ISSN 2308-4944



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International Scientific Journal

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Editorial Board:

Hirsch index:

21

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International Scientific Journal
Theoretical & Applied Science



ISJ Theoretical & Applied Science, 11 (79), 722.
Philadelphia, USA



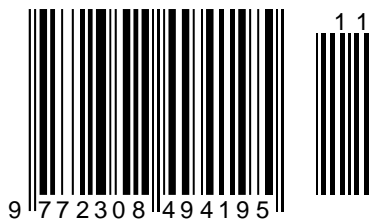
Impact Factor ICV = 6.630

Impact Factor ISI = 0.829
based on International Citation Report (ICR)

The percentage of rejected articles:



ISSN 2308-4944



Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 19.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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STABILITY ANALYSIS OF ELECTRICAL DISCHARGE MACHINING WITH BRASS WIRE

Abstract: Changing analysis of instantaneous speed of machining, voltage between a tool and a workpiece, current of machining and a ratio of working pulses of technological current to a number of pulses applied to interelectrode gap during electrical discharge machining with brass wire of five shaped holes in bearing steel 1.3505 (EN) was performed in the article.

Key words: wire, electrical discharge machining, a workpiece, a parameter.

Language: English

Citation: Chemezov, D., et al. (2019). Stability analysis of electrical discharge machining with brass wire. *ISJ Theoretical & Applied Science*, 11 (79), 101-104.

Soi: <http://s-o-i.org/1.1/TAS-11-79-23> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.23>

Scopus ASCC: 2209.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
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Introduction

Machine parts are made of various structural materials (metals, plastics and etc.). The some parts are made of special superhard and wear-resistant steels for increasing of the physical and mechanical, technological, operational and other properties. Machining of such materials by traditional methods is difficult.

Electrical discharge machining allows to remove volumes of conductive material from the workpiece. Electrical discharge machining can be performed by electrodes or wire, which are most often made of copper or brass. Any profile on the workpiece can be cut with wire. There are no standards for wear of tools

for electrical discharge machining, so attention is paid to stability of the process [1-10]. The process stability of cutting of the complex profiles with wire is ensured by installation of optimal machining modes and correction of the tool movement on the appropriate technological equipment with numerical control.

Materials and methods

Electrical discharge machining of the steel workpiece was carried out on the CUT 20 (GF AgieCharmilles) special wire electrical discharge machine. The general view and the technical characteristics of the CUT 20 electrical discharge machine are presented in the Fig. 1.



- The machine dimensions** – 2500/2500/2200 mm
- The maximum dimensions of the workpiece** – 900/680/250 mm
- Air pressure** – 6-9 bar
- Travel X/Y/Z** – 350/250/250 mm
- Travel U/V** – 90/90 mm
- The maximum taper angle** – ± 25 degrees
- Minimum travel X/Y/Z/U/V** – 0.125 μm
- Working fluid** – Deionized water
- The size of filtered particles** – 5 μm
- Standard guides of the dies** – \varnothing 0.2/0.25/0.3 mm
- Programmable tension of the wire-electrode** – 3-320 N
- Programmable winding speed** – 30-270 mm/s
- Total load current** – 13 A
- Maximum current** – 35 A

Figure 1 – The general view and the technical characteristics of the CUT 20 (GF AgieCharmilles) electrical discharge machine.

Five profile holes were cut on the workpiece ("Ring"). Bearing steel 1.3505 (EN) was accepted as material of the workpiece. The machined contours (the Fig. 2) were built in the PEPS software environment. The outer diameter of the ring was 110.014 mm, the diameter of the central hole was $40^{+0.02}_{-0.01}$ mm, the radii of the semicircles in the central hole was 6 mm, the length of four grooves was 30 mm, the

width of the grooves was 9 mm, the minimum distance between the grooves was 10 mm, the maximum distance between the grooves was 30 mm, the diameter of the circle passing through the centers of the grooves was 66 ± 0.06 mm, the width of the ring was $12^{+0.01}_{-0.05}$ mm, the surface roughness of the center hole was 0.16 μm , roughness of the other surfaces was 3.2 μm .

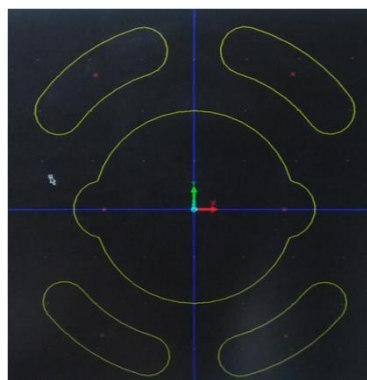


Figure 2 – The machined contours on the workpiece, built in the PEPS software environment.

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Basing and fixing of the workpiece are carried out on the machine. The center of the workpiece is defined and origin of the coordinate system is specified. The created control program for electrical discharge machining is transferred to the machine. Cutting is carried out in several steps with brass wire with the diameter of 0.25 mm.

The following technological parameters were adopted for implementation of the process of electrical discharge machining:

The pulses parameters of technological current:

1. The type of the plug-in modules-boards of the generator output stages (Module) – 0;
2. Discharge current (I) – 17;
3. Voltage without load (UHP) – 0;
4. Short circuit current (ISH) – -2;
5. Processing energy (P) – 27;
6. Pulse duration (Ton) – 32;
7. Limitation of short circuit pulses (SPL) – 5;
8. The number of positive pulses (Ppos) – 0;
9. The number of negative pulses (Pneg) – 1.

The feed adjustment parameters:

1. The read mode of the values for the servo (Smode) – 0;
2. The specified value for the servo (Ssoll) – 5;
3. The type of adjustment of the servo system (REG) – 0.

The general parameters of the generator:

1. The type of the working step (WTy) – Main;
2. Strategy (STR) – 0.

The pumping parameters:

1. Pumping pressure (P) – 8 bar;
2. The coefficient of conductivity (K) – 5 uS.

The parameters of wire:

1. Tension force of wire (F_w) – 12 N;
2. Winding speed of wire (A_w) – 30 m/s.

The geometry parameter:

1. Correction of equidistant displacement (Ofs) – 0.15.

Results and discussion

The machined contours on the workpiece are presented in the Fig. 3. The contours dimensions and the surfaces roughness after electrical discharge machining were sustained.



Figure 3 – The machined contours on the workpiece.

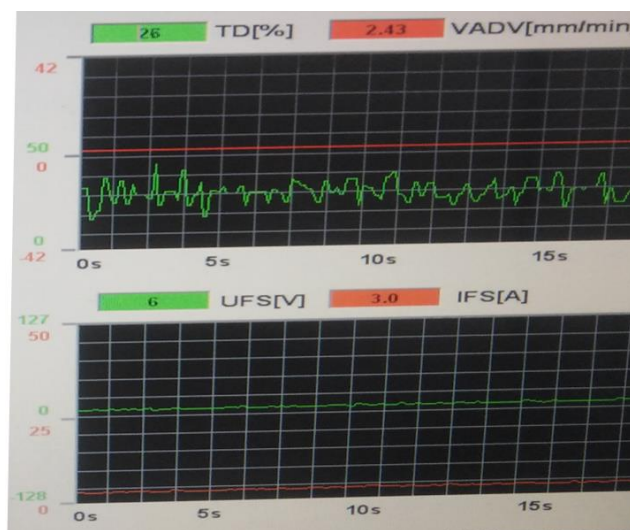


Figure 4 – The dependencies characterizing stability of electrical discharge machining.

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Stability of machining was determined on the basis of the technological parameters indications of the process in real time. The dependencies of the current value of the ratio of working pulses of technological current to the number of pulses applied to interelectrode gap (TD), instantaneous speed of machining (VADV), voltage between wire and the workpiece (UFS) and current of machining (IFS) from time of electrical discharge machining of five through holes are presented in the Fig. 4. The considered time range of machining was taken 20 s. Instantaneous speed of machining on the all accepted time range does not change and is 2.43 mm/min. The ratio of working pulses of technological current to the number of pulses applied to interelectrode gap does not exceed 50%. Two pulses are generated per second of machining. The parameter values increase and decrease on short intervals of the all time range of electrical discharge machining. The average value of

the parameter changing is 26%. Voltage between wire and the workpiece and current of machining in the process of the profiles cutting change slightly and are 6 V and 3 A, respectively. Thus, the small values of voltage and current are optimal for electrical discharge machining of bearing steel with brass wire.

Conclusion

Based on the process analysis of cutting of the profile holes in the workpiece of bearing steel with brass wire we can draw the following conclusions:

1. The process of electrical discharge machining proceeds stably with minimal deviations from the dimensions accuracy and the surfaces quality of the cut elements in the workpiece on the proposed modes.
2. Electrical discharge machining of bearing steels can be carried out at voltage between wire and the workpiece of 6 V and current of 3 A.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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THE HISTORY OF AMUDARYA FLOTILLA

Abstract: In the article the author covers the history of the creation of the Amudarya river flotilla, the place and the significance of water transport in the development of trade, economic and social life of the Surkhandarya oasis in the late 19th century and early 20th century.

Key words: trade, oasis, settlement, city, village, economy, cargo, water, boat, population, river, river crossing.

Language: English

Citation: Tursunov, N. (2019). The history of Amudarya flotilla. *ISJ Theoretical & Applied Science*, 11 (79), 105-108.

Soi: <http://s-o-i.org/1.1/TAS-11-79-24> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.24>

Scopus ASCC: 1202.

Introduction

The Tsarist Russia assumed that Termez served as a pivotal base for the Central Asian occupation policy which aimed to reach the Indian Ocean, the creation of new military bases, providing the growing industry with free and cheap raw materials, and achieving that goal in 1894-1898. The role of Amudarya, Surkhandarya and Sherabaddarya were special in water supply of the Surkhan and Sherabad oases. Amudarya played an important role in the socio-economic, cultural and political life of the East Bukhara region.

On the eve of Russia's invasion of Turkestan, the Surkhan oasis consisted of the Baysun, Sherabad and Yurchi beklık (provinces), which were called "the eastern land of the Bukharan Emirate" or "Eastern Bukhara". The Treaty of Tsarist Russia and the Bukhara Emirate was signed on September 28, 1873. The agreement consisted of 17 articles, and Article 3 stated: "Amudarya, which is owned by Bukhara Emirate, is permitted to swim freely to government and private vessels along with Bukhara ships and Russian fleet, as well as other fleet vessels," and also article 4 states: "Russians have the right to build their own bridges and towers on the comfortable coasts of Amudarya on the banks of Bukhara, "[1].

The Emirate of Bukhara and the Russian Empire, based on their own interests, set up special settlements for trade, commodity exchange development (Kalla Bukhara, Kal'ai Khum, Shougan, Okjar, Saray, Fayziobod, Karovultepa, Ayritom, Pattakesar,

Chuchkaguzar) to neighboring countries on the Amudarya river, organized by The Russian Empire government set off a shuttle cruise ship operated by the Amudarya River. It could only be achieved by forming a current military fortification, building strong defense structures, and deployment of strong military units. First of all, it was necessary to create economic opportunities, to bring water to the Pattakesar village, to provide the necessary conditions for the military, and most importantly to solve the food issue. Therefore, the Tsarist government was engaged in training and retraining of people who understood and knew local language, natural conditions of the area, soil and climate of Central Asia. It was important for Russia to keep Termez, the most important military significance in the south, in their hands. This question was taken by orientalist military engineer A.G. Ananov. The military engineer had to guide Russian troops settled in Termez to occupy Sherabad, Boysun, Denau provinces which belonged to Bukhara Emirate, in turn, to determine if the area if it meets the needs of Russia or not, determine their natural wealth, and state of the land to form a cotton monopoly.

The military engineer of Russia, at first, learned about the climate of the Surkhan oasis, as well as the study of fertile, but not dry, deserted plains, as well as the plan of water supply to the Pattakesar military fortress. In 1894, the Russian state borders and border controls were set up in the territory of the Amudarya because of the importance of the Termez irrigation

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system for the Russian population and the garrison. According to A. Annev, there was an underground forest near Termez which could easily be freely watered with Surkhandarya water.

Tropical climate and malaria were not considered negative aspects of life in Termez, it was possible to overcome these incidents by improving sanitation, watering systems, drying up the greenery and swamping.

Construction works began in Termez in 1895 and the colonial powers immediately purchased a land of 43 desyatina (1 desyatina-1.09 ha) from the brothers Sayid Alim and Sayid Ali Ali in 1897. In addition, 1200 desyatina land was to be purchased from Patterson north.

There were military bases for military personnel, "House of officers", hospitals, housekeeping, weaponry and food warehouses. In Termez, Russian fortifications were built along the Amudarya river bank [3].

With Russia taking on its own interests, starting 1898, the first Russian military personnel were transferred to Termez together with their family [4]. According to the Treaty of January 27, 1899, the Bukharan Khanate allocated 12,000 desyatina land for the needs of the Tsarist Russian state for all the borders of Termez [5]. As a result, the region was in need of irrigation, and due to the fact that the Salihobod canal was not protected from the impact of the water flow, this work was also extremely difficult.

At the direct invitation of A.G. Ananov, firstly Gelman, engineer of communication roads, was invited and then a military engineer Captain Kastalskiy was invited to explore the conditions for digging new ditches in Termez. The irrigation project, which was created by Captain Kastalskiy, was approved and put into operation in Termez Irrigation Complex in 1905. As a result, 400 desyatinas of the Termez fortress, Pattakesar town and Pattakesar, Manguzar and Solihabad villages were irrigated.

When the Russians entered the country, the water was quite developed. The Amudarya fleet was opened in 1887, and large ships and steam-powered ships began to travel in the Amudarya River. First of all, it was for military purposes, but the activation of the waterway contributed to the development of trade. Opening of the Amudarya flotilla was of great importance in the development of the rapprochement of particular districts, in particular, the economic relations between them. The flotilla, without counting the passengers, had six steam-powered ships in a single weakly steamed system, each with a load of about 25 tonnes [7].

The rest of the baggage was transported on 13 steered steel barges carrying 50 to 100 tons of cargo. There were about 25 passengers on board. In the favorable conditions, the distance from Chorjuy to Termez was 7 days in summer and 11 days in winter. The route to the Amudarya river was characteristic.

The steam-powered ships were not as attractive as they were, but comfortable canteens.

However, due to the variations in the river bed, the abundance of islands, river disintegration, and other signs, it was for steam-powered ships to stop in shallow places every day, so the luggage was carried out daytime and stopped at night at certain locations [9].

Each steam-powered ship required 48 tons of oil per 1-pass. The price of the oil reached 2700 rubles. The earnings did not exceed 2200 rubles. Therefore, the Amudarya flotilla reduced the number of routes [10]. The Amudarya flotilla was not closed even though the damage was rising in the Amudarya area. This waterway was crucial for the Tsarist government. More importantly, the Emirate of Bukhara was of great interest of that.

This waterway was crucial for the Tsarist government. In addition, the cost of transported goods was particularly expensive. The cost of the water transport was about 3-4 times cheaper, and secondly, it was able to transport more cargo. These aspects were important for Bukhara.

In addition to the flotilla in the Amudarya, Bukhara boats were also involved. These boats carried passengers and luggage at river crossings. The boaters charged 15 tiyins (100 tiyins equals 1 soum) for every person, 5 tiyins for sheep and goat, 15 tiyins for horses, camels and cattle. The speed of Bukhara watermen was 25-35km per day along the stream.

For example, from Termez to Lake Jilli, the boat ran for 15-20 days, during summer 12-20, but from Lake Jilli or from Saray to Termez it took 4-6 days. Thus, despite their slowness and value, water transport was crucial in the production and import of products in East Bukhara. The riverbed connected many settlements of East Bukhara with the western part of the Emirate. Mainly grain and cotton were transported across the river. About 600 ships transported cargo along the Amudarya River. The large ones used to carry could pump up to 800 tons up to 1500 ton [11].

From 1898 to 1976 there were 4 vessels for communication with Afghanistan in Pattakesar, two of which belonged to Bukhara and two to Afghanistan. Their annual income was 3,000 rubles. There were three boats in the Chuchkaguzar river crossing, one for Bukhara and two for Afghanistan. In addition, the Sherabad province earned 2,000 coins a year. There was a road leading to Balkh and Mazar-i-Sharif, and from Afghanistan to Sherabad and Kelif province. [13] When the Amudarya flotilla was launched in 1888 in Chorjuy, a route was originally set by two steam-powered ships called "Tsar" and "Tsaritsa" and a pair of iron barges [14].

At that time, these ships, steam-powered ships were new vessels on the river. These ships had at that time 520 horsepower, for which the fuel would run through the mazut of Baku oil, which would be transported by rail. In addition to the Amudarya

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flotilla, ships of Khiva and small boats were also operating along Amudarya River. In spite of the difficulties in the direction of the Amudarya, at the end of the 19th century, ships and nineteen barges sailed in eleven ships. The barges (towed cargo ship) were towed up only upward stream of the river, and the barges used to run themselves downwards.

15,000 tons of various cargo and 20-25,000 passengers (mostly military) were transported by military flotilla. The flight from Charjuy to Termez and down to Turtkul would take about a month. The low-rise fleet was mainly built in the Amudarya River, with a total capacity of 1,500 units, which were made from local forests. The trees were mainly pulled off with wet trunks and with wooden juice, which would prevent the wood from rotting. Boats which did not have board and made of local trees would carry 20-40 tons of cargo [15].

It is worthwhile to mention ship making, which was one of the types of craftsmanship that Sherabad province was not seen anywhere in southern Uzbekistan. Although some craftsmen did not engage in ship making, some craftsmen were busy with this type of craftsmanship. Turkmens living on the banks of the Amudarya, around Termez, were mainly engaged in ship making (boat making and boat repairing), which was very unique in their time.

At the beginning of the 19th and early 20th centuries, the masters of boats in the Karki, Kelif and Termez regions of the entire Bukhara Emirate were engaged, because in these provinces the population made a fortune by trading through the Amudarya river. According to the information, if there were to be an emergency boat, it was possible to find more than 16 masters who were able to make boats around Kelif province or around. The wood for the boats was brought from Sherabad. The masters were able to build up to 10 boats capable of carrying 600 tons in two months and each of these boats ranged from 300 rubles to 352 rubles [16], and there were more than 10 boat makers in the Sherabad headquarters. The boat, which was capable of carrying 9-10 tons, was built in 40 days.

They were sold from 200 rubles to 235 rubles each [17]. In comparison with the cost of the vessels made in Kelif, the cost of the boats made in Sherabad was cheaper because the wooden boats were derived from the Sherabad province. From this point of view, it is not difficult to imagine that the number of ship makers was quite big including masters in other places (Termez and its surroundings) as well. As a result of the timber supply from Termez to Siberia's coniferous forests, Russian craftsmen began to make light boats. These ships were later called Russian ships. As a result of the increase in light boats, domestic boats were dropped from consumption. All the cargoes to Termez were transported from Samarkand by road and the Amudarya River.

The Tsarist government provided several ships to reinforce the fleet of the Amudarya River, but steam-powered ships and barges were not adapted to swimming in the Amudarya River. The steam-powered barges went 60km a day against the stream.

Sometimes, the steam-powered ships left for 2 days in shallows. There was route from Chorjuy to Termez 2 times a month. 160 tons of cargo were transported each time, and 320 tons were transported for one month [18].

The fleet of the Amudarya River was not halted, although there were many difficulties with the transportation. The one-year cargo turnover between Termez and Chorjuy1 was 400 thousand tons [19]. By 1895, a steam-powered ship "Tsarevich" was launched and many steam-powered ships, steel barges were brought. In 1897, "Velikiy Knyaz" ("Great Prince"), "Velikaya knyazna Olga" ("Great Princess Olga"), in 1901, the "Imperator Nikolay II" ("Emperor Nicholas II") steam-powered ships were brought and used in the line.

In 1908, 21900 people and 12,240 tons of cargo were transported between the route Termez-Chorjuy. The yacht costume attracted 443,000 rubles per year. There were also locally made boats apart from steam-powered ships and they could carry cargo of 3-16 tons. The price depended on the distance. It would cost 10-30 coins for each 16 kilograms of cargo from Urgench to Chorjuy, but the return line was cheaper, 5-15 coins. It cost 20-25 tiyins from Chorjuy to Karki. Annual cargo turnover was 250-300 thousand tons [20].

In August 1894, a group of first crew members from Termez to Chorjuy came to protect mail and cargo. Then they went to Surkhandarya about two kilometers, and set up camps there. In the late autumn, Surkhandarya's water was dropped, and the settlement remained on the land. By 1896, the settlement was relocated to the Amudarya River. By 1917, there were 20 self-propelled and 50 tow trucks in the Central Asian basins. There were 1,500 boats along the Amudarya River. The Amudarya flotilla became a major boost to the development of modern sailing ships.

In addition to guarding the border, the navy fighters served a great deal in transporting goods traded with Khiva, Bukhara, and Afghanistan; by the order of the Commissioner for Communication, F.Dzerjinsky, in 1923 the Central Asian shipbuilding were established in the base of Amudarya Military Flotilla and Joint Venture. The new Central Asian shipbuilding (steam-powered shipbuilding) inherited 9 steam-powered ships (15 barges) and four auxiliary ships. In Termez, in 1927, the river port was rebuilt again [21].

In summary, the first settlement of river port was built in the Surkhan Oasis. The Amudarya flotilla was organized in which passenger and freight transportation of water transport increased, and the

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role of trade relations was also great. Also, because of the geographically comfortable location of the Surkhan oasis at the end of the XIX and at the

beginning of the XX century, the Termez city was of strategic importance.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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ANALYSIS OF THE ACTIVITIES IN ENSURING THE FINANCIAL STABILITY OF SBERBANK

Abstract: The article describes the relevance of commercial banks' financial sustainability. The practice of securing the stability of commercial banks is considered as one of the best international practices by examining the activity of one of the largest commercial banks in the Russian Federation, Sberbank and its financial stability.

Key words: commercial banks, financial stability, bank deposits, bank capital, bank assets, bank liabilities, bank liquidity.

Language: English

Citation: Bazarov, R. K. (2019). Analysis of the activities in ensuring the financial stability of Sberbank. *ISJ Theoretical & Applied Science*, 11 (79), 109-114.

Soi: <http://s-o-i.org/1.1/TAS-11-79-25> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.25>

Scopus ASCC: 2003.

Introduction

Ensuring the stability of commercial banks is one of the priority tasks for further reforming and developing the banking system of the Republic of Uzbekistan. In particular, the "Strategy of actions for further development of the Republic of Uzbekistan", approved by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. P-4947, is the priority of the country's banking system. recognized as This, in turn, necessitates a scientific study of the issue of ensuring the sustainability of commercial banks' activities based on best international practices.

In-depth study and analysis of foreign countries' practice of ensuring financial stability of commercial banks is very important. As a result of this analysis, banks will be able to develop scientific innovations and practical proposals aimed at improving financial stability of banks.

Literature Review

Economic scientists conducted several studies on the financial stability of economic entities. However, it is clear that the financial sustainability of banks is more important than other entities, because of the risk-based allocation of attracted resources.

We strive to study the theoretical foundations of financial sustainability of commercial banks and the theoretical foundations of financial stability of commercial banks.

O. Ovchinnikova and A.Beslar asserted The banks' financial stability is that banks perform their basic and emerging functions regardless of external influences. (O. Ovchinnikova and A.Beslar , 2006).

As mentioned above, financial stability of banks means that banks' ability to withstand externalities and in turn to perform their functions.

S.Urazov considers that banks' financial stability as a result of various negative external factors returning to their equality and solid position (S.Urazov., 2006).

G.Melinkyan describes the need for a two-pronged approach to the definition of banks' financial sustainability by dividing it into micro and macro levels (G.Melinkyan 2004). In his view, microfinance banks believe that the financial sustainability of banks is to ensure the continuity of the bank's activities in fulfilling its clients' goals and objectives under any circumstances. In macro-level, it is believed that banking system, while linking it with various entities in the economy, helps to prevent various economic circumstances and ensuring the sustainability of the system.

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According to this scientist, the financial stability of banks is assessed by the fact that under any circumstances the banks continue to operate its system.

1.Yu.G.Veshkin and G.L.Avagyan consider the financial stability of commercial banks as part of income over expenses (Veshkin Yu.G., Avagyan G.L., 2018). Assessing the financial importance of banks as a result of the commercial banks' profits and the payment of dividends is a bit controversial. Because of this, bank profits are a key indicator of their overall performance, but we believe that banks need to pay attention to its sources to determine their financial sustainability.

Shalpanov P.A. describes the financial sustainability of commercial banks as "... transforming banking resources against internal and external factors and performing their functions in effective risk management" (Shalpanov PA, 2014). That reflects the essence of financial stability. Firstly, the definition of commercial bank activity is not wide. Secondly, the author's attitude to bank liquidity and solvency seems a bit unclear.

Research methodology

The main purpose of the research is to make scientific conclusions based on the analysis of

commercial banks' financial sustainability practices. The theoretical and methodological basis of this article is the general economic literature and scientific articles, research of economists on financial sustainability in commercial banks, interviews with scientists and industry representatives, analysis of their written and oral views, expert evaluation, monitoring of processes, economic events and processes. Based on the systematic approach - conclusions, suggestions and recommendations were given. In the course of the study, special approaches to the systematization of financial information of Sberbank, one of the largest commercial banks in the Russian Federation, were used, such as benchmarking, consolidation of theoretical and practical material, and systematic analysis.

Analysis and discussion of results

We are going to introduce with one of the largest commercial banks of the Russian Federation, Sberbank and its activities of ensuring financial stability. The table below shows the assets of Sberbank for 2014-2018.

1- table. The structure of the assets of Sberbank ¹

№	Asset names	2014	2015	2016	2017	2018	Difference
1.	Cash assets	9,0	7,3	15,5	15,0	12,0	3,0
2.	Provided that the sale of securities	1,7	1,9	0,4	0,9	0,9	-0,8
3.	Debt securities	8,0	10,2	10,3	11,2	11,0	3,0
4.	Credits	73,1	74,3	68,4	68,2	62,8	-10,3
5.	Fixed assets	2,2	2,1	1,9	1,9	1,9	-0,3
6.	Other assets	6,0	4,2	3,5	2,8	11,4	5,4
Total assets		100	100	100	100	100	-

The increase in cash assets among Sberbank assets in 2014 compared to 2014 is positive in terms of bank liquidity. However, at the same time, the share of loans in the analyzed period decreased by 10.3 percentage points. This is reflected in the policy pursued by banks to diversify and transfer assets to other assets. It is noteworthy that there has been an

increase in Sberbank debt securities in recent years, which is a positive factor in terms of ensuring financial stability of commercial banks.

We also analyze the structure of Sberbank's assets and bank liabilities. The following table lists the structure of Sberbank's liabilities and its dynamics.

2-Table. Sberbank's liabilities structure ²

№	Name of liabilities	2014	2015	2016	2017	2018	Difference
1.	Banks' funds	18,9	6,1	2,2	2,6	3,5	-15,4
2.	Individuals' funds	36,7	45,6	49,1	49,5	43,3	6,6
3.	Corporate clients funds	27,3	32,4	24,5	23,6	23,7	-3,6
4.	Other obligations	8,0	7,2	13,1	11,6	17,1	9,1
5.	Stock capital	9,1	8,7	11,1	12,7	12,4	3,3

¹The annual report data was prepared by the author based on The Sberbank (Russian Federation).

²The annual report data was prepared by the author based on The Sberbank (Russian Federation).

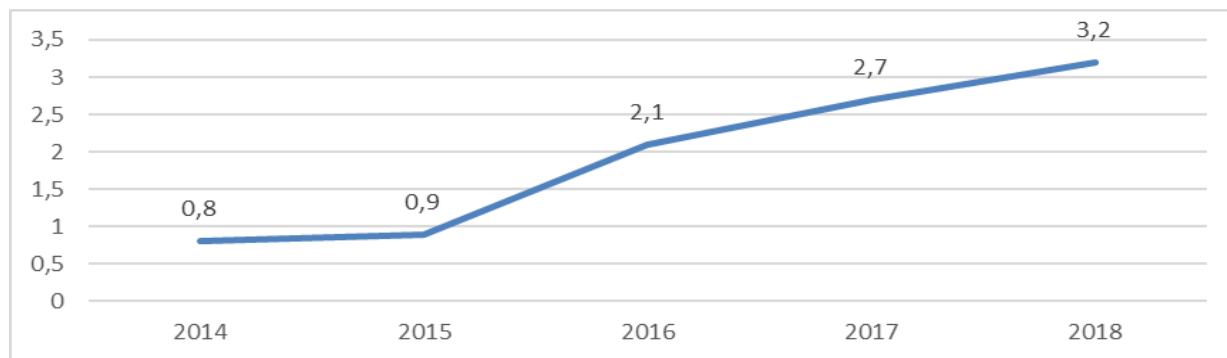
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Total Liabilities	100	100	100	100	100	-
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Although there is a tendency for Sberbank's liabilities to banks and corporate clients to decrease, the growth of individuals' deposits during the analyzed period indicates that the bank is a savings bank. At the same time, the share capital of the bank

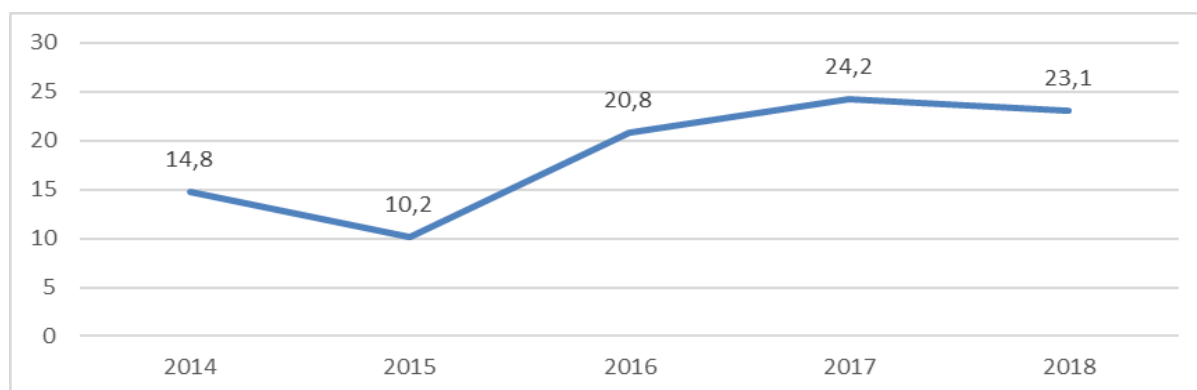
increased by 3.3 percentage points during the period under review. The profitability of the bank plays an important role in determining and assessing the financial stability of any commercial bank. In turn, we will analyze Sberbank profitability.



Line graph 1. Sberbank assets profitability index, in percent ³

The profitability of Sberbank's assets, one of the largest commercial banks in the Russian Federation, was lower than its current level in 2014-2015, but we can see an increase in the ROA in 2016-2018. This is a positive factor in terms of ensuring the financial stability of commercial banks.

Among the profitability indicators of commercial banks, along with the return on assets, the return on equity is also important and is studied by banks. The following figure shows the dynamics of Sberbank's profitability.



2-Line graph. Sberbank's capital yield, in percent ⁴

Figure 2 shows the dynamics of Sberbank's capital gains. As we know, the US economist estimates that the capital adequacy ratio of 10% is normal for banks. On this basis, if Sberbank was only 10.2% in 2015, it is significantly higher than the rest of the year, including 23.1% in 2018, which is a positive factor from the point of view of ensuring financial stability of the bank.

The spread of commercial banks is also one of the most important indicators. This is because, through this index, the activity of commercial banks in the context of interbank competition between depositors and borrowers is evaluated. In the conditions of strong competition, the average profit on assets and liabilities of commercial banks will be reduced.

³ The annual report data was prepared by the author based on The Sberbank (Russian Federation).

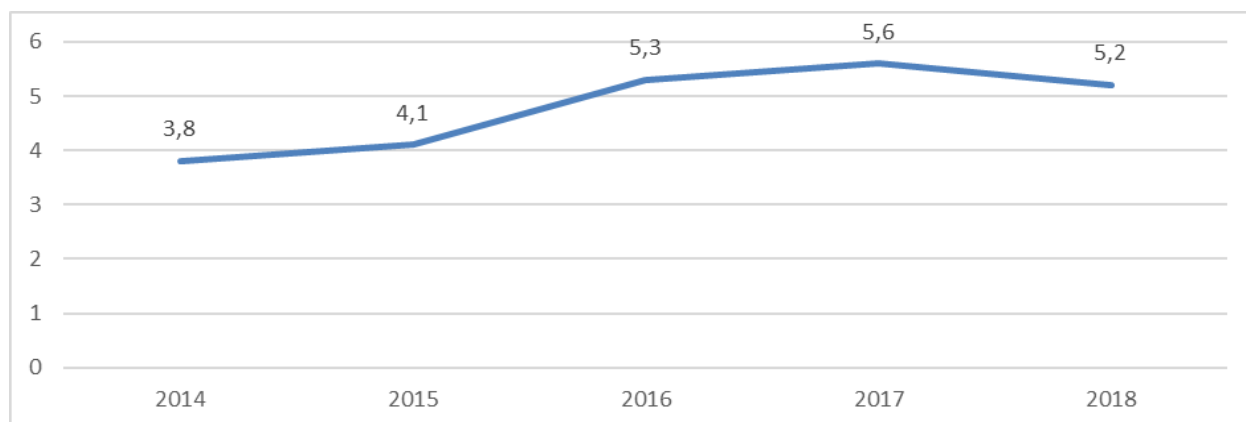
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They also point out that this indicator will change the Bank's financial results as a result of interest rates fluctuations and will help identify the

bank's profitability operations. This indicator will allow evaluating the effectiveness of the bank's interest rate policy.

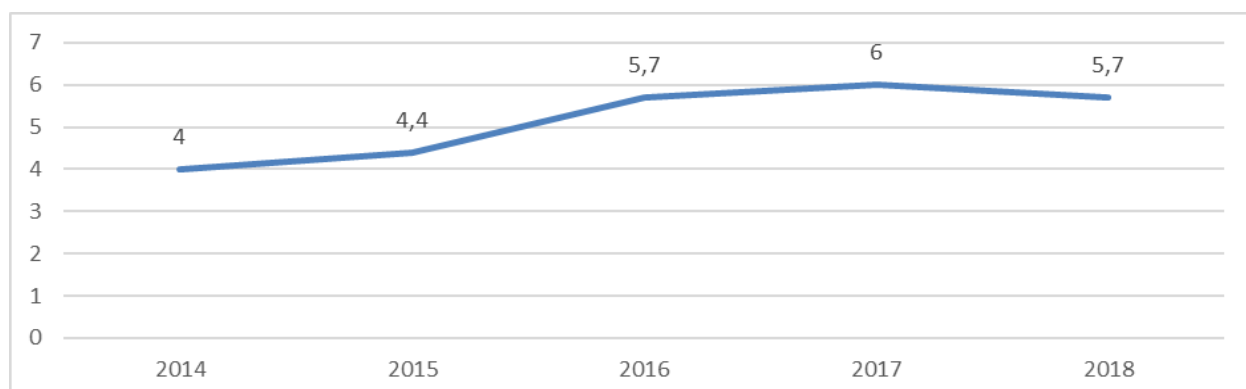


3-Line graph. Sberbank spread rate, in percent ⁵

These figures show that the gradual increase of the Sberbank spread in 2014-2017 indicates an increase in the financial stability of the bank. However, in 2018, we can see a decline of 0.4 percentage points compared to the previous year. It is advisable for commercial banks to analyze the spread indicators in the future, as well as the positive development of banks in the development of new banking services.

Another indicator that determines the effectiveness of commercial banks is the net interest margin. In determining this indicator, the bank is determined by subtracting interest expense from interest income and dividing the result into income-generating assets. In this regard, the distinction between the principal operations of commercial

banks, the borrowings and the attracted bank deposits, is important. The following the line graph Sberbank net interest margin changes.



4-Line graph. Sberbank spread rate, in percent ⁶

Line graph 4 shows the dynamics of the Sberbank net interest margin. According to line graph, in 2014-2017 this indicator has a tendency to increase, just as the bank has shown. But in 2018, the net interest margin, as in the Sberbank spread, tended to

decline. This means that in the future the bank will play a significant role in ensuring financial stability.

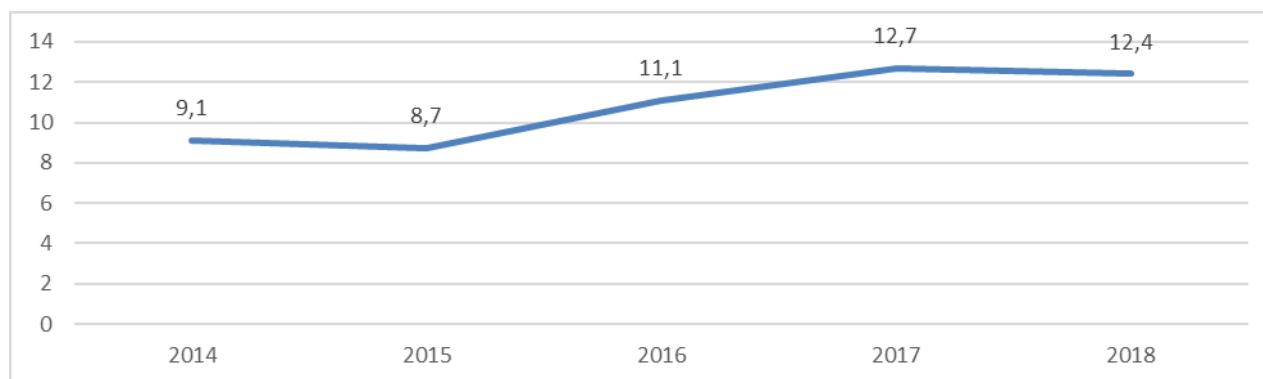
At the same time, the ratio of bank capital to assets is one of the key indicators in ensuring financial stability of banks. At the same time, it is normal for this indicator is 10%.

⁵ The annual report data was prepared by the author based on The Sberbank (Russian Federation).

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5-Line graph. Sberbank's capital to assets ratio, in percent ⁷

5-Line graph According to the data, Sberbank was below the benchmark in 2014-2015, which was negative from the point of view of ensuring financial stability of the bank, but in 2016-2018 this figure was higher than normal. This is a positive factor from the point of view of ensuring financial stability of banks.

Conclusions and Suggestions

Research was formed as a result of the following main conclusions:

-Several economist scientists have conducted several studies on the financial stability of economic entities and unlike economic entities, the commercial banks are mainly at the risk of placing the attracted resources at risk.;

-Commercial banks The stability of any type of commercial bank and the analysis of its interrelatedness shows that financial stability is one of the most important types of stability. Financial stability was identified as the primary and main activity of commercial banks;

- There has been an increase in the amount of debt securities of Sberbank in recent years, which is a

positive factor in terms of ensuring financial stability of commercial banks.;

-Increase of Sberbank's share capital by 3.3 percentage points during the period under review has been followed by the Basel Committee's recommendations, which is a positive factor for banks' financial sustainability.;

-Profitability of Sberbank's assets is lower than the current rate in 2014-2015, but the ROA in 2016-2018 is a positive factor in terms of increasing the bank's financial stability.;

-Dynamics of Sberbank's return on equity is only 10.2 percent in 2015, much higher than the rest of the year, including 23.1 percent in 2018, which is a positive factor for the Bank's financial stability.;

- The spread of commercial banks is also one of the most important indicators. This indicator is used to evaluate the activity of commercial banks in the conditions of inter-bank competition between depositors and borrowers. However, in 2018, we can see a decline of 0.4 percentage points compared to the previous year. It is advisable for commercial banks to analyze the spread indicators in the future.

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⁷ The annual report data was prepared by the author based on The Sberbank (Russian Federation).

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

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ANALYSIS OF STATE DEVELOPMENT PROGRAMS (ON THE EXAMPLE OF SURKHANDARYA REGION)

Abstract: In this article the state programs of national and territorial development in the Republic of Uzbekistan are considered. In particular, the significance and results of state programs in the development of industrial sectors of Surkhandarya region were studied in depth. The factors influencing the effectiveness of state programs were also studied, elective factors were selected on the basis of their selection and quantitatively analyzed on the basis of econometric models of influence. In addition, theoretical recommendations for further improving the efficiency of state programs were proposed.

Key words: innovative idea, gross domestic product, state program, efficiency, econometric analysis, financial resource.

Language: English

Citation: Qosimov, A. A. (2019). Analysis of state development programs (on the example of Surkhandarya region). *ISJ Theoretical & Applied Science*, 11 (79), 115-120.

Soi: <http://s-o-i.org/1.1/TAS-11-79-26> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.26>

Scopus ASCC: 3312.

Introduction

In recent years, large-scale programs for further development of the region's economy, including industries, creation of decent conditions for the population, employment have been implemented in all regions of the country through the support of socio-economic development, active entrepreneurship and innovative ideas. In particular, the consistent implementation of the action strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 allows the country to ensure high rates of GDP growth and industrial production among the few countries in the world. In particular, in 2018, GDP growth was 5.1%, and industrial production-14.4%.

Until now, many state programs in the socio-economic and individual spheres have been adopted and widely implemented in our country. For example: in 2011, the State program "Year of small business and private entrepreneurship" to create opportunities for the development of small business and private entrepreneurship in industries and the organization of modern high-tech industries, to stimulate the introduction of innovative technologies in the

production of small businesses and private entrepreneurship; Program "development of industrial potential of Surkhandarya region for 2015-2017" for 2014; in accordance with the decree of the Government of the Republic of Uzbekistan On measures to develop production of export-oriented and import-substituting competitive modern products, stimulate production of domestic products that meet internal and external market on the basis of local raw materials and mineral resources, widespread establishment and further strengthening of industrial cooperation between domestic industries and cross-industry enterprises, including between small businesses and large enterprises of the Republic, 2015-2019, among them are the programs "localization of production of components and materials and measures to ensure structural reforms, modernization and diversification of production for 2015-2019"; state programs "Year of support for active entrepreneurship, innovative ideas and technologies", "every family is an entrepreneur" and "youth-our future" for 2018; state programs "Year of active investment and social development" for 2019 and others.

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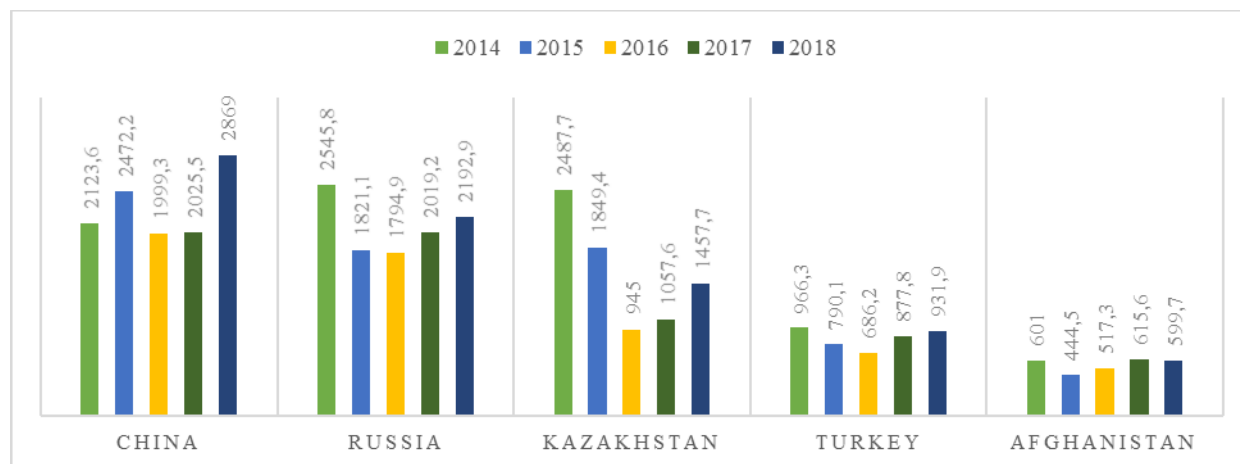
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Of course, along with state programs that play an important role in the development of regional production, support competitiveness and ensure sustainable functioning of industry [1], one of the main goals in their development is the development of territorial industries. The development of industry in this direction is important, this industry is a leading sphere in the effective solution of such problems as the formation and replenishment of the consumer market, ensuring the necessary balance in the market, increasing the competitiveness of the national

economy, localization of production, employment and increasing incomes.

It should be noted that as a result of the implementation of the above-mentioned state programs, the country's export potential increased, the volume of which in 2018 amounted to \$ 14,253. 9 million. Founder: editorial office of the newspaper "Xabar". While this figure increased by 13.5% compared to 2017, the largest number of exporting partner countries were led by China, Russia, Kazakhstan, Turkey and Afghanistan (pic.1).



Picture 1. Dynamics of exports of the Republic of Uzbekistan with major partner countries¹ (2014-2018, mln. USA)

1-pic. data show that the dynamics of export volumes to China, Russia, Kazakhstan, Turkey and Afghanistan saw various declines and growth during 2014-2017, and in 2018 there was a high growth dynamics.

Similarly, in Surkhandarya region, according to the results of state programs, the volume of industrial production of the region in 2018 increased almost 5.2 times compared to 2017.

Within the framework of the state program "increasing the production potential of Surkhandarya region for 2015-2017", 21 million projects worth \$ 1,900 were implemented in the region, more than 1,900 new jobs were created. The three new plants produce 34 types of ice cream, 20 types of porcelain and 23 million units of pharmaceutical products per year. Also, during the period of the program, industrial enterprises of the region produced products in the amount of 117.8 million dollars. Exports of products and services in the amount of 15 million. export activity of more than 15 new enterprises, such as "Surkhandarya Agrofirma", "Boisun Omonkhonkhon juice", LLC "Expo Time" has been established.

In order to implement the targets set out in the strategy for the development of the country in the

years 2017-2021 the direction of "further development and liberalization of the economy", and in accordance with the decree of the Cabinet of Ministers of the Republic of Uzbekistan from April 5, 2017 "On measures for implementation of the resolution of the Cabinet of Ministers, in accordance with the decree of the government of the Republic of Uzbekistan № 182" On approval of indicators of the projects to agricultural development and service projects", in order to increase the level of economic and social development of the region and employment and quality of life in the region is working to increase the efficiency created by small industrial areas, their specialization, work location of businesses engaged in the full cycle of production, taking into account resource potential of the territory., as a result of system monitoring of implementation of investment projects and fulfillment of obligations assigned to participants, as well as work to expand the participation of commercial banks in the implementation of new investment projects in small industrial zones, during 2017 in the field of industry, agriculture and services received 1,820 billion dollars.

¹ Data from the State Statistics Committee of the Republic of Uzbekistan.

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million soms and 98.4 million US dollars 188 projects worth about us dollars have been Implemented².

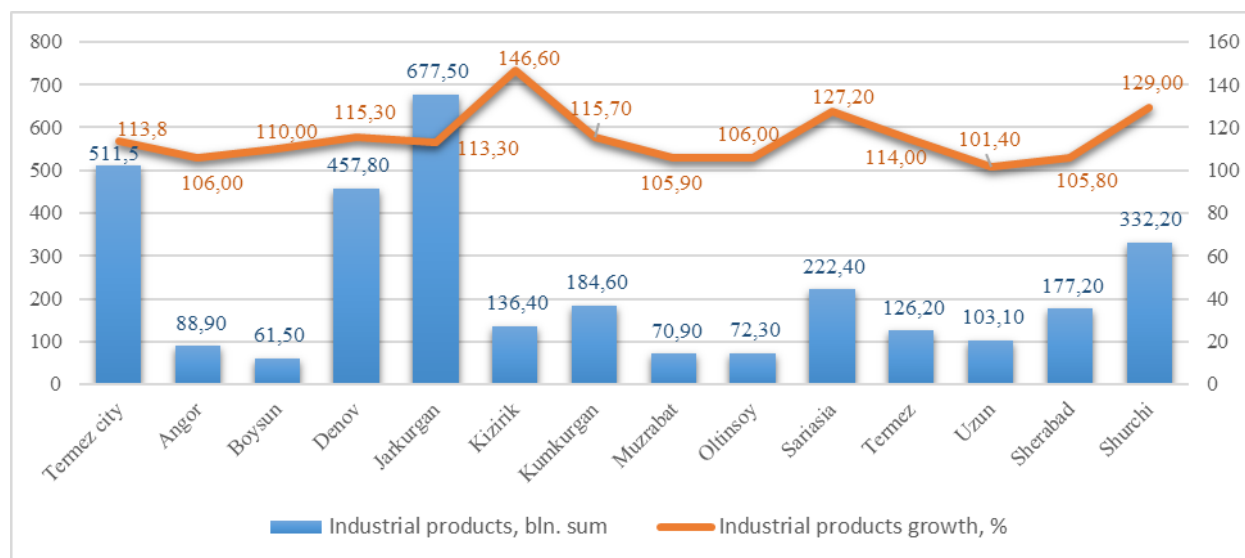
During 2018, according to state programs in all regions of Surkhandarya region, a total of \$ 2571.25 billion was spent in the industrial direction. 248 units of Sum, in the direction of services and service-413,9

billion soms. the amount of 463 units, in the direction of agriculture 457.13 billion dollars. implemented 231 projects in the amount of. In addition, 24,009 new jobs were created on the basis of the employment programme (tab.1).

Table 1. Implemented projects under state programs in the context of regions of Surkhandarya region in 2018³

	amount (pieces)	bln. sum	amount (pieces)	bln. sum	amount (pieces)	bln. sum	amount (pieces)	bln. sum
Termez city	33	215,40	34	103,90	5	28,10	3 480	
Angor	13	5,80	7	11,56	9	66,20	854	
Boysun	13	10,45	15	11,07	26	10,64	920	
Denov	27	210,06	24	42,41	21	25,33	2 676	
Jarkurgan	14	106,28	27	22,48	8	81,35	1 640	
Kizirik	29	8,77	75	53,39	24	96,51	1 710	
Kumkurgan	8	3,27	21	23,18	5	3,84	1 292	
Muzrabat	12	4,45	63	22,46	15	15,38	1 439	
Oltinsoy	15	19,74	48	16,09	32	4,58	818	
Sariasia	14	190,70	12	5,36	17	40,46	2 901	
Termez	16	18,34	14	17,09	8	24,80	1 016	
Uzun	29	11,39	81	21,72	37	19,34	1 016	
Sherabad	15	1 758,77	24	39,42	9	28,31	2 671	
Shurchi	10	7,85	18	23,77	15	12,30	1 666	
	248	2571,25	463	413,9	231	457,13	24099	

The results of these projects can be explained by the fact that by 2018 the industrial production of the region has a high growth trend (pic.2).



Picture 2. Dynamics of industrial production of Surkhandarya region, district (city) for 2018⁴

² Electronic source, <http://www.uzlidep.uz/news-of-party/555>

³ Compiled by the author based on the data provided by the Surkhandarya Region Department of Statistics.

⁴ Data of the Statistics Department Surkhandarya region.

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This year under the program “development of textile and garment-knitting industry in Surkhandarya region” the total cost is 121 million us dollars. The export potential of textile products amounted to \$ 48.0 million. Editorial office address: 30 Navoi street, Tashkent, 100129. As a result, 3,170 new jobs will be created. In addition, in order to bring the level of processing of cotton fiber to 94.0 percent by 2020, a cotton textile cluster is organized with 63.5 percent of the land plots of the region .

In addition, there are 14 463 business entities in the region. Of these, 2 thousand 132 were created in the six months of this year. Of these, 32 large, 2 thousand 225 small industrial enterprises, in recent years, mastered the production of sandwich panels, cement, iodized salt, sewing and knitting products, hosiery.

In 2019, the volume of production in the region amounted to 80.6 million dollars. Exports of industrial products to the United States amounted to \$ 127.9 million., imports - \$ 127.9 million. Although imports fell by 40 per cent compared to the same period last year, this does not mean that the region is making full and effective use of its potential.

According to analytical data, 267 industrial enterprises of the region do not work at the level of design capacity. Production stopped 44 times. 82 percent of consumer goods are imported from abroad⁵.

Poor condition in the mining industry, only 30 partially developed of the 84 registered in the oasis minerals. Of course, such cases affect the effectiveness of existing government programs.

Therefore, it is important to consider state programs as a tool of strategic planning, which can

qualitatively influence the key factors of socio-economic development of regions [2].

Any economic process requires study, analysis and evaluation in order to develop strategies for further development and improve its effectiveness. Because the choice and adoption of the most optimal strategy is a clear result. When developing programs for the development of territorial industries, it is also impossible to rely on certain factors. For example, B. according to Quint, the use of new technologies often leads to temporary success [3].

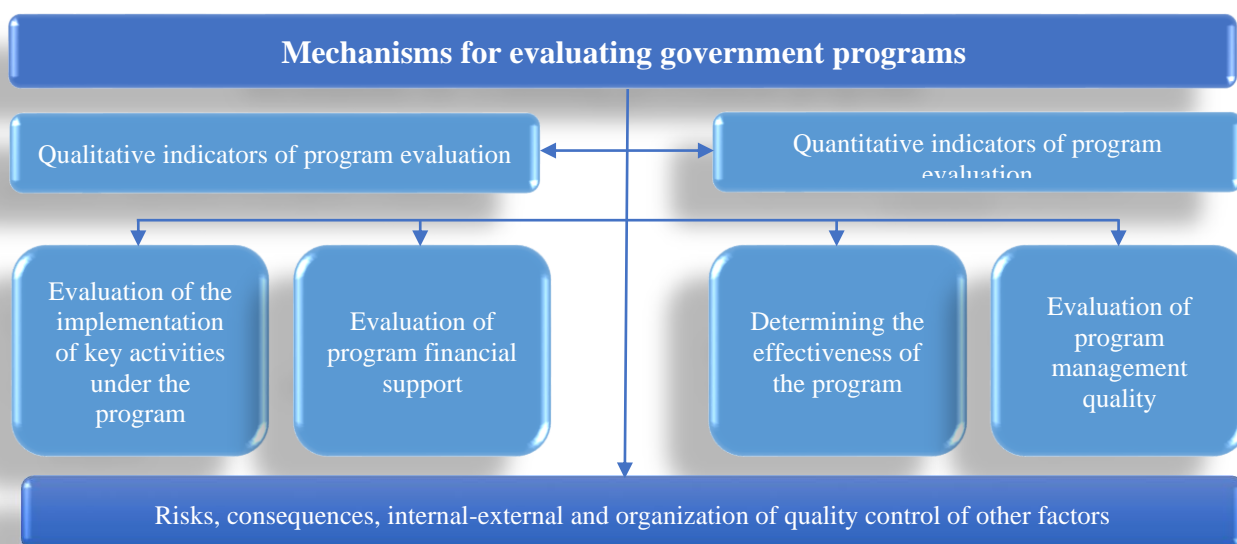
Indeed, the issue of assessing the effectiveness of government programs and services remains very relevant at the present time.

Economist Gordeev believes that the definition and knowledge of the level of use of production capacity allows you to take the necessary measures in the implementation of high-quality industrial program [4].

When assessing the implementation of any state program, it is advisable to take into account three main criteria [5]:

1. General provisions Audit-determination of compliance of certain management practices with established official requirements;
2. Other Monitoring-tracking of the processes of achieving the program goal and performing the corresponding tasks;
3. Other Evaluation-analytical evaluation of the program.

In our opinion, in order to determine the most objective, transparent and qualitative methodology of state programs, its evaluation would be appropriate if it were done on the basis of the following model (pic.3).



Picture 3. The model of evaluation of government programs⁶.

⁵ Statement of the President of the Republic of Uzbekistan at the meeting on August 2, 2019 "Analysis of the ongoing work on further development of small business and private

entrepreneurship". http://uza.uz/oz/society/tadbirkorlik-rivozhida-barcha-masul-29-08-2019?sphrase_id=2280803

⁶ Developed by the author.

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This model combines the General principles and indicators of evaluation of government programs. The model also describes the overall effectiveness of the implementation of the state program, which is important in the development of industries, as well as the analysis of the dynamics of changes in targets and the calculation of the degree of achievement of the program goal. Quantitative indicators and quality criteria are also used in the evaluation process.

Based on the above, during the implementation of state programs, we will consider the econometric

analysis of the development of industrial sectors of Surkhandarya region and quantifying factors affecting it, for this we use the regression equation of the following factors:

$$Y = a_0 + a_1X_1 + a_2X_2 + \dots + a_nX_n$$

We present the following indicators that directly and indirectly affect the effectiveness of government programs, as well as factors that affect the quality and quantity, by statistical observation (table 2).

Table 2. Dynamics of key indicators of industrial sectors of Surkhandarya region⁷

Years	Industrial products, (billion. sum)	Financial resources, (billion. sum)	New industrial enterprises, (pieces)	New technologies, (billion. sum)	Labor productivity, (million sums for 1 person engaged in industry)
2010	614,3	623,1	75	0,4	12,6
2011	756,4	702,6	84	1,2	15,4
2012	899,4	912,7	101	0,9	18,6
2013	1136,2	1198,9	92	0,7	21,9
2014	1421,6	1482,8	98	1,1	25,8
2015	1874,3	1749,3	107	0,8	29,6
2016	1552,3	1951,2	116	1,2	24,3
2017	2189,8	3432,7	367	1,9	33,1
2018	3222,5	7458,2	415	6,5	48,8

Based on the data of table 2, we can say that the volume of industrial production of the region for 2010-2018 amounted to an average of 24.5 %, and the volume of financial resources allocated under state programs and investments-an average of 40.1%, reflecting the dynamics of growth. However, the study of newly established industrial enterprises and technologies introduced into them during this period saw growth and decline to varying degrees. Labor productivity at industrial enterprises of the region in 2018 compared to 2010 increased by almost 3.9 times.

When studying these factors, it turned out that some of them are insignificant. Thus, the basis of the process factor selection method has been studied by the selected factors:

Y – the volume of industrial production during the implementation of the programs;

X₁ – the amount of financial resources included in the industry under the programmes;

X₂ – technologies implemented in industrial enterprises by programs;

X₃ – productivity in industry.

As a result of calculations the values of unknown coefficients a₀, a₁, a₂ and a₃ of the regression

equation were determined and the following equation was made.

The economic characteristics of the model can be explained as follows, namely: the value of Y increases by 0.002389, 0.059351 and 71.93812, respectively, when the factors X₁, X₂ and X₃ increase by 1 unit. It follows that the influence of factor X₁ is significantly higher than factors X₂ and X₃.

Thus, it was found that the highest intensity factor that increases the effectiveness of government programs is labor productivity in these industries. However, it is desirable to take into account the other factors mentioned above.

As a result of the study we propose the following to further improve the quality and effectiveness of government programs:

1. General provisions Further increase of responsibility of subordinate bodies for implementation and control of state programs;

2. Other Develop and ensure timely implementation of the schedule of financing projects under the program with accurate real time;

3. Other Improving the quality and quantification of programmes;

⁷ Data of the Statistics Department Surkhandarya region.

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4. Others Comparison of practical results of programs with the external market and development of analytical conclusions;

5. Others Based on the capabilities and existing conditions of each territory, improving its optimality on the basis of an individual approach to the development of programs, etc.

Thus, the implementation of state programs on diversification and modernization and further development of territorial production will create opportunities not only for the development of territorial industries, but also for the sustainable development of the country's economy. At the same

time, its effectiveness can be improved by analyzing and evaluating indicators that affect the state of government programs.

The diversified econometric analysis of the state programs of development of industries of kurkhandarya region showed that to achieve high efficiency in the sphere of industrial production it is necessary, first of all, to increase labor productivity in the industry. This, in turn, it is advisable to establish the full use of existing industrial enterprises and to attract highly qualified staff to implement high quality and sustainable governance arrangements, through improved marketing and management.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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THE ARTISTIC BURDEN OF THE STORY “THE SIX AND SEVENTH” IN THE NOVEL

Abstract: Chingiz Aitmatov is one of the pioneer writers of the 20th century. Each of his works is devoted to a comprehensive, philosophical study of the problems of man and the world. They describe the pain of the times, the problems of the times. Also, “The six and seventh” ballad illuminated the philosophical essence of the novel “Doomsday”: “A man cannot be humiliated, he must not be humiliated, he must not be killed!”

Key words: Reality, novel, character, image, fabula.

Language: English

Citation: Iskandarova, O. (2019). The artistic burden of the story “The six and seventh” in the novel. *ISJ Theoretical & Applied Science*, 11 (79), 121-124.

Soi: <http://s-o-i.org/1.1/TAS-11-79-27> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.27>

Scopus ASCC: 1208.

Introduction

Chingiz Aitmatov came into the world of literature in the 50's of the 20th century. From his first works, he described the basic method of Soviet literature to socialist realism: its evolution of society, the distraction of the people by portraying political, moral games and crises in the fate of human beings, the broad dissemination of the party's five-year, decade-old ideas and struck the "golden" rule of making nations that turn nation into a happy and brighter communism. [8.538]

The work of the author consists of anxious calls to the future of humanity: the processes of globalization, the age of technology, the destruction of human emotions, the brutality, the disregard of ancestral traditions, the degradation of nature, the degradation of nature, the world, the crazy reversals, such as breaking and living on the hollow hollow, warn that these innumerable tragedies are man-made. Chingiz Aitmatov's each works is tragic. [9.298]

Chingiz Aitmatov's novel “Doomsday” is about life and about us. But in the novel, literary scholars point out that the crisis of today's human morality and the "horrible scarcity of the fields of revolution" and even "deep, controversial issues that have marveled at mankind since the time of Adam and Noah" [5,553] are the purposes, ideas, faith, and the tragedies of good

and evil, the tragedies of periodic forms of good and evil.

In the novel there are interchangeable artistic and metaphorical scenes: Jesus Christ and Pontius Pilate, Avdi Kallistratov and Scandalous scenes, Buston Orkunchiev, Akbara and Kuchkarbayev's scenes ... These scenes have different views, complicated relationships, right and inverse, incomprehensible, there are strange worlds. The author combines different historical periods and destinies. [6.174]

There is a little story in the novel, called "The six and Seventh." Its essence is: "The Revolution is on fire, the bloody civil war is going on, and the Revolution has come to an end with hostile groups. Georgia's historic path is inevitable - when Soviet power wins, and even the most remote mountain villages are being squeezed out of a crowd of anti-insurgent groups. ... especially left on Jo'mard Gur said Jo'xadze's group showed lot of resistance". [1.334]

The story gives details about the leader Goram Johadze and the sophist Sandro: Sandro is a chekist. He was tasked by the Soviets to end the leader Gourram Johadze's group. To this end, he secretly joined the group of Johadze and became one of the leader's trusted men.

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For the Johadzes, they were on the side of the enemy, the Red Revolution. But they do not know that Sandro is a chekist ... In one of the battles, Johadze is devastated and forced to retreat. Then Johadze falls into the master's trap: he crosses the river and is ambushed ... But Johadze's time is not over! He was able to escape safely under a hail of bullets. He rides his horse back. His faithful young men who have survived will follow him. When the task was not fully realized and the leader was rescued, the chekist immediately joined them. [1.334]

Avdi Kallistratov recalls Sandro's contradictory behavior in these two episodes of the story: "The Chekist first" managed to get Johadze's confidence and was ambushed by the massacre on the river, but he remained on the river, as if his horse was empty. " In that loss, the Johadzadeh gang was to be defeated...

According to Avdi Kallistratov, this is -not Sandro's real appearance. There is no spiritual hesitation here. After all, the chekist is acting according to the situation ... There is a historical necessity and a state duty entrusted to Sandro...

In the story of "Farewell to the Motherland" in the story, Avdi Kallistratov is treated to a different behavior by Sandro ... Sandro's subsequent actions were essentially contrary to the Johadzadeh actions, which led the amphibians to the river.

There is no consistent picture of this story in the novel. Because the story is restored in the memory of Avdi Kallistratov while listening to the foul worship songs in the Pushkin House Museum, such as "Night Victim", "Disgrace of the Saints", "Letter to the Angels", "Songs of ancestors" suffering and hypocrisy in the name of religion and faith ... Therefore, the story is more about giving the reality itself, rather than opening up the spirit of the characters.

Dzhokhadze and his rest of remaining men escaped to the mountain. Sandro is among his "surviving faithful" guys. Both of them can't sleep that night. In the morning Johadze says to his guys:

— No, this is not the way to go from our birthplace. We say goodbye to our parents who raised us today. Then each of us will be on our own path. But for now, let's have fun as we are at home for a while ... [1.335]

In the evening, six "anti-rebellious" and seventh-chekist Sandro gather around the fire to say goodbye to their homeland. Johadze continues his opinion:

— My brothers, we have lost our job. When two parties fight, someone wins. The other is defeated. That's what war means. We have shed blood. Our blood was shed. A lot of the boys went missing, both on and off. All right. I apologize to my deceased friends and enemies.[1.336]

The reason why Johadze apologizes to young men who have been martyred from both sides in endless battles is that he is not the enemy who died in the battle. He is first and foremost a Man. On top of that, no stranger.

Only Johadze speaks in the story and Sandro's actions are mostly described. However, a careful reading of the story reveals that Sandro also has an indelible inner speech. The story is followed by these two speeches - the internal "talk" of the leader and the "talk" of the guard. These two speeches are in essence compatible. The reader naturally seeks to understand the essence of this harmony.

This night, the "class enemy" Johadze described to his comrades the concept of homeland in a very simple, yet profoundly effective way: "We didn't get anything. It is impossible to take home, we only miss and take this feeling with us. If it were possible to carry and carry the homeland like a saddle, it would be worth a penny..."[1.336]

The concept of homeland in Johadze also determines his beliefs. He concludes, looking at his young men:

— Ahead, if you've laid a hand on the back of the mountain—there is Turkey. A little further away from it is Iran, where the moon is rising. Everybody knows where to go. I am leaving for Turkey. I carry luggage on ships in Istanbul... [1.336]

Johadze wants to go to Turkey for cargo, not to live a comfortable life ... He wants to punish himself for his guilt. The endless punishment for Johadze is wanderlust, who is blamed. Because, as he himself said, there is no forgiveness for innocent blood. It is a shame that "there is no place in their hometown! " [1.337] The situation is so tense... They have to decide their own destiny.

Each work has its own roots, development, culmination and solution. Sometimes the solution may be absorbed in the essence of the culmination, which means that the solution occurs. It doesn't happen by itself, of course. In the culmination and resolution, the artist's judgment on reality is played out.

Character analysis - period analysis. The character and the period are inextricably linked. The character reflects the spirit and essence of the period.

The farewell episode with the motherland is a culmination of the story and at the same time a solution. Here it is impossible not to admire the skills of Aitmatov, who put the story in the novel.

Now let's turn to Sandro's "unheard speech". The story has no picture of this speech. Chekist's speech takes place in parallel with Johadze's speech in tragic extreme life situations. So Johadze only speaks in the story, and Sandro listens to him. By listening to Johadze's words about his homeland, Sandro realizes that the leader is as patriotic as he is, that he is the leader and the only one.

Johadze said, "Now we all need shelter. I will go to Turkey. Sandro will not find a place to stay after Johadze's opinion to work as loader ships in Istanbul. It is unthinkable for his countrymen to go abroad. Sandro can't stand Johadze's wanderings ...

The story, at first glance, seems like a simple statement of historical reality. In fact, "The six and the

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seventh" are based on the contradictions of events, views, and destiny. This is evident in the song episode in the story. Dzhokhadze and Sandro sing around a full table of Georgian bread, salt and wine, drink wine, stand on their feet, bend their feet, and dance to the Georgian national dance. The song is accompanied by a song, a dance to the dance. Their bodies are troubled by sad feelings.

The author's skill is that he was able to reflect on all that he had achieved in the course of the historical development of the Georgian nation in this small - song episode. That is to say, these ancient songs have the spirit, history, hopes and unique culture of an entire nation. The seven are proudly reiterating the Georgian nation's joys, sorrows, and all their spiritual treasures that night. Under the influence of songs, they achieve "supreme freedom."

Sandro realizes that ... and shoots Goram Johadze. The sound of the gun pounded like a thunderstorm at night, and Sandro shot the other young men in succession until the song was still in their throats. They did not know what had happened. "Sandro's face was pale in the middle of the night. He was breathing hard, his lungs almost inhaled. He lifted the bottle to the ground and began to swallow it, swallowing the wine that was beneath him, he wanted to quench the flames inside ... and then he turned to the edge. Mauser's mouth rested on his cheek. Another shot was heard in the mountains. It was the seventh bullet. He even sang his song." [1.339]

Sandro has fulfilled his social duty. But... why did he shoot himself?

Chingiz Aitmatov wrote in the article "Man is an eternal problem": "If you have a conscience and you kill people then you will kill yourself. If you have no conscience then you can sleep peacefully. The same is true in all matters." [2.5]

Sandro's "self-sacrifice" [3.79], - the purification [4.149] of his own consciousness - cannot be explained by the measures of conscience. If only he had a conscience, Sandro could have lived his life. Conscience is a piece of high spirituality in man. And Sandro is purifying himself. After all, the judgment itself is not the result of that moralism?

The national, human, and living dimension that surrounded Georgian bread, salt, and wine at the farewell party was so great that Sandro realized that living in a state of his ideology was not a heroic one, and could not be compared to a small particle of human size, preferably. He wants to remain in the face of Georgian national values as an ordinary and pure representative of the Georgian nation. Even the notion of living had lost value for Sandro.

Sandro realizes himself. He evaluates his performance by shooting himself. He judges for himself.

In another novel, Jesus too, chose to die for the sake of opening his eyes to his mistaken slaves..... To compare Jesus with Johadze and Sandro story.

The novel contains some references to the internal links between them. These hidden links between Jesus and Sandro, Avdi Kallistratov, Buston Urkunchiev, and Johadze can be called "external meanings" of images.

The story seems to be hanging in the work. But there is a strong inner link between the Doomsday and the Six and Seventh. Jesus, Avdi Kallistratov, Buston Urkunchiev, Sandro, and Johadze are the heroes of the novel. Each of them has their own platforms and scenes in action: Just as Sandro Buston and Bazarboy cannot intervene in the art scene, Jesus does not intervene in the artistic scene between Avdi and Ober Kandalov. Their rights are so "limited" in the work. But the novel also has an area where Jesus and Avdi Kallistratov, Buston Urkunchiev, and Sandro and Johadze meet. They meet and unite in the field of high spirituality around human issues: Why is man born? What is the purpose of man's being born? If it is to spread such qualities as love, compassion, inspiration, visol, and love to the earth, why is it subject to endless evil? Why is a person insulted, tortured, and killed?

Chingiz Aitmatov's prose is heavy. His artistic burden is also heavy.

There are no everyday problems, fake, sensual textures that please our artistic taste. There is period pain, time problems. These pains are affecting all humanity: "O man, when are you going to do good? When will you be free from such vices as savagery, destruction, cruelty, disbelief, greed, disbelief in your mind? When will you become a true protector of the boundaries of freedom and prospects, love, purity and happiness, faith and happiness? When? When? When?"

Such questions form the basis of Chingiz Aitmatov's work.

Critic Gachev writes, "... The writer is about to make the final statement: tell what you have learned throughout your life, before personal and worldly destruction, because you will be exhausted, you will not succeed ..."

We are at the end of the second millennium. The book of Chingiz Aitmatov is like the report of the first millennium, and before all of us." [7.4]

Now let's take a look at the story's role in the novel ... The six and Seventh are not in the artistic sense of the Georgian people. This little work was written by Chingiz Aitmatov and is the author's texture. However, the writer consulted with the Georgian writers and asked for their approval before introducing "The Six and Seventh" in the novel.

In Chingiz Aitmatov's works, times are united. The writer uses fairy tales, legends, myths that he created to unite the present, the past, and the future. In this ballet, the fairy tales serve as an artistic bridge.

The Georgians are recognized in the story as a "high spirituality" nation and portrayed in that background. These features of the Georgian people, adorned with centuries, have served the author's

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artistic purpose. But it was not enough for the author. The geographical breadth, corresponding to the philosophical meaning of the Doomsday, was also needed. The biblical figures are Jesus and Pontius Pilate, ten Bulgarian singers, Georgian Sandro and Johadze, Kyrgyz Bosnian and Kochkorbayev, Russian Avdi and Ober Kandalovi ...

The doomsday that many humanity had and may be having was to be described in such geographical latitude, in the case of high spiritual peoples.

Chingiz Aitmatov managed to do it.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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MAINTAINING NATIONAL SPIRIT AND STYLE IN THE TRANSLATION OF ENGLISH AND UZBEK PROVERBS

Abstract: *Some proverbs retain their manuscripts because of their simplicity and popularity and it can easily be used as a proverb. A bad workman quarrels with his tool is also one of them. The translation of this proverb is the worst of the master always complains about his instrument. In general, no one doubts if the same sentence is presented as a proverb.*

Key words: National spirit, style, proverbs, translation, the folk proverb, essence.

Language: English

Citation: Murodova, M. A., & Akhmedova, M. B. (2019). Maintaining national spirit and style in the translation of English and Uzbek proverbs. *ISJ Theoretical & Applied Science*, 11 (79), 125-127.

Soi: <http://s-o-i.org/1.1/TAS-11-79-28> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.28>

Scopus ASCC: 1203.

Introduction

According to Western scholars, it is possible to perceive the nationality of any nation in every color that we see. In general, nationalism is manifested not only in colors but in all aspects of our lives. There should be no doubt that the national language occupies a high place in folklore.

Not all of us pay attention to air accidents that have become a daily topic of news programs in recent years. If you were looking, you would look for the “Black box” of the aircraft that crashed. Because it stores all of the information related to the aircraft. How it crashed, and no one else could provide him with unreliable information. Now let’s look at the similarity between the black box of a plane and the folk proverb.

The proverbs also contain, as we said before, the history, origin and other valuable information of each nation. There is a saying in the Uzbek people that “Cover the pan over the heat. The proverb teaches us that everything must be done on time. If you pay attention, you will notice that the proverb is specific only to the people of Central Asia. But it is not called

a pan and it does not look like ours. The black box of the proverb is also hidden in the oven.

Analysis.

Karomatkhon Karomatovna and Khamidulla Karomatovs brought the proverb. All are not Saint that go to the church in their collection. The literal translation of this proverb will be in the form of “Not everyone who goes to the church is Saint”. The specificity of this proverb for the Christian peoples is evident. Because the church is a concept that is mainly Western. It is true that the word “church” in our language also indicates that we have the same understanding. But we only know the church as a place of worship for the people of the west, and the word church comes from the Russian word “церков”. Translators cite a proverb that is equivalent to this article as “Even if the donkey goes to the Mecca, it will not be pilgrimage”. We can say that the alternative is very successful. For the content of the proverb has been clarified and the methodology has been preserved, not deviating from the religious theme.

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• *The absent is always in the wrong- O'zi yo'qning — ko'zi yo'q.*

• *There is no accounting for tastes -Har kim suygan oshini ichadi.*

• *Actions speak louder than words-Gap bilguncha — ish bil.*

• *Advise none to marry or go to war-Har kimning niyati o'zining yo'ldoshi.*

All bread are not baked in one oven. The translation of this proverb is “Not all bread is made in a single oven”. The word oven is translated as an oven(tandoor). In fact, the word is alien to the British. Because they have no bread in the tandoori(oven), the bread is baked in the oven.

• *After dinner sit a while,
After supper walk a mile.*

• *Art is long, life is short.*

• *Ilmsiz — bir yashar,
Ilmli — ming yashar.*

Some proverbs retain their manuscripts because of their simplicity and popularity and it can easily be used as a proverb. A bad workman quarrels with his tool is also one of them. The translation of this proverb is the worst of the master always complains about his instrument. In general, no one doubts if the same sentence is presented as an article. The editors of dictionaries chose a proverb that

A stirring excuse for a loser. Sharof Mirzo quoted an alternative proverb equivalent. Bad shopkeeper chooses awl. The words handicraftsman, awl make the proverb more intimate and appealing. The proverbial idea is that it has been tested by the people for many years. Every thought tested in life experience can convince one; • The exemplary ideas expressed in this article are of a universal nature, not of the individual; • The general human reasoning must be compact and have an excellent artistic form. It is for these reasons that people's proverbs have a very slow creation and forgetting. These characteristics depend on the economic, political and cultural structure of society, the degree of stability or instability of the structure. The proverbial nature of the proverbs makes them more vibrant and more powerful. For example: English "A bad excuse is better than none" is translated into English - apologizing unwillingly is better than not asking at all. As an alternative in Uzbek, we cite the article "Good words come out of the snake's nose, from the evil religion and the Muslim religion." As we have seen, these proverbs have the meaning of a sermon. This means that the person must always have a good word and a good word. Both versions of the article have the same meaning. In the study of proverbs, its structure is an important factor in how the syntactic integrity is shaped. The structure of the proverbs is based on one or more syntactic units. Proverbs with the same syntactic integrity are usually one-sided proverbs and are often short-sighted. That is why Uzbek and

English folklore are very similar. The following proverbs will try to prove our point.

All asses wag their ears- Ahmoq aql o'rgatar.

Barking dogs seldom bite- Qopag'on it tishini ko'rsatmas

In this proverb, one of the major differences between the Uzbek and English proverbs is clear. Uzbek proverbs are characterized by expressions and comparisons. In English proverbs this is not so common. There is a proverb in the Uzbek language that “The devil is better than an angel who has not been tested” is very close to the English proverb. In the English proverb, the devil's double participation is of no use. The antagonism of the angel and the devil ensures that the idea is clear. As a matter of fact, every fact is compared, and the true essence of the proverb is revealed in the comparison.

Discussion.

Multiple articles tend to change more rapidly than single-piece proverbs. In some cases, the content or structure of the proverb may be severely damaged by the fact that the proverb does not fully grasp or remember what it says. In the urban proverb it may be omitted from one of the key words. Consequently, the proverb and the proverbs of the proverbs also require special attention and responsibility. It can be used. According to the proverbs, they have prose and poetry. Folk-creation has its own laws and principles of development. Its properties are studied by the paremiology field of folklore. When researching articles, we should refer to the field of paremiology. Paremia is a Greek word that means wisdom, parable, figurative expression. Paremiography is involved in collecting, recording, and booking folk art collections.

In folklore the genre of proverbs is a part of folk paremic art, with its compact, concise and figurative expression. However, the genre of proverbs is still not recognized as a separate literary genre, but is often viewed as a minor kind in the prose of folklore and sometimes in folk poetry.

The proverb is one of the genre of oral compositions that is compact, deep, and based on the experiences and observations that have accumulated over many centuries of socio-economic, political and cultural life. The term proverb is derived from Arabic - spelling, to pronounce, and to be used for phrases and expressions. Phrases, expressions that are understood almost uniformly by everyone, form the genre of the proverb.

The phrase is philosophically profound, based on real life, and does not challenge anyone. There is a proverb in Uzbek that “There is not worth of water in front of you”. Comparing two proverbs, one illustrates the power of figurativeness in the Uzbek proverb. The figurativeism gives the artistic power to the proverb, guides the people, and awakens new thinking. The fact that the English proverb is very simple and dry does not penetrate the psyche of a person, but is only

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remembered as a clever idea. “When the cat is away, mice will play” means “if a cat leaves, the mouse will come to the game”. Gulshan Musayeva chose a different equivalent to this proverb. “If the enemy runs away, he will grow stronger”. In both versions the essence of the English proverb is clear.

Conclusion.

The fact that two nations draw the same conclusion and produce the same proverb is surprising. We have the proverb: “First think and then speak”. In the same way we have “Do not say eight

without counting”, “A cut after seven measurements” proverbs. These are used as adjuncts to each other. In English there is “First think, then speak”. “Health- a fog of wealth”. This proverb has been used by the media and has been widely publicized. Gulshan Musayeva proposed “Wealth is nothing without health” to this article as an alternative. Note that in both proverbs the same object is selected, namely health and wealth. Only Uzbek proverb says that health is the key of wealth, and in the English proverb it is admitted that wealth is nothing without health.

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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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THE DIFFERENCE BETWEEN WORD FORMATION AND ATTITUDE-MOTIVATION

Abstract: Word formation is one of the basic concepts of word formation. The process of similarity is a natural phenomenon in a language, which is usually phonetic and morphological.

Key words: affix, phrase, composition, similarity, word formation, attitude-motivation.

Language: English

Citation: Tursunov, A. (2019). The difference between word formation and attitude-motivation. *ISJ Theoretical & Applied Science*, 11 (79), 128-130.

Soi: <http://s-o-i.org/1.1/TAS-11-79-29> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.29>

Scopus ASCC: 1203.

Introduction

Common sense that distinguishes motivational words from a particular type of word from their torus motive, - these are the meaning words of words of this type. For example: words such as longevity, abundance, value - which are understood from the basics in words made by joint affixes - the meaning of the event is expressed by the word formant. So, word formation means a word formation form, which also depends on the wording of the actual word formation.

DISCUSSION:

If we compare the meanings of nouns with adjectives formed by the inclusion of nouns, such as desperate, desperate, unworthy and insensitive, it becomes clear that each of them represents a certain type of word formation. One of these issues is the concept of word formation. In recent years, understanding of the meaning of word formation has expanded in connection with the development of science with disagreements on certain issues. Opinions in the field of determining the meaning of word formation can be grouped as follows: the value of word formation is dialectically associated with such types of meanings as morpheme-morphological, lexical, phraseological, syntactic, methodologically connotative. When calling affixes, the word morphology assumes that the affix is a morpheme, and

the morpheme is a morphological unit. From this point of view, the attachment method is called the morphological method. However, not all affixes and related phenomena are subject to morphological research. Vocabulary affixes and related phenomena are studied in a special section of linguistics called "word formation".

Therefore, linking the affixes of words with morphology is not enough to justify the method of morphology of words. Calling this method the attachment method, it is fully consistent with the real nature of the event. The composition method is also called the morphological method, which means that the combined words formed by this method are formed by adding more than one corpus, and that the core is a morphological unit.

As you know, phrases usually mean occurring words. Compound word means a word consisting of more than one component, which can represent an independent lexical meaning. However, these components that make up the combined word do not always coincide with the core, that is, the morpheme. These components may look like tokens or even word forms. Examples: master-master (master + glacier) and others. Such joint words themselves are not morphological words. The combined words having the same root morpheme contain a significant amount of the Uzbek language: roses, belts, bouquets, glasses,

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etc. But these words cannot be said by morphological methods. Because the core is not a unit (morphological unit), which is the object of study of morphology.

Thus, when adding more than one independent lexical unit, the word-formation method should be called compositional. In the case of A. Gulyamov, the designation and naming methods are somewhat different. The author writes: "Conversation 1. Compilation of words by affix - affixation, compilation by word formation, transformation of a word from one lexico-grammatical category to another category. 2. Lexical-semantic word formation. 3. Creating phonetic words. But none of these three words have grammar. This is what was said when it came to membership and composition. The third case is not a phenomenon in the Uzbek language, that is, there is no way to translate words from one category to another. A lexical or semantic word may relate to its category or relate to another category.

Word formation is one of the basic concepts of word formation. Therefore, the meaning of word formation differs from other meanings by its distinctive features. It turns out that word formation is a separate layer that has its own unity and understanding.

The basic unit of the word-building industry is the word word. The composition of the wording should be checked synchronously and diagonally. To do this, you need to learn the basics of these areas. So, first of all, it is necessary to determine the object, the main unit and the concepts of the word-building industry.

Secondly, it is necessary to distinguish between the main types of word formation - other semantic types of word formation from morpho-morphological meanings, vocabulary, phraseology, syntactic meanings and connotative meanings. A lot of new research can still be done about the basic concepts and concepts of word formation.

The study of processes such as the formation of words and forms in a language, the relationship of these processes has a long history. Ancient grammars argued about the laws of linguistic phenomena and laid the foundations of analogues and anomalies. Analysts have introduced the concept of paradigm into science, creating doctrines about the correctness and consistency of forms. Anthropologists noted that cases of abnormality are quite large, and they give examples of the formation and spirituality of these cases. For the first time in the history of science, the Russian-Polish scientist I. A. Baudouin de Courten in an article published in 1902, discovered the legality of changing the foundations or shortening in favor of buttons. Accordingly, some of the vowels belonging to the horse breeders were later included in the affix and, by analogy, were actively involved in new horse bases. In European linguistics, especially in

Turkology, in the work of scholars such as Greenberg, E.A. Zemskaya, A.G. Gulyamov, Sh. U. Daje the concept of "Greenberg Square" came into science. The following are some similarities based on some theoretical considerations. For a new word to appear, a word-formation model must exist that covers at least two compositions. Various lifestyle changes can cause this template to be activated or not used the studies of F. Abdullaev and A. Berdialiev show that the word producer. Joint kinship is rarely found in the old Uzbek language, and it was noted that the role of such an industry in this area has intensified since the 30s and 40s of the 20th century. This was due to changes in economic and cultural life, diversification of production sectors: alfalfa, vegetable growing, viticulture.

The purpose of this argument is to illustrate how the meaning of suffixes, -li and suffixes differed in the history of the language: -connection (-l), which is often similar (phonetic variants); According to F. Abdullayev, the development of the suffix form with (-lik,) was influenced by the periodical press and the brotherly Azerbaijani and Tatar languages. The fact that this supplement is not fully absorbed can also be used to add winter clothes and summer fruits: an annual plan, an hourly break, a blanket. Differences in use and supplementation still persist. Compare: when it comes to work, wealth is the path to life. (Beauty was supposed to be in really beautiful shape. Nevertheless, initially it was not clearly distinguished, however later additions expanded the area of their complementarity by analogy and took the form of independent word formation: family-family, family; neighborhood - neighborhood, Neighborhood; low minority; the plural is the majority. Consequently, the language patterns used today are the basis of one or two aliases, which have since expanded their scope, creating new fakes. S. Rakhmatullaev's words, but lately it seemed to sprout from the triangle of nouns and adjectives, such as "from syntagm to lexeme" after the development phase, directly to the creation of the connection based on the scheme was created and "bridegroom grows from, but not now appearing calves, chickens and mold. A. G. Gulyamov thinks about regular and irregular additives, and regular additions (for example, - etc.) have a certain state of existence, stability and a specific model so that they can be read outside concrete joints. It stands for (person means), which means that they have common sense, that they are in the finished part and can be remembered and added to the database if necessary. "

As you can see in our minds, there are areas of meaning that belong to certain patterns, and the pressure force in this area creates new fakes. Compare: who guarantees that those who attend the banquet in Cork will not invent new habits such as rainbow, chamois, rhubarb, soullessness ? (S. Ahmad).

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CONCLUSION:

The process of similarity is a natural phenomenon in language, which is usually phonetic and morphological: when one phonetically splits into two or more morphemes, one form morphologically merges with the other. In recent years, literary processes have led to the emergence of tools such as campsites, camps, stadiums, universities,

universities. Although some of these artifacts do not meet literary standards, it is necessary to study them as a product of certain language processes. Combining in the same way, it is important to study this phenomenon, which is part of the general (general) laws of the language, as well as the system of language education and word formation.

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Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
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ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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LANGUAGE PORTFOLIO - A TOOL FOR SELF-REALIZATION OF PROFESSIONAL-LANGUAGE COMPETENCIES OF A STUDENT

Abstract: *The language portfolio is considered as an instrument of self-realization, self-esteem, self-perfection. An excerpt of a practical lesson in the discipline "Russian language" with gaming technologies and a table to test the acquired skills of students with a professional orientation based on the results of the lesson are given. The article presents a short fragment on studying modern methods of teaching Russian as a foreign language. A brief review of the European language portfolio is presented as a technology for determining the level of proficiency in Russian as a foreign language and determining the professional competence of students.*

Key words: language portfolio, professional competence, language competence, self-control, self-perfection.
Language: English

Citation: Shodiyeva, D. Y. (2019). Language portfolio - a tool for self-realization of professional-language competencies of a student. *ISJ Theoretical & Applied Science*, 11 (79), 131-135.

Soi: <http://s-o-i.org/1.1/TAS-11-79-30> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.30>
Scopus ASCC: 1203.

Introduction

The modern labor market requires a specialist to have a competent approach in various areas of his professional activity, including all kinds of communication situations. In this case, the concept of specialist competence implies a focus on professional self-development in the field of medicine. To accomplish the tasks set for the teacher, which contributes to the implementation of the educational process for students to master the necessary professional and language competencies in teaching the Russian language, it is necessary to put into practice an appropriate set of training tools and methods, which should be aimed at developing not only speech skills, but also professionally significant qualities of the personality of the future physician. Their formation can be facilitated by the individualization of the professional training of a medical student.

LITERATURE REVIEW:

According to I. E. Unt, individualization is “taking into account in the learning process the

individual characteristics of students in all its forms and methods, regardless of what features and to what extent are taken into account”. Studying scientific research in the field of teaching Russian as a foreign language, one can encounter interesting and practically significant factors that, when experimented, gave good results. Since the contingent of students is of different levels of social strata and with different individual abilities, it is difficult for the teacher to implement the standard educational material of the university in a group form. To determine the degree of formation of professional competencies, first we had to find out the level of development of students' language competencies in Russian. It should be noted that the indicators of linguistic, sociocultural and psychological criteria in first-year students were from the lowest to the highest level. Measurement of professional criteria also did not give the desired results, but it is worth noting that the experiment was conducted in the first course. Since the formation of professional competencies can only be discussed in the last courses. But the primary task of higher education is to serve the foundation for

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the formation of professional competencies, and it is over, this must be done already from the first year of study of students at the university. After analyzing the results of testing to determine the initial level of linguistic knowledge and communicative skills in Russian as a second language, we can conclude that medical students have linguistic knowledge, but make many lexical, phonetic and grammatical errors. As for communicative skills, it should be noted among medical students their presence at the household level and their absence at the professional level. In order to determine the presence or absence of social communication experience, as well as the initial level of formation of socio-value orientations among first-year medical students, he was offered a questionnaire developed on the basis of the methodology of "Value Orientations" by M. Rokich. In order to achieve adequacy in the questionnaire when determining socio-cultural criteria for first-year medical students, the methodology of M. Rokich was translated into Uzbek and proposed by him in Russian and in Uzbek. Students were asked to answer the following questions: "Why did you choose the profession of a doctor?", "What, in your opinion, does the phrase "good doctor" mean? Write some qualities of the ideal doctor", "Write some values that are important for the real doctor", "Write some values that are important for the real doctor", medical students should also determine the role of the doctor in modern society, noting his most important activities.

DISCUSSION:

It is known that the following activities of a medical specialist are most important for society: diagnostic, preventive, rehabilitation, psychological and pedagogical, medical, organizational and managerial, research. The concept of a qualified doctor and a true specialist includes - with a humanistic worldview, in which not material values, but altruistic values are dominant. The future doctor must have an established system of values. The desire to help people, love and respect for patients, a sense of responsibility, dedication should prevail over the personal interests of the doctor. That is, a formed system of competencies is a necessary condition for a highly qualified medical specialist. Having examined the value orientations of freshmen, we saw more similarities than differences. After analyzing students' answers to questions, they came to the conclusion that most students chose the profession of a doctor because they want to be respected people, have a high social status and material security. But I think that one should not be surprised and not satisfied with the results of the questionnaire, since the task of the university, and the teacher itself, is to direct the student in the right direction, identify errors in teaching the specialty language, and provide the necessary educational and educational material. The traditional approach to teaching the Russian language as non-native medical students does not always take

into account the characteristics of the individualization on the educational process. Individual-creative methods of professional activity in subjects are not developed, since the same methods and teaching methods are used in teaching medical students. The individual educational trajectory of a medical student does not develop, since linguistic, sociocultural and psychological criteria suffer, and as a result, professional. In order to increase the efficiency of professional training of medical students in their study of the Russian language as non-native, it is necessary to use the technology of individualized training aimed at individualizing professional training. The individualization of the educational process includes three types: individual, subjective and personalization, as each student represents a personality. As an individual, a student has certain properties: individual abilities and linguistic abilities. As a subject of educational activity, he possesses or does not possess the ability to carry out tasks of different difficulty levels. As a person, certain properties are inherent in him: the presence of a context of activity, personal experience, worldview, feelings and emotions, interests and desires, status in the team. A complex learning process is taking shape, where it is difficult for the teacher to navigate in the choice of the method of organizing the educational process. But if you familiarize yourself with the specifics of the European language portfolio in detail, it is precisely in this situation that this technology can give good results in the context of individualization of training at a university. The task of modern higher professional education is the quality training of competitive, competent and mobile specialists who are able to find solutions to professional problems in the changing conditions of social development in the era of globalization. Particular attention to the competencies listed above is given in the normative documents of international organizations of UNESCO, the Council of Europe and the European Union. The language portfolio, adopted by the Council of Europe in 1996 in Strasbourg, describes the levels of foreign language proficiency in accordance with existing international standards and meets the requirements of innovative educational technologies, as well as modern integration requirements in the educational process of universities, where the emphasis is on research and practical oriented professional activity of each student. In an educational environment where the teacher, in order to organize his pedagogical activity, encounters difficulties in choosing methods for testing the student's existing competencies and in stimulating the formation and development of missing linguistic or professional competencies, the language portfolio can serve as an excellent tool. The language portfolio can be implemented for testing, self-testing of a Russian language teacher, where the work of the teacher is facilitated by itself, and the student himself can clearly

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see his incompetence in some language and professional aspects, and also start working on himself under the guidance of the teacher. The European Language Portfolio (ELP) is called upon to promote the formation of a single educational space, the preservation of linguistic and cultural diversity, the strengthening of the student's role in the educational process, the enhancement of his motivation, autonomy, the development of self-esteem skills, and the formation of reflective skills in the process of learning / learning Russian as a foreign language. The ELP is a document in which the most diverse experience of language learning and intercultural communication can be recorded. Through the European language portfolio, you can determine the goals and objectives of learning, help in choosing a teaching methodology, regulate and standardize the scale of levels of foreign language proficiency, normalize the ratio of the subjective self-esteem of a student and an objective assessment of his or her level of knowledge of a foreign language. Working with a language portfolio (LP), a student can determine the level of his language competence, as well as demonstrate his language abilities, with the help of LP, teaching the Russian language becomes transparent for the student and helps him develop his mental abilities and self-esteem. Also, when the teacher provides the program and the recommendations for mastering professional competencies, the student has the opportunity to independently realize the competencies that do not fall within him. Since the concept of the language portfolio makes it possible to expand the scope of the educational process by including in the system of assessing the achievements of students in authentic intercultural direct and indirect learning. "Portfolio" increases the student's motivation, his responsibility for the results of the educational process, contributes to the development of a conscious attitude to the learning process and its results.

To unify the requirements for knowledge of a foreign language, the European Council has developed a single standard of the Common European Framework, with the following levels:

A1 (Breakthrough, Basic User) assumes the presence of basic knowledge of the language and the ability of its owner to understand simple questions and answer them.

A2 (Waystage, Basic User). A student who knows the language at this level can communicate on simple topics, asks questions and understands typical phrases of everyday life situations, such as checking into a hotel, purchasing tickets at the box office, etc.

B1 (Threshold, Independent User). The ability to maintain a dialogue and form a statement on a wide range of topics, the presence of many errors even in basic structures, an insufficient level of speed.

B2 (Vantage, Independent User). A person can communicate on a wide range of topics and problems,

has an adequate vocabulary, but he does not speak fluently and does not always accurately express his thoughts.

C1 (Effectiveness, Proficient User). The ability to actively communicate on almost any topic using wide language capabilities, the presence of a small number of minor lexical and grammatical errors.

C2 (Mastery, Proficient User) Excellent knowledge of the subtleties of the language, fluent speech, almost complete absence of errors and inaccuracies.

From the description of the requirements of these levels it is clearly seen that the fundamental skills for mastering a language at any level are the ability to understand speech, speak and extract information from texts.

If you equip the student with the requirements for knowledge of the Russian language and explain to him the principle of working with LP, he will try to master the levels that he sees in a visual way and set goals for himself to achieve the required level of competencies. Consider a fragment of a lesson in the discipline "Russian language" on the lexical topic "Respiratory system", where such methods are actively used along with lexical and grammatical tasks to form professional competence, as situational tasks, role-playing games that can increase students' motivation, their interest in the Russian language. Initially, students read a short text on the topic, accompanied by visual material for a better understanding of medical terminology.

Work on the text consists of the following steps:

1. Reading text with the obligatory selection of new vocabulary.

2. Translation of the text with a record in the terminological dictionary of new concepts: respiratory system, nasal cavity, nasopharynx, larynx, trachea, bronchioles, lungs, etc. When fixing new words and concepts, the correct pronunciation of the terms must be indicated.

3. Consolidation of the pronunciation of new terms using illustrations 1, 2 located in a multimedia presentation. Then, to consolidate the new vocabulary and apply it in speech practice, students are invited to work on the dialogue "In the hospital". Students need to read the dialogue, and then work it out in pairs to form the professional competence of the future doctor.

-Hello!

- Hello!

- Tell me exactly where your pain is concentrated?

- I have chest pains.

- Do you have a fever?

- Yes, I have a temperature.

- Do you have blood when coughing?

- Yes sometimes.

- You may have tuberculosis, you need to take a picture.

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After completing the assignment, students are invited to work with illustrative material "What hurts?". Students are given a presentation with illustrations of pains of various kinds, they need to make sentences with the design "The patient hurts ...":

- What is the patient's temperature?
- The patient has a high fever.

At the end of the lesson, students should independently make a dialogue in pairs "Doctor - a patient with ORVI", "Doctor - a patient with asthma", "Doctor - a patient with pneumonia", "Doctor - a patient with bronchitis." For example:

- Good afternoon.
- Hello.
- What worries you?

- I have a strong cough and fever.
 - How many days do you get sick?
 - Three days.
 - Now I will listen to your lungs and measure the temperature. Your lungs are clean, there is no inflammation. The temperature is high 38.7 C. You may have bronchitis. You need to take a picture. Come back tomorrow to take a shot.

- Good. Thank you bye.

Task number 1. Read and analyze the table. Remember the types of questions the doctor asks the patient who has symptoms of respiratory disease.

Dialogue of a doctor with a patient with symptoms of bronchitis.

Table 1. Diagnostics

Doctor's questions	Patient Answers
1. General complaints. - What worries you? - "What are you complaining about?"	- I have a fever, it makes a noise in my ears. It also shakes me. Yesterday I was in a fever all night, tickled in my throat. And today it became painful to swallow, the nose was stuffy, the cough started.
2. Character of cough: a) the presence / absence of sputum - What is your cough: dry or with sputum? b) intensity - What is your cough: small or strong?	- Cough with sputum. - Dry. Sputum does not clear a throat. - Not very strong. \ Very cough.

Record in the medical history.

Dialogue with the patient and a sample record in the information security.

Table 2. Clinical map

Questioning plan, doctor's questions	Patient Answers	Medical record
1. General complaints - What worries you? "What are you complaining about?"	- My heart hurts.	The patient complains of (the patient is disturbed) attacks of intense pain in the region of the heart and behind the sternum (or: intense paroxysmal pain) of a compressive, pressing nature, radiating to the left arm, shoulder, neck. Pain occurs during physical exertion. last from 2 to 20 minutes, are repeated up to 5-10 times a day. Attacks of pain are accompanied by the appearance of general weakness, palpitations, with intense night pain - a feeling of fear of death. It is stopped by sublingual administration of nitroglycerin.
2. The nature of the pain - What pains bother you: squeezing, stitching, cutting?	- The heart compresses, presses on the chest.	
3. The intensity of pain - What pains do you have: strong or weak? - Do you have constant pain or bouts?	- Attacks happen and it hurts very much.	
4. Localization of pain - Where does it hurt? Which place? Show!	"Here, in the chest, in the middle, and here on the left."	

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5. Radiation of pain. Does pain give off somewhere? Where exactly?	- Yes. in the left hand, in the left shoulder and in the neck.	
6. Duration - How long does the pain usually last? -How long does the attack last?	A couple of minutes. Sometimes 2-3 minutes, sometimes up to 20 minutes	
7. Repeatability of pain - How often do seizures recur during the day?	It happens that 5 and even 10 per day	
8. Conditions for the occurrence of pain. - When pain occurs: at rest, with physical exertion?	It starts to hurt when I carry something heavy or work in the garden.	

CONCLUSION:

The teacher, in the next lesson, having checked the student's homework, points out the grammatical, syntactic and stylistic mistakes made, thereby correcting language competencies and provides an incentive for the formation of student professional competencies. Thus, in the Russian language classes in the Uzbek audience, they are guided primarily by the principle of the formation of communicative skills in the field of professional communication. The most

effective from this point of view are the use of visual teaching aids (drawings, videos), situational tasks that contribute to the activation of communication skills and the use of the studied material in speech practice. At the end of the lesson, you can offer students the completion of their curriculum vitae in the form of a table "Diagnostics" and "Clinical map", to determine the level of learning material at the language and professional level (the student can fill out this table on their own as homework).

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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THE INTERPRETATION OF EDUCATIONAL IDEAS IN THE POEMS OF JAMAL KAMAL

Abstract: A special place in translation is played by Jamol Kamal Jaloliddin Rumi's "Ma'naviy Masnaviy", by Farididin Attor's "Ikrornoma". We get acquainted with rhymed ideas. Contemporary Uzbek poetry has a special place in the national poet of Uzbekistan Jamal Kamal. It is well known that in modern Uzbek literature poets with their poems and works are very blessed. His farewell poems published in the years of independence, confirm our view of his farewell collections, "Farewell to the Moon," and "More Feeling about the Great Moon".

The genre composition of Jamal Kamol's poetry is diverse and thematic. In particular, in the works of such genres as ghazal, muhammas and masnaviy, Oriental classical literature traditionally continued. His approximate pamphlets are also a peculiar continuation of these traditions. Especially the poet's desperate "Fountain of the Sun" and "Shahribonu" are works of fiction in 20th century literature. At the same time, poems reflect the important features of weight, which are the leading in our modern literature.

Key words: lyric, interpretation, educational ideas, symbolic meaning, talmeh, tashbeh, fiction.

Language: English

Citation: Nazarova, D. (2019). The interpretation of educational ideas in the poems of Jamal Kamal. *ISJ Theoretical & Applied Science*, 11 (79), 136-138.

Soi: <http://s-o-i.org/1.1/TAS-11-79-31> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.31>

Scopus ASCC: 1208.

Introduction

In the last years of the twentieth century, interest in mystical motives in Uzbek national poetry has begun to grow. Certainly, the creators of this period, when referring to the leading ideas in Islamic philosophy, prefer to approach the issue based on today's needs and wishes. Poets are addressing a number of topics to show that Islamic ideals are one of the leading tools for the full-fledged formation of the moral and aesthetic world of the modern era.

Material and methods of the article: The essence of Jamal Kamol's poems is analyzed for the article. Jamal Kamol is a versatile talent. He is also a poet, translator, publicist and literary scholar. As a translator, Jamal Kamol skillfully translated the unique samples of world literature into the Uzbek language. "He has made large-scale, large-scale translations that are difficult for several translators to live on - he has translated about 30 separate works and more than 20 poems.

Literature review.

Jamal Kamal was also a great poet and was rightly a national poet of Uzbekistan. His "In the Heart of the Universe" (1968), "The Rain Showers" (1971), "The Stone Wolf" (1973), "The Fountain of the Sun" (1975), "Tafakkur" (1979), The best poems written in finger and Aruz are included in "Qadah" (1980), "Suwaydo" (1983) and "Selection". In 2012, the poetry collection "Safari Diary" was published. The theme of Jamal Kamol's poems is wide.

Analysis.

It is known that the greatness of the creator is measured not by his age, but by his hard work and hard work in the literary oceans, and by which he is admired by people. People's Poet of Uzbekistan Jamal Kamal received high praise from the students because of his talent, hard work, dedication to poetry and pure personality. The poet can only be empowered by the poet's own sympathy, his pleasure, and his sympathy not only for the pleasure of the nightingale, but also for the feelings of his people.

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Discussion.

Probably the beginning of the sixties, a series of poems by the Bukhara poet Jamol Kamal published in the "Star of the East". I read poems by an unfamiliar young poet. These poems fascinated me so much that I kept my mind occupied for some time. At that time Jamal Kamal was certainly young and young. But even then, his poems were as good as they could be. It has been a quarter of a century since then. Jamal Kamal is known not only in Uzbek poetry, but also in the country as a sensitive and great poet, a profound scholar, a skilful translator with several foreign languages, who has a heavy burden on various genres of literature. Any talented poet shows that he is a master of artistic thinking. Of course, such creative works are well illustrated by the skillful use of artistic means, the visual possibilities of the artistic language, and especially the folk style of poetic expression.

In addition, the national characteristics of a particular nation are realized in a very specific and individual phenomenon, not as an abstract concept, but as a language. It is natural that any artistic work tells the life of the nation, expresses the feelings of the people, and expresses the spirit, traditions and national identity of the people. The national language and the spirit of the people are uniquely combined in each work and give birth to a living creature - a real child of art. It depends on the language, the spirit and the individual style of the work. Of course, poetry is not about finding clever and wise words. There is no poetry without thought. With light poems, it is possible to reach the left of the reader, unaware of the wisdom of the wise and philosophers. In fact, true poetry is not written for those who clap their hands or understand poetry as a mere sermon about motherhood and love. After all, it is difficult to hear the rubies of Mirza Bedil or Omar Khayyam from the pulpit. The talent, knowledge and wealth of the poet are reflected in his conclusions drawn from his attitude towards things and events in his life. You will not find philosophical, deep thoughts in Jamal's poems like "Hamlet", "Football", "Talk to a Philosopher", "Puppets". This is Jamal's pain, Jamal's philosophy, and Jamal's philosophy. Philosophy is not about what it is, it is about discovering its essence, reacting to the world and people in a new way. It is a product of the philosophical, moral, scientific, and political views found in the artist's way of thinking. Jamal Kamal is a talented poet because of the maturity and depth of his aesthetic thinking. Its beautiful and compelling poems prove it. In particular, it is a duty and duty of the poet to sing the history, destiny and pain of the people.

When the poet expresses his love of country to his hometown, "Daddy, O great earth," "Mother's mother, great earth," the sense of feeling is overwhelmed.

The content of Jamal Kamol's poems about the motherland is wide. J. Kamol sings his free, charming motherland as a child and sincerely sings it in the air.

The humorous, hardworking people, and the great homeland sing their own peculiarities.

It is known that since independence of the Republic of Uzbekistan, 121 countries have recognized it. More than 60 countries have entered into an agreement with us at the level of representation. Poet J. Kamol witnessed this historic day. Therefore, at the same moment, he wrote and recited his poem "Before the Motherland after Life". You can never say what Jamal Kamal wrote about his birthplace in Bukhara. When he writes about his hometown Bukhara, a great past comes to mind. This is the same hadith: "All the cities of the world shine with the light from the sky. "The light of enlightenment," says the voice again, whispering in my ear, "Light of enlightenment." What is good enlightenment? Marifat is a gift from Allah which consists of two elements: knowledge and justice for humanity. God is a God of discovery... but first of all, literature is a belief in God and a virtue that shines like a precious jewel in it. Probably bad, but to be honest.

Not everyone owns poetry, or not everyone is a poet. As Mohammed Reza Agahi, a prominent author of our classical literature, says, "Allah has made some of them unique in their language and age, and the sun is clear and radiant among their inhabitants." . Therefore, not everyone who claims to be a poet can achieve the status of true poetry.

He is an artist who has a place in our national poetry. His philosophical poems do not leave the reader indifferent. If we throw it away, we can see that his childhood was going through hard times.

I did not see my father.

Although I grew up without a mother I was an orphan ...

As it is seen in these lines, the poet strives to overcome all difficulties with great courage. In his poems, the pain, the pain, the pain, the fire. It is not hard to see that these heartfelt lines of the poet, written over the years, have left deep imprints on the walls of the soul. Jamal Kamal does not simply write, there is a magic in every word that shakes the poet.

The words of the poet, his father's words: "Akmal Ikramov's friends were not friends of the people." He was a three-month-old baby lying in the cradle, which filled his heart for years with the hearts of the Armenians. What I do not know is that the poet must have a great heart to fully grasp the feelings of his life. Is it bent over my head? "Somebody ripped my father off my head and asked," "Who made me sad? " This shows the aesthetic taste of the poet again. In general, the peculiarities of the literary language of Jamal Kamol's poems are a clear reflection on the subject matter, which helps to deepen the poetic nature of the poet's work. Indeed, as Jamal Kamal himself says, "The emotion in the poem, the thought in the emotion. Or rather, the thought in the action, the sentiment in the mind. In some of the poems, everything is rhyme, stagnation, weight. But no charm. Poetry needs talent.

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There are three signs of passion: a sense of truth, a feeling of truth. The beauty, the sense of elegance. This is where the three emotions come together - a poem that is true. There are many poems in the world of poetry, inspired by the spirit of truth. The most poetic form of poetic expression in the most sophisticated, most influential, and often poetic forms of figurative thinking are the poetic words. When a poet combines simple words with certain adjectives or phrases, unexpected meanings, extraordinary expressions, and vague passages arise. Already in poetry of the poet Jamal Kamal there is a harmony of the words and meanings, as soft as a silk, with a musk like an arbard, sharp as a dagger. As you know, poetic analysis of the language of literary work explores the possibilities of expressing poetic speech. By the way, this is reflected both in the general landscape and in many of his poems. The poet tries to extend the meaning of the word by using his native language. The poet, who sees the vocabulary of the native language glittering like a line of pearls, chooses every word and weighs it in thought. The basis of the original and figurative expression method is that of artistic logic, which occurs in a compact form without any artificial ornamentation.

If it is not pleasant, it is pleasant
Where is the pure intention?

I do not worship my God
Where is humanity?
You are a man, a man of progeny,
The fear of God is with God,
If you do not fear God, you are good
Where is the shame?

The poet points to the purity of his heart. It is emphasized that the language and the unity of the heart should always be in common.

Conclusion.

Chulpon has described literature as "the purifying water that cleanses the heart." Jamal Kamal expresses this idea in a unique and unique way. His: Literature. It is probably the wilderness of the spirit of the nation. For this reason, those who want to wipe out the nation, first of all, will dry up the literary garden. It is a pretty animal So, no sooner... outweighs the world. The word is the world through the word. Hadith says that I created two worlds for one pleasure only. God... Two worlds are united. It is a spiritual miracle. Poetry of the soul. The poems of Jamal Kamal resemble a magnificent mural built on the wonders of the soul. Its pillars contain the pearls of the poem. The poet, the architect of the heart, draws a picture of the heart from his own lines.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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SEMANTIC DETERMINATION OF THE NOUN

Abstract: *Semantically, countable noun implies a dialectical unity of class and individual. In the text, it may be actualized as a representative of the class or a subclass as a whole or as an individual member of the class or a subclass. The distinction between indefiniteness and definiteness, which we expounded for individualizing reference, also applies to generic reference, albeit less strictly. As in individualizing reference, indefinite generic referents are mainly used to open a mental space for an instance, while definite generic referents are used for instances for which a space has already been opened. In generic reference, however, indefinite and definite referring expressions are often interchangeable.*

Key words: *Semantic determination, noun, clause, subclass, uncountable nouns, conceptual distinction, countable nouns.*

Language: English

Citation: Toirova, U. S. (2019). Semantic determination of the noun. *ISJ Theoretical & Applied Science*, 11 (79), 139-143.

Soi: <http://s-o-i.org/1.1/TAS-11-79-32> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.32>

Scopus ASCC: 1203.

Introduction

English nouns are classified two main groups, such as countable and uncountable nouns. So expressing semantic determination of countable nouns distinguishes from uncountable nouns.

Semantically, countable noun implies a dialectical unity of class and individual. In the text, it may be actualized as a representative of the class or a subclass as a whole or as an individual member of the class or a subclass.

For example

1. *The rose is a flower.*
2. *A rose is a flower.*
3. *Any rose is a flower.*
4. *Roses are flowers.*
5. *All roses are flowers.*
6. *She bought a rose yesterday.*
7. *The rose presented her is so beautiful.*

In the following sentences determiners such as, *the, a, any* express different types of semantic determination which gives the sentences different semantic meaning: in the first sentence to fifth one the noun “*rose*” refers to the subclass as a whole; in the other two sentences the noun “*rose*” refers to an individual member of the subclass.

Analysis

According to the ‘subclass’ function, the sentences express different subtypes of determination, for instance, in the first sentence the subclass is demonstrated as an indiscrete unit, which reminds us of mass nouns (abstract or material); in the second and third sentences the subclass is presented by a typical individual member; in the fourth and fifth sentences the subclass is demonstrated through individual members. These following sentences illustrate a generalized situation, the nouns in them do not refer to a specific member or specific members of the subclass; they only denote a specific subclass. However in the sixth and seventh sentences refer to a specific member. Specificity is of two types: particular and non-particular, or to put it in traditional terms, definite and indefinite.

Uncountable nouns do not much differ from countable nouns as concerns the realization of the category of determination: in the text they may be actualized as representatives of the entities as a whole or an individual manifestation of the entities. Consider:

1. *Beauty is rare.*
2. *They had a courage that no defeats would crush.*
3. *Mary’s beauty simply paralyses him.*

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In the first sentence the noun *beauty* stands for the entity as a whole; in the other sentences the nouns *courage* and *beauty* refer to an individual manifestation of entities: *courage* denotes a non-particular, specific aspect and *beauty*, a particular, specific manifestation of the notion¹.

How important is the article as a semantic determiner? The definite article generally needs the support of the co-text: off the context nouns determined by the definite article are semantically ambiguous. For example: *the cat*, *the robbery of old people*.

Does *the cat* mean a specific particular cat or a particular class? Does the noun *robbery* mean a specific or a particular aspect of the entity? We cannot answer the question without recourse to the context. Only the indefinite article is an unambiguous marker: it marks the noun as an individual representative or an individual aspect of the entity. However, it cannot tell us whether the noun means a specific or a non-specific individual.

There are various possibilities of generalizing about a class from individual elements. However, languages don't have specifically generic determiners but use the same referring expressions for generic reference that are used for individualize reference. Thus the same indefinite and definite determiners are used for generic reference:

- a. *A tiger has a life-span of about 11 years.* [indefinite generic]
- b. *The tiger hunts at night.* [definite generic]

The distinction between indefiniteness and definiteness, which we expounded for individualizing reference, also applies to generic reference, albeit less strictly. As in individualizing reference, indefinite generic referents are mainly used to open a mental space for an instance, while definite generic referents are used for instances for which a space has already been opened. In generic reference, however, indefinite and definite referring expressions are often interchangeable. Thus, we can express roughly the same idea by saying *The tiger hunts by night* or *A tiger hunts at night*. Moreover, we may generalize by using either a singular noun as in these examples or a plural noun as in *Tigers hunt by night*.

As the following mentioned the category of determination of nouns are expressed by using quantifiers. We may visualize a full set in different ways: we may focus on the collection of its elements, on each individual element, or on selected elements that are representative of the full set. The English full-set quantifiers *all*, *every*, *each* and *any* permit us to accept these three conceptual strategies. Let us consider the following examples:

1. *All doctors have taken the Hippocratic oath.*

2. *Every doctor uses a different method.*
3. *Each doctor believes in his or her own method of treatment.*
4. *Any doctor will confirm that influenza is contagious.*

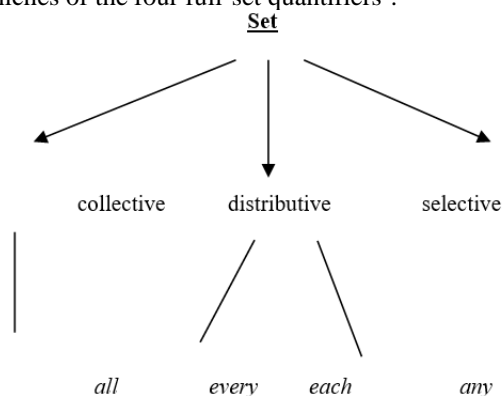
In using the quantifier *all* as in the first sentence, we conceive of a collection of individuals which is equivalent to the full set. We will therefore refer to the quantifier *all* as a collective quantifier. *All* combines the notions of collectivity and distributiveness of its individual elements.

Distributiveness differs from collectivity in that it picks out, and focuses on, the individual elements of a set. The use of *all* with a plural noun *doctors* and its plural agreement *have* in the first sentence show that the notion of collectivity outweighs that of distributiveness.

In using *every* and *each* in the second and third sentences, we focus on the individual elements in relation to the full set. For that reason the quantifiers *every* and *each* are identified as **distributive quantifiers**. *Every* and *each* make us see each of the elements of a set individually, which accounts for the singular form of their nouns (*doctor*).

In using *any* as in the last sentence, we suppose that any individual element from the set could potentially be chosen as representative of the full set. The quantifier *any* will therefore be referred to as a **selective quantifier**. In the last sentence the determiner *any* means that 'no matter which doctor we choose, he or she will *confirm that influenza is contagious*, implying that all doctors will confirm this. It would therefore be contradictory to say **Any doctor will confirm this but not all of them will*.

We can now classify the specific conceptual niches of the four full-set quantifiers²:



In this section on set quantifiers we tacitly assume that speakers behave according to the "logic" of quantification. In every-day speech, however, set

¹ Valeika L. An Introductory course in theoretical English grammar. V.: Pedagogical university, 2003. -57 p.

² Radden G., Dirven R. Cognitive English Grammar. Amsterdam: University of Hamburg, 2007. -137 p.

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quantifiers are often not used to designate all elements of a set exhaustively but much rather to express the speaker's emotional assessment in a hyperbolic way. If we hear somebody say things like *He'll eat anything* or *I have seen every church in Italy*, we will automatically take a "loose interpretation" of the set quantifiers for granted.

Number quantification applies to multiplex instances, i.e. to count nouns. Quantifying instances of an object means adding up discrete, individual elements of the same kind along a scale. Thus, *many bees* describes a number of "added up" individual bees which is higher on a scale of quantity than, for instance, *some bees*.

Amount quantification, on the other hand, applies to substance instances, i.e. to mass nouns. Quantifying an instance of a substance means extending or reducing the same kind of substance by a given amount along a scale. Thus, *a lot of garbage* specifies an amount of the same, indivisible substance.

The conceptual distinction between number and amount quantification is reflected in English in two clearly distinguished groups of scalar quantifiers: number quantifiers and amount quantifiers. The most common quantifiers are used with count nouns, mass nouns and both count and mass nouns.

In the following table scalar quantifiers are listed:³

Number quantifiers	Both	Amount quantifiers
<i>a huge number of</i>	Lots of	<i>a huge amount of</i>
Many	A lot of	Much <i>a large amount of</i>
<i>a great many, four</i>		<i>a great deal of</i>
<i>a few, several, a number of</i>		<i>a little</i> <i>a bit of</i>
	Some	<i>a certain amount of</i>
Not many		Not much
Few		Little

Scalar quantifiers are ranked with respect to each other and with respect to an implicit norm. For example, *a few, several, a little, and a bit of* are assumed to denote quantities lightly above an implicit norm, while *some* and *a certain amount of* denote quantities slightly below an implicit norm.⁴

As we know, the quantifier *much* is freely used in questions and negative contexts. In affirmative contexts, however, the use of *much* is restricted to formal or academic registers. For example:

How much money did you spend for a holiday?

Hurry up! We don't have much time.

Much money had been lost for this business.

Discussion.

In everyday speech, sentences such as "*I waste much time*" would not be said. Why shouldn't the quantifier *much*, just like the quantifier *many*, be used in everyday affirmative contexts? An explanation might be found in the iconic principle of quantity. Unlike the two-syllabic form *many*, the short, one-syllabic phonetic form *much* does not adequately reflect the meaning of a large quantity; longer expressions such as *a lot of, a large amount of, etc.* are

much better suited to render this meaning. *Much* is, however, compatible with non-affirmative contexts, i.e. questions and negations, because here it does not convey the sense of "a large amount of" but that of "an unknown or small quantity".

Interestingly, *much* is more readily used with abstract mass nouns in affirmative contexts and in fairly high registers, as in:

There has been much discussion recently about the value of the Euro compared to the dollar.

In this example the determiner *much* doesn't refer to a large amount of substance, however *much discussion* describes repetitions and varieties of extreme episodic events. For such ideas, the quantifier *much* seems that not felt to be counter-iconic. Look at the following sentences and compare the semantic determiners of nouns:

1. *There is little money in his pocket. [non-specific]*

2. *She has few friends in this city because she has moved here recently. [non-specific]*

3. *There is (still) a little money in his pocket. [specific]*

³ Azar B. Understanding and using English grammar. Library of Congress, 2002. -119p.

⁴Radden G., Dirven R. Cognitive English Grammar. Amsterdam: University of Hamburg, 2007. -131 p.

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4. *She has a few friends although she has moved here recently. [specific]*

In these examples determination are expressed by using scalar quantifiers, such as: *little, few, a few, a little*. In the first and second sentences the quantifiers *few* and *little* mean ‘a small number’ and ‘a small amount’, correspondingly. We tend to associate these quantified non-specific referents with negative expectations; they are therefore not compatible with adverbs such as *still, at least* and *already*, which indicate positive expectations:

*There are at least few people who believe that;
There is at least little risk in the project.*

In the third and fourth sentences the quantifiers *a few* and *a little* mean “quantities slightly above the implicit norm”.

Why should their combination with the indefinite article come to express larger quantities than the simple quantifiers *few* and *little*? Because the article *a(n)* applies to a bounded, uniplex instance of an object. Its conceptual contribution here is to make us see the unbounded referents as bounded: *a few friends* in the fourth following sentence is seen as a collective group, and *a little money* in third sentence is seen as a delimited portion. Being clearly defined by their boundaries, these entities now qualify to be used as actual, specific referents. The quantifiers *a few* and *a little* also tend to be associated with positive expectations, as can be seen from their compatibility with the positive-oriented adverbs *still, at least* and *already*. The quantity they describe is seen as “sufficient enough for a given purpose”⁵. Therefore, the fourth sentence might be understood in the sense that she has still friends although she has moved here recently. It is this positive orientation in conjunction with the specific reference that implicates a larger quantity of *a few* and *a little*.

The range of scalar quantifications is unlimited. If the speaker wants to make finer grained distinctions about a scalar quantity than provided for by the quantifiers she may make use of adverbs such as *quite, very, about, rather, fairly, roughly* and so on.

Conclusion.

Determination is a category which is implied in the grammar of any language. The definition of determiners according to Quirk is that “they are closed-class items, which occur before the noun acting as head of the noun “. Determiners can be divided into these classes:

- 1) predeterminers,
- 2) central determiners,

3) postdeterminers.

Determination consists of the opposition of definite and indefinite meanings. When the expression of definiteness depends on other grammatical categories (like countability and number), it is called a grammatical category. When definiteness is not expressed systematically and is not grammatically conditioned, we distinguish a semantic category of definiteness.

According to these following theories we classified two main types of determination of nouns:

- 1) Grammatical determination
- 2) Semantic determination

Grammatically, there are many ways of signalling determination in the languages. The following division deals with three basic ways of expressing determination:

- *expressing determination by using articles*
- *expressing determination by using pronouns*
- *expressing determination by using quantifiers*

One of the most essential ways of expressing determination in English is using articles, such as *a, an* and *the*. Besides the article, the noun can be determined by pronouns such as *all, any, some, another, each, every, either, neither, no; this/that, these/those; my, your, his, her, its; our, their; much /many; little /a little; few /a few; several; numerals: one, two; first, second, etc.*, and a genitive noun *John’s coat*.

The article can be attributed to grammatical determiners on the ground that its meaning is the least specific. Determiners expressed by pronouns are semi-grammatical determiners, for, apart from the function of individualization, they express other functions.

As we know English nouns are classified two main groups, such as countable and uncountable nouns. So expressing semantic determination of countable nouns distinguishes from uncountable nouns.

Semantically, countable noun implies a dialectical unity of class and individual. In the text, it may be actualized as a representative of the class or a subclass as a whole or as an individual member of the class or a subclass while uncountable nouns in the text may be actualized as representatives of the entities as a whole or an individual manifestation of the entities.

The conclusion that we can draw from this analysis is that language often needs more than one signal to realize its meanings, the most powerful signal being the context.

⁵ Radden G., Dirven R. Cognitive English Grammar. Amsterdam: University of Hamburg, 2007. -131 p.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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ETYMOLOGICAL AND SEMANTICAL FEATURES OF THE FEELING OF LOVE IN THE ENGLISH AND UZBEK LANGUAGES

Abstract: *The article throws light upon the similarities and differences between two unrelated cultures and languages. The article describes the linguistic and cognitive aspects of human emotions as well. It is to be well known that attitude against human emotions, or to be more precisely, their perception are acquired as features that determine the existence of human spiritual concepts. “Emotions are not only expressed, but also conveyed by the language, expressed consciously. Based on the purpose, they are expressed by words to conceptualize, verbalized, and get semantic meanings.” It should also be known that “cognitivity causes emotions because it has emotional peculiarities, and emotions affect cognition because they are expressed at levels of cognitive processes”. Although they differ from each other, both of them are the personal and social aspects of the two main dimensions and experiences of the human mind. They are interconnected in individual’s structure. The article also illustrates the differences between the English lexeme “love” and “muhabbat” in the Uzbek language, as well as, mostly linguistic aspects of this word, such as the etymological and semantic aspects from the dictionaries, proverbs and literary examples in both languages. This article describes aspects of human emotions, that is, the feelings of “love and affection” that are considered more different and open in English culture than in Uzbek culture. On the contrary, the feeling of “love and affection” in Uzbek culture differs from that of English culture, because its expression in Uzbek culture is characterized by a sense of secrecy, a lack of direct expression of their own feelings, and an expression of feelings through oriental modesty and shyness.*

Key words: love, feeling, emotion, gender, spiritual, concepts, linguocultural, individual, behavior, relationship, emotional-hedonistic, gnosiological, husband and wife, violation, friendship, affection, manifestation, diversified.

Language: English

Citation: Mardiyev, T. K. (2019). Etymological and semantical features of the feeling of love in the English and Uzbek languages. *ISJ Theoretical & Applied Science*, 11 (79), 144-148.

Soi: <http://s-o-i.org/1.1/TAS-11-79-33> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.33>

Scopus ASCC: 1203.

Introduction

One of the major linguocultural structures that characterize a linguist and linguistic view of the Universe that refers to him is the concept of human emotions. Attitude towards human emotions, or rather their comprehension, is seen as a defining feature of human spiritual concepts. This calls for a semantic analysis of the concept of human emotions. The aim is to “identify its distinction features, marking the boundaries of its subject matter, and marking essential features that make it a hierarchical systematization” [6, p.39]. These features can be seen in the complex of human emotions. **Literature Review.** According to the well-known linguist V.I.Shahovsky, emotions are not only expressed, but also clarified by the means of

the language and shown intentionally. Based on the purpose, the words are used to conceptualize, verbalize and make semantic meanings. When comparing emotions and cognitivity, the following points out: “Cognitivity invokes emotions as it has emotional features and emotions affect cognitivity as they are expressed at the levels of cognitive processes.” Although different, they are both the personal and social aspects of the two main dimensions and experiences of the human intellectual ability. They are interconnected in the formation of an individual. [12, p.96].

Analysis.

It is clear that there are never two identical people on the earth who would have the same mentality.

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Obviously, some aspects of him may have some similarities (body, face, voice) however, if investigated more carefully, this resemblance is relative and not completely identical. If we take a closer look, this discrepancy is manifested in the physical appearance of a human being as well as in intelligence, inner self and the spiritual nature of an individual. The medical examination proves that not only human skin cells but also emotions are completely different. Emotions are all within each individual's own natural developmental capacities and are different in this regard.

Based on the social nature every individual has his own way of managing his life. Through the process of realizing his dreams, aspirations and aims, he can transform abstract into reality. He can materialize them for profit. Good and bad, generosity and greed, compassion and coldness. Many emotional states, such as sincerity and hypocrisy, love and hate, friendship and hostility, determine his entire spiritual value. This very spiritual world that manifests itself in all the conscious activities of human life contains its internal spiritual processes. Emotions, no matter how personal they can be, become a social phenomenon through their influence on individuals throughout.

Hence, such feelings as justice, truth, kindness and patriotism not only can be the property of one individual, but also they are a great social value. One of these social values is the feeling within the concept of "love".

There are various opinions in the scientific sources on the human-like feelings within the concept of "love". In particular, it is necessary to reveal the etymological feature of "love" in order to clarify the relations between feelings referring the concept of "love". It should be noted that it has various etymological explanations in different dictionaries.

For example, in M.M. Makovskiy's "Historical Etymological Dictionary of the Modern English" the word "love" in the past meant "connecting" all relations as well as overcoming the difficulties in contradictory relations in life, in other words unifying the opposing forces or an effort of unification. "Love" also means "luppen" in German, tear, and in old German "mine" - love "I" - link; in English also means "lib / lup / lep" - to bind, and in ancient English "Lybb" to witchcraft, to do magic; in Lithuanian it means "meile", in Latin "amor", "mer" and "liaupse", "song of praise", "loben" - fire and water; "Lope" - torch, "klep" - also means liquid; In the Polish language the word "kochac", "cook" means the link. In this dictionary, the word "Lopayati" is also used in ancient Hindi. Hence, it is clear from the foregoing that the etymological meanings of the concept of "love" also mean "bond", partly "collect, aspire", "magic, magic, fire, water, fluid, movement." The dictionary also states that "love" represents the Divine Universe and is linked to all elements of the Divine Universe [10, p.343].

It is known that in Yu. D. Apresian's English-Russian Synonymic Dictionary the etymological characteristic of "love" is defined as "a feeling for a person or a subject, which expresses love based on attraction and the desire of being together with somebody based on respect." [4, p.281].

In fact, "love" is a basic human feeling reflecting a genuine respect and developing attraction for one's personality as opposed to a feeling of hatred: "*Now I am aware that pettiness and grandeur, malice and charity, hatred and love find place by side of the same human heart.*" [4, p.282].

The severity or warmth, hatred or affection can always be reflected in the heart of a humankind: *Maternal love, love for one's family, love of music. His only reward is the perfect love of his work. He has worked bravely and devotedly; he is a true patriot and has nothing but love and respect from me* [4, p.282].

Love does not only refer to the feeling between opposite sexes as it also applies to any other individual who is a blood relative like brothers, sisters and this sort of love absolutely differs from the one between a man and a woman: *Love at first sight, to fall in love with smb. I do not ask your love - I will be content with your affection* [4, p.282].

"Love" can also be an affection for people and creatures, names of places and features or states: *Love for one's parents, love for one's native town, love for books or music.*

Furthermore, Oxford Advanced Learner's Dictionary and New Oxford Dictionary of English also provide the semantic connotations of the lexeme "Love". For example, "Love" refers to an expression of deep affection and emotion in relation to a person or object. *Love > noun 1 [mass noun] an intense feeling of deep affection: babies fill parents with intense feeling of love | their love for their country.* In particular, the definition of the lexeme "Love" is as follows:

- Love – strong connection: a deep romantic or sexual attachment to someone. For example, it was love at first sight; they were both in love with her; we were slowly falling in love;
- Love – a person who is loved: Take care, my love. She was the love of my life;
- Love - love for a person or an object: Have a strong affection or deep feeling for smb / smth. Love one's parents-country / wife;
- Love - love for different activities: A great interest and pleasure in something. His love for football; we share a love of music;
- Love - love for nature and adventure: great enjoyment of smth: a love of learning / adventure / nature;
- Love – love for hobbies: a thing that one loves: She's fond of all sports, but tennis is her first / greatest love.

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There are also the following synonyms for the word “Love”. For example, love, like, be fond of, adore, be devoted to, care for, dote on:

Love – to have strong feelings for smb: I love you.

Like – to find smb pleasant and enjoying them with: She's nice. I like it.

Be fond of smb – to feel affection for smb, especially smb you have known for a long time:

I've always been fond of your mother.

Adore – to lovesmb very much: It's obvious that she adores her.

Be devoted to smb - to love sb very much and be loyal to them:

They are devoted to their children.

Care for smb –to love smb, especially in a way that is based on strong affection or a feeling of wanting to protect them, rather than sex:He cared for her more than she realized [17,p. 1094-1095].

In general, love is perceived as a regulatory force in the emergence of the universe as well as it represents the unity of action.

It is obvious to observe different conceptual emotional feelings in the multidimensional activity of a person, such as feelings for the motherland, parents, children, relatives. Particularly it is clearly seen in family relationships between men and women. A family relationship between a man and a woman is a typical example of an expression of human emotional feelings. This occurs as a result of the legitimate and necessitated nature of the relationship between the two sexes, which are closely related to family ties. Family is built on emotional affection between a man and a woman, on the other hand, friendship also develops on the mutual affection of two people. Based on the analysis of different discourses (artistic, philosophical, ethical, religious, daily) as well as analysis of the paroemialfund, it is possible to notice that there is a connection between the semantic connotation of the concept of “friendship” and emotional feelings of “love” within the expression of human emotions as the basis of the feeling of “friendship” is “love”. However, amicable affection can be formed between several people. Consequently, family relationships between men and women and the concept of friendship are interconnected.

Since marriage between men and women is a legal practice, marriage has long been considered a sacred institution in the Muslim world, including Uzbekistan. When a family is healthy and strong, it will achieve peace and harmony in society, in the country. After all, family welfare is the basis of national prosperity. That is why, since ancient times, the role and importance of family in social life has been given special attention in the legislation of the states. Such content and need is also reflected in the mental meanings of the concept of friendship.

Therefore, it is impossible to deny that the relationship between man and woman is closely related to the concept of “friendship” as romantic

relation developed on mutual respect between a man and a woman is closely linked to friendship. For example, *“I would rather have your friendship than any other woman in the world; Some little remembrance of our friendship and our love would be forever cherished in every heart”* [14,p.350].

Discussion. There are similar examples in Uzbek. For example, *Saodat stayed in the city. I came to the village. I left, but it felt like a piece of my heart was left in the city. Later I recognized that friendship was the beginning of love* [1, p.84]. In this text, not only friendship, but also the mental meaning of the concept of “soul” associated with the sense of love through the equivalent word “heart”. This is reflected in the following part of the text: “It felt like a piece of my heart was left in the city”. This part suggests that a combination “a piece of my heart” defines a pragmatic meaning of “a piece of my love”.

Furthermore, let's have a look at the love affair scene between Kumushbibi and Otabek from Abdullah Kadiri's book “Days gone by”. Kumushbibi asks Otabek “Are you the one?” and this gentle request may be seen as the first meeting between the two young men, and as a result, they developed a special bond of friendship in their hearts and pure affection in their hearts [1, p.60]. This text also shows the connection between such concepts as “soul” and “heart” as synonyms of love, friendship, heart lexeme in the expression of human emotions. The same can be seen in English fiction. For example, *His love was more ardent than ever, he loved her for what she was and even, her physical frailty was an added charm in his eyes* [16,p.175]. In this English text, human love is expressed by the intensity of their love, the charm of the eyes.

As we have mentioned, love has been viewed as a source of divine power from ancient times, and on this basis people have become closer friends sharing secrets. Here, the term “divine power” should not be interpreted in terms of religious affiliation, but it should be understood as the material and mental feeling that exists in the human mind.

Indeed, the concept of love inherent in human emotions is undoubtedly one of the most important human values. But in the ethics of concepts there is a question of outlining its boundaries. As its semantic structure, gender and type identity are also important it is essential to determine the importance of internal systems, pragmatic and etymological information.

It is well known that the ancient sources written in oral and written form contain much information such as legends and narratives about human emotional feeling such as the most powerful, mysterious and magical feeling of “love”. “Love” as the most powerful feeling of humanity would always develop spiritual power in any individual. This ancient and everlasting human emotional feeling has been considered sacred and holy for everyone.

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The main features of the aforementioned synonymic characteristic that refers to love can also be emphasized. There are emotions, like affection, that express your heartfelt respect for an individual. These emotions refer to the person you are having a relationship with: *I like my teacher, but I can not say that I have an affection for her. She kept her at a distance in a rather earnest way, and submitted only to those tender tokens of affection that better become the inexperienced lover* [5,p.282].

Furthermore, the word “attachment” (an attachment to one’s friend, an attachment to one’s profession) denotes interconnection or bond in the group of synonymic-semantic words. It does not only express love or respect, but also the feelings of attachment that have been developed during long period time of living together: *He knew it was only an attachment, but not love* [5,p.282].

Affection expresses love or respect not only for people, but also for cities, villages and countries: *American affection for France* [5,p.281].

In conclusion, we can say that along with the aforementioned, the synonymic group can be completed with the following words: *Loving, affectionate, devoted, fond, doting*.

Nowadays, the sources bear the concept of love, being defined, although not much, and some articles and brochures, devoted to it, are being published. We admit that the following types of love is being classified in classical works, including the classical typology of love depicted in ancient time works: *filia* – love dependency, love – affection, love – friendship, love – heart, heart - fraternity, they represent free individual choice; *storge* – love – stay tied, love – sincerely, heartfelt friendship, “couple love”, *agape* – love to relatives, love to be sacrificed without any interest; *Eros* – passionate, emotional love, love directed to full sexual possession [7,p.30] and others.

It should be noted here that in some sources, the etymological peculiarities of the concept of “love” in Uzbek are also commented. For instance, as it is explained in “Explanatory dictionary of the Uzbek language”, the concept of “love” in Arabic means “*love, affection and closeness*” [13,p. 662]. In this case, the person's closeness to the individual from the heart, the feeling of unification; semantic sense of love and affection in the human heart is reflected: *Love – is a word, the meaning of the world; Love – fruit of the heart; A person without love – is like a donkey, and a person without a pain – is like slag. Love – is a great word and its birth requires harmony, there is no life and cannot be without it* [3,p.292].

It is also expressed in affection for a person, for something, or for a job, or because of a tendency to it: *Devotion to music, love to arts and others*.

Indeed, there are a thousand different aspects of love, each facet has its own light, its sadness, its happiness and its own taste. [3,p. 300].

Characteristics of the concepts mentioned in their work are the principle of cosmic and physical communication, so it is also available among people. This is also reflected in the concept of love. Later on, “love” is viewed as a specific emotion of the heart and a human relationship. Such human emotions and feelings are also present in concepts such as *love, heart, and friendship*. But the main difference in love is that there are no sexual affection relationships in the concepts of *heart, love, and friendship*. But the fact that they have no romantic feelings in love does not exclude the existence of human emotions, but it requires more reasoning, rational vigilance, objectivity in identifying and evaluating the personality of subjects.

According to Humboldt and his loyal companions: “Love is about trying to get closer, it is about beauty and it is about friendship ... love is part of that friendship ...” [7,p.76]. Thus, in antiquity, love develops towards the perfectionist-sympathetic paradigm of ethics, the perfectionist-altruistic paradigm. Therefore, we have focused on several aspects of love associated with the human emotion, and in particular the closeness of the concept of ‘friendship’.

The type of love here is determined by the status and values of the subjects. Different forms of friendship manifest different kinds of love. This includes friendship between the two genders (couple, male and female friendships). Plutarch puts a couple love to the first priority. It is exactly the marriage that is considered as the basis of love, that the spiritual unity between a man and a woman leads to love, and the spiritual unity between the same sex (men) leads to friendship. It means there are a lot said about friendship. Regarding love, however, there is a slightly different attitude.

It can be observed that in the epoch of Renaissance generally two type functions of love were actualized: these are the *gnosiological* (perception of God by human being in the Holy Karan) and the emotional-hedonistic types (enjoying the subject of desire in fiction works).

As it is mentioned above, the ancient Greeks classified love into two types depending on which direction it may go – these are the “Eros” and “agape”, though, these are two important aspects of love, that means the “Eros” – to acquire the object of love, trying to get it as own, the “agape” - is the dedication of the person experiencing emotion to emotional object. This feeling is available in everyone. It is possible to forecast the love of the person, or, to be more precisely, the person who is experiencing love and his future depending on which one is more overwhelming. In case the “agape” prevails, the life of his love will be long and, on the contrary, if the “eros” prevails, there will soon be an emotional satisfaction, and the person's love life may be shorter than expected.

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When we study the type of love, we can see that the formation of free love dates back to the Middle Ages. Development of private property, existence of antagonistic classes, and violation of women's rights prevented the development of free love. We can see this in such literary works such as "Yusuf and Zulaykho", "Layli and Majnun", "Tokhir and Zuhra", "Farkhod and Shirin", "Romeo and Juliet".

The feeling of love as a supreme human emotion depends, to some extent, on the manifestation, expression, and disposition of the psychological characteristics of the subject. For instance, *This life of fire is the one that I will never forget, and I will always love it. He saw their future in the dark, as if they were once more satisfied with the existence of their intense love.* [2,p.92-124].

At the same time, it should be noted that initiation of love is one of the main individual and psychological peculiarities of an individual, and it is also significant to relate it with the character of an individual, but connection between the character and its expression cannot be denied. For instance, *Some of his friends knew that Sadiy and Munishon had a bond of love;*

Anwar noticed that it was gold which fell down, and felt warmth in his heart against deep thinking Rano. [2,p.124-146].

Conclusion.

Generally, friendship, love and family relationships between men and women In English culture, the relationship between husband and wife is considered equal. The love between the couples is determined depending on the nature, character and behavior of the both, that is, the husband and wife. Although this fact can be applied to the Uzbek family, first of all, the relationship of the couple is determined depending on the nature, character and behavior of the husband. It is necessary for the wife to take into account what her husband likes and dislikes, to know the character of her husband, and to act considering these features. Generally talking, family relationship between two genders is realized based on love and necessity, and it is legal in accord with its nature.

To sum up, it can be noted that it is possible to observe different conceptual emotions in diversified human activities.

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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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EFFECTIVE WAYS OF USING LITERATURE IN LANGUAGE TEACHING AND LEARNING

Abstract: Literature is a good source for English language learners to develop inner speech. It is literature that provides them the source for internalization of various verbal practices of the community, and the learner is enabled to "think words" and to be engaged in mental rehearsal and internal self-talks. Therefore, literature encourages more thoughtful and purposeful language learning. In fact, literature enables students to work productively in teams and it is the learning goal of a great deal of teaching programs. In their group working, they have to both share their perception and support and negotiate their opinions with each other, the point which increases their level of reasoning and critical thinking. In use of literature, it is not a matter of help, but a matter of force which signifies students' understanding.

Key words: Literature, meaning of words, creative thinking, personal development, emotions and intellect, critical and creative thinking.

Language: English

Citation: Kuvvatova, S. C. (2019). Effective ways of using literature in language teaching and learning. *ISJ Theoretical & Applied Science*, 11 (79), 149-152.

Soi: <http://s-o-i.org/1.1/TAS-11-79-34> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.34>

Scopus ASCC: 1208.

Introduction

Literature is a very enjoyable resource to learn a language. Literature provides examples of different styles of writing, and also representations of various authentic uses of the language. Literature is a good resource for increasing word power. It encourages developing various reading skills in learners. It can be used as a springboard for exciting discussion or writing. It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student. English literature (in general) is a part of the target culture, and therefore it has a value as part of the learners' general education. It encourages critical and creative thinking. It enriches the students' world knowledge and makes the students aware of various human situations and conflicts. John F. Povey mentions that "Literature will increase all language skills because literature will extend linguistic knowledge" [5, 44]. Thus, literature can serve as effective and valuable material to improve students' writing, reading listening and speaking skills. Literary texts can be used as a source or a model in teaching and developing writing skills.

The usage of literary texts in writing classes gives us objective information about how well the students have learned or in which parts they are missing out in learning the language. The texts that the students write, give us an idea about the ability of them to analyze [4,38].

Analysis.

Literature forces them to read more and more as well as deeply. In order to understand the piece of the material in front of them, they have to read it again and again and to think deeply about all its parts to find out the interrelation within each part. Literary texts, especially short stories, provide teachers and learners of English with a lot of pre-reading and post-reading activities, the ones which stimulate the learners' imagination and results in their creativity. Even after a long time, these activities remain with the learners as they try to remember the incidents of the story and the way they predicted them to happen. Language becomes a means for its own real function. It is not just a means for practice.

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Literature is meant to be enjoyed, as literature can be employed as a tool to promote literacy and proficiency in the language. It assists students to deal with social, cultural, racial problems or problem that deals with life in the real world. Literature source is the personal and emotional platform which offer enjoyment, enrich children's comprehension of themselves and the world around them, develops imagination, helps children make sense of their own experience and evokes one's feelings on issues related to the life, the learning gained allows children to learn new ideas and new knowledge, adds to their understanding of concepts, allows children to understand cultural traditions and values and issues in life, allows children to develop respect for self and others, and encourages them to become aware of their audience, and the language gain which helps children develop an awareness of how language works in communication, develop an understanding of the meaning of words, allows them to experience new ways of using language that bridges the gap between written and spoken language and allows them to experience the form of narratives.

This is to arouse students' enjoyment in listening to the poem by reading then aloud in class and getting students to follow along as the teacher rereads the poem. As the poem becomes more familiar, teachers are recommended to discuss new vocabulary in order to help students to understand the poem, and to use the text to teach aspects of language in the learning.

The Curriculum Development Board has provided resources for the CCL Program implementation in order to ensure the program is employed effectively in classroom instruction. Materials provided for the teaching of CCL includes power point slides and a guide, which allow teacher to go through the plot, setting, characters, lesson learnt and the feelings evoked by the story. The Pre, While, and Post-Reading activities are suggested in the modules provided by the CDC, which include WH-questions, gap filling, sequencing and rearranging of pictures to form a story. At the same time, the incorporation of higher order skills is also employed such as writing a diary for a character [1,109].

The Cultural Model which view literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students, the Language Model which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals, and the Personal Growth Model where the focus is on a particular use of language in a text and in a specific cultural context. These models have been incorporated in various approaches in the teaching of literature. According to Beach, there are six approaches in the teaching of literature. They are the Language-Based Approach, Paraphrastic Approach, Information-Based Approach, Personal-Response Approach, Moral-Philosophical Approach, and

Stylistic Approach. Each of these approaches is related to the teaching of CCL Program in classroom instruction [1,67].

The learning outcomes of literature teaching are the expected skills, experience, attitudes or language that students need to gain. The outcomes are the fundamental elements that students need to attain in the objectives of literature learning.

Outlined with six learning objectives for the literature components, states that the study of literature aids in language acquisition by developing the children's awareness on how language works in communication and experiencing the form of narratives.

There has given good support in the implementation of children's literature into the school systems. Without the belief and support of the importance of literature as a component in the syllabus, the death of literature is a sure thing. Literature component was incorporated into the ESL syllabus with the main aim of enhancing students' language proficiency. After ten years in the syllabus, teachers should be able to teach literature effectively. However, the incorporation of literature component is still argued and debated amongst teachers, students, researchers, parents as well as the policy makers.

Discussion.

European Journal of Language and Literature studies using literary texts which are suitable for the level of students in practicing some grammar topics may help teachers to teach grammar in an enjoyable way and develop listening skills of the students. In this activity, to practice different tenses in English, the teacher reads a story in one tense and asks the students to re-write the same story with a different tense [1,92].

For example, the teacher may read a story which is written in present tense and asks students to re-write the same story as if it happened last year. This activity will help students develop their writing and reading skills. A story with a number of four or five characters is given to students to be read as homework. The next lesson, having warmed up by summarizing the plot and paying attention to some chosen sentences to enable students enjoy the beauty of literature, students are divided into groups in class according to the number of the characters in the story.

The teacher assigns a character to each group and each group as an individual writes a letter to another group telling their circumstances and they may ask for help, offer help, make a deal etc. So, each group representing a character from the story writes and receives a letter and each group has to answer the received letter. A group member reads their group's letter in front of the class and a student from the addressed group reads their answer. Using literary texts in teaching English as a foreign language and introducing English literature to students motivate and encourage students to read literature.

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Easy-to-understand literary texts can play an incentive and introductory role at the beginning while difficult ones as they appear in historical, biographical texts, poetries and articles help students to understand the language in depth [1,126]. The goal of this activity is to help students learn the characteristics of speaking such as: intonation, rhythm, stress and pronunciation. In the first stage, students are divided into groups and each group is given a part of a well-known poem which is suitable for students' English level. The teacher underlines some words from the poem and asks students to be ready to read it out loud with the right pronunciation, intonation and stress, and to find synonyms for the underlined words as homework. The next lesson the teacher allows the groups to read their part within the group and choose the best reciter. Then the teacher chooses the groups in a random order and asks the reciter of each group to read their part.

The next task is to put the stanzas in the right order as a reading comprehension activity. After that, the teacher reads the entire poem paying attention to intonation; stress and pronunciation or make students listen to the original recording twice or more if necessary. Having practiced the reciting, the teacher asks a group member to read the underlined words to the other groups and the first group that has found the synonym gets a point. If none of the groups find the synonym in a given time, the group that has asked the word gets a point. At the end, the group with the highest total point is announced as the winner.

According to Collie and Slater as a reading assignment, different reading pieces can be given out, such as poetry, essays or stories. The similarities or differences of plots, characters or types can be discussed in class. For example, while one group of students read one version of the story, the other group may read another version of the story. When they finish reading, they ask questions to each other in order to find differences and similarities in the stories. This activity can be used as a reading comprehension activity as the students have to find out the differences between the stories or as a discussion to see how much the differences matter [3,69]. The literature component in English is aimed at enhancing students' language proficiency, and it is also geared for the purpose of generating the aesthetic part of the language that is personal response from students.

Teachers did not differentiate between more and less proficient students. The more proficient children complained about being bored by inappropriate activities. It is therefore, in the present study, based on the statistics and previous studies provided, the researcher would like to investigate as to what extent student's reading abilities and language proficiency

has been carried out in the implementation of CCL Program by looking into the context, input, process and product of the program in primary schools [1,168]. These relationships exist between the cognitive and the language learning process in classroom learning. It represents knowledge about concepts of objects and the relationships they have with other objects, situations, events, sequence of events, actions and sequences of actions. In other words, this theory states that all knowledge is organized into units, and within these units of knowledge, or schemata, information is stored in the learning process. It is therefore, these theories are relevant in understanding students' development in language learning particularly, in learning literature as discusses in this study.

Majority of indicators mention strong favoring of literature teaching in the English classroom to increase student's skills and knowledge. As it has been widely accepted incorporating literature in language teaching is considered to be very advantageous. Literature usage as resource in English learning classrooms increases creativity and ability of writing, reading and appreciation for language. It also encourages oral skills and personal opinion expression.

Conclusion.

Literature provides opportunities for foreign language classes and can appeal to the students with various learning styles. Literary texts are reliable sources of linguistic inputs and can help the students practice the four skills—speaking, listening, reading and writing. In this study, we demonstrated the benefits of using literature in foreign language teaching. Literature can help the students enhance their perception of other cultures and societies. Also, literary texts I can consider authentic subjects like love and war that one may experience in the real world. Indeed, literature is representational instead of referential. While referential language tends to communicate at only one level and is informational, representational language of literature considers the students and involves their feelings and perceptions of the real world. Literary texts help the students to activate their imagination and develop their emotions. Literature is integral part of language and languages are enriched with literary works. Considering literature as important cultural asset, it could be claimed that literary works should be used as an effective instrument in teaching foreign languages, including the most commonly spoken language, English.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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PEDAGOGICAL EFFICIENCY OF CARRYING OUT LABORATORY WORKS WITH SMALL-SIZED SELF-MADE UNIVERSAL INSTALLATIONS

Abstract: The paper presents the results of pedagogical research on the activation of cognitive activity of students in the framework of the possibility of conducting educational, laboratory and research work on General technical disciplines.

Key words: pile driver, impact strength, rubber elasticity, the angle of the fracture, evaluation criteria.

Language: Russian

Citation: Isakova, S., & Akhmedov, I. (2019). Pedagogical efficiency of carrying out laboratory works with small-sized self-made universal installations. *ISJ Theoretical & Applied Science*, 11 (79), 153-160.

Soi: <http://s-o-i.org/1.1/TAS-11-79-35> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.35>

Scopus ASCC: 3304.

ПЕДАГОГИЧЕСКОЙ ЭФФЕКТИВНОСТИ ПРОВЕДЕНИЯ ЛАБОРАТОРНЫХ РАБОТ С МАЛОГАБАРИТНЫМИ САМОДЕЛЬНЫМИ УНИВЕРСАЛЬНЫМИ УСТАНОВКАМИ

Аннотация: В работе излагаются результаты педагогических исследований по активизации познавательной деятельности студентов в рамках возможностей проведения учебно-лабораторных и исследовательских работ по общетехническим дисциплинам.

Ключевые слова: копёр, ударную вязкость, резина, эластичность угол излома, критерии оценки.

Введение

В документах правительства по вопросам реформы системы непрерывного образования отмечается, что задачи социального и экономического развития страны требуют от молодого человека, рабочего, техника, инженера вступающего в самостоятельную жизнь самого современного образования, глубокого знания научно – технических и экономических основ производства, сознательного, творческого отношения к труду в народном хозяйстве. Опыт убеждает, что успех здесь во многом определяется умелым использованием методов активизация познавательной активности студентов и учащихся. Эту задачу мы пытаемся решить в данной работе на примере технических вузов.

Основная часть

Во всех технических высших учебных заведениях знания о технике студенты получают в процессе изучения таких дисциплин, как «Технология конструкционных материалов», «Сопротивление материалов», «Детали машин», «Теория механизмов и машин», «Резание металлов, станки и инструменты» и др. Опыт показывает, что эти знания преобретают обобщенный характер и используются в профессиональных целях в том случае, когда они усваиваются в процессе совместной обучаемой деятельности преподавателя и студентов. Это возможно только при использовании активных методов обучения, дающих студентам глубоких и прочных знаний.

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Как же добиться от студентов глубоких и прочных знаний? Ответить на данный вопрос нелегко, но можно смело сказать, что во многом этому способствует такая методика обучения, которая активизирует познавательную деятельность студентов на занятиях.

Существует много приемов активизации познавательной деятельности студентов, и тем не менее, общего рецепта на все случаи жизни дать невозможно. Все зависит от специфики предмета, учебного материала, уровня подготовленности и индивидуальных особенностей обучаемых.

В данной работе рассматривается вопрос активизации познавательной деятельности студентов в рамках возможностей одного предмета, т.е. на примере проведения лабораторных работ по курсу «Сопротивление материалов».

На всех учебных заведениях технического направления лабораторных практикум по испытанию материалов проводится на разных машинах и установках. В том числе для испытания материалов на ударную вязкость применяется маятниковый копер КМ-30 с габаритным размером 2100X700X1400 мм и весом 700кг.

Недостатком этого маятникового копра является:

- 1) Громоздкость и сложность конструкции;

- 2) Требуется много места и специального фундамента для установки;

- 3) Сопряжено с большой трудоемкостью и значительным расходом времени на подготовительные работы и проведение эксперимента;

- 4) Не даёт возможности на высоком уровне привлечь к активной самостоятельной работе каждого студента при выполнении лабораторных работ, работу выполняет только один более активный студент из подгруппы, а остальные остаются пассивными посетителями;

- 5) Не все учебные заведения имеют возможность приобрести такие установки.

Очень эффективным является метод проведения лабораторных работ с малогабаритными установками и оборудованием, которые приучают студентов к аккуратности, обеспечивают чистоту в лаборатории. Применение таких установок позволяет значительно увеличить количество проводимых каждым студентом опытов.

Исходя из этого обстоятельства на кружке «Техническое творчество и дизайн» конструкции малогабаритного универсального маятникового копера для проведения учебно-лабораторных работ по испытанию материалов на ударную вязкость и изготовлен опытный образец. (Рис 1.)

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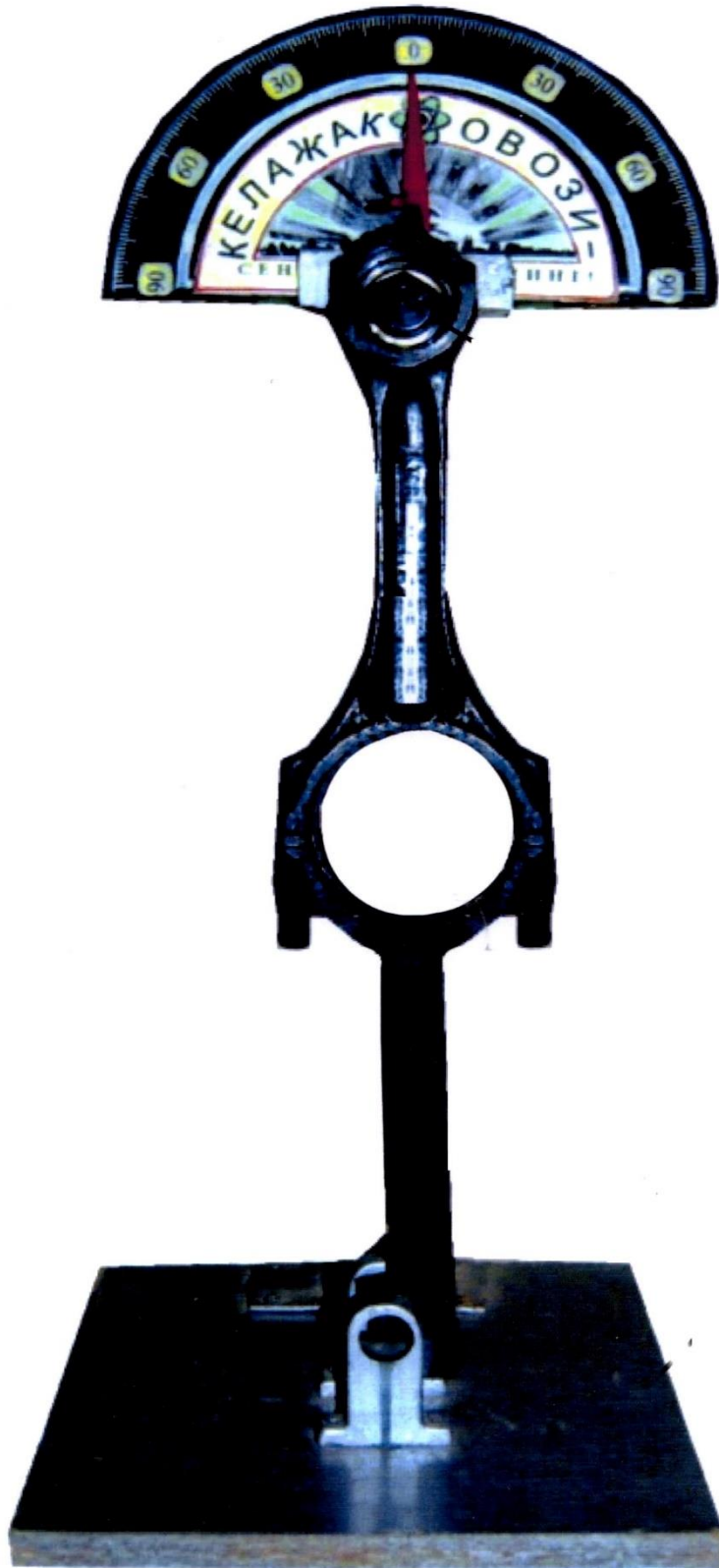


Рис 1.

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В соответствие с поставленной задачей шатун двигателя Д37М переоборудован для этой целью (рис. 2 а,б).

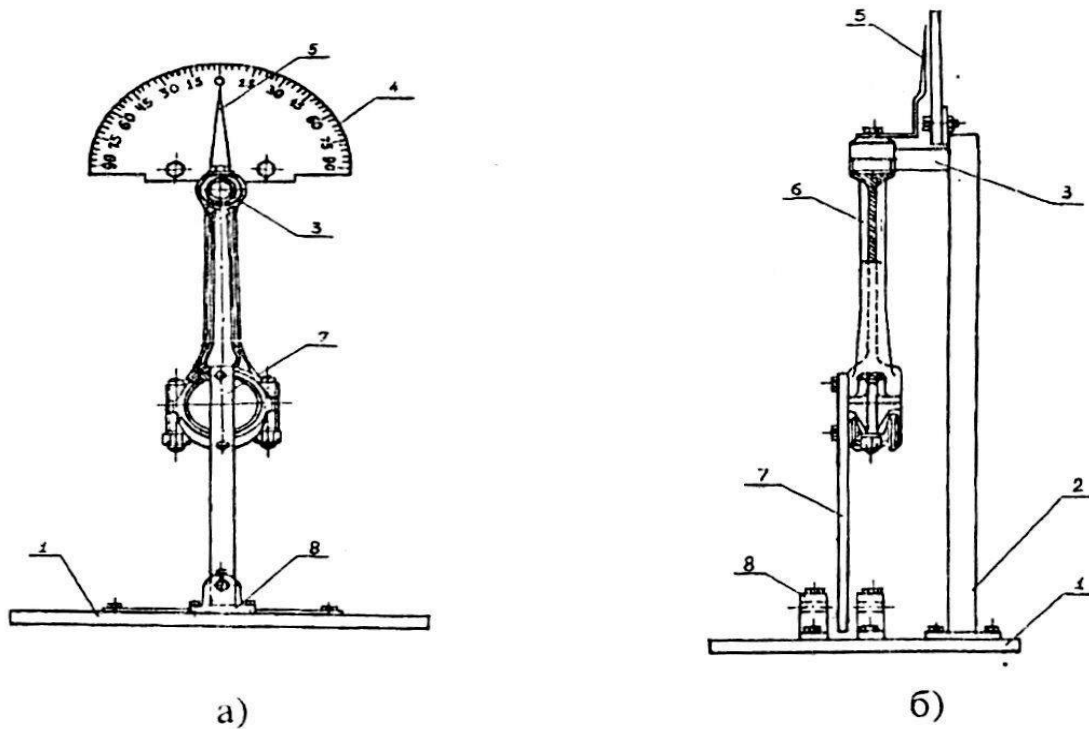


Рис. 2

Он включает установленной на верхней части его ось 3 и шкала 4. На верхней головке шатуна 6 болтом закреплена стрелка 5, а на нижней головке его двумя болтами установлена лезвия 7 в виде четырёх угольной пластинке. На (против лезвия подставке 1 выполнены две одинаковые) образцодержатели 8.

Лабораторная работа на установке выполняется аналогично как у копра КМ-30 и обработка результатов испытаний производится общеизвестным способом и формулами ($A=G\ell$

$(\cos\beta - \cos\alpha)$ и $W = \frac{A}{S}$;) указанной в учебных

пособиях по данному курсу.

Универсальность данной установки заключается в том, что его можно использовать также в качестве устройство для определения моментов инерции твёрдых тел (шатун). Для этого отвинчивая болтов нижней головки шатуна 6 лезвия 7 (рис. 3).

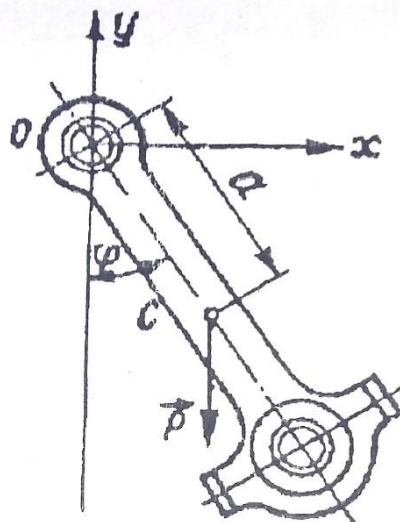


Рис. 3

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Находя опытным путём период колебаний $T = \frac{t}{n}$; на установке легко определяется момент инерции шатуна по общеизвестной формулой

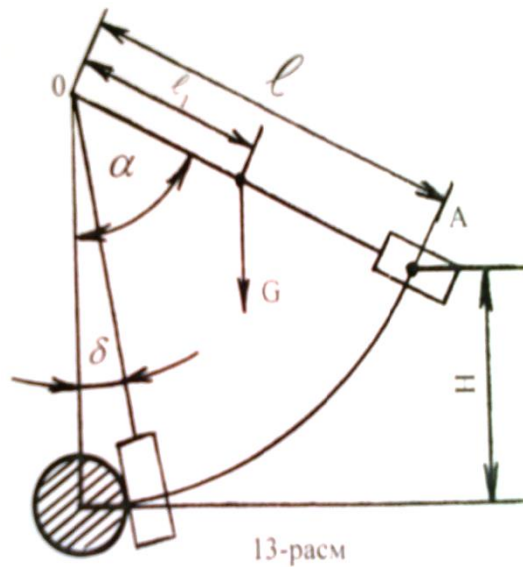
$$J_z = \frac{T^2 \cdot G_a}{4\pi^2}$$

При использовании предлагаемой универсальной малогабаритной учебно - лабораторной установки для проведения лабораторных работ по сопротивлению материалов (определение ударной вязкости материалов), по теоретической механики (определение момента инерции) и по физики (определение период колебаний) в большой мере,

чем при проведении этих же занятий на стандартном оборудовании, применяется эвристический метод. Адаптация студентов к условиям работы на малогабаритном устройстве наступает довольно быстро, так как все детали конструкции установок просты, знакомы и доступны.

Кроме основного назначения, устройства может быть использована для выполнения научно – технических и учебно – исследовательских работ студентов, учащихся и других научных работников по:

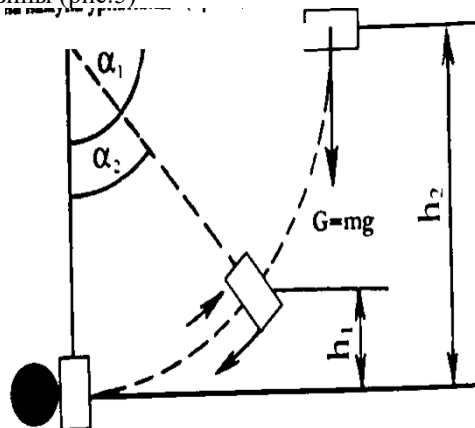
1. Определение угловое и линейное скорости движения твердого тела вращающейся вокруг неподвижной оси (рис.4)



$$\varphi = \sqrt{2G \cdot l_1 (\cos \alpha - \cos \delta)}$$

$$V = \varphi \cdot l$$

2. Определение эластичность резины (рис.5)



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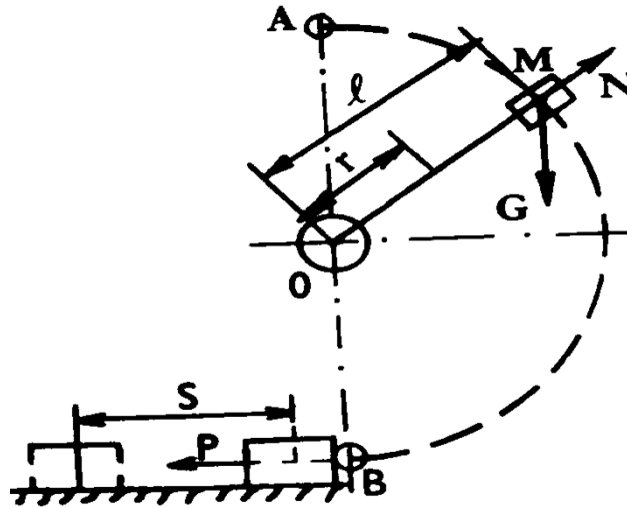
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$$A_1 = m \cdot g \cdot h_1 \quad A_2 = m \cdot g \cdot h_2$$

Эластичность резины в процентах (%)

$$\text{равно} \quad \mathcal{E} = \frac{A_1}{A_2} \cdot 100 = \frac{1 - \cos \alpha_1}{1 - \cos \alpha_2} \cdot 100$$

3. Определение работы выполненной силы тяжести (рис 6)



$$A = G \cdot r = P \cdot S$$

4. Определение ускорение свободного падения g геологического района

$$T = 2\pi \sqrt{\frac{J}{m \cdot g \cdot l}} \quad g = \frac{4\pi^2 J}{T^2 \cdot m \cdot e}$$

В пределах одного геологического района g меняется не более чем на 500мГал (0,005м/с²).

5. $G = mg$ - сила тяжести (стержня маятника). Определяя ускорение свободного падения g данного геологического района можно искать полезные ископаемые. Известно, что гравитационных аномалии зависят от состава горных пород, слагающих земную кору. Породы разного состава имеют различную плотность. Над плотными (тяжелыми - железная руда породами сила тяжести повышена, над легкими (подземные воды) менее плотными она уменьшается.

6. Определение фаза колебаний под знаком синуса или косинуса φ

$$\varphi_{\phi} = 2\pi \frac{t}{T} \text{ рад.}$$

7. Определение частота колебаний $\nu = \frac{1}{T}$

Гц

8. Определение потенциальной энергии (рис.5). $\Pi = A \quad A = G h_2$

$$\Pi = G h_2 = m \cdot g \cdot h_2$$

9. Определение кинетической энергии

$$E_r = mg(h_2 - h_1)$$

10. Определение усилия и угол излома стеблей (кенафа, тростника, арахиса, плодовой древесины и др.) растений и сельхозкультур для конструирования соответствующих орудий и машин. Исходя из поставленной задачи по активизации познавательной деятельности студентов, целью изучения практических знаний, умения и навыков и ситуации, а также дидактических возможностей, заложенных в лабораторной установке, нами разработаны системы учебно-практических и учебно-исследовательских задач для каждого этапа с учетом их особенностей по:

1. Определение структуры программированных учебно-практических и исследовательских заданий для подготовки студентов к проведению лабораторной работы;
2. Роль лабораторных устройств в дидактическом процессе;
3. Организация лабораторных занятий;
4. Режим выполнения лабораторной работе;
5. Организация труда в лаборатории;
6. Подготовка студентов к проведению лабораторной работу;
7. Порядок проведения лабораторной работы;
8. Оформления отчетов;

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9. Критерии оценки зачета;
10. Воспитание интереса к лабораторным занятием;
11. Проблемные ситуации при проведении лабораторных работ;
12. Исследовательские принципы лабораторных работ.

При работе с малогабаритным устройством оптимально используются силы и возможности студентов. Стоит также заметить. Что предлагаемое малогабаритное устройство лучше отвечает такими эргономическими принципам как принцип лаконичности, обобщения стадийности, принципу привычных ассоциаций и стереотипов.

На основании изложенного можно сделать следующие выводы:

- проведение лабораторных работ в нем значительно безопаснее, чем на типовом маятниковом копра.
- обеспечивает более эффективное использование учебного времени за счет рационализации форм и методов самостоятельной работы;
- способствует более глубокому и прочному усвоению студентами и учащимися теоретических знаний, приобретению инженерных (общетехнических) умений и навыков;
- помогает развитию творческой самостоятельности и инициативы, познавательной активности, навыков исследовательской работы;
- обеспечивает хорошее усвоение учебного материала, дает студентам и учащимся основные понятия процесса деформирования и разрушения материала.

Педагогическая эффективность применения установки заключается в возможности использования ее не только при проведении лабораторных работ, но и использования на лекционных занятиях для наглядной демонстрации при изложении темы, малогабаритности, простота конструкции и универсальности, легко доступности способов проведения работы и в экономии времени.

Её можно изготовить силами студентов в условиях учебных мастерских любого учебного

заведения. Опыт эксплуатации установки показал ее несомненное преимущество перед существующими вариантами оборудования лабораторий.

Таким образом, проведение лабораторных работ по предлагаемой нашей установке дает возможность на высоком уровне привлечь к активной работе каждого студента при выполнении работы, что существенно влияет на активизацию познавательной деятельности. Ее применение позволяет значительно увеличить количество проводимых каждым студентом опытов.

Опыт эксплуатации установки показал ее несомненное преимущество перед существующими вариантами оборудования лабораторий.

Результаты исследования

Для проверки эффективности проведения лабораторных работ на предлагаемой самодельной установке нами проводились лабораторные работы на разработанном самодельном устройстве (по вышеназванной тематике), в одной подгруппе, а на существующей машине во второй подгруппе. Эксперимент проводился в двух направлениях: во первых, мы уяснили, как лабораторные работы, проведенные на самодельном устройстве и существующей установке, влияют на прочность и полноту знаний и, во вторых, сколько времени тратят студенты на их выполнение.

Наши наблюдения тщательно фиксировались, а затем были проанализированы. Проводились контрольные работы для проверки знаний, умений и навыков студентов. Проверка по результатам лабораторных работ показала, что в экспериментальных подгруппах, где студенты проводили на предлагаемой самодельной установке самостоятельные исследования, 94,5% студентов дали правильные ответы, в контрольных группах - 89,1%. Также для проведения опытов студенты на самодельной установке тратили более 20 минут меньше времени, чем на существующей установке.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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UZBEK PHILOSOPHY: PAST AND PRESENT

Abstract: As a research task, the authors identified an attempt to study the concept of "Uzbek philosophy", the relevance of the moral views of the great thinkers of the East.

Key words: Uzbek philosophy, civil society, moral look, east, humanity, community, teaching.

Language: Russian

Citation: Karimov, N., & Karimova, Z. (2019). Uzbek philosophy: past and present. *ISJ Theoretical & Applied Science*, 11 (79), 161-165.

Soi: <http://s-o-i.org/1.1/TAS-11-79-36> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.36>

Scopus ASCC: 1211.

УЗБЕКСКАЯ ФИЛОСОФИЯ: ПРОШЛОЕ И НАСТОЯЩЕЕ

Аннотация: В качестве исследовательской задачи авторами была определена попытка изученности понятия «узбекская философия», актуальности нравственных взглядов великих мыслителей Востока.

Ключевые слова: узбекская философия, гражданское общество, нравственный взгляд, восток, гуманность, общность, учение.

Введение

Как у каждой нации в мире существует своя история, язык, традиции и ценности, есть и своеобразная национальная духовность, образ мышления и философия. Их невозможно представить отдельно друг от друга. В этом смысле, хотя философия является общечеловеческой наукой развивающейся на основе универсальных законов и категорий, не только охватывает проблемы, относящиеся человечеству, но и выражает мировоззрение и своеобразные особенности, законы развития и цели-намерения определенной нации.

В настоящее время много народов и государств, стремящихся к гармонизации своей национальной философии и модели развития, через это к подъёму на новый этап в развитии. В этом плане собран и определённый опыт. На

сегодняшний день мы привыкли к терминам «китайская философия», «индийская философия», «греческая философия», «английская философия», «французская философия» или «немецкая философия». Каждая из этих философских школ наряду со своеобразными подходами к человеческой цивилизации и отражением неповторимого облика, национальных традиций, менталитета и духовности своего народа заслуживает такого признания.

В условиях создания основ свободного гражданского общества и глобализации в нашей стране в системе развивающихся факторов духовных качеств личности важное место занимают богатые духовно-философские мысли в лучших художественного мышления олицетворяющее в себе богатый опыт предков. С

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этой точки зрения научное изучение этой темы остается главным приоритетом для социально-гуманитарных наук, в частности философии. Так как, конечная цель через формирование духовности свободной личности – создание свободного и процветающего, благополучного общества, всестороннее обеспечение его развития и продолжительности. В этом отношении как отмечал первый Президент Республики Узбекистан И.А. Каримов: «Если мы повысим духовность, на пути достижения цели мы найдем сильную поддержку»[1, с.137].

Основная часть

Понятие «Узбекская философия». Её преобладающей стороной, которая привлекает наше внимание является то, что среди философских школ, сформировавшихся издревле, были причастны непосредственно нашей истории, есть понятия и термины идеологов бывшего союза, стремившихся полностью истребить из нашего сознания-мышления. Они были известны в прошлом под отдельными именами как философия Самарканда, Бухары, Хорезма, а позже «Философия Маверанахра» или «Философия Туркестана». Но каждый из них выражал развитие общеполитического мышления единого узбекского народа. В течении веков формировалась как «узбекская философия», превратилась в составную часть жизни народа и совершенствовалась.

В действительности, корни философии нашей страны, создавшей три тысячи лет назад такое великое произведение как «Авеста» нет сомнения что она древняя как философия Китая или Греции, Египта и Индии. Не без причины появились в истории науки такие признания как «Век Хорезма», «Век Ферганы», «Век Беруни», «Век Авиценны», а среди народов востока и такие выражения как «Самарканд – совершенство на земле», «Бухара – мощь ислама». Хорезмская академия Маъмуна или академия, основанная Улугбеком, в свое время была не только академией точных наук, но и академией философии, и это правда не требующая доказательства. В этом смысле есть все основания для того, чтобы сказать, что наша национальная философия древняя как наша история, глубокая как наша духовность.

После достижения независимости это богатое философское наследие возродилось под названием «узбекская философия», приобрела новый смысл-содержание. И вступило на современный завершённый этап. Возвращение философии к реальности, постепенное устранение последствий от бывшего союза, этот процесс связанный с тенденциями отрицания и обновления, изменения и развития превратился в

составную часть реформ проводимых в годы независимости в нашей стране.

С научной точки зрения, известно, что в описании и характеристике каждого термина или понятия отражаются смысл-содержание и своеобразные стороны, выражаемые им. И термин «узбекская философия» не исключение. И в её характеристике важное место занимают чувства и ценности, связанные с зоной и рубежами нашей Родины влияющих на своеобразные нашему народу общественные признаки и свойства, на процессы их возникновения и совершенствования. Для людей любой нации, в том числе и для нашего народа эти стороны общие, отдельные личности, то есть мировоззрение каждого члена нашего общества «звено» связывающее национальное мышление и общечеловеческую философию.

В этом смысле, понятие «Узбекская философия» выражает этапы развития философское мышления, сознания и мировоззрения, понятий и категорий, духовных тенденций и своеобразных особенностей нашего народа, формируясь с древних времен дошедшая до сегодняшнего дня научно-философское наследие, процессы, связанные с ним, означает идеи, теорию и учения в этой отрасли.

В данном понятии отчетливо проявляется философская сущность и достоинство таких свойств, как духовный образ, мышление и образ жизни, менталитет, обычаи, традиции, тенденции благодушия, непоколебимость и созидание нашего народа. В этом понимается философские тенденции, понятия и система категорий, оказывающих воздействие на судьбу и развитие нашего народа, имеющих несравнимое значение в развитии национального мышления, формирующего мировоззрение общества и личности, имеющее важное значение для духовного образа, воспитания и совершенства каждого из нас. Осознание их сущности и значения укрепляет чувство сохранения национальных ценностей в душе и сознании, быть достойными благих идей и идеалов, оставленных в наследие нашими предками, призывает смотреть с большой надеждой на будущее Родины. В этом процессе наблюдается два типа положения. С одной стороны, понятия и тенденции узбекской философии сознательным образом формируются нашим народом, то есть люди создают философские идеи и идеалы, соответствующие им на основе понятий о духовных нормах и критериях, существующих у них. Такие стремления повышают общественную и духовную активность членов общества, призывают к поиску, исканию и созиданию. А с другой стороны, служит совершенствованию усвоенных людьми знаний, различной созидательной деятельности, традиций, обычаев или даже навыки и впечатления,

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полученные в процессе других культурно-просветительских мероприятий.

Как и любая зональная или национальная форма философии, этот эволюционный процесс органически связанный с практикой и развитием узбекской философии приобретает различные свойства подходящие к жизни общества и общественным сознательным формам, разум, совершенство, смысл жизни, цель от осознания мира человека проявляется в критерии определения соответствия правде или в какой-нибудь идеальной форме. Философское понятие и тенденции присущие нашему народу связаны с этой основной функцией относящийся к месту создание форм определённого мировоззрения и мышления, формирование высокой духовности, воспитание человека и совершенства молодёжи.

Еще одной важной функцией этого понятия и тенденций постепенно формировавшегося и совершенствовавшегося на протяжении истории узбекского народа, мышление соотечественников, на каком уровне мировоззрение и духовное развитие народов определенной эпохе связано с проявлением как их показатель.

В этой области необходимо подчеркнуть, что при устойчивости истории человечества, национальной государственности народа и возвышении духовного потенциала, как и все многие отрасли, стремительно развивается и его философия, и наоборот, в эпоху утраты своей государственности и потерпевшим упадок можно наблюдать застой или потерю значения философии. В этом смысле, содержание-суть, свойства проявления и этапы прогресса понятия «узбекская философия» нельзя отдельно представить от истории народа, традиций национальной государственности, духовных ценностей, от образа морали и мышления. Такая трактовка данного понятия, в свою очередь, в процессе исторического развития проявление философии присущей нашему народу, совершенствование и обновление от прошлого к будущему, то есть движение как этнообщественное событие, создает возможность анализировать процесс изменений, связанных со сменой времен.

В этом смысле, система понятий и тенденций присущих узбекской философии формировалась вместе с нашим народом и сквозь историческую вереницу, волею времени, различные общественные и политические процессы, пройдя из прошлого в будущее, совершенствовалась. В смысле создания данной философии, совершенствование новых граней и сторон, развитие в процессе прогресса его единственный обладатель узбекский народ, основная действующая сила, доставляющая из процесса изменений места и времени прошлого в будущее, без сомнения самая важная опора — это ценность.

А это, означает создание цивилизации для нашей страны, олицетворявшей с трёх тысячелетнюю эпоху узбекской философии, формировавшейся и развивавшуюся в долгом историческом процессе как составная часть духовности, унаследованной веками нашим народом. С исторической и духовной стороны эта философия, органически связанная с этой цивилизацией, своеобразно выражается во многих чувствах, сформировавшихся у нашего народа такие, как почтение месту и родине, верность памяти предков, уважение к старшим, любезность в обращении, дружелюбие и достоинство, стыд и благоразумие. В ней отчётливо проявляется влияние ценностей, обычаев, обрядов, церемоний и традиций не похожих на другие народы мира.

Ныне территория называемая Узбекистан, считается одной из колыбелей цивилизации и философии не только Востока, но и всего мира и это признаёт весь мир. В этой древней и святой земле родились великие учёные, мыслители, улема, известные политики и полководцы. Множество основ философских, религиозных и мирских наук возникли именно здесь, совершенствовались. Памятники, созданные до рождения Христа и после до сегодняшнего дня, не потеряли свою красоту прелесть, величие, от самых древних каменных надписей до многочисленных рукописей хранимых в сокровищнице в библиотеках сегодня, наше несравнимое духовное богатство, гордость. Народ обладающий таким большим философским наследием в мире найдётся не очень много.

Кроме этого, народ нашего края с древних времен жил в близкой связи с человечеством в соприкосновении. Этому есть множество примеров. Великий Шёлковый путь ведущий из глубин Азии в Ближний Восток, Европу и Африку, учёные и мыслители известные всему культурному миру, доставили духовное наследие, творчество великих наших предков, являющимися создателями таких городов как Самарканд, Бухара, Шахрисабз, Хива, ошеломляющее до сих пор своим величием весь мир. В этом процессе имеет важное значение в обеспечении и развитии национального разума, национального духа, национального своеобразия место людей духовности, то есть учёных и мыслителей, писателей и интеллигенции. Бесценное духовно-просветительское, научное наследие, оставленное нам великими нашими такими предками как Имам Бухари, Ат-Термези, Муса Хорезми, Ахмад Фергани, Авиценна, Абу Рейхан Беруни, Накшбанди, Эмир Темур, Мирза Улугбек, Алишер Навои занимает достойное место в сокровищнице мировой культуры, ведёт человечество к благоденствию, служит для воспитания всесторонне развитых людей. Следовательно, и сами эти великие личности, олицетворяющие высокий

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духовный образ, останутся для нас на вечно символом философского совершенства и человеческой зрелости. По словам Фараби: «Целью человеческого существования является достижение высшего счастья; прежде всего он должен знать, что такое счастье и из чего оно состоит, его достижение должно быть идеей и самой высшей целью человека, быть очарован всем своим существом»[3, с.75].

В этом смысле, узбекская философия и мышление нашего народа, образ жизни и мировоззрение конечно не возникли сами собой, не формировались на пустом месте. Являясь основой точными историко-естественными и общественными факторами в их возникновении и развитии, и только присущие нашему народу философские критерии, духовные требования, правила поведения посвящали силу и мощь, были опорой и оплотом в созидательных делах наших предков. В этом отношении воздействие чувства коллективизма присущее нашим соотечественникам на сознание, внутренний мир, образ мышления, чувства людей, их обогащение, развитие и перенаправление на новые идейные направления, выражает настоящую сущность узбекской философии. Как отмечается в произведении «Высокая духовность – непобедимая сила», «В восточном мире, в том числе, в условиях Средней Азии очень важное значение приобретает чувство общинного проживания» и приближает людей друг к другу, создает почву для проживания, поддерживая друг друга. В этом смысле, если обратим внимание на образ жизни и мышления узбекского народа мы увидим не похожую на других, не только взаимное обращение, но и ряд своеобразных особенностей очевидных как органическая часть нашей жизни, сформированную в течении тысячелетий... Такие понятия возникли как основа мировоззрения, духовной жизни народа на протяжении веков,

являются действенным выражением великих ценностей, духовного наследия занявших глубокое место в нашем сознании»[2, с. 7].

Вывод

Значит, такие ценности, являющиеся исторической опорой сегодняшней узбекской философии не опровержимая правда, как духовное наследие, переходящее из века в век. Если смотреть в этом отношении, идейные, идеологические, просветительские, культурные, религиозные и нравственные ценности, мировоззрение, обычаи, традиции и отношения жизни и мышления сегодняшнего общества намечает духовное наследие и основные тенденции философии будущего поколения.

В постсоветских условиях вопросы, связанные с этим процессом, оставались в стороне. Несмотря на сильные идеологические притеснения продолжавшиеся долгое время, народу Узбекистана удалось сохранить свои исторические и культурные ценности, своеобразную духовность и философию переходивших из поколения к поколению. С первых же дней независимости восстановление и сохранение этого весьма глубокого, бесценного наследия, создававшегося в течении многих веков нашими предками стало чрезвычайно важной задачей на уровне государственной политики.

Благодаря независимости была создана возможность осознания настоящей философии нашего народа, её места и значения в общественной, духовно-просветительской жизни, освоение научного и философского наследия наших великих предков, воспитание наших детей на основе этой ценности, сохранение этого бесценного богатства. А это, в свою очередь без сомнения послужит обеспечению нетленности и продолжительности узбекской философии.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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THE STUDY OF WORLDVIEW AND ACTIVITY OF THINKERS AS A HISTORICAL CRITERION

Abstract: The article highlights the essence of the heritage of our ancestors and their bright works as well as topical issues of promotion of national spirituality to our youth.

In addition, the article expressed the view that it is necessary to create a national model to combat such negative illusions in the current period, when there are spiritual threats that negatively affect the outlook of youth.

Key words: history, national consciousness, youth, historical city, spirituality, struggle for human consciousness and heart, path of national development, heritage of our ancestors, society.

Language: Russian

Citation: Ruziev, A. J. (2019). The study of worldview and activity of thinkers as a historical criterion. *ISJ Theoretical & Applied Science*, 11 (79), 166-169.

Soi: <http://s-o-i.org/1.1/TAS-11-79-37> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.37>

Scopus ASCC: 1207.

ИЗУЧЕНИЕ МИРОВОЗЗРЕНИЯ И ДЕЯТЕЛЬНОСТИ МЫСЛИТЕЛЕЙ КАК ИСТОРИЧЕСКОГО КРИТЕРИЯ

Аннотация: В статье освещена суть наследия наших предков и их ярких произведений, а также актуальные вопросы пропаганды национальной духовности к нашей молодежи.

Кроме того, в статье было высказано мнение о необходимости создания национальной модели борьбы с такими негативными иллюзиями в нынешний период, когда возникают духовные угрозы, отрицательно влияющие на мировоззрение молодежи

Ключевые слова: История, национальное самосознание, молодежь, исторический город, духовность, борьба за сознание и сердце человека, путь национального разветвения, наследие наших предков, общество.

Введение

Мы должны жить как достойный наследники наших великих предков, отдавших свою жизнь за нашу сегодняшнюю и завтрашнюю день как пример поучения для себя и наших детей.

Ш.М.Мирзиёв.

Если мы посмотрим и проанализируем нашу древнюю историю, мы можем осознать одну важную и поучительную мысль, то есть мы видим, что корни духовного мира наших предков формируются благородными качествами, которые

были оживлены как в истории, так и в настоящем, наряду с нашим растущим духовным прошлым.

С этой точки зрения, мы должны с гордостью сказать, что образцовая жизнь и деятельность наших великих мыслителей и мыслителей, наши выдающиеся научные и творческие открытия очаровали мировое сообщество в прошлом и сегодня.

Но создание необходимых условий для реализации молодежи своего потенциала, предотвращение распространения “вируса” идеи насилия является нашей главной задачей, - сказал наш Президент Мирзиёв[1, с.1.]

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Основная часть

В современных условиях глобализации, моральной войны и борьбы за человеческое сознание естественно, что пополнение нашего национального мышления трудами наших предков и выдвинутыми ими уникальными идеями является достойным щитом против любых социальных проблем.

В связи с этим мы приведем отрывки из образцов научного творчества некоторых наших мыслителей и рассмотрим насколько они важны на сегодняшний день.

В том числе, Мухаммед Муса Хорезми был первым в мире, кто ввел в науку десятичную систему исчисления, понятия алгоритма и алгебры и на этой основе все мы хорошо знаем, что в свое время создал крепкую основу для развития точных наук, обладал каким большим значением в развитии общечеловеческого прогресса. Говоря о Мусе Хорезми первый Президент нашей страны И.А.Каримов отмечал: “Как мы себе представляем большие достижения человечества в области науки и современных технологий, невольно на примере этого нашего великого предка наша душа наполняется гордостью что и узбекского народа есть достойный вклад в достижении таких высоких целей” [2, с.23].

Еще один наш великий предок – Ахмад Фергани самый сильный и талантливый представитель раннего Возрождения в истории человечества, будучи одним из основоположников фундаментальной науки своего времени, большое влияние оказал неизмеримое влияние мировоззрения и духовности, в том числе развитие астрономии.

Стоит отметить, что “бесценное наследие Ахмада Фаргани послужило программой для ученых его времени, это хорошо известно из исторических источников. Тот факт, что книга ученого “Основы астрономии” была переведена на латынь и иврит в XII веке, является доказательством этого” [3. С.13].

На ряду с тем, что Ахмад Фергани был мастером астрономической науки во всем Восточном мире, этот ученый, известный в Европе как Аль-Фраганус, был настолько выдающимся в науке, что его имя приобрело известность не только в мире, но и на небесах.

Еще одной яркой звездой национальной истории, ученый всего восточного мира – Абу Райхан Беруни. Он был чрезвычайно беспристрастным и честным в научных вопросах и исторических событиях, и в оценке своих современников. В результате он много страдал в жизни, даже в конце своей жизни подвергался жизненным трудностям, но тот факт, что он не отказался от своей веры перед лицом любых неблагоприятных обстоятельств, свидетельствует о его преданности своим духовным идеалам.

Произведение “Закона медицины” Абу Али Ибн Сина, обладателя таких редкостных качеств, известного ученого, лучшего в мире медицины в течение нескольких веков его преподавали как один из главных медицинских учебников в самых престижных европейских университетах, служило фундаментальной основой таких понятий как “Медицина”, “Здоровый образ жизни” в мировом масштабе, конечно занимает глубокую жизненную и научную почву. Если быть точнее, “Есть все основания полагать, что вся научная деятельность Абу Али ибн Сины оказала огромное влияние на развитие человеческого духа, то есть на духовной основе” [4.с.3].

Или вспомним нашего предка, Махмуда Замахшари, который вырос в средневековом Хорезмском регионе и уехал в Аравию, полностью разработал грамматику арабского языка, и был известен во многих других областях науки. Несмотря на свои физические недостатки, этот человек, который много путешествовал по многим странам, восхищал исламский мир своими глубокими знаниями и научным потенциалом, несомненно, останется символом духовной зрелости для нашего народа.

Пока мы продолжаем описывать наших великих мыслителей и святых, которые родились и выросли на этой святой земле и оставили неизгладимый след в их жизни и деятельности не только в истории, но и на страницах современного мирового развития, я думаю, можно долго говорить на эту тему.

Основная цель сегодняшней молодежи – не описать жизнь и наследие таких великих людей, а показать, насколько богат наш духовный мир, но и доказать, насколько богат и разнообразен духовный мир наших людей в форме их величайших представителей.

Размышляя о духовности и личности наших великих предков, для нас естественно говорить об Амуре Темуре. Так как этот великий образ, символ беспрецедентного мужества, храбрости и мудрости, не только создал великую империю, но и оставил большое практическое и теоретическое наследие в государственности, проложил путь к развитию науки, культуры, творчества, религии и духовности.

В качестве доказательства нашего мнения я считаю допустимым сделать следующие мысли нашего Президента о личности Амира Темура: “Лично я каждый раз, когда читаю “Уложения Темура”, чувствую, что нахожу какую-то духовную силу. В своей деятельности я неоднократно ссылаюсь на эту книгу, и убедился в жизненности ее бесконечной мудрости, которая до сих пор питает человеческую духовность. Например, «Как я понял из своего опыта, человек менее твердый, предприимчивый, бдительный, мужественный и смелый, лучше, чем

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тысяча заброшенных и безразличных людей», нам всем известно, что эти слова, с духовной стороны и по сегодняшней день имеют актуальную значимость”[5.с.24].

Как подтверждают источники, что один человек испытывающийзаботы жизни, этапы жизни, проблемы и успехи, прошел и наш прадед Амир Темур. Сахибкиран не сидел сложа руки думая: “Аллах предопределил мою судьбу”. Напротив, все качества посвященные Аллахом связывает с повседневной жизнью и прогрессом. Во внедрении в жизнь человеческих качеств он своим усердием, смелостью, дальновидностью, трудолюбием был впереди других. Жил духом времени, понимал требование этого времени. В результате он мыслил предчувствуя последующие события со времен своего проживания. Эти мысли, полностью нашли свое отражение в “Уложениях Темура”.В мировой историиАмир Темур построил мощное и процветающее государство, Самарканд, который стал одним из подлинных культурных и духовных центров средневекового мира, является уникальным творением человеческого интеллекта и таланта, и теперь известен как столица королевства. Амир Темур был известен не только как великий государственный деятель, видный полководец и влиятельный политик, но и известен как попечитель ученых, философов, архитекторов, софистов и диссидентов[б.с.5-6].

По этой причине эта работа была актуальной на протяжении веков и была руководством.Любой, кто интересуется деятельностью Амира Темура, заметит, что его воспитание также среди людей с высокой духовностью.Справедливость в управлении обществом и государством, установление мира и спокойствия, правопорядка,а также объединение мыслей и идей о предупреждении преступности и других стихийных бедствиях в систему правления династии Амира Темура и Тимуридов в Туране. Особенно, “Уложения Темура” для нас является нескончаемым сокровищем.

“Уложения Темура” богаты философскими мыслями и идеями, которые имеют отношение к государству, праву, истории, армии и многим другим областям, которые все еще актуальны сегодня.Если социальные отношения в обществе здоровы, они регулируются законом, этикой и общечеловеческими нормами с учетом обычаев и традиций людей, живущих в этом районе,Когда государственные органы, должностные лица и законопослушные люди работают над созданием условий для лучшей жизни, независимо от их национальности, расы или социального положения, такое общество всегда находится в состоянии процветания, где люди живут справедливой жизнью; преобладаютмир и спокойствие. В “Уложениях Темура” мы видим,

что все еще есть отличные идеи и идеи о том, как построить общество, основанное на справедливом правовом государстве, которое одинаково важно для всех, включая право, государство и предупреждение преступности. В своем произведении Сахибкиран Амир Темур подробно рассказывает о двенадцати правилах управления обществом и государством. Большинство этих правил направлены на установление справедливости и правопорядка в обществе, регулировать общественные отношения в нем только на основании законов и правил чтобы люди могли работать в мире и процветании.

Следует отметить, что глубокая мудрость Амира Темура была в нашем народе с древних времен это согласуется с пословицей «Удаляй одно прекрасное запястье и тысячу знаний» и побуждает человека жить в свете разума, справедливости и высокой духовности.

Поэт, как Навои, который глубоко описывает радости и горести человеческого сердца, благородство и смысл жизни, редко встречается в истории мировой литературы.Любовь к родному языку, чувство его огромного богатства и величия также приходят в наши сердца, прежде всего, с произведениями Навои.Чем больше мы наслаждаемся нашим бесценным наследием, тем больше у наших людей, особенно наших молодых людей, будет такой мощный образовательный инструмент для повышения нашей национальной духовности, для развития хороших человеческих качеств в нашем обществе.

Известно, что признание ценностей, присущих духовности любой нации другими нациями, — это, конечно, глубокое уважение к истории этой нации. Такое признание служит укреплению национальной гордости и задора народа.В этом смысле всех насрадует то, что в последние годы уважение к бессмертному гению наших великих предков, их интерес к изучению их богатого научного наследия в зарубежных странах возрастают.Подтверждение этого можно увидеть во многих научных и художественных работах, в которых рассказывается о их жизни и деятельности по всему миру, а также в памятниках, воздвигнутых нашими великими предками.Стоит упомянуть великолепные статуи Ибн Сины в Бельгии, Мирзо Улугбека в Литве, Алишера Навои в Москве, Токио и Баку, а также в память об Ахмаде Фаргони в Каире в столице Египта.

Когда мы говорим о таких исторических научных и духовных возможностях и мировоззрениях, которые существуют в истинной природе нашего народа, нам непреднамеренно вспоминаются умное народное изречение “Текущая река будет течь”. Действительно, независимо от того, какой бы период нашей истории мы не рассматривали бы, мы видим, что

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стремление к знаниям, просвещению и высокой духовности никогда не прекращалось, даже в самые трудные и сложные времена как бессмертное воплощение гениальности нашего народа.

Например, деятельность и исторические взгляды наших предков, которые подняли идею просвещения во время колонизации царизма, являются еще одним ярким примером. Сотни образованных и самоотверженных людей, таких как Махмудходжа Бехбуди, Мунарваркори, Абдулла Авлони, Исаак Хан Ибрат, Абдурауф Фитрат, Абдулла Кадири, Абдулхамид Чулпон, Усман Носир, преследуют свои собственные интересы и благосостояние, продвигая благосостояние нашей нации, оно никогда не будет стерто из памяти.

В то время, когда мировая цивилизация так уважается и почитается блестящими жемчужинами нашей национальной истории, в нашей стране случаются случаи, когда некоторые молодые люди проявляют неуважение и необычное отношение к нашим национальным ценностям, восхищаясь и подражая западной культуре.

В том числе, в последнее время в сети интернета стало много “певцов” под разными

псевдонимами, не соблюдающих правил поведения в обществе, пренебрегая этикой, своим поведением приводящим к более широким обоснованным возражениям со стороны народных масс. Они пытаются привлечь внимание широкой общественности с помощью различных форм “пиара”.

Вывод

Подводя итог вышеупомянутым примерам, важно сделать вывод, что каждый из нас по праву гордится своей великой историей, великим духовным наследием и в то же время великими мыслителями и мыслителями, которые внесли значительный вклад в мировую духовную цивилизацию. Это наш священный долг.

Ибо, как будет цвести и плодиться дерево, зависит от почвы, прилегающей к его корням. В пустом месте ничего не растет. Раз так, для достижения социально-духовного прогресса и великих побед, конечно же, нам нужны великие культурные традиции и культурное наследие. Наши предки будут теми, кто оставил нам духовное наследие, которое лежит в основе этого исторического мировоззрения.

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PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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YUSUF KHAS HAJIB AND THE EASTERN RENAISSANCE

Abstract: This article summarizes the socio-political activities of Yusuf Khas Hajib during the Eastern Renaissance, his ideas and his contribution to the development of society. at the same time the peculiarities of the Eastern Renaissance are described.

Key words: Eastern Renaissance, social development, scientific and philosophical thinking, mental thinking, stages of renaissance.

Language: English

Citation: Sayidov, M. (2019). Yusuf Khas Hajib and the Eastern Renaissance. *ISJ Theoretical & Applied Science*, 11 (79), 170-172.

Soi: <http://s-o-i.org/1.1/TAS-11-79-38> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.38>

Scopus ASCC: 1207.

Introduction

The study of the cultural heritage of Yusuf Khas Hajib also helps to clarify the essence of the Eastern Renaissance. It is well known that the question of the nature, essence and character of the Eastern Renaissance, and the existence of the Renaissance in Central Asia in general, as in Western Europe, has become a hot topic in the scientific literature. His interest is due to the emergence of the national forms of Eastern Renaissance, such as the Georgian, Armenian, Azerbaijan, Central Asian Renaissance.

Materials and methods

Determining the essence of the Eastern Renaissance is associated with a powerful cultural event. It is well known that such a rise occurred not only in the Middle Ages but also in the period of ancient civilization (for example, the ancient Khorezm civilization). However, it is worth noting that they are not local in nature, but rather a worldwide phenomenon. In other words, a cultural phenomenon with a specific common law should be viewed as a concretely-historical form.

Based on the understanding of cultural awakening as “the common law of historical process, which will surely occur at a particular stage in the cultural development of peoples of the great civilization”, academician M.M. Khairullaev considers that two stages of cultural development of

the Middle East in the ninth and 15th centuries can be used as characteristic features[2]. The first phase is a common occurrence for the Middle-Eastern Renaissance in the 11th-12th centuries and includes Al-Kindi, Al-Khorezmi, Rudaki, Nizami, Ibn Rushd, and Arabic and some Persian cultures. This stage is characterized by the rapid development of relations in the early medieval period, with the development of economics and culture, which were the most urgent in this region.

Characterizing this stage, the famous Oriental scientist N.I. Konrad writes: “Let's look at the Muslim world of the Muslim world, first and foremost in the 9th and 11th centuries in the Muslim world of Central Asia. It is well known that in these centuries science, philosophy and education, which were great for their time, flourished. It was well known that such great contemporaries as Farabi, Ibn Sina, Khorezmi and Beruni embraced the philosophical and scientific morals of the ancient times, creating new directions in the scientific and philosophical thinking of that time. They appealed to all the sources of the great ancient civilizations that were linked to the historical fate of their people. It is well known that the antiquity in Europe, especially Hellenistic and ancient Indian sources, must have been connected with them by the ancient Chinese[1]. After all, Central Asia was the crossroads of the ancient East and the West. The Renaissance in China is related to the origin of the

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conflict-free stream. Supporters of this movement have put forward the idea that social life lies at the heart of an education, a culture that is the highest value. The same idea must have attracted the attention of medieval Central Asian thinkers. Conrad proves that the notion of "medieval" began to give more scientific meaning than just chronological meanings.

The second stage is the Renaissance of Central Asia in the 14th and 15th centuries, and as a result of the liberation from Mongol oppression, a number of independent feudal states emerged in Central Asia, which was associated with the social and economic development. By this time, the Arabic language had been influenced, but it had begun to lose its dominance. By this time the importance of the local languages, in particular Iranian and Turkish languages, was increasing. The Renaissance of Central Asia during this period was characterized by the life and work of Alisher Navoi, Ulugbek, Jomiy, Behzod, Kazizoda Rumi, Ali Kushchi, Lutfi and others. In this way, the academic M.M. Khairullaev, N.I. Conrad, V.M. In the footsteps of the Jurmenny, he emphasized the distinction between the Middle East Renaissance (IX-XII centuries) and the Central Asian Renaissance (XIV-XV centuries), while remembering their inherited links.

Our teacher, trying to base his point of view, pays serious attention to the definition of the characteristic signs of the culture of the above stages. The most important of these signs is the emergence of cities and urban culture and the fact that secular trends in this culture began to be clearly and clearly seen, the formation of intellectuals, the flowering of philosophical and natural scientific knowledge, the birth of superstition.

Further clarifying the above points, it should be noted that when it comes to the first phase, the first founders of the Turkish Yamaha literature were Mahmoud Kashghari and Yusuf Hos Hajib. Indeed, the Renaissance of the Middle East in the 11th and 12th centuries cannot be imagined without these two great thinkers. The use of cultural wealth and their reinterpretation under the spirit of the time will increase in the fight against medieval dogmas and the way of thinking that follows. This period is reminiscent of the later Renaissance in Italy. As in this period of Italy's Renaissance, great thinkers with vast

encyclopaedist knowledge in science, art, and literature were born, and many of them were successful in science. These include Yusuf Khos Hajib. After all, he was a scholar of his time and was very familiar with the legacy of world-famous thinkers before him, he knew many languages. This can be seen in the fact that in the "knowledge of the mind" he expressed ideas about different fields of science.

The works of the Eastern thinkers are spread not only in their own country but also in the West. It is no accident that along with the works of such great thinkers as Biruni, Farabi, and Ibn Sina, the book by Yusuf Khos Hajib was taken to Istanbul at the Royal Palace Library in Vienna.

This cultural awakening in Central Asia served as a link between China, the Ancient World, and the Roman era, the culture of the Renaissance in Europe and the later. Academic M.M. Hayrullaev writes that "It is the era of ancient East and Greek culture that is the link between the awakening of Europe and the culture of the modern era. In the works of Central Asia IX-XV, - writes VII. Jurmenny, in terms of the development of production and social relations, was at a level which is very similar to the first Renaissance in Italy[2]. Academic N.I. Canrad also points out that in the history of Eastern culture of the IX-XIII and later centuries only in Europe can be seen signs of the Renaissance period of the 14th-16th centuries³. Characterizing this situation, V.K. Chaloyan concludes that succession in spiritual culture has formed a chain between the West and the East and from time to time the West, on the basis of which the human and his civilization has been developed. He points out that the Renaissance is only against scientists who want to confine themselves to Western European countries. Chaloyan argues that although the eastern features of the Renaissance varied in the lives of all peoples, there was much in common in the development of Western and Eastern cultures. This is humanism, one of the main factors of social development. The Renaissance is characterized by the development of humanistic ideals, the desire for liberation from superstition and ignorance, the manifestation of such ideals as nobility, moral purity, the struggle for spiritual beauty and human freedom.

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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

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THE STATE OF HISTORICAL EDUCATION IN UZBEKISTAN DURING WORLD WAR II

Abstract: From the very beginning of the Second World War, the rich spiritual potential of the people of Uzbekistan has been mobilized to rapidly defeat fascism, the worst enemy of humanity. All fields of science and culture of Uzbekistan were directed to the needs and demands of the wartime in a very short time due to the dedication and patriotism of the workers and workers of this sphere. This article analyzes the issues, trends, issues and issues of history science and teaching in Uzbekistan's education system during World War II.

Key words: World War II, history, textbooks, equipment, higher education institutions, city of bread, Shakhahmad Shamakhmudov.

Language: English

Citation: G'afarov, Y. X. (2019). The state of historical education in uzbekistan during world war II. *ISJ Theoretical & Applied Science*, 11 (79), 173-175.

Soi: <http://s-o-i.org/1.1/TAS-11-79-39> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.39>

Scopus ASCC: 1202.

Introduction

During World War II in Uzbekistan fundamental scientific and methodological works on teaching history were created. One of these works is the edited by correspondent of the Academy of Sciences of the former Soviet Union A.M. Pankratova, E.A. Kosminsky, A.D. Udalsova "History teaching in the context of the Great Patriotic War". [1, p.3] 7, c. 222

The world-famous historians A. Yakubovsky, M. Nechkina, N. Druzhin, K. Kosminskiy, A. Evgeny, who were evacuated from Moscow and Leningrad to Tashkent during World War II. Compiled by Pankratova, S. Bakhrushin, D. Baevsky and other historians. This 394-page guide has been used as a basic methodological guide in all the history schools of the former Soviet Union.

Despite the harsh conditions in Uzbekistan during the wartime, higher and secondary specialized educational institutions continued their work and continued to teach young people the secrets of science. Many teachers and students have gone to the front, and some of the schools have been converted into hospitals. There was a lack of textbooks, visual aids and equipment. In this regard, the institutions and

faculties close to each other are united, some of which are closed completely.

During World War II, 31 universities and 7 military academies were evacuated from Uzbekistan in the central regions of the former Soviet Union. The presence of resettled universities and many academic and pedagogical communities in the country has made it possible to bring the entire academic and research activities of all higher education institutions in Uzbekistan closer to international standards. Despite the hardships of the war, higher education in Uzbekistan has flourished. By 1945, the number of universities in Uzbekistan has not only recovered, but has also increased by three since the pre-war period [2, p.3]. The number of students increased from 19,061 to 21,195. 7, c. 222

The war also complicated the activities of public education institutions. Many teachers were drafted into the army and high school students were recruited. Most of the school buildings were donated to hospitals, evacuated military units, orphanages and military training facilities.

The total number of secondary schools in the country decreased from 4795 to 4374, compared to the

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1942-1943 school year. Most schools had classes in 3 shifts due to a shortage of buildings and teachers. There was a lack of textbooks and teaching materials[3,p. 594]. However, despite all the difficulties, Uzbek school teams have hospitals, performed concerts, assisted families of war veterans and families of war veterans.

The humanity of the Uzbek people is reflected in the efforts to restore the damaged economy, science and culture, and history in the liberated areas of the country. For example, the humanitarian activity of the population of Uzbekistan is clearly reflected in the revitalization of preschools in Ukraine, Belarus, and Russian.

On May 10, 1942, students from 115 Pushkin schools in Tashkent appealed to all schoolchildren in Uzbekistan to call for gifts and funds for children in the central regions of the Union. Schoolchildren collected over 7,000 sums of food, textbooks and literature in just two days[4,p.3].

Thousands of people were relocated to Uzbekistan during World War II (1939 - 1945), archival information provided by our people with care and hospitality, and helping the fraternal peoples to revive their economy and establish cultural construction. For example, during the war, the population of Uzbekistan collected 649.9 million sum in defense funds. They gave him 22 kg of gold and silver[5,p.456]. During the war, they supplied 2,100 helicopters, 1,7342 aircraft, 2318,000 airbags, 17,100 motors, 4,500 landmines, and many other military equipment. The fact that only 1946-1945 factories alone produced 7518,800 gymnasts, 2,666.7 thousand cotton boots and 2,861,500 army boots by the enterprises of the republic's light industry indicates the generosity and humanistic values of the nation [5,p.458]

In addition, during the Second World War, the Uzbek people provided shelter to thousands of needy people, caring for thousands of orphans as their own. The phrase "Tashkent is a city of bread" was a symbol of the generosity and kindness of the Uzbek people. Uzbekistan has welcomed nearly 1 million people who have been displaced from the front because of war, displaced from their homes, parents and relatives. Of these, 200,000 were children. Hundreds of Uzbek families have brought up orphaned children. He shared the last burger bread with them[6,p.3] According to the data, from November 25, 1941 to October 1942, 15649 children were accepted through the republic's evacuation points[7,p.59]. Until

February 1942 years 924,155 people were resettled to the Ferghana region[8,p.43]. The arriving children are immediately surrounded with warmth and motherly kindness. Displaced children and children who went to the front were given free meals every day in the canteens of Tashkent, Samarkand, Andijan, Kokand, and Namangan. Medical aid for sick and vulnerable children.

It is worth noting that at the beginning of the Second World War there were 40 orphanages in Uzbekistan, and 7166 children were brought up. At the Tashkent Women's Council on January 2, 1942, it was stated that "no child arriving in Uzbekistan must remain homeless and have no mother." Within a few days after the appeal, 643 families adopted children and girls who had been evacuated from 69 different cities and organizations. By September 1942, 1015 children have been received to upbringing and 303 children have been adopted to children uzbek's families[8,p.487] In particular, the family of Shakhahmad Shamakhmudov and Bakhriniso Akromova from Tashkent adopted and brought up 14 children of different nationalities. The memorial has been erected to the family of the master of metalworker Shakhmad Shamakhmudov by the decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev[6,p.4]

Also, the fact that Hamid Samadov's family adopted 12 children during World War II reaffirms the generosity of the generous Uzbek people[9,p.456]. In the archive of A.Nefedova, who lives in the Fergana region in 1942, has raised five children. 9 collective farms in Yangiyul have brought up 169 children who were evacuated. Muazzam Jurayeva and Ashurkhodjaeva from Bukhara received eight children. By the end of 1943, 4672 children were brought up by Uzbek families in the cities and 870 in the villages[10,p.129]

In conclusion, the President of the Republic of Uzbekistan Sh.Mirziyoyev noted that "World War II was really the worst, the most massacre in human history. Our nation will never forget the horrible suffering and casualties that have been inflicted on our people. Indeed, our growing generation should not forget the courage and bravery of our brave ancestors in the fight against fascism. I hope that all our responsible organizations and scientists will actively participate in bringing this historical truth to them, bringing up our children in the spirit of national pride and patriotism[11,p. 322]".

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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THE EMERGENCE AND DEVELOPMENT OF THE CONCEPT OF “SYMMETRY” IN CENTRAL ASIA

Abstract: The article investigates the emergence, transformation and diversification of the concept-the time of its origin on the basis of modern achievements of archaeology and cultural history of primitive society. On the example of the archaeological excavations of Central Asia, which contain a significant share of truth, shows the way of knowledge by ancient man of the concept of symmetry, the laws of nature and thus reveal the "drama of ideas" in the world of science about primitive society, justified the historical development of human thinking and worldview, confirmed the dialectical concept that the process of historical development of human society is the same throughout the Earth and passes through the Neanderthal stage.

Key words: symmetry, orderliness, proportionality, abstraction, idealization, order, sculpture, engraving, ornaments, chaos, harmony.

Language: Russian

Citation: Bekpulatov, U. R. (2019). The emergence and development of the concept of “Symmetry” in Central Asia. *ISJ Theoretical & Applied Science*, 11 (79), 176-180.

Soi: <http://s-o-i.org/1.1/TAS-11-79-40> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.40>

Scopus ASCC: 1211.

ВОЗНИКНОВЕНИЕ И РАЗВИТИЕ ПОНЯТИЯ «СИММЕТРИЯ» В СРЕДНЕЙ АЗИИ

Аннотация: В статье исследуется возникновение, трансформацией и диверсификацией понятия - временем её зарождения на основании современных достижений археологии и истории культуры первобытного общества. На примере археологические раскопки Средней Азии, которые содержат значительную долю истины, показывает путь познания древним человеком понятия симметрия, законов природы и тем самым раскрыть «драму идей» в мире науки о первобытном обществе, обосновано исторические развития человеческого мышления и мировоззрения, подтверждено диалектическую концепцию что, процесс исторического развития человеческого общества одинаково на всей территории Земли и проходит через неандертальскую ступень.

Ключевые слова: симметрия, упорядоченности, соразмерности, абстрагирования, идеализация, порядок, скульптуры, гравировки, орнаменты, хаос, гармония.

Введение

В методологии науки актуальными являются вопросы, связанные с динамикой познавательных проблем, природой средств и сред познания, трансформацией и диверсификацией категорий и понятий, т.е. системы теоретических, методологических и аксиологических установок. Исследователи, различные ученые отнюдь не случайно интересуются временем их зарождения,

поскольку совершенно ясно, что в ходе исторического развития совершенствуясь и заполняя свое содержание понятия или категория несет в себе те важнейшие черты, которые определились в процессе его зарождения.

Категория «симметрия» обладает огромным познавательным, мировоззренческим потенциалом и неисчерпаемым своим приложением в различных отраслях науки, способна выполнять глубокие

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функции. Как известно, в древнегреческой философии Платон считал, что симметрия в природе является доказательством универсальности форм бытия. «С философской точки зрения, причиной эволюции материи является нарушение симметрии, как это ранее отмечал Гераклит». Очевидно, эти идеи явились методологическим регулятором исследования симметрии в объективном мире [1, с.7].

Первые трактовки понятия «симметрия», дошедшие до нас, принадлежат древнегреческим философам (прежде всего Пифагору и его школе [2, с.7-15; 3, с. 176-177; 4, с. 13; 5, с. 10-18.]). Означает ли это то, что понятия симметрия возникло именно в Древней Греции и создателем их является Пифагор? Вовсе нет. Древние греки не дифинировали, не понимали и не употребляли в своем общении понятие «симметрия» в современном его смысловом значении.

«Для них в обычном определении, - пишет Г.Вейл, - слова «*simmetria*» означало соразмерный, пропорциональный» [6, с. 212]. Пифагор и другие древнегреческие мыслители говорят о симметрии не как о чем – то новом, а как уже хорошо знакомом. Есть мнения, что Пифагор унаследовал эти идеи у Вавилонян [7, с. 132].

Рассматривая генезис принципов симметрии, мы не можем не обратить внимание в первую очередь на вопрос: где, когда, на основе чего и благодаря чему формулировались понятия «симметрия»?

Возникновение понятия симметрии в мировоззрении доисторического периода человечества.

В распоряжении науки нет письменных источников, исходя из которых можно было бы судить о возникновении в первых этапах развитии тех или иных понятий в древности. Необходимо безошибочно выбрать те концепции и идеи, которые содержат значительную долю истины и на основании современных достижений археологии и истории культуры показывает путь познания древним человеком отдельных понятии, законов природы и тем самым раскрыть «драму идей» в мире науки о первобытном обществе.

Как справедливо отмечают В.И. Вернадский (1863 - 1945), в своей рукописи «Химическое строение биосферы Земли и ее окружение», А.В. Шубников (1887 - 1970) в предисловии к своей книги «Симметрия», чувство симметрии и стремление его выразить в быту и жизни человека существовало еще в палеолите или даже с эолита, т.е. с самых длительных периодов в доистории человечества, что подтверждается многочисленными археологическими памятниками древности. Археологические памятники и отдельные объекты глубокой древности мира, при особом методологическом подходе дают

достаточно точные указания о формировании в первобытном обществе зачатков наук и указывают на довольно высокую духовную культуру того времени. Памятники, найденные в самых различных территориях мира, содержат симметричные фигуры и рисунки, которые поражают своим удивительным сходством, что показывают на независимость возникновения зачатков понятия симметрии в различных точках земли, в том числе и в Средней Азии.

Археологические раскопки Средней Азии показывают, что первый этап развития человеческого общества – нижний палеолит – оставил свои следы в виде таких простейших форм труда человека – неандертальца, как отщепы, ручные рубила и другие [8].

Обнаружены места жительства древних людей: грот Тешик – Таш на горах Байсуна [9, Т.8. с.412], пещеры в горах Аман – Кутана под Самаркандом [9, Т.6. с. 540] и бассейн Сырдарьи, Жонбас кале на юго-востоке горах Султан-Увайс, Турткульского района, республике Каракалпакии [9, Т.3. с. 623] а так же, на территории современного Кыргызстана были найдены грубые и примитивные орудия труда в Центральном Тянь-Шане, на Иссык-Куле и в Ферганской долине (Ляйлякский район) даёт достоверные данные о следе человека.

Такие многочисленные конкретные материалы палеоантропологии подтверждают, что под влиянием трудовой деятельности изменяется, прежде всего рука как орган и продукт труда, а уже позже приходят изменения в строении мозга и черепа, отражающие и закрепляющие совершенствование мышления. Большой палец кисти руки человека был противопоставлен остальным четырем – антропологическая особенность, связанная с изготовлением и применением орудий [10, с.44].

Древний человек был окружен материалами природы и ему, например, попадались куски железа. Но человек не сразу понял, что из того материала, который содержится в этих кусках, можно сделать топор. Лишь после многих разрозненных, часто случайных действий люди обнаружили, что этот материал – железо – в силу особых свойств пригоден для обработки других предметов. Первобытный мастер, чтобы изготовить орудия труда подбирая определенный материал, затем по стереотипу образца будущего изделия который он держал в голове, сознательно регулируя свою деятельность, создавал искусственные орудия труда. Для этого нужно было человеку научиться абстрагировать, что в свою очередь требовало развития человеческого мозга. При этом практическая деятельность, в ходе которой непрерывно возникает непосредственный контакт органов чувств с предметами и явлениями природы и общества, тесно связана с мышлением, и с понятиями. Это еще раз подтверждает

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диалектическую концепцию о том, что процесс исторического развития человеческого общества одинаково на всей территории Земли и проходит через неандертальскую ступень или эпоха стадийного существования людей.

Таким образом место созерцательного наблюдения все больше и больше занимало творческий подход человека – абстрагирование природных структур.

Способы абстрагирования природных структур.

Существует многообразные способы абстрагирования. Среди них наиболее фундаментальной является способ отождествлений т.е. нахождения общего в различных предметах и явлениях, так как процесс существования тождественных моментов в определенных условиях и отношениях между различными и противоположными состояниями явления мира является симметрия. По существу идеи как таковые, формируются после абстрагирования тех или иных свойств предметов и явлений, многочисленно наблюдавшихся до этого в повседневной жизни человечества.

Первым важным способом образования абстракций является обнаруживать общие стороны в совершенно разных вещах. Например, в случае формировании понятия зеркальной симметрии важным моментом стало обнаружение наличия зеркально – равных частей во многих внешне непохожих вещах. В процессе этого абстрагировалось понятия «правого» и «левого». «Действительно, изучая симметрии организмов, животных или растений, можно убедиться, что они состоит из совокупности симметрий составляющих органов» [11, с.299]. Эту симметрию можно обнаружить всех телам живых существ, в листьях и цветах растений, архитектуре, орнаментах.

Вторым важным способом образования абстракций является операция идеализации, которая заключается в процессе предельного перехода к некоторому значению, величины какого – либо свойства, которое нельзя обнаружить в реальном бытие. Для идеализации принимается симметрия подобия, связанная с одновременным увеличением или уменьшением подобных части роста и формы, как простых, так и в сложных живых и неживых системах. Отличая идеализацию от абстрагирования, тем не менее следует указать на их тесную связь как средство теоретического познания. Как известно, в познании реальный объект выступает схематизированном виде, подвергаясь некоторым преобразованиям и реконструкциям, т. е. как идеальный объект. Таким образом, идеализирование – мыслительный акт, в котором абстрактному объекту «умышленно придаются», «приписываются» сконструированные свойства, которыми реальный естественный

предмет не обладает. Это обстоятельство привело к появлению в искусстве неолита схематизации образов людей и животных, символизированы реальных предметов и явлений. В этой эпохе геометрические знаки и фигуры, стилизованные изображения людей, животных, птиц, условные изображения солнца, неба, воды и земли насыщают все отрасли изобразительного искусства.

Третьем важным способом абстракций явились религиозные представлений и магия. Судьба первобытного человека была зависима от сил природы. Порою человек не мог противостоять этим силам. Это породила веру к тайным силам вещей (фетишизму, анимизму), магии, возникновение мифов. «Симметрия форм предметов природы как выражение пропорциональности, соразмерности, гармонии подавляла древнего человека своим совершенством, и это иногда пытались истолковать как доказательство всемогущества богов, якобы выносящих порядок и гармонию в первоначальный хаос» [12, с. 250]. Так появились мысли о божественном свойстве симметрии фигур.

В конце палеолита под влиянием заключительных обрядов верность изображения природы стала ослабевать. Исходя из интересов социальной практики человек стал подойти к окружающему миру дифференциально. Такая дифференциация в своей первоначальной форме была обусловлена необходимостью найти более или менее общие критерии, с помощью которых человек мог отличать благоприятные для него явления от неблагоприятных. В результате произошло абстрактное мышление.

Первые зачатки искусства появились на территории Средней Азии в период матриархально – родовой общины. Об этом свидетельствуют более двухсот наскальных рисунков, обнаруженные в ущелье Зараут Сай на горах Кухитаг Ширабатского района Сурхан – Дарынской области [9, Т.3. с. 672], около четырех тысяч наскальных рисунков обнаружен Сармиш Сай на горах Коратог, Наваийской области [9, Т.7. с. 524], а также найденные на различных местах обитания древнего человека скульптуры, гравировки на костях и др. Результаты достигнутые в наскальной живописи, гравировке на кости и скульптурных изделиях верхнего палеолита, поразительны. Это было первое проявление способностей человека осознавать окружающий мир. Однако, еще в произведениях искусства человека этого периода еще не наблюдаются идеи симметрии.

Факторы возникновения и развитие идеи симметрии.

Под каким влиянием возникли и развивались идеи симметрии, как в сознании первобытного человека они стали зарождаться, откуда черпали они свое содержание, как развивались в ней

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эстетические качества художественного произведения?

На наш взгляд самым первым этапом в формировании понятий симметрии был наглядно – созерцательный принцип. Не подлежит сомнению тот факт, что социальная практика не могла не привлечь внимания людей к анализу свойств самого человека, субъекта этой практики, и окружающих его предметов и явлений с целью выяснения, какие из этих свойств и явлений более всего отвечают потребностям их образа жизни. В результате этих наблюдений выяснилось, что тела человека, животных, рыб, птиц, насекомых, листья деревьев и растений состоят из равных частей, стоящих один против другого [13, с. 11]. Есть убедительное основание считать, что зеркальная симметрия является самым первым видом симметрии, которую обнаружил первобытный человек в природе. Зеркало в точности воспроизводит то, что оно «видит», но рассмотренный порядок является обращенным: правая рука у вашего двойника в действительности окажется левой, так как пальцы расположены на ней обратном порядке. Именно на основе объективной симметрии природы в процессе человеческой познавательной деятельности сформировалось всеобщее «понятие симметрии» [14, с.1181-1218].

В результате наблюдения за природой, а также практической деятельности человека, вырабатывались не только навыки трудовой деятельности, но и способность воображать формы, отличные от форм природы и простейших форм, встречающихся при сооружении жилищ. Трансляция, или параллельный перенос фигуры на расстояние – это любая неограниченно повторяющийся узор. Для обнаружение узора кроме наблюдательности способствовало и практическая деятельность человека: гончарное искусство и сооружение жилищ, которое знаменовало собой наступление новокаменного века – неолита. В эту эпоху на территории Средней Азии строена довольно крупные жилищные сооружения первобытного человека [15, с. 15]. При сооружении этих укрытий широко применялись кладка глины слоями и рядами комков, возведение прямых и наклонных стоек употребление связок и плетений из камыша создавали ритмическую разделку жилищ. Контролируемые движения рук направлялись созданием к заранее намеченному изменению формы используемого материала. Они протекали и в определенном ритме, ибо всякая телесная деятельность имеет тенденцию к ритму. Ритм труда и ритмы, наблюдаемые в природе становились свойством обрабатываемого предмета. Так возникла связь между простейшими геометрическими узорами и структурами, соединенными первоначально ткачеством, гончарным делом, устройствам оград и простейшей разделкой стен. Ритм движений труда,

ритм природных структур становился ритмом сознательно воспринимаемых повторяющихся линий и фигур. При этом механическая сторона трудового процесса все больше оттеснялась актом художественного творчества, приносящего человеку радость созидания форм по законам природы. С помощью воображения, искусного труда и открытия качеств материалов вырабатывались основы позднейших понятий о симметрии, равновесии, пропорциях, гармонии и красоте.

Таким образом, понятия симметрии как художественный принцип стали формироваться в виде орнаментики. В них в зачаточном виде разрабатывались основные простые виды симметрии: трансляционной, одноосной, двухосной, трехосной на сетке треугольников, четырехосной – на сетке квадратов и многоосной – радиальной. Вероятно, аналогичным образом была замечена и аксиальная (поворотная) симметрия, который внешний вид предмета (или узора) не изменится, если его повернуть на некоторый угол вокруг оси, т.к. большинство предметов окружающего человека имеют такую симметрию.

Археологические раскопки, проведенные на территории Средней Азии показывают, что симметричные фигуры стали символами сверхъестественных сил только начиная с эпохи неолита. В этот период наряду с изображениями природы небесных светил, явлений природы, растительности и животных (солнце, луны, молния, дерево, земля, рыбы и др.), а также подсказанных техникой плетения, тканей, гончарного дела и строительством орнаментов, абстрактным симметричным фигурам приписывались мифические свойства и рани тельные значения. Все это указывает на то, что искусство, художественные изделия первобытного человека «составляли какую – то часть его мыслей и чувств [16, с. 14].

Заключение

Исходя из анализа объемного материала можем сказать, смысловое понимание «симметрия» для древние греков означало - упорядоченность частей целого [17, с.8]. Таким образом, понятия о симметрии еще долго до Пифагора были разработаны как система идей, часть мировоззрения на мифологической основе. Так, в учении пифагорейцев симметрия, симметричные фигуры и тела (круг и шар) имели мистическое значение, являлись воплощением совершенства. Древнегреческие философы создали учение о вечном космосе, так Анаксимандр, Анаксимен и Гераклит описали возникновение и умирание в соответствии с законом симметрии. Также Левкипп и Демокрит, опираясь на идею симметрии и гармонии, сохранения материи, доказали теорию пустоты в вечных и неизменных, но движущихся атомах [18, с. 71].

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В классической науке симметрия выражается в качестве красоты, порядка, соразмерности, пропорциональности, тождественности, критерия меры и истины, а также целесообразности, равенства, равновесия, однородность, изотропности, инерции; в неклассической науке выражается посредством понятий сохранения, инвариантности, эквивалентности; в постнеклассическом науке выражается в качестве

кооперативного сотрудничества, согласования, альтернативности, фрактальности [19, с. 33].

В заключение можно сказать, что понятия «симметрии» обретают новое содержание и сущность в процессе развития науки и общества, будут приобретать еще большее методологическое значение в процессе изучения сложных процессов бытия.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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FREE TRADE OR PROTECTIONISM: IMPLEMENTATION OF RATIONAL EXPECTATION POLICY IS A SOLUTION FOR TRANSITION ECONOMIES

Abstract: *Emerging economies is the best example for transformation of the local economies over time based on the various economic models where information, goods and services, capital freely flow. Where capital spread freely and their movement freely, stimulating the development of transition economies in recent regions. In this article it has been studied different economic policies available in the world economy imply the formation of a single (universal) international economic, legal and cultural information space. Main purpose of the article is explaining comparative analyses of economic models with different development instruments and policies. Relevance of the paper work is increasing international cooperation and partnership of transition economies in different trade unions for supporting sustainable economic prospective in regions. In other words, the phenomenon of globalization goes beyond a purely economic framework and has a noticeable effect on all the main areas of free trade and protectionism which stays controversy of the countries. Author explains theoretical point of view of the foreign trade long term prospective relations for macroeconomic stability in the country.*

Key words: free trade, protectionism, median, economic policy, prosperity.

Language: English

Citation: Nizomov, M. (2019). Free trade or protectionism: implementation of rational expectation policy is a solution for transition economies. *ISJ Theoretical & Applied Science*, 11 (79), 181-188.

Soi: <http://s-o-i.org/1.1/TAS-11-79-41> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.41>

Scopus ASCC: 2000.

Introduction

In international economic relations, two opposing policies of the state have developed: protectionism and free trade. Protectionism is a state policy aimed at protecting domestic producers from foreign competitors. The essence of this policy is that it is necessary to restrain the import of highly competitive foreign goods into the state and to protect the export of goods of their production to other countries. In this policy, the state uses the following tools: customs duties, non-tariff barriers and export support. Customs duties are import taxes that increase the prices of these imported goods and make them difficult to sell in a given country. There are two main types of tariffs: fiscal tariffs and protectionist tariffs.

Repetition facilitates processing. Human comprehends process words, pictures, faces, and everyday environmental sounds more rapidly when

these stimuli are immediate repetitions than when they are novel (for review, see Bigand, Tillmann, Poulin-Charronnat, & Manderlier, 2005). Why do comprehends remain prepared to process a stimulus after its first presentation? We consider an adaptive, computational-level account of why such facilitation may be beneficial: priming is a consequence of expectation for repetition due to rational adaptation to the environment (Anderson, 1990; Marr, 1982). Clustering of repeated events in time, rather than uniform spacing, is pervasive in human dynamics, from economic transactions to instant messages to the occurrence of words in newspaper headlines over time (Anderson & Schooler, 1991; Vazquez et al., 2006).

In one version of the expectation–adaptation account, the effect of primes—that is, of the occurrence of instances of them in the recent history of opportunities for it—is to change the parameters

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governing the expectation. Critically, in this account, expectations for Tare “unigram” with respect to this history of opportunities: if we denote the strength of expectation as, then previous opportunities for Tare not part of Context. Rather, the effect of the prime is to update the parameters governing this expectation so that it is stronger than it was before the prime—that is, that the distribution of expectations rapidly and rationally adjusted. An analogy here would be the repeated rolling of a die that you know is loaded but whose loading you do not know: every time you see it come up six you will expect more strongly that it will come up six in the future because you gain information about the loading, even though the outcomes of consecutive rolls are not causally related in your mental model of how the die falls.

This view leads to a natural account of cumulatively effects, in which the strength of priming increases with the number of primes that a speaker is exposed to, regardless of their temporal ordering (Fine et al., 2010, 2013; Fine & Jaeger, 2013; Jaeger, 2008; Jaeger & Snider, 2013; Kaschak, Loney, & Borreggine, 2006; Reitter et al., 2011).

METHODS

In this paper work it has been used qualitative methods with ground theory for explaining major point of view about foreign trade. Main proposals directed for the comparative analyses of three economic policies.

RESULTS

Protectionist tariffs are used to protect national industry from foreign competition. They make foreign products more expensive than domestic products and thus force people to stop buying foreign goods. Non-

tariff barriers are restrictive or prohibitive import measures (quotas, licensing, or even direct import bans). A quota is a restriction on the quantity of goods of a certain name that can be imported into a country. Quotas reduce foreign competition in the domestic market in a particular industry. Licensing allows the import of goods only with special permits (licenses) of state bodies.

The bans completely block the import into the country of certain goods, justifying this by the fact that imported products do not meet national standards for the quality of goods.

Export support is a measure of government assistance in promoting the production of national products abroad. This may be the payment of subsidies, the provision of tax benefits, loans with a low interest rate per annum, legal and political support.

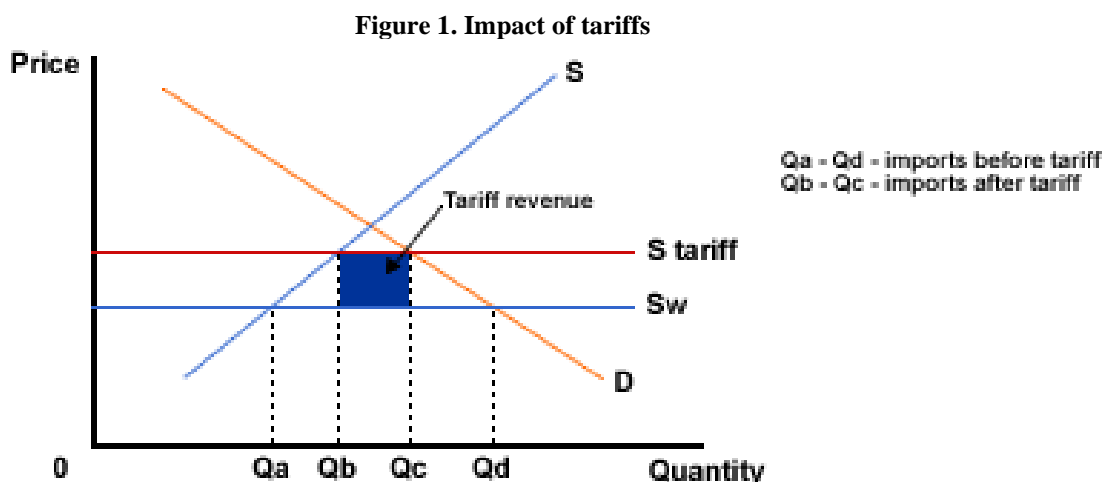
Another protectionist measure is the sale of good quality national goods at high prices, while paying subsidies to domestic buyers of these products.

Positive features of protectionism:

- 1) protection of national production from dumping sales;
- 2) containment of imports and balancing the trade balance;
- 3) protection of new sectors of the national economy;
- 4) trade barriers stimulate domestic production.

But there are also negative features of protectionism, which include:

- 1) rising prices and reducing the choice of goods;
- 2) a drop in production efficiency;
- 3) the rejection of the benefits of the international division of labor;
- 4) undermining export opportunities.



Source: http://www.sanandres.esc.edu.ar/secondary/economics%20packs/international_economics/page_18.htm

Protectionism (protecting against imports) has arisen in various forms. These include:

Tariffs

A tariff is a tax on imports, which can either be specific (so much per unit of sale) or ad valorem (a percentage of the price of the product). Tariffs reduce supply and raise the price of imports. This gives

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domestic equivalents a comparative advantage. As such, tariffs are distorting the market forces and may prevent consumers from gaining the benefit of all the advantages of international specialization and trade. The impact of a tariff is shown in Figure 1.

Quotas

Quotas have the effect of restricting the maximum amount of imports allowed into an economy. Once again, they reduce the amount of imports entering an economy and increase the equilibrium price within the market. The government receives no revenue from a quota, as it does with a tariff, unless it can set up a system of licenses.

Exchange controls

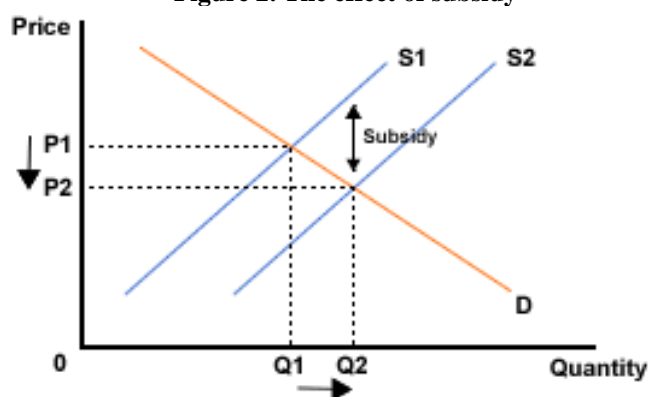
The government could limit the amount of foreign currency available for paying for imports. These are not allowed amongst member of integration

group, for example, and have become more difficult to sustain in a world of highly mobile capital.

Export subsidies

Export subsidies allow exporters to supply the market with more product than the natural equilibrium would have allowed. Foreign consumers will enjoy increased economic welfare as the price of their purchases fall. Domestic employees might enjoy more wages and job security. But taxpayers are footing the bill for this. Domestic firms might divert trade into exports and ignore the home market. This could lead to increases in domestic prices. The impact of a subsidy is shown in Figure 2. The supply curve is shifted vertically downwards by the amount of the subsidy and this leads to a lower equilibrium price and a higher quantity being traded.

Figure 2. The effect of subsidy



Source: www.sanandres.esc.edu.ar/secondary/economics%20packs/international_economics/page_18.htm

The principle of free trade

It appeared and improved as a reaction to the protectionist measures of the state in different periods of development of the national economy, from the era of the initial accumulation of capital to the time of creation of national industry in backward countries. Naturally, along with criticism of protectionism, this principle contains evidence of the benefits of free trade.

Criticism of protectionism was conducted mainly to identify the negative aspects of the policy of protecting the national economy from foreign competition. The implications of such a policy are obvious, and they testify to the costs of protectionism.

First, protectionism in the long run undermines the foundations of national production, as it eases the pressure from the world market necessary for the development of entrepreneurial initiative. Routine takes precedence over the pursuit of progress, innovation, unwillingness to part with acquired privileges and received income by position. The determination to surround oneself with protectionist barriers is often not determined by national economic interests, but is the result of pressure from powerful

private interests that enjoy lobbying support from political and parliamentary circles.

Secondly, protectionism is harmful from the point of view of the consumer, whom he forces to overpay for the goods and services he needs, not only for imported goods subject to customs duties, but also for products of national production, the production and sale of which are associated with a non-competitive pricing system.

Thirdly, protectionism creates the risk of a chain reaction, since after protecting some industries, sooner or later protection of others will be required.

Fourth, the protection of national industries from foreign competition ultimately drives them into a protectionist trap, because if crutches were "issued" to strengthen such industries, then it would be difficult to remove them without the risk of collapse. Thus, protectionism introduced as a temporary measure can become an integral attribute of a long-term national economic policy.

The advantages of free trade are multifaceted and are proved both by theory and practice.

Firstly, free trade can improve the welfare of trading nations, as it opens up the possibility of international specialization of production and

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exchange based on the principle of comparative advantage. Growth in wealth comes from gains from international trade. Classics suggested measuring this gain by the difference between the rate of profit in the conditions of international exchange of goods and the rate of profit in its absence. A. Marshall used another method - determining the amount of surplus (profit) of producers and consumers of products.

Secondly, free trade facilitates the development of competition and maintains a spirit of innovation not only among national producers, but also in relations with other countries. This ultimately helps to improve the quality of products.

Thirdly, free trade opens up opportunities for expanding markets and, consequently, for international concentration of production and mass production of goods that benefit consumers.

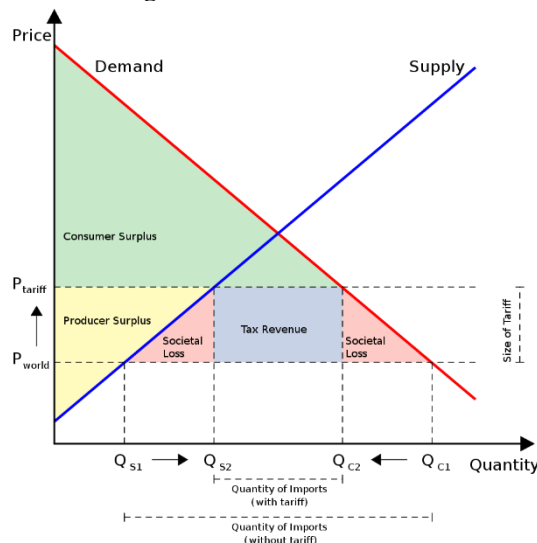
Fourth, free trade serves as the basis for optimizing the distribution of productive resources between countries and their international combination, which significantly increases the efficiency of their use.

Free trade is a trade policy that does not restrict imports or exports; it can also be understood as the

free market idea applied to international trade. In government, free trade is predominantly advocated by political parties that hold liberal economic positions while economically left-wing and nationalist political parties generally support protectionism, the opposite of free trade.

Most nations are today members of the World Trade Organization multilateral trade agreements. Free trade was best exemplified by the unilateral stance of Great Britain who reduced regulations and duties on imports and exports from the mid nineteenth century to the 1920s. An alternative approach, of creating free trade areas between groups of countries by agreement, such as that of the European Economic Area and the MERCOSUR open markets, creates a protectionist barrier between that free trade area and the rest of the world. Most governments still impose some protectionist policies that are intended to support local employment, such as applying tariffs to imports or subsidies to exports. Governments may also restrict free trade to limit exports of natural resources. Other barriers that may hinder trade include import quotas, taxes and non-tariff barriers, such as regulatory legislation.

Figure 3. Free Trade model



*The pink regions are the net loss to society caused by the existence of the tariff

Source: https://en.wikipedia.org/wiki/Free_trade

The chart at the right analyzes the effect of the imposition of an import tariff on some imaginary good. Prior to the tariff, the price of the good in the world market (and hence in the domestic market) is P_{world} . The tariff increases the domestic price to P_{tariff} . The higher price causes domestic production to increase from Q_{S1} to Q_{S2} and causes domestic consumption to decline from Q_{C1} to Q_{C2} as indicated Figure 3.

Economist opinions

The literature analyzing the economics of free trade is extremely rich with extensive work having

been done on the theoretical and empirical effects. Though it creates winners and losers, the broad consensus among economists is that free trade is a net gain for society. In a 2016 survey of American economists (83 responders), "87.5% agree that the U.S. should eliminate remaining tariffs and other barriers to trade" and "90.1% disagree with the suggestion that the U.S. should restrict employers from outsourcing work to foreign countries".

Quoting Harvard economics professor [N. Gregory Mankiw](#), "few propositions command as much consensus among professional economists as

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that open world trade increases economic growth and raises living standards". In a survey of leading economists, none disagreed with the notion that "freer trade improves productive efficiency and offers consumers better choices, and in the long run these gains are much larger than any effects on employment".

Most economists would agree that although [increasing returns to scale](#) might mean that a certain industry could settle in a particular geographical area without any strong economic reason derived from [comparative advantage](#), this is not a reason to argue against free trade because the absolute level of output enjoyed by both winner and loser will increase, with the winner gaining more than the loser, but both gaining more than before in an absolute level.

Concept of rational expectations

The concept of rational expectations was first proposed in the 1960s. John F. out of Indiana University. He used this term to describe many economic situations in which the result partially depends on what people expect. For example, the price of an agricultural product depends on how many acres of land farmers are sowing, which in turn depends on the price that farmers rely on after they collect and sell the crop. Or another example: the value of money and the pace of its depreciation partly depend on what people expect about the pace of this depreciation. This is because people are trying to get rid of the currency, which, according to their expectations, should lose part of its value, thereby contributing to its depreciation. Similarly, the price of a stock or bond depends in part on what potential buyers and sellers expect in the future.

Using expectations in economic theory is not new. And before, many economists, such as A. Pigou, J. M. Keynes, and J. R. Hicks, assigned people's expectations for the future a central role in determining the business cycle. Keynes described this as "waves of optimism and pessimism," which determine the level of economic activity. However, proponents of the theory of rational expectations go further in their analysis and attach even greater importance to expectations.

The relationship between expectations and results is twofold. When forming expectations, people try to predict what will really happen. They have a strong incentive to use forecasting rules that work well, because higher "profits" go to those who act on the basis of better forecasts, regardless of whether it is about stock trading or buying a new car. When people have to predict a certain price again and again, they

tend to adjust their forecasting rules so as not to repeat mistakes that can be avoided. Thus, there is a constant relationship between past results and current expectations. This means that in repeated situations, the way the past moves into the future is usually stable, and people adjust their forecasts in order to align their behavior with this stable model.

The concept of rational expectations assumes that the end results do not differ systematically (i.e., regularly and predictably) from what people expect. This idea stems from the same way of thinking that led Abraham Lincoln to the statement: "you can fool some people all the time and you can fool all people for a while, but you can't fool all people all the time." From the point of view of the doctrine of rational expectations, the Lincoln statement puts everything in its place. FER does not deny that people often make mistakes in their forecasts, but it also assumes that errors will not constantly occur in one and the same thing.

Consumption theory based on the concept of permanent income

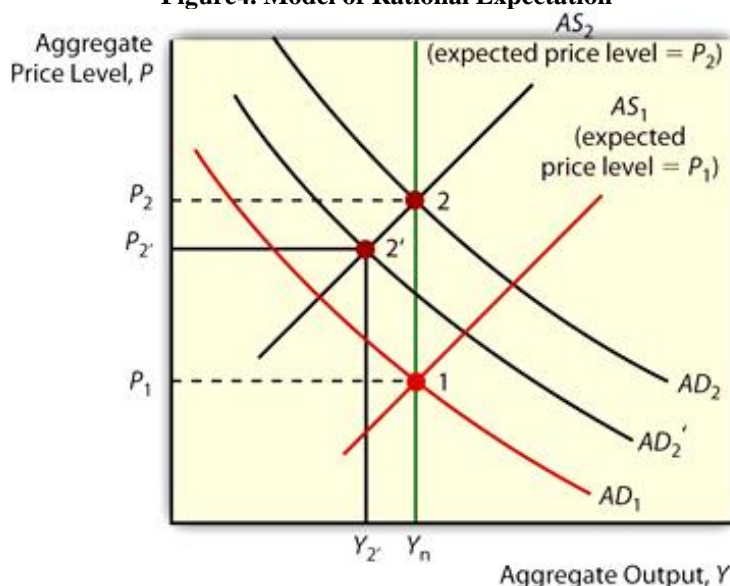
Keynesian consumer function assumes the existence of a positive relationship between the consumption of people and their income. Early empirical studies of the 1940s and 1950s revealed some deviations from the theory, which Milton Friedman subsequently explained with the help of his famous theory of permanent income. Friedman proceeded from the idea of Irving Fisher that consumption should depend not only on current income, but also on future prospects related to income. Friedman postulated that people consume on the basis of their permanent income. The latter can be defined as the level of consumption that can be maintained insofar as the level of wealth remains unchanged. In the definition of the term "wealth," Friedman included a measure of "human wealth," namely, the true value of expectations regarding future income from employment.

Keynesian cross diagrams and the IS-LM and AS-AD models did not explicitly take rational expectations into account, Lucas, Sargent, and others had to recast them in what is generally called the new classical macroeconomic model. *That new model uses the AS, ASL, and AD curves but reduces the short run of aggregate demand shocks to zero if the policy is expected.* So, for example, an anticipated EMP shifts AD right but immediately shifts AS left as workers spontaneously push for higher wages. *Y* can actually decline if an EMP is not as expansionary as expected!*

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Figure4. Model of Rational Expectation



Source: https://saylordotorg.github.io/text_money-and-banking-v2.0/s29-01-rational-expectations.html

If economic actors expect a big shift in AD, the AS curve will shift hard left to keep Y^* at Y_{nr} , as in [Figure 4 "The effect of an unexpectedly weak EMP"](#). If the AD curve does not shift as far right as expected, or indeed if it stays put, prices will rise and output will fall, as in the following graph. *This helps to explain why financial markets sometimes react badly to small decreases in the Fed's fed funds target.*

Main outcomes from the research

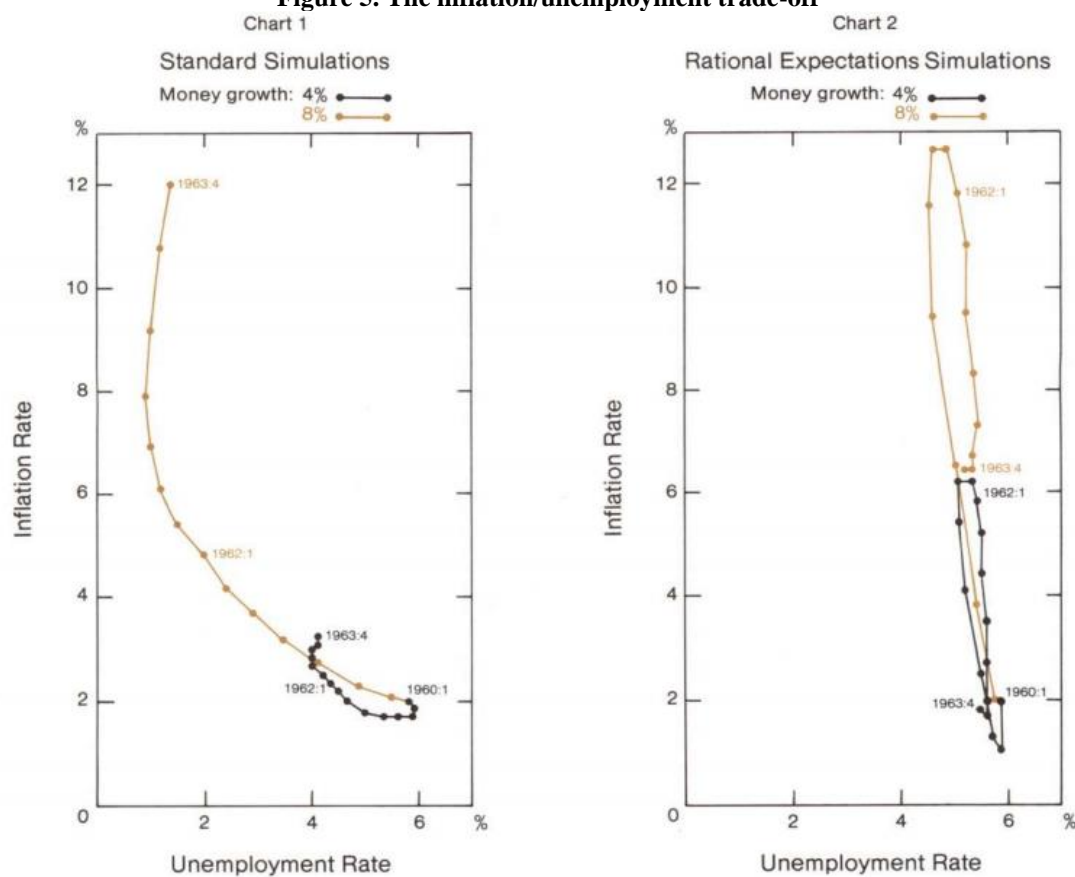
Since the rational expectations simulations come from a model adjusted to assume people know the probable effects of government policies, the large difference between the standard and rational expectations simulations is the result of the unadjusted St. Louis model assuming people will be fooled about the course of inflation. And because this model

calculates an anticipated inflation rate, we can measure just how badly it thinks they will be fooled. The forecast errors made by agents in the model's 8 percent money growth simulation are shown in Chart 3. These errors are the differences between the expectations of inflation computed from the expectation equation in the model and the actual rates of inflation predicted by the model. The most striking feature of these errors is the persistence of under prediction. Obviously the St. Louis model assumes people learn very slowly. For the last three and a half years of the period shown people would expect less inflation than actually occurred. Even though their forecasts were never even approximately vindicated by experience, they would continue to forecast in the same way for further development.

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Figure 5. The inflation/unemployment trade-off



Source: Federal Reserve Bank of Minneapolis (Quarterly Review Fall 1978)

Conclusion

In order to ensure final conclusion adequate response of economic agents to changes in economic policy, it is necessary that they be notified in advance of these changes and trust forecasts and assessments of state structures. The problem of accounting for free trade versus protectionism or “rational expectations”

is a problem of the effectiveness of economic policy, its ability to influence the course of economic events. As for Uzbekistan I found out that due to economic policy while still in transition period macroeconomic stability of the country should be the first indicator for sustainable economic growth for prospective life of population.

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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 22.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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ON THE METHODOLOGY OF TEACHING THE RUSSIAN LANGUAGE IN GROUPS WITH THE UZBEK LANGUAGE OF INSTRUCTION (ON THE EXAMPLE OF THE PREPOSITIONAL CASE SYSTEM)

Abstract: The article is devoted to one of the aspects of the methodology of teaching the Russian language in a national audience, in particular, in groups with the Uzbek language of instruction. The authors, using the example of several cases, presented a methodology for teaching cases taking into account the native language of students. The conclusion is drawn about the need for a comprehensive presentation of the case system, including both grammatical methods of expression and their functional application.

Key words: prepositional case system, case, case questions, endings, case meanings, keyword, declension.

Language: Russian

Citation: Sadykova, S. B., & Tuychibaeva, S. S. (2019). On the methodology of teaching the Russian language in groups with the Uzbek language of instruction (on the example of the prepositional case system). *ISJ Theoretical & Applied Science*, 11 (79), 189-192.

Soi: <http://s-o-i.org/1.1/TAS-11-79-42> **Doi:** <https://dx.doi.org/10.15863/TAS.2019.11.79.42>

Scopus ASCC: 1203.

К МЕТОДИКЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В ГРУППАХ С УЗБЕКСКИМ ЯЗЫКОМ ОБУЧЕНИЯ (НА ПРИМЕРЕ ПРЕДЛОЖНО-ПАДЕЖНОЙ СИСТЕМЫ)

Аннотация: статья посвящена одному из аспектов методики преподавания русского языка в национальной аудитории, в частности, в группах с узбекским языком обучения. Авторы на примере нескольких падежей представили методику обучения падежам с учётом родного языка обучаемых. Делается вывод о необходимости комплексной подачи падежной системы, включающей как грамматические способы выражения, так и их функциональное применение.

Ключевые слова: предложно-падежная система, падеж, падежные вопросы, окончания, значения падежа, ключевое слово, склонение.

Введение

Знание иностранных языков является необходимым требованием, которое учитывается при подготовке высококвалифицированных национальных кадров. Овладение русским языком невозможно без знания грамматики русского языка. Проблема выработки навыков употребления падежей в речи является одной из

наиболее сложных проблем методики преподавания русского языка как иностранного. Усвоение многозначности падежей, многообразия флексий, самого принципа формоизменения имен существительных, прилагательных, числительных и местоимений представляет значительные трудности в изучении русского языка. [стр.4.]

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Опыт преподавания показывает, что многие студенты национальных групп не имеют полного представления о предложно-падежной системе русского языка: путают названия, не могут назвать все падежные вопросы и окончания либо не могут применить имеющиеся знания, так как не знают значений падежа и, соответственно, речевых ситуаций, в которых он может быть использован. И в русском, и в узбекском языках существительные имеют категорию числа и падежа, имеют по шесть падежей, однако имеются существенные различия в способах выражения их значений. К тому же, в узбекском языке существительным не свойственна категория рода, что вызывает трудности в усвоении падежных флексий.

В данной работе мы частично представили нашу методику обучения падежам русского языка, целью которой является развитие практических навыков использования предложно-падежных конструкций посредством комплексного освоения грамматических и лексических значений. «Значение падежа – это значение, выражающее направленное отношение предмета, обозначенного существительным, к другим обозначенным предметам, признакам или процессам. Значения падежей имеют синтаксический и внутрисистемный (морфологический) характер».[7, стр.61] Ограничиваясь рамками статьи, мы представили методику работы на примере двух падежей русского языка.

Материал по каждому падежу дается нами в следующем комплексе:

- падежные вопросы;
- вспомогательные (ключевые) слова, с которыми употребляется конкретный падеж;
- окончания существительных и прилагательных (числительных, местоимений, причастий);
- личные местоимения;

- предлоги;
- значения падежа;
- упражнения на закрепление практических навыков.

Именительный падеж. В узбекском языке – *bosh kelishik* – может в одних случаях соответствовать именительному падежу в русском языке: *kitob stolda* (книга на столе), а в других – родительному отрицания: *stolda kitob yoʻq* (на столе нет книги).

• Существительные в именительном падеже отвечают на вопросы **кто? что?**

• Вспомогательное слово **есть - бор:**

Кто? м.р.: старший брат, близкий друг, хороший специалист;

ж.р.: старшая сестра, близкая подруга, хорошая помощница;

мн.ч.: новые студенты, близкие родственники, опытные преподаватели.

Что? м.р.: первый урок, русско-китайский словарь, мобильный телефон;

ж.р.: первая пара, нужная книга, хорошая работа;

с.р.: высшее образование, свое мнение, срочное дело, свободное время;

мн.ч.: права и обязанности, все условия, хорошие новости.

Используется с количественными числительными 1(21, 31...): *один студент, одна студентка, одно задание*. Для студентов здесь вызывает трудность в согласовании числительных и существительных по родам.

Необходимо разъяснить что личные, определительные и притяжательные местоимения, порядковые числительные и причастия склоняются так же, как и прилагательные. Дается таблица окончаний, представление которых немного отличается от традиционного, но студентам их так легче усвоить.

Окончания именительного падежа

мужской род он	средний род оно	женский род она	мн. число они
-ый,-ой + оўй, ь -ий	-ое +-о, -е, -мя -ее	- ая + -а, -я, ь -ая	-ые + -ы, -и, -а, -я -ие
новый студент второй этаж любимый сын каждый день этот словарь	новое слово второе место любимое дело каждое утро это дело	новая студентка вторая квартира любимая книга каждая девушка эта программа	новые книги вторые блюда любимые книги каждые файлы эти словари

Преподаватель напоминает, что форма именительного падежа является начальной (словарной) формой слова. В предложении имя существительное, стоящее в именительном падеже, чаще всего выполняет синтаксическую функцию подлежащего, но может также быть

приложением, именной частью составного сказуемого, обращением:

Вот этот куст с желтенькими ягодками – облепиха (сказуемое).

Чаще всего встречается облепиха в Сибири и на Алтае. (подлежащее)

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Куст этот – облепиха – очень полезен (приложение).

Как нарядна ты, облепиха, осенью (обращение). [8, стр.119.]

Слова в именительном падеже всегда употребляются без предлогов.

Родительный падеж – qaratqich kelishigi. Указывается, что родительный падеж может употребляться без предлога и с предлогами при именах (поэма Навои, составление отчета, центр города, подарок для матери) и при глаголах (добиться успеха, требовать внимания, нет вопросов, хотеть мира, выехать из города). «Родительный падеж приименный обозначает

принадлежность, часть от целого, определительные отношения. Родительный падеж приглагольный обозначает прямой/косвенный объект, дату; употребляется после числительных». [6, стр.123.]

• Существительные в родительном падеже отвечают на вопросы *кого? чего?*

• Вспомогательное слово «нет»:
нет кого? старшего брата; старшей сестры; старших братьев и сестер;

нет чего? орфографического словаря; свободного времени; нужной книги, лишней ручки; нужных книг, свободных мест. Дается таблица окончаний:

Таблица окончаний

М.р. / С. р.	Ж. р.	Мн. число
-ого + -а, -я -его	-ой + -ы, -и -ей	-ых +-ов, -ев, -ей,-й, о -их
синего карандаша первого урока третьего апреля этого человека любимого фильма	синей ручки первой пары третьей аудитории этой студентки любимой книги	синих карандашей первых занятий третьих уроков этих студентов любимых занятий

Родительный падеж во множественном числе употребляется после слов (не)много, (не)мало, (не)сколько, а также числительных 5 – 20, 25 – 30 и т.д. В сравнении с другими падежами он представлен наибольшим количеством окончаний, которые зависят от рода существительных, что необходимо разъяснить на основе примеров. Во множественном числе существительные мужского и среднего рода имеют окончания **-ов, -ев, -ей**: много студентов, деревьев, дней. Существительные женского, а также среднего рода на **-о – 0** (нулевое окончание, теряют конечную гласную): много книг, сестёр, подруг, улиц; много дел, слов, чисел, окон, блюд. Существительные женского рода на **-ия** и среднего рода на **-ие – -й**: много лекций, заданий, сведений. Существительные мужского рода на **ж, ч, ш, щ – -ей**: ножей, ключей, карандашей, плащей. Существительные мужского и женского рода на **ь – -ей**: дней, словарей, преподавателей, матерей, дочерей, дверей, ночей, статей.

Разъясняются значения родительного падежа:

➤ **Родительный падеж отрицания (нет/не было/ не будет кого/чего).** Родительному падежу отрицания соответствует в узбекском языке именительный падеж: нет первой пары, свободного времени, других студентов – birinchi param, bo 'sh vaqtim, boshqa talabalar yo 'q.

➤ **Родительный падеж количества** используется после слов, обозначающих

количество, меру измерения, а также числительных: 2 (3, 4, 22...) студента, студентки, задания. В узбекском языке определения, выраженные количественными числительными, не управляют формой определяемого имени существительного и не согласуются с ним

➤ **Родительный падеж принадлежности** соответствует родительному падежу с окончанием – ning в узбекском языке, которое употребляется для образования и единственного и множественного числа. При этом необходимо обратить внимание студентов на обратный порядок слов в узбекском и русском языках: словарь Алишера – Aiisherning lug'ati, книги моих друзей – mening do'stlarinning kitoblari

➤ **Родительный падеж времени** используется для обозначения точной даты: Узбекистан вступил в ООН второго марта 1992-ого года. Для выражения этого значения в узбекском языке используется другой – местный падеж (o'rin-payt kelishigi) с окончанием **-da**: второго марта – ikkinchi martda.

➤ **Родительный падеж места** В узбекском языке ему соответствует местный падеж с окончанием **-da**: около банка – bank yonida, возле ворот – darvoza yonida, напротив нашего института – institutimizning qarshisida.

➤ **Родительный падеж причины** используется с предлогами: из-за, в результате, вследствие, по причине: в результате

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землетрясения / пожара; из-за сильного тумана; вследствие проливных дождей; по причине болезни. В узбекском языке данным предложениям соответствуют эквиваленты *natijasida*, *tufaili*, *oqibatida*, *dastidan*, а также существительные в исходном падеже с окончанием **-dan**: *из-за испуга – qo'rqanidan*, *в результате аварии – avariya natijasida*, *по причине болезни – kasalligi tufaili*. И в этом значении формальное выражение в двух языках различно.

➤ **Родительный падеж сравнения.** Студентам даются различные конструкции, например:

Кто выше / ниже / младше / старше... кого?

Анвар выше Мадины (ср.: Анвар выше, чем Мадина. и.п.).

Мадина ниже Анвара.

Андрей младше Марии.

Мария старше Андрея.

Что больше / меньше / лучше / хуже / дороже / дешевле... чего?

Это помещение меньше нашей аудитории.

Маркер дороже карандаша.

Плов вкуснее каши.

Фрукты полезнее чипсов.

Родительный падеж сравнения соответствует в узбекском языке *исходному падежу* с окончанием **-dan**, а сравнительная степень прилагательных образуется суффиксом **-roq**. При этом конструкция родительного падежа и именительного падежа передаются в узбекском языке одной конструкцией: *Анвар выше Мадины / Анвар выше, чем Мадина* – Anvar Madinadan balandroq.

Далее даются личные местоимения в родительном падеже, а также предлоги, с которыми он употребляется. Приводятся примеры на их употребление: *до встречи, во время отпуска, в течение года, после занятий, напротив*

института, недалеко от дома, сообщение от друга, у друзей, кроме него, без соли и майонеза, около часа, около остановки, возле школы, из города, с работы, с понедельника, ради семьи, для матери и дочери, из-за тумана. При необходимости дается их перевод на узбекский язык. Студентам также предлагается выполнить задания на подбор эквивалентов в узбекском языке.

Учащиеся часто спрашивают о соответствии падежей русского и узбекского языков. Преподавателю необходимо разъяснить, что прямого совпадения нет, но ряд падежных значений совпадают: родительный падеж принадлежности, дательный падеж адресата, предложный падеж объекта речи, винительный падеж объекта, творительный падеж совместности и др.

Наша работа опирается на методику преподавания русского языка иностранцам и учитывает особенности, связанные с несовпадением падежных значений, способами их передачи, исключениями, различиями в использовании предлогов в русском и узбекском языках. К каждому падежу нами разработаны слайд-презентации, раздаточные материалы и система упражнений.

При изучении русских падежей учащиеся должны понять, как образуются падежные формы, какие окончания имеет форма каждого косвенного падежа сравнительно с исходной формой слова, синтаксические отношения, которые выражает в русском языке та или иная падежная форма. Понимание падежных значений и, соответственно, ситуаций в которых они используются, поможет обучаемым грамотно использовать полученные знания.

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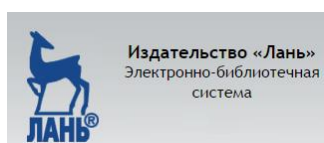
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Signed in print: 30.11.2019. Size 60x84 $\frac{1}{8}$

«Theoretical & Applied Science» (USA, Sweden, KZ)
Scientific publication, p.sh. 45.125. Edition of 90 copies.
<http://T-Science.org> E-mail: T-Science@mail.ru

Printed «Theoretical & Applied Science»