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DEFINITION OF PARAMETERS READJUSTING OF SUBSYSTEMS OF MACHINING MODULES IN PRODUCTION CONDITIONS

Abstract: It has been shown that widespread use, an increase in the technical level and the development of designs of flexible production modules are due to the integrated principle of flexibility of construction and operation embedded in them and correspond to modern market requirements, however, for a more complete and objective assessment of the reliability of the FPM operation, it is necessary to conduct practical studies of the readjustment parameters of the FPM subsystems in production conditions. Reduced statistical data on the results of the study of the periods of time for changeover and the time between applications for the changeover of subsystems FPM: tool, cutting machine and technological equipment, with subsequent calculation of the mathematical expectation and dispersion for each of the changeable elements, their analysis using the Bartlett criterion. Are performed the calculations of the values of the intensity of requests for readjustment and the intensity of readjustment were performed, the ratio between which is one of the indicators characterizing the flexibility of the technological system.

Key words: flexible production module, subsystem, readjusting, statistical data, metal cutting machine, cutting tool, technological equipment.

Language: Russian

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ОПРЕДЕЛЕНИЕ ПАРАМЕТРОВ ПЕРЕНАЛАДКИ ПОДСИСТЕМ МЕХАНООБРАБАТЫВАЮЩИХ МОДУЛЕЙ В ПРОИЗВОДСТВЕННЫХ УСЛОВИЯХ

Аннотация: Показано, что широкое применение, рост технического уровня и развитие конструкций гибких производственных модулей обусловлено заложенным в них интегральным принципом гибкости построения и функционирования и соответствует современным требованиям рынка, однако для более полной и объективной оценки надежности работы ГПМ необходимо проведение практических исследований параметров переналадки подсистем ГПМ в производственных условиях. Приведены статистические данные по результатам исследования периодов времени на переналадку и времени между заявками на переналадку подсистем ГПМ: инструмента, станка и технологической оснастки с последующим расчетом математического ожидания и дисперсии по каждому из переналаживаемых элементов, их анализу с помощью критерия Бартлетта. Выполнены расчеты значений интенсивности заявок на переналадку и интенсивность переналадки, соотношение между которыми является одним из показателей, характеризующих гибкость технологической системы.

Ключевые слова: гибкий производственный модуль, подсистема, переналадка, статистические данные, металлорежущий станок, режущий инструмент, технологическая оснастка.

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Введение

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Широкое применение, рост технического уровня и развитие конструкций гибких производственных модулей (ГПМ) характерно для машиностроительного производства в промышленно развитых странах, что обусловлено заложенным в них интегральным принципом гибкости построения и функционирования, позволяющим отдельным элементам системы развиваться отдельно, увеличивать функциональность оборудования и методов управления, что соответствует современным требованиям рынка – частая смена номенклатуры выпускаемых изделий и сокращение срока их выпуска в условиях и мелко и среднесерийного производства. Однако процессы проектирования, внедрения и эксплуатации ГПМ требуют оценки их надежности [1-5 и др.].

Например, в работах [6, 7] выполнен анализ позволяющий выявить (по параметрам надежности) из сформированного множества вариантов подсистем автоматизированных участков изготовления деталей типа тела вращения несколько рациональных структур.

В работах [8-11] получены выражения для расчета величин финальных вероятностей по отказам функционирования и параметрическим отказам подсистем ГПМ.

Однако, как показывает опыт эксплуатации, для более полной и объективной оценки надежности работы ГПМ необходим учет стохастических процессов, происходящих в технологической системе каждого ГПМ, что, в свою очередь, требует проведения практических исследований параметров переналадки подсистем ГПМ в производственных условиях.

Материалы и методы исследования

Каждой конкретной наладке технологической системы соответствует определенная номенклатура деталей обрабатываемых в условиях конкретного производства, которая может быть обработана без его переналадки. Конкретный вид, содержания и глубина охвата наладочных работ зависят от запускаемой в производство номенклатуры деталей и программы их выпуска.

Направленное изменение технологических возможностей модулей, диктуемое конкретной производственной ситуацией, реализуется путем регулировки (настройки, смены) элементов (подсистем) в соответствии с изменениями конструктивно технологических параметров деталей, запущенных в производство. Регулируемые параметры системы являются относительно независимыми, однако применительно к процессу изготовления деталей

типа тел вращения, определены наиболее вероятные сочетания регулируемых параметров [12, 13 и др.]. Совокупность диапазонов возможных изменений значений параметров по всем переналаживаемым подсистемам образует концептуальное пространство технологических возможностей, то есть технологический потенциал системы. Это пространство характеризуется числом факторов технологической среды (изменяемых конструктивно – технологических параметров, подлежащих обработке деталей и программы выпуска), к которым система чувствительна. Число факторов технологической среды характеризует мерность технологического потенциала системы. Таким образом, технологический потенциал является концептуальным выражением совокупных технологических возможностей системы, порождаемых многообразием всех возможных ее наладок. Следовательно, изменения технологических возможностей системы путем переналадок допустимо лишь в рамках технологического потенциала.

Время между двумя заявками на переналадку каждой из подсистем является случайной величиной, так как в производственных условиях принимает те или иные значения, обусловленные случайными событиями, например, отсутствием необходимого обрабатываемого материала, восполнением потерь от брака, задержкой комплектующих изделий, заготовок по некоторым группам деталей, а также другими причинами, не позволяющими на длительном промежутке времени прогнозировать точное значение периода между переналадками.

Случайные величины времени между двумя заявками на переналадку инструмента T_1'' , станка T_2'' , технологической оснастки T_3'' являются дискретными, так как множество их возможных значений конечно и может быть перечислено и перенумеровано одно за другим.

При проведении исследования фиксировались дискретные случайные величины времени между двумя заявками на переналадку подсистем (T_1'' , T_2'' , T_3'') на трех предприятиях (АО «Завод «Фиолент», ООО «Стрим Механик», ООО «Завод Молот-Механика») в течение полугода при односменной работе. Статистические данные по результатам исследования инструмента (T_1''), станка (T_2'') и технологической оснастки (T_3'') приведены на графиках (рис. 1, а, б, в), где процесс заявок на переналадку подсистем рассматривается на оси $0-T$, как прерывистый поток событий (переналадок), появившихся за время $(0, T)$. В момент появления очередного события случайная функция $X(T)$ скачком увеличивается на единицу. В точке разрыва функция $X(T)$ равна тому

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значению, с которым она подходит к точке разрыва слева. Функция $X(T)$ «непрерывна слева», то есть при подходе к любой точке слева не терпит разрыва, а при подходе справа может терпеть разрыв. Случайная функция $X(T)$ является пуассоновским процессом [14, 15].

Математические ожидания дискретных случайных величин времени между двумя заявками на переналадку каждой подсистемы определялась по формуле

$$M[T] = \sum_i t_i P_i = m_i, \quad (1)$$

где t_i – возможные значения случайных величин; P_i – соответствующие им вероятности.

Дисперсия полученных данных рассчитывалась по зависимости

$$D[T] = \sum_i (t_i - m_i)^2 P_i = D_t. \quad (2)$$

Анализ статистических данных с последующим расчетом всех численных значений математического ожидания и дисперсии по каждому из переналаживаемых элементов (таблица 1) подтверждает гипотезу о том, что случайная величина времени между двумя заявками на переналадку распределена по закону Пуассона. Практически во всех случаях математическое ожидание M_i времени между двумя заявками на переналадку приближается к дисперсии ($M[T_1] \approx D[T_1] \approx M[T_2] \approx D[T_2] \approx M[T_3] \approx D[T_3]$).

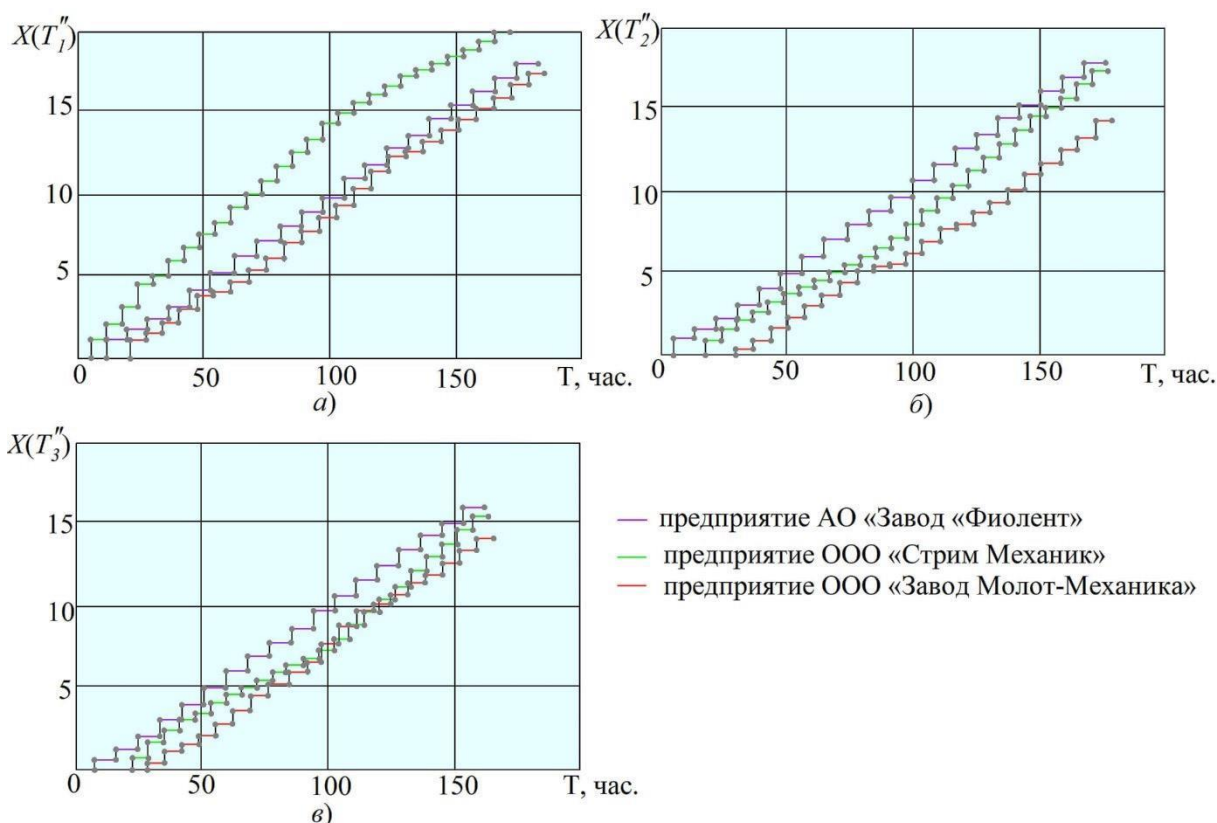


Рисунок 1 – Функции распределения дискретной случайной величины времени между двумя заявками на переналадку; а – инструмента; б – станка; в – технологической оснастки.

Для статистического описания процесса поступления заявок на переналадку рассчитывали относительные частоты $h(T)$ распределения времени между двумя заявками на переналадку: инструмента $h(T_1'')$, станка $h(T_2'')$, приспособления $h(T_3'')$.

Относительную частота события определялась по зависимости:

$$h(T) = n_t/n, \quad (3)$$

где n_t – число выборочных значений T , попадающих в интервал S_t ; n – объем выборки.

Получаемые по каждой из подсистем данные об относительных частотах распределения $h(T)$ приведены на графиках ($h(T_1'')$ – рис. 2, а; $h(T_2'')$ – рис. 2, б; $h(T_3'')$ – рис. 2, в).

Данные экспериментальных исследований показывают, что в большинстве случаев кривые распределения приближаются к экспоненте, что в целом подтверждает гипотезу об экспоненциальном характере распределения заявок на переналадку в производственных условиях.

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Таблица 1. Экспериментальные значения времени между двумя заявками на переналадку подсистем на обследованных предприятиях

Подсистемы	Математическое ожидание $M[T]$, мин			Дисперсия $D[T]$		
	АО «Завод «Фиолент»	ООО «Стрим Механик»	ООО «Завод Молот-Механика»	АО «Завод «Фиолент»	ООО «Стрим Механик»	ООО «Завод Молот-Механика»
Инструмент	9	12	13,8	11,8	13,6	10,9
	11,6			12,1		
Станок	12,9	16,4	18	13,6	19,3	15,8
	15,8			16,2		
Технологическая оснастка	12,8	16,8	15	13,9	18,9	16,1
	14,7			16,3		

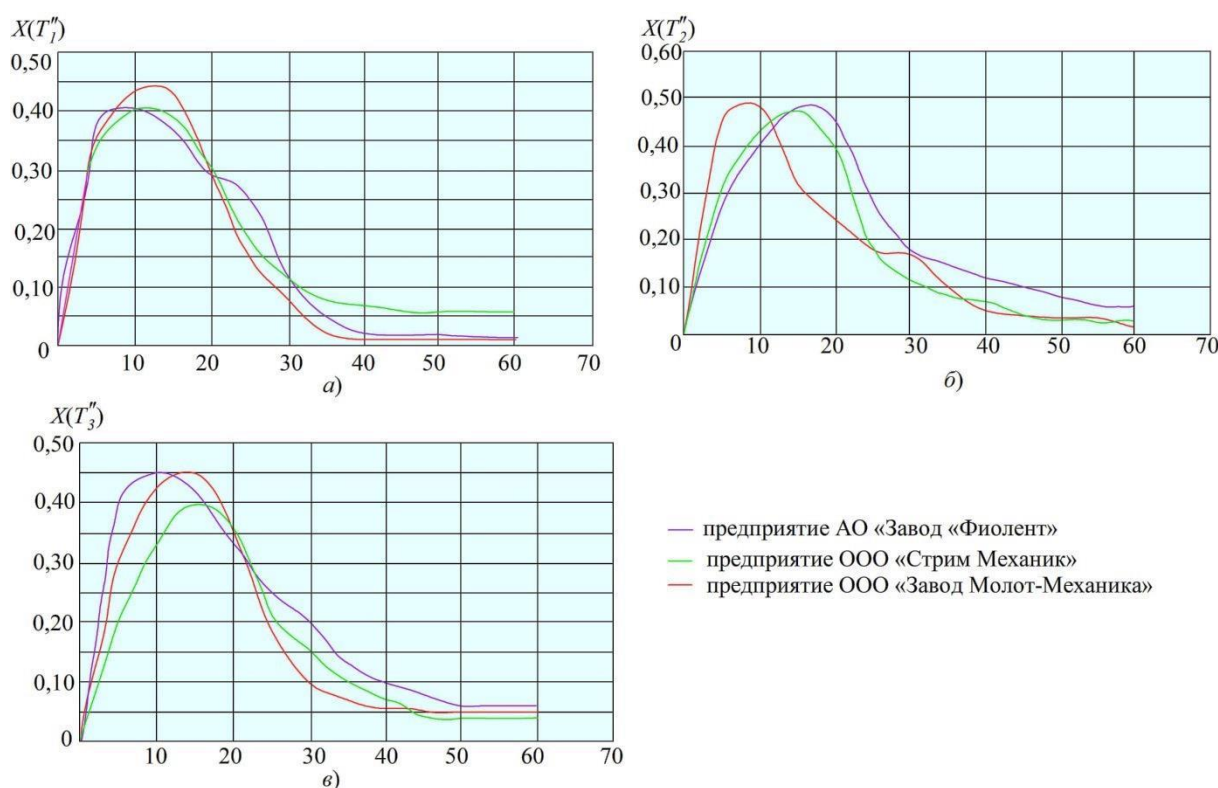


Рисунок 2 – Относительные частоты распределения времени между заявками на переналадку: а – инструмента; б – станка; в – технологическая оснастка.

Данные по переналадке подсистем подвергали анализу с помощью критерия Бартлетта [16, 17] для оценки обоснованности использования экспоненциального распределения. Этот критерий имеет вид

$$B_n = \frac{2n \left[\ln\left(\frac{T}{n}\right) + \frac{\sum_{i=1}^n \ln T_i}{n} \right]}{1 + \frac{(n+1)}{6n}}, \quad (4)$$

где T_i – случайная величина, обозначающая время работы между двумя заявками на переналадку подсистемы; n – число переналадок соответствующей подсистемы за период T .

При допущении об экспоненциальном распределении статистика B_n имеет распределение χ^2 с $(n-1)$ степенями свободы и в этом случае имеет двусторонний критерий χ^2 . Проверяли справедливость гипотезы о соответствии данных экспоненциальному распределению при переналадке инструмента, станка и приспособления за период $T=180$ мин. Критические значения для двустороннего критерия χ^2 при $n=10$, а также рассчитанные по зависимости (4) значения критерия Бартлетта приведены в таблице 2.

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Таблица 2. Результаты экспериментальной оценки применимости гипотезы экспоненциального распределения заявок на переналадку.

	Определяемый параметр	АО «Завод «Фиолент»	ООО «Стрим Механик»	ООО «Завод Молот-Механика»
Инструмент	$x^2 0,95$	10,8	9,39	16,93
	$x^2 0,05$	31,41	28,87	41,34
	B_n	27,53	28,31	21,93
Станок	$x^2 0,95$	16,93	26,51	8,67
	$x^2 0,05$	41,34	55,75	27,59
	B_n	18,33	52,16	34,12
Технологическая оснастка	$x^2 0,95$	10,85	7,26	12,34
	$x^2 0,05$	31,14	26,29	33,92
	B_n	30,14	27,33	28,67

Большинство значения данного критерия попадает в интервал между верхними и нижними показателями x^2 , то есть подтверждают гипотезу о том, что для описания процесса переналадки подсистем в условиях гибкой автоматизации допущение об экспоненциальном распределении времени между переналадками приемлемо.

Время переналадки каждой подсистемы, являющееся дискретной случайной величиной,

как и время между двумя заявками на переналадку, обследовали на тех же предприятиях в течение месяца при односменной работе. Экспериментальные значения времени переналадки инструмента (T''_{01}), станка (T''_{02}), приспособления (T''_{03}) приведены в таблице 3.

Таблица 3. Экспериментальные значения времени переналадки подсистем ГПМ.

Подсистемы	Математическое ожидание $M[T_0]$, мин		
	АО «Завод «Фиолент»	ООО «Стрим Механик»	ООО «Завод Молот-Механика»
Инструмент	1,48...1,9	0,59...1,7	1,24...1,4
	1,09...1,67		
Станок	38...48	46...67	42...59
	42...58		
Технологическая оснастка	19...52	36...74	44...65
	33...63,7		

В связи с тем, что наряду со случайным характером, исследуемый процесс переналадки в немалой степени обладает особенностями детерминированных систем, то есть имеет для каждой подсистемы при переналадке заранее

определенную последовательность действий, его статистическое описание (относительные частоты распределения времени переналадки) (рис. 3, а, б, в).

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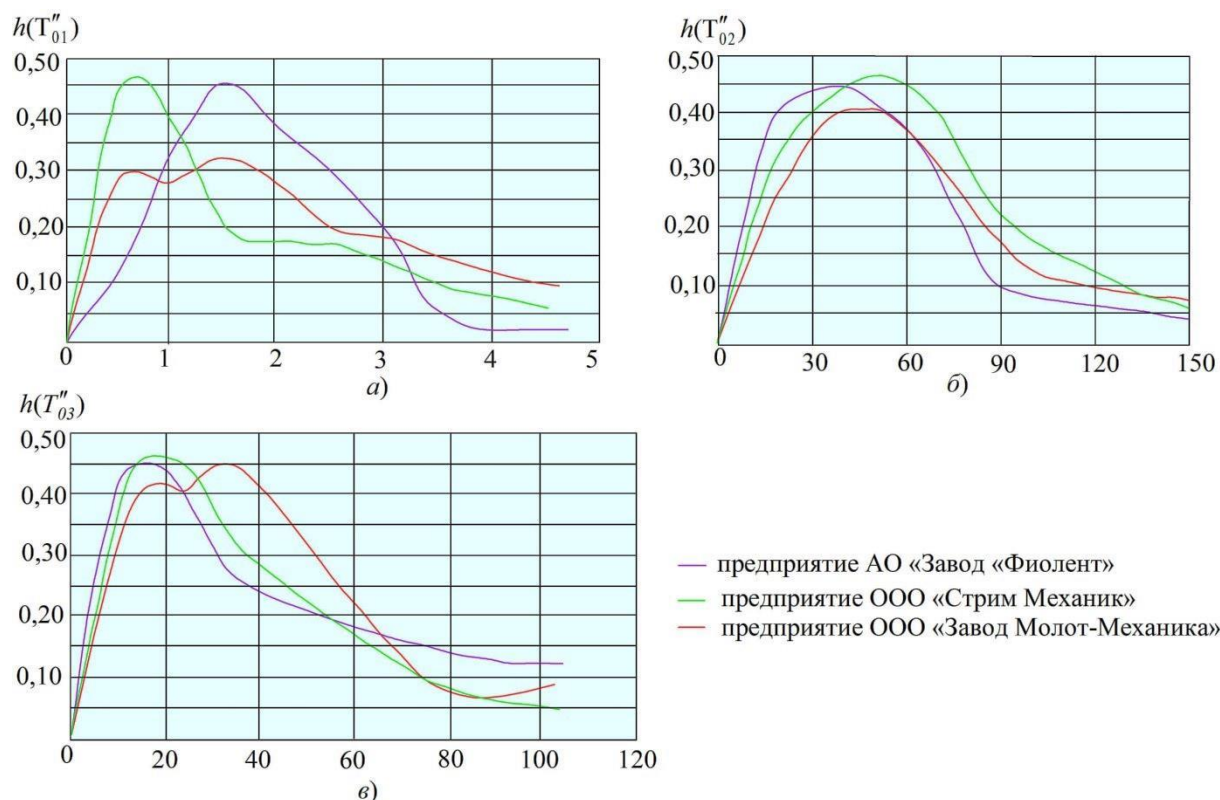


Рисунок 3 – Относительные частоты распределения времени переналадки: *а* – инструмента; *б* – станка; *в* – технологической оснастки.

В большей степени характер кривых соответствует гамма-распределению и распределению Вейбулла [18, 19]. Однако, поскольку время переналадки каждой подсистемы отличается по величине в меньшую сторону от времени между двумя заявками на переналадку на 2...3 порядка, гипотезу об экспоненциальном характере распределения времени переналадки можно считать вполне допустимой и использовать в дальнейшем при расчете вероятности беспереналадочной работы ГПМ в производстве.

На основе обработки статистических данных произвели расчет значений интенсивности заявок на переналадку (λ_{01}'' , λ_{02}'' , λ_{03}'') и переналадки (μ_{01}'' , μ_{02}'' , μ_{03}''). Результаты приведены в таблице 4. Соотношение между указанными величинами

является одним из показателей характеризующих гибкость технологической системы. На обследованных предприятиях интенсивности переналадок технологической оснастки $\mu_3'' = f(\lambda_3'')$ при увеличении интенсивности заявок на переналадку практически не изменяются. Для станка $\mu_2'' = f(\lambda_2'')$ – несколько увеличивается на предприятии АО «Завод «Фиолент». Переналадка инструмента имеет достаточно высокие значения интенсивности на предприятиях АО «Завод «Фиолент» и ООО «Завод Молот-Механика» (серийное производство), но еще более высокая интенсивность переналадки инструмента $\mu_1'' = f(\lambda_1'')$ на предприятии ООО «Стрим Механик» (мелкосерийное производство).

Таблица 4. Значения интенсивностей заявок на переналадку и переналадки подсистем.

Подсистемы	Интенсивность заявок λ , мин ⁻¹			Интенсивность переналадки μ , мин ⁻¹		
	АО «Завод «Фиолент»	ООО «Стрим Механик»	ООО «Завод Молот-Механика»	АО «Завод «Фиолент»	ООО «Стрим Механик»	ООО «Завод Молот-Механика»
Инструмент	0,1111	0,0833	0,0725	0,6757	1,6949	0,8065
Станок	0,0775	0,0609	0,055	0,0263	0,0217	0,0238
		0,0646			0,0239	
Технологическая оснастка	0,0781	0,0595	0,0667	0,0526	0,0278	0,0227
		0,0681			0,0344	

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Выводы.

Проведенные исследования показывают, что в условиях действующего производства наблюдается тенденция роста числа заявок на переналадку подсистем гибких производственных модулей, что приводит к соответствующим изменениям в подходе и проектированию, выбору и оценке эффективности системы.

Результаты проведенных исследований времени на переналадку гибких производственных модулей необходимо дополнить данными по надежности, без которых невозможно оценить эффективность системы и выявить ее наиболее уязвимые («слабые») подсистемы.

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WEB-QUEST AS TECHNOLOGY OF TRAINING BY MOBILE TECHNOLOGIES

Abstract: The article discusses approaches to formulating web-quest technology. The structure and types of web quests are described. The peculiarities of the experience of using technology in the educational process are analyzed. It is proposed to use this technology to teach students natural sciences using mobile technologies. The texts of the article describe the ways of submitting web-quests to increase the interest of students in the study of natural sciences and the formation of cognitive autonomy.

Key words: web-quest technology, cognitive interest, cognitive autonomy, mobile technologies, natural sciences.

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WEB-КВЕСТЫ КАК ТЕХНОЛОГИЯ ОБУЧЕНИЯ СРЕДСТВАМИ МОБИЛЬНЫХ ТЕХНОЛОГИЙ

Аннотация: В статье рассмотрены подходы к формулированию технологии веб-квест. Описана структура и виды веб-квестов. Проанализированы особенности опыта использования технологии в образовательном процессе. Предложено использование данной технологии для обучения учащихся естественным дисциплинам с применением мобильных технологий. В тексте статьи охарактеризованы способы подачи веб-квестов для повышения интереса у учащихся при изучении естественных дисциплин и формирования познавательной самостоятельности.

Ключевые слова: веб-квест технология, познавательный интерес, познавательная самостоятельность, мобильные технологии, естественные дисциплины.

Введение

Современные реалии украинского образования находятся на этапе коренных изменений и преобразований. Перед педагогами стоит важнейшая задача сформировать личность способную к саморазвитию и обучению на протяжении жизни. Образовательный процесс должен быть направленным на формирование навыков самостоятельного обучения учащихся, которые можно выработать развивая познавательные качества: познавательный интерес и познавательную самостоятельность. Они будут побуждать учащихся приобретать необходимые знания в любой незнакомой

сложной учебной или жизненной ситуации. Для этого необходимо формировать в учащихся навыки самостоятельного поиска и обработки информации, которые помогут решить поставленные перед ними задачи. Считаем, что в этом случае наиболее целесообразно применять веб-квесты, которые можно реализовать с помощью мобильных технологий.

Обзор литературы

Технология применения квестов в образовательном процессе не является новой, однако с развитием возможностей Интернета и появления различных ИКТ приобрела новое

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значение и интерпретации. Впервые о web-квест заговорил В. Dodge - профессор учебного дизайна и технологий в университете Сан-Диего (США). В основе этой технологии лежит идея обучения учащихся путем самостоятельного поиска информации по web-материалам, практикуя развитие навыков мышления высшего уровня [1]. Эта технология получила дальнейшее распространение по всему миру, с особым энтузиазмом в Бразилии, Испании, Китае, Австралии и разных странах Европы. Особое внимание исследователей уделялось изучению особенностям содержания и структуры web-квеста.

В исследованиях ученых прослеживается более глубокий анализ применения этой технологии в учреждениях высшего образования. Разработкой материалов и внедрением их в учебный процесс занимались Я. Быховский, В. Выхрущ, С. Гуменюк, М. Кадемия, Н. Кононец, Н. Николаева, А. Осадчук, Е. Полат, А. Пометун, Ю. Романцова, Л. Савченко и др..

Л.Савченко раскрывает понятие «web-квест технологии» как дидактической структуры для формирования поисковой деятельности студентов, в которой заданы определенные параметры и установлены временные ограничения. При такой деятельности, по словам исследовательницы, преподаватель создает специальные условия для поиска информации, а студенты превращаются в активных исполнителей из пассивных объектов [10].

Н. Кононец [7] рассматривает эту технологию как ресурсно-ориентированное обучение студентов для развития исследовательских умений через поиск информации с помощью Интернет-ресурсов для реализации практической цели. А. Харина [13] рассматривают технологию в рамках личностно-ориентированного обучения, которое способствует развитию познавательных и умственных способностей обучающихся во время образовательного процесса. То есть все эти исследования направлены на подтверждение эффективности этой технологии для обучения и целесообразности ее применения для формирования умственных и практических навыков получения и обработки информации студентами и учениками.

Выделение нерешенных ранее частей общей проблемы.

Подавляющее большинство исследований посвящено внедрению web-квестов в учреждениях высшего образования с применением компьютеров, а внедрение этой технологии в школьном образовании, на наш взгляд, освещены недостаточно. Особенно целесообразно было бы применять эту

технологию для обучения дисциплинам естественного цикла, требующих глубоких знаний, специфических умений и навыков, которые нужно развивать различными методами. Изучение этих предметов требует глубокого понимания материала и умение его анализировать и сопоставлять с различными вопросами. Поэтому web-квест является оптимальным методом для обучения поиска информации и формирования навыков ее обработки. Однако в учителей-предметников возникают трудности с проведением web-квестов на уроках, в частности из-за отсутствия достаточного количества компьютеров в классах или доступе к Интернету, поэтому решением этой проблемы может быть проведение web-квестов с помощью мобильных технологий.

Целью статьи является анализ особенностей применения web-квеста на уроках естественных дисциплин с помощью мобильных технологий.

Изложение основного материала.

Современные образовательные реалии направленные на всестороннее развитие личности ученика, который должен овладеть большим багажом знаний и сформировать умение учиться и применять свои знания во время жизненных ситуаций на практике. Таким образом, основное внимание должно уделяться именно формированию познавательных навыков, которые будут мотивировать ученика на получение положительного результата обучения. Формирование таких навыков возможно только при активной познавательной деятельности, направленной на достижение конкретной цели.

По мнению Т. March [3], когда студент мотивирован на выполнение работы, то он прилагает больше усилий. Применяя web-квесты для повышения мотивации ученика следует соблюдать определенные рекомендации: 1) формировать глобальную проблему, которую непременно надо решить, при этом дать возможность ученику сформировать гипотезу и обдумать способы ее проверки. Такие вопросы выводят учеников из «зоны комфорта» и они понимают, что знаний полученных из учебника или от учителя недостаточно. При этом целесообразно проводить web-квесты между небольшими группами, а не одиночно, поскольку тогда ученики будут обмениваться мыслями, своим опытом и получать навыки совместной поисковой деятельности и работы в команде; 2) предоставлять ученикам реальные ресурсы для работы, вместо учебников, энциклопедий с готовыми формулировками и ответами, с помощью Интернета учащиеся могут пользоваться базами данных, научными статьями, научными видеороликами и фильмами, обращаться к реальным экспертам через

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социальные сети и т.п.. Не стоит ограничивать учеников в их поисках и методах исследования, однако они должны понимать, что любую информацию следует проверять и пытаться отбирать только достоверные факты; 3) представление полученного результата, который участники группы обсуждают, присылают свои пожелания и наработки друг другу по электронной почте и принимают общее решение о правильности выполненного задания и полученных результатов.

Web-квестом называют технологию обучения, в основе которой стоит создание перечня взаимосвязанных задач, которые следует выполнять с помощью изучения специально подобранных web-страниц [12].

Анализ литературных источников показал наличие многих исследований, посвященных формулировке понятия «web-квест» и его назначению [6, с. 226]:

Веб квест - сайт в Интернете, где ученики работают над выполнением поставленных перед ними задач [5, 9]; веб-квест, как один из видов телекоммуникационных проектов [8], web-квест, как формат урока ориентированного на развитие познавательной, исследовательской деятельности учащихся [4, с. 68].

По времени продолжительности различают краткосрочные (1 - 3 урока) и долгосрочные (от недели до учебного года). Как показывает практика применения технологии web-квеста, для обучения учеников, лучше проводить краткосрочные работы, поскольку они поддерживают интерес к учебе, который не угасает в течение выполнения задач, характерно длительным квестам.

Привлекательности технологии web-квестов предоставляет гибкость, что позволяет их применять в обучении любому предмету. На наш взгляд такую технологию можно удачно применять на уроках географии (при изучении частей мира, мирового океана, при изучении стран, создавая уроки путешествия, которые увлекают учеников, тем более если они сами становятся исследователями), биологии (при изучении любой системы органов или класса животных и т.д.), химии (при исследовании веществ через постепенное изучение основных химических понятий, исследовании химических свойств веществ, их классификации и т.д.), физике (при изучении тепловых явлений, физических законов и т.п.).

Эта технология, направлена на максимальное понимание материала современными учениками как представителями цифрового поколения, которое с легкостью обрабатывает электронную информацию с Интернета.

Для непосредственного выполнения web-квеста необходимы, как уже отмечалось выше,

компьютеры с доступом к Интернету, однако сейчас эту проблему можно решить путем применения мобильных технологий. Мобильные устройства есть почти у каждого ученика, поэтому с их использованием гораздо проще построить такой вид деятельности, поскольку при отсутствии свободного доступа к Интернету в школе есть мобильный Интернет на каждом смартфоне ученика. Функциональные возможности смартфонов и планшетов предоставляют возможность не только находить информацию в сети, но и быстро ею обмениваться, фиксировать, хранить и даже копировать текстовые или графические данные и представлять их в виде текстового документа, презентации или в виде фото, скриншота (фото с экрана устройства).

Web-квест имеет определенные структурные элементы:

- введение с установленной целью квеста четким планом работы и прописанными правилами выполнения;

- конкретизация проблемы с перечнем дополнительных последовательных вопросов, которые должны быть интересными для выполнения и привести к решению основного вопроса квеста;

- формирование списка ссылок на Интернет-ресурсы (web-сайты, видео в YouTube, интернет-сервисы и т.д.).

Также важно предоставить четкие установки в виде заметок или подсказок для учеников или разработать методические рекомендации по выполнению задач и представления результатов на заключительном этапе. Должен быть указан механизм формирования групп с возможностью распределения задач между ее участниками, а также форма представления пройденного web-квеста (создание презентаций, фильма, сайта или стенгазеты и т.д.). Обязательно должны быть разработаны критерии оценивания деятельности каждого участника и уровень выполнения задания web-квеста в целом [2, с. 110], [11], [7, с. 140].

Все эти составляющие нацелены на предоставление как можно больше полезной информации, которая вдохновляет учеников на выполнение задач и проведения исследовательской деятельности. Однако на наш взгляд, важна также форма подачи материала. Если предоставить ученикам сразу большой объем задач, то их позитивный настрой к выполнению заданий может быстро угаснуть. Поэтому предлагаем предоставлять информацию о выполнении задач небольшими фрагментами по мере их выполнения, особенно если прохождения web-квеста требует длительного времени. Задание можно отправлять ученикам в групповые чаты или индивидуально в виде текста или фото и тому подобное. Если web-квест рассчитан на

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небольшой промежуток времени, например на урок, то его описание следует подать в общем виде не перегружая учащихся, в виде краткой инструкции с четко прописанными задачами, а сами Интернет-ресурсы предоставлять в виде карты задач.

Проводя web-квест по естественным дисциплинам, в частности химии, можно воспользоваться возможностями инфографики для создания интересных схем или создать ментальную карту в виде схемы, игры, лабиринта, на которой разместить необходимые ссылки в виде QR-кодов.

Представление задач в таком виде повышает интерес к поисковой деятельности учащихся и развивает умение совместной работы, ведь при такой подаче материала сразу видно задачи, которые следует выполнить, поэтому ученики могут разделить обязанности и приступить к выполнению определенного задания. Web-квест будет интереснее, если он будет насыщенным, кроме поиска информации, электронными задачами, которые могут быть одним из этапов web-квеста, а также подсказками в виде ребуса, кроссворда с кодовым словом, головоломки и тому подобное. Преимуществом такой подачи материала является его оригинальность и интерактивность, которая способствует повышению познавательного интереса и вдохновляет учеников на активную познавательную самостоятельную деятельность. Таким образом с помощью мобильного устройства можно сканировать коды и выполнять задания в режиме онлайн с помощью мобильных технологий прямо во время урока или вне класса в зависимости от цели web-квеста и условий его проведения. Также с помощью мобильных приложений (Wiber, Telegram, WhatsApp, Facebook, Instagram) учащиеся могут налаживать обратную связь и обмениваться разработанной информацией, идеями и решениями задач. Сохранять полученные данные можно на Google диске или других облачных серверах (dropbox или trello) к которым также разработаны соответствующие мобильные приложения. К тому же естественные науки, в частности химия, физика, биология имеют экспериментальную составляющую, которую тоже можно представить и выполнить с помощью мобильных технологий в рамках выполнения web-квеста (просмотр видеоекспериментов, выполнения манипуляций в онлайн средах виртуальных лабораторий и т.п.), которые только усиливают интерес к обучению и выполнению задач.

Так как современные ученики неразлучны со своими гаджетами они будут полностью погружены в поисково-исследовательскую деятельность. По исследованиям психологов, и наш личный опыт было установлено, что

современный ученик быстрее найдет новую информацию в Интернете, чем изучит теорию из учебника или надиктованную учителем, а также запоминают лучше тот материал, который они проработали самостоятельно. При этом у них будут формироваться новые познавательные навыки, а также познавательные качества личности, в частности познавательная самостоятельность.

Выполнение таких видов работ позволяет ученикам понять важность их личного вклада в коллективной работе, развить чувство ответственности за свои действия и отношение к работе во время участия web-квесте. Положительным моментом является то, что ученики учатся не просто отыскивать информацию из готовых источников, а также анализировать ее, обобщать и выбирать главное наиболее важное и существенное. Применение мобильных технологий в образовательном процессе формирует понимание, что смартфон является не только средством для связи или игр, а мощным средством для обучения. Сопроводительные задания развивают логическое мышление, формируют навыки сопоставлять данные, выбирать нетипичные решения и применять свои знания в нестандартных ситуациях, являются важным показателем для личностного развития. А представления полученных результатов деятельности в разном виде (презентации, доклада, созданного сайта, отчета) учит учеников осваивать новые информационно-коммуникационные технологии, которые им понадобятся в дальнейшем обучении, а также важность доводить свою работу до конца, что тоже является важным качеством личности.

Заключение

Применение web-квестов в образовательном процессе способствует развитию навыков работы с поиском информации из различных источников, формированию умений обрабатывать и анализировать, структурировать данные, решая ряд задач. Совместная работа способствует развитию коммуникативных качеств у учащихся, появлению опыта брать ответственность как за свою работу, так и работу группы в целом, при этом помогать и поддерживать друг друга во время выполнения задач и оформления результатов web-квеста. Применение указанной технологии с использованием мобильных средств способствует повышению активности во время выполнения заданий и формированию познавательной самостоятельности, которая проявляется в желании самостоятельно отыскивать ответы на поставленные вопросы и достижения положительных результатов деятельности, а также проявление интереса к изучению предмета после окончания квеста.

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INFLUENCE OF ZEROX WSC AGAINST POTATO DISEASES

Abstract: In the conditions of Uzbekistan, potato diseases, fusarium and bacterial rot are present. Nowadays, late blight disease is widespread that strongly affect the growth and development, as well as crop yields. The article discusses the use of modern chemicals, in particular, Zerox WSC (3000 mg/colloidal silver). Biological effectiveness of fungicide Zerox WSC (3000 mg/colloidal silver) at the rate of 0.6-0.7 l/t as potato seed tubers against fusarium and bacterial rot were 93.8 - 95.4%. Moreover, biological effectiveness of fungicide Zerox WSC (3000 mg/colloidal silver) against late blight during vegetation period at the rate of 2.0-3.0 l/ha, was 82.4-85.7%.

Key words: potato, fungicide, Zerox, disease, bacterial rot, fusarium, late blight, plant damage, development, biological effectiveness.

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ВЛИЯНИЕ ПРЕПАРАТА ЗЕРОКС, В.Р.К. ПРОТИВ БОЛЕЗНЕЙ КАРТОФЕЛЯ

Аннотация: В условиях Узбекистана болезни картофеля: фузариоз, бактериальная гниль, а в настоящее время, и фитофтороз являются широко распространенными болезнями, которые сильно сказываются на снижении роста и развития, а также урожайности посевов. В статье обсуждается вопрос применения современных химических препаратов, в частности, Зерокс, в.р.к. (3000 мг/серебро коллоидное), биологическая эффективность которого при норме расхода 0,6-0,7 л/т в качестве протравителя клубней картофеля против фузариоза и бактериальных гнилей составляет 93,8 - 95,4 %, а техническая эффективность его применения во время вегетации против фитофтороза при норме расхода 2,0-3,0 л/га равняется 82,4 - 85,7 %.

Ключевые слова: картофель, фунгицид, Зерокс, болезнь, бактериальная гниль, фузариоз, фитофтороз, поражаемость растений, развитие, биологическая эффективность.

Введение

УДК: 635.2 + 632.952

Картофель по объему производства занимает второе место в мире после зерновых культур. В Узбекистане среди овоще-бахчевых культур по объему производства картофель занимают первое место. Картофель – один из основных продуктов питания, как говорят в народе - второй хлеб, кроме того является сырьем для промышленности. Он обладает высокими вкусовыми свойствами, содержит необходимые для человека минеральные

соли, витамины и другие биологически активные вещества.

Картофель относится к числу культур, в сильной степени поражаемых болезнями, которые нередко являются причиной резкого снижения урожая. Болезни поражают картофель, как во время вегетации, так и в период хранения. Возбудителями болезней картофеля являются грибы, бактерии, вирусы и микоплазменные организмы. Значительный ущерб экономике многих картофелеводческих стран мира наносят такие

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распространенные болезни как фитофтороз, ризоктониоз, фузариоз и другие [6].

Недобр урожая от поражения фитофторозом, сухой пятнистостью, ризоктониозом, фузариозом и другими болезнями составляет в среднем 30% от валового сбора. Отход клубней из-за гнилей в период хранения увеличивается на 5-20% и более [5].

В настоящее время широкое распространение имеют смешанные клубневые гнили картофеля. Основными из них являются: фузариозно-бактериальная, фузариозно-фомозная и фузариозно-фитофторозно-бактериальная гнили [1, 2].

Одной из причин снижения продуктивности картофеля и его качества, являются потери урожая, вызванные поражением растений многочисленными болезнями. Согласно литературным данным, в настоящее время насчитывается около 30 наиболее распространенных болезней картофеля, к которым относятся: корневые гнили, различные увядания, пятнистости, а последнее время к ним в условиях Узбекистана присоединился фитофтороз.

Phytophthora infestans (Mont.) de Bary - фитопатогенный оомицет, поражающий пасленовые растения, преимущественно картофель и томаты. Ранее возбудитель относили к семейству Phytophthora, порядку Peronosporales, классу Oomycetes, отделу Oomycota, царства Mucota [3]. Согласно современной классификации, род *Phytophthora* относится к семейству Pythiaceae, порядку Pythiales, классу Inserta sedis, подклассу Oomycetes, отделу Oomycota, царству Chromista [11].

Фитофтороз поражает практически все части и органы растения картофеля: листья, стебли и клубни. На листьях в самом начале заболевание проявляется в виде водянистых, слабо заметных пятен, в дальнейшем приобретающих темно бурую окраску. Во влажную погоду с нижней стороны листа на границе здоровой и пораженной ткани образуется серо-белый налет спороношения патогена. При благоприятных условиях развития симптомы поражения листовой пластинки проявляются уже через 3-5 дней после заражения. На стеблях фитофтороз проявляется в виде темно-бурых продольных некрозов, на поверхности которых также образуется спороношение. В отличие от листьев, спороношение на стеблях может существовать более продолжительное время. В сухую погоду пораженные ткани засыхают, в сырую – гниют. На кожуре пораженных клубней пятна слегка вдавленные, бурые и других оттенков, в зависимости от света кожуры. Сильно поражения ткань начинает гнить. При раннем поражении ботвы уменьшается урожай клубней. В период хранения пораженные клубни гниют.

По данным А.В.Филипова (2012), очередная волна резкого возрастания вредоносности фитофтороза была зафиксирована в 1980-х годах. Именно в это время практически во всех картофелеводческих странах отмечено, что ранее распространенный клон *Ph. infestans*, обозначаемый как US-1, был вытеснен новыми, ранее неизвестными клонами. «Старый» клон характеризовался Ib гаплотипом митохондриальной ДНК и был представлен только одним (A1) типом половой совместимости. «Новая» популяция *Ph. infestans* включает Ia и Pa гаплотипы митохондриальной ДНК и оба типа половой совместимости — A1 и A2. Ранее A2 тип обнаруживали только в Центральной Мексике, которая считается центром происхождения *Ph. infestans*. Популяция *Ph. infestans* вне Центральной Мексики размножалась только бесполым путем, и в течение зимы патоген сохранялся, в основном, в виде мицелия внутри клубней картофеля.

Новые популяции приобрели способность к половому размножению. В результате увеличилась частота рекомбинаций *Ph. infestans*, и стало возможным образование половых покоящихся спор — ооспор, способных перезимовывать в почве на растительных остатках. Современная популяция отличается от «старой» более высоким генетическим разнообразием и представлена в основном сложными расами [7].

По А.В.Филипову (2012), существенно возросла и агрессивность *Ph. infestans*. Патоген стал менее зависим от температуры и влажности воздуха. Так, изоляты «новых» популяций способны инфицировать растения картофеля при 3—27 °С, для «старых» популяций этот интервал составлял 8—23 °С. При равной температуре для инфекции растений изолятами «новых» популяций требуется почти в два раза меньший период наличия капельно-жидкой влаги на листьях. В связи с этим увеличилось число возможных поколений патогена в течение вегетационного сезона. Сейчас фитофтороз обнаруживается на картофельных посевах необычно рано. Увеличилась скорость развития болезни в течение вегетационного сезона. Существенно возрос риск сильного заражения клубней [7].

В связи с произошедшими изменениями появилась возможность проникновения возбудителя в ксерофитные условия Узбекистана.

Согласно традиционному взгляду на распространение фитофтороза, данное заболевание встречается в европейской части бывшего Советского Союза и на Дальнем Востоке, в регионах с нежарким климатом с обильными росами и туманами. Считалось, что регионы южной части Средней Азии являются зоной отсутствия данной болезни. Однако, необходимо отметить, что в настоящее время возбудитель фитофтороза отмечен в условиях Узбекистана [4].

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В недалеком прошлом о присутствии фитофтороза в Узбекистане упоминал А.Хакимов с соавт. и Б.А.Хасанов [8, 10].

Однако, широкое распространение и вредоносность имеющихся на территории Узбекистана штаммов возбудителя фитофтороза картофеля, согласно проведенным исследованиям У.Хамираева с соавт. в настоящее время в Узбекистане теряется 25-30% урожая картофеля [9].

Материалы и методы

Влияние препарата Зерокс, в.р.к. (3000 мг/ серебро коллоидное) проводили на поле ф/х «Жамол-Файз Барака» Ташкентского района, Ташкентской области на картофеля, сорта Пикассо.

Обработки клубней картофеля до посадки проводились 25 февраля. Нормой расхода рабочей жидкости 12-15 л/т. Обследование всходов на культуре картофеля на пораженность фузариозом и бактериальной гнилью проводились в период развития второй пары листьев. На обследуемом участке брали 10 проб по диагонали поля.

Против фитофтороза обработки были проведены 10 мая 2018 года, 25 мая, через 15 дней после первой обработки. Обработки проводили с помощью моторизованного ранцевого опрыскивателя, с расчетной нормой расхода рабочей жидкости 300 л/га. Опыты были заложены в утренние часы, с 8 до 10 ч, когда температура воздуха не превышала 26°C и скорость ветра 1 м/сек.

Фитофтороз взрослых растений картофеля учитывали при массовом цветении культуры. Для этого на участках площадью до 5 га брали 20 пробных площадок. Если площадь участка превышает 5 га, то на каждые последующие 10 га прибавляли по две пробы. В каждой пробе оценивали 10 растений в ряду по следующей шкале:

0 – пятен нет, растение не поражено;

1 – пятна занимают до 10% всей площади листовой поверхности на растении (до 50 пятен на одном растении);

2 – поражено до ¼ (11-25%) поверхности листьев куста;

3 – поражено около ½ (25-50%) поверхности листьев куста;

4 – поражено ¾ (более 50%) поверхности листьев куста;

5 – полная гибель листьев от поражения фитофторозом.

Процент развития болезней определяли по следующей формуле:

$$P = \frac{(a \times b) * 100}{N * K};$$

где: P - процент развития болезни;

$\sum(a \times b)$ -сумма произведения числа пораженных растений (a) на соответствующий им балл поражения (b);

N - общее число учетных растений;

K - высший балл поражения шкалы.

Расчет биологической эффективности препарата производили по формуле:

$$Бэф = \frac{a - б}{a} * 100;$$

где: Бэф - биологическая эффективность;

a - развитие болезни в контроле;

б - развитие болезни в опыте.

Учеты и наблюдения проводились согласно Методическим указаниям ВИЗР (1985) и Госхимкомиссии РУз (2004).

Результаты исследования и их обсуждение

Препарат Зерокс, в.р.к. (3000 мг/ серебро коллоидное) был применён в борьбе с фузариозом, бактериальной гнилью и фитофторозом картофеля.

Проведенные учеты на поражаемость фузариозом картофеля в ф/х «Жамол-Файз Барака» показывают, что в контроле поражаемость составляла 45.7%, при развитии болезни 10.8%.

Наилучший результат, в качестве протравителя, против фузариоза препарат Зерокс, в.р.к. показал в норме 0.7 л/т, где биологическая эффективность составила 95.4%, при поражаемости растений 2.1%, и развитии болезни 0.5%. В норме 0.6 л/т, биологическая эффективность составила 94.4%, при поражаемости растений 2.5%, и развитии болезни 0.6%. Проведенные учеты на поражаемость бактериальной гнили картофеля показывают, что в контроле поражаемость составляла 20.6%, при развитии болезни 6.5%. Данные приведены в таблице 1.

Наилучший результат против бактериальной гнили препарат Зерокс, в.р.к. показал в норме 0.7 л/т, где биологическая эффективность составила 95.4%, при поражаемости растений 0.9%, развитии болезни 0.3%. В норме 0.6 л/т биологическая эффективность составила 93.8%, при поражаемости растений 1.1%, а развитие болезни – 0.4%.

Биологическая эффективность эталонного препарата Селест Топ 312 FS, к.с. (тиаметоксам 262.5 г/л + флудиоксонил 25 г/л + дифенокозол 25 г/л) в норме расхода 0.6 л/т для фузариоза составила 90.7%, при поражаемости растений 3.8% и развития болезни 1.0%, для бактериальной гнили равнялась 90.8%, при поражаемости растений 1.9% и развития болезни 0.6%.

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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

Таблица 1. Биологическая эффективность фунгицида Зерокс, в.р.к. (3000 мг/ серебро коллоидное) против болезней фузариоза и бактериальной гнили картофеля (Производственный опыт, Ташкентская область, ф/х «Жамол-Файз Барака», 2018 г)

№	Варианты опыта	Норма расхода, л/г	Поражаемость растений, %		Развитие болезни растений, %		Биологическая эффективность, %	
			Фузариоз	Бактериальная гнил	Фузариоз	Бактериальная гнил	Фузариоз	Бактериальная гнил
1	Зерокс, в.р.к.	0.6	2.5	1.1	0.6	0.4	94.4	93.8
2	Зерокс, в.р.к.	0.7	2.1	0.9	0.5	0.3	95.4	95.4
3	Селест Топ 312 FS, к.с. (эталон)	0.6	3.8	1.9	1.0	0.6	90.7	90.8
4	Контроль – без обработки	–	45.7	20.6	10.8	6.5	–	–

Проведенные учеты на поражаемость картофеля фитофторозом показывают, что в контроле поражаемость составляла на листьях – 19.3%, на побегах – 14.2%, при развитии болезни 8.4% и 6.3% соответственно.

Наилучший результат в качестве применения на вегетирующую массу препарат Зерокс, в.р.к. показал в норме 3.0 л/га, где биологическая эффективность составила на листьях 85.7%, на побегах 85.7%, при развитии болезни 1.2% и 0.9% соответственно (Таблица 2).

В норме 2.0 л/га препарат действовал несколько меньше и биологическая

эффективность составила на листьях 82.4%, на побегах 84.1%, при развитии болезни 1.5% и 1.0% соответственно.

Биологическая эффективность эталонного препарата Ультиматрикс 52.5 % с.т.с. (фамоксадон 225 г/кг + цимоксанил 300 г/кг) в норме расхода 0,6 кг/га составила на листьях – 80.9% и на побегах – 82.5%, при развитии болезни 1.6% и 1.1% соответственно.

В опытных вариантах наблюдалось интенсивный рост и развитие растений по сравнению с контролем.

Таблица 2. Биологическая эффективность фунгицида Зерокс, в.р.к. против болезни фитофтороза картофеля (Производственный опыт, Ташкентская область, Ташкентский район, ф/х «Жамол-Файз Барака», 2018 г)

№	Варианты опыта	Норма расхода, л/га, кг/га	Листья			Побеги		
			Поражаемость растений, %	Развитие болезни растений, %	Биологическая эффективность, %	Поражаемость растений, %	Развитие болезни растений, %	Биологическая эффективность, %
1	Зерокс, в.р.к. (3000 мг/ серебро коллоидное)	2.0	3.2	1.5	82.4	2.2	1.0	84.1
2	Зерокс, в.р.к. (3000 мг/ серебро коллоидное)	3.0	3.0	1.2	85.7	2.0	0.9	85.7
3	Ультиматрикс, 52,5% с.т.с. (эталон)	0.6	3.7	1.6	80.9	2.5	1.1	82.5
4	Контроль – без обработки	–	19.3	8.4	–	14.2	6.3	–

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Выводы

Препарат Зерокс, в.р.к. (3000 мг/ серебро коллоидное) обладает высокой эффективностью, в качестве протравителя и во время вегетации.

При обработке клубней картофеля до высева против болезней фузариоза и бактериальной гнили в нормах расхода 0.7 л/г. биологическая эффективность составила 95.4%, при

поражаемости растений 0.9%, развитии болезни 0.3%.

При применении Зерокс, в.р.к. против фитофтороза в период вегетации картофеля в норме расхода 3.0 л/га биологическая эффективность составила на листьях 85.7%, на побегах 85.7%, при развитии болезни 1.2% и 0.9% соответственно.

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VIRULENCE OF THEILERIA ANNULATA AND ITS RELATIONSHIP WITH THE ACTIVITY OF METALLOPROTEONASE AT DIFFERENT STAGES OF CULTIVATION

Abstract: The proteolytic activity of the metalloproteinase enzyme (MPE) decreased significantly with an increase in the number of passages. It is assumed that the expression of MPE and cytokines by infected cells is a marker or virulence factor of *Th.annulata*.

Key words: teileria, bodies, cell culture, *Theileria annulata*.

Language: Russian

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ВИРУЛЕНТНОСТЬ THEILERIA ANNULATA И ЕЁ ВЗАИМОСВЯЗЬ С АКТИВНОСТЬЮ МЕТАЛЛОПРОТЕОНАЗЫ НА РАЗНЫХ ЭТАПАХ КУЛЬТИВИРОВАНИЯ

Аннотация: Протеолитическая активность фермента металлопротеиназы (ММП) существенно снижалась с увеличением числа пассажей. При этом предполагается, что экспрессия ММП и цитокинов инфицированными клетками является маркерами или факторами вирулентности *Th.annulata*.

Ключевые слова: тейлерия, гранатные тела, культура клеток, *Theileria annulata*.

Введение

УДК: 595.421/616.928.7

По данным Рипано Е. (1981) специфическая профилактика тейлерии крупного рогатого скота, вызываемого *Theileria annulata*, осуществляется путем введения животным живых шизонтов паразита, которые были ослаблены *in vitro*.

Ослабление достигается путем непрерывного прохождения исходного вирулентного паразита в клеточной культуре в течение примерно 60-300 пассажей в течение периода от нескольких месяцев до 2 лет. Степень аттенуации во время этого процесса контролируется путем периодического инокуляции восприимчивых телят с культивируемыми паразитами на разных уровнях и

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проверки клинических и иммунных реакций телят. Это является наукоемким и довольно дорогостоящим, трудоемким процессом. Исследователи обнаружили сильную взаимосвязь между вирулентностью и активностью протеолитического фермента в *Th. annulata*, инфицированных шизонтом, во время длительного культивирования [5, 7].

Металлопротеиназы (ММР) позднее были идентифицированы как факторы вирулентности *Th. annulata*, так как был дефицит к отсутствию активности металлопротеиназы 9 (ММР9) в низких (не аттенуированных) и высоких пассажах (аттенуированных) шизонт-инфицированных клеток (4). А это в свою очередь предполагает определить возможность разработки теста *in vitro* для мониторинга аттенуации культивированных шизонтов вместо текущих тестов у восприимчивых телят. С другой стороны, не было обнаружено прямой корреляции между активностью матриксных металлопротеиназ шизонт-инфицированных клеточных линий. Имеющаяся у нас возможность сравнения пассируемых в культуре клеточных изолятов *Th.annulata* дала возможность определить взаимосвязь аттенуации (потери) вирулентности с ферментативной активностью на разных стадиях культивирования изолята паразита по описанному методу [5].

Материалы и методы

Изолят *Th.annuata* был получен от телят, путем подсадки клещей *H.anatolicum* инвазированных тейлериями, собранных из эндемического района Узбекистана. Культивирование осуществляли серийными пассажами в среде RPMI 1640. В процессе культивирования тейлерий исследовали на активность металлопротеиназы методом электрофореза, тогда как другие были сохранены в виде замороженного стабильта. Для сравнения использовали в качестве контроля мононуклеарные клетки периферической крови крупного рогатого скота, полученные от здоровых телят, которые обрабатывали аналогично инвазированным шизонтами клеткам.

Степень аттенуации во время этого процесса контролировали путем периодического инокуляции восприимчивых телят с культивируемыми паразитами на разных уровнях и проверки клинических и иммунных реакций телят.

Результаты исследования

Специфическая профилактика тейлерииоза крупного рогатого скота, вызываемого *Theileria annulata*, осуществляется путем введения животным живых шизонтов паразита, которые были ослаблены *in vitro* [5]. Ослабление достигается путем непрерывного прохождения исходного вирулентного паразита в клеточной

культуре в течение примерно 60-300 пассажей в течение периода от нескольких месяцев до 2 лет [2].

Исследователи обнаружили сильную взаимосвязь между вирулентностью и активностью протеолитического фермента в *Th. annulata*, инфицированных шизонтом, во время длительного культивирования [1]. Металлопротеиназы (ММР) позднее были идентифицированы как факторы вирулентности *Th. annulata*, так как был дефицит к отсутствию активности металлопротеиназы 9 (ММР) в низких (не аттенуированных) и высоких пассажах (аттенуированных) шизонт-инфицированных клеток [4]. А это в свою очередь предполагает определить возможность разработки теста *in vitro* для мониторинга аттенуации культивированных шизонтов вместо текущих тестов у восприимчивых телят. С другой стороны, не было обнаружено прямой корреляции между активностью матриксных металлопротеиназ шизонт-инфицированных клеточных линий [3]. Имеющаяся у нас возможность сравнения пассируемых в культуре клеток изолятов *Th. annulata* дала возможность определить взаимосвязь аттенуации (потери) вирулентности с ферментативной активностью на разных стадиях культивирования изолята паразита по ранее описанному методу [1].

На рис.1 изображена электрофоретически различная протеиназная активность инфицированных шизонтами клеток из пассажей от 10 до 117 в желатин-деградирующем субстрате SDS-PAGE 10% акриламидных гелей. Три линии коалесценции наблюдались в лизате клеток 20 µg/lane из пассажа 10 с относительной молекулярной массой (Мг) от 200 до 62 кДа (рис.1, дорожка 1). Четкие полосы (рисунок 1, дорожка 2) можно было четко видеть, когда половину этого количества применяли к 8% акриламидному гелю, содержащему 0,2% желатина. Две полосы приблизительно 90 и 62 кДа были видны при приготовлении клеток из субкультуры 23 (рисунок 1, дорожка 3). Активность фермента постепенно снижалась по мере увеличения числа пассажей, наблюдалась только одна сплошная полоса с лизатами из пассажей 32 и 43 (рис.1, дорожки 4 и 5). Слабая связь была обнаружена в лизатах из пассажа 60 (рис.1, дорожка 6), и незначительные следы были найдены из пассажей 73 и 81 (рисунок 1, дорожки 6 и 7 соответственно) и с увеличением пассажей до 117 при культивировании шизонтов тейлерий активность фермента не наблюдалась. Протеолитическая активность не наблюдалась при приготовлении из РВМС здорового теленка (рис.1, дорожка 9).

На каждой полосе 10% SDS-PAGE и 0,2% желатина загружали 20 µg белок (за исключением полосы 2, загруженной 10 µg на 8% -ный гель, содержащий 0,2% желатина). Номер пассажа для каждой линии обозначен на рисунке. Дорожка 9

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представляет собой неинфицированные контрольные клетки. Левые числа указывают

приблизительную относительную молекулярную массу (за исключением полосы 2).

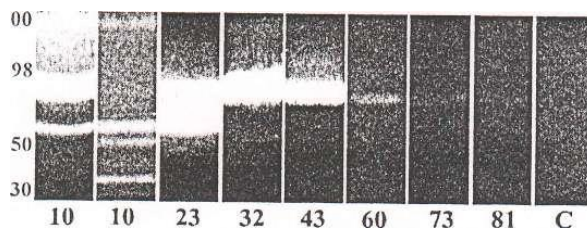


Рисунок 1. Ферментативная активность шизонт инфицированных клеток при различных уровнях пассажа

Для сравнения мы взяли данные (5), где сравнивали активность ферментов узбекского и израильского изолятов тейлерий (рис. 2).

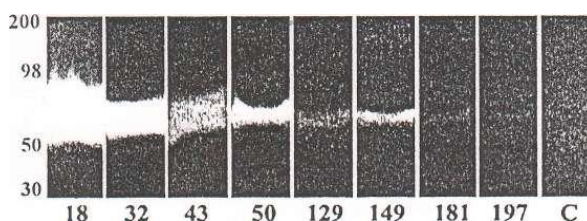


Рисунок 2. Ферментативная активность шизонт-инфицированных клеток израильского изолята при пассировании до 197 пассажа.

На каждую полосу 10% SDS-PAGE и 0,2% желатина загружали 20 мкг белка. Номер пассажа указан на рисунке. Lane "9" представляет собой неинфицированные контрольные клетки.

В случае израильского вакцинного штамма в пропитанном желатином геле наблюдалась интенсивная широкая полоса с лизатом из пассажа 18 (рис.2, дорожка 1). Интенсивность постепенно снижалась с приготовлениями от 32 пассажа до 149 (рис.2, дорожки 2-6), и только слабая, едва заметная полоса происходила с лизатами из субкультур 181 и 197 пассажа (рис.2, полосы 7 и 8 соответственно). Протеолитическая активность не наблюдалась у неинфицированных РВМС крупного рогатого скота (рис.2, дорожка 9).

Все тестируемые ингибиторы не влияли на активность фермента, за исключением ЭДТА, независимо от исследуемого штамма (не показано). ЭДТА полностью ингибирует активность фермента при максимальной концентрации 5 мМ до самой низкой концентрации 0,01 мМ.

После введения телятам шизонтов узбекского изолята, культивированными до 50 пассажа, демонстрируют повышенные температуры (выше 39,5°C). Шизонты были обнаружены в мазках биопсии у 6 из 10 телят, а эритроцитарные гаметоциты были обнаружены в мазках периферической крови у всех телят. С другой стороны, из шести телят, которым вводили шизонты 60 - 80 пассажа, лихорадка наблюдалась только у одного теленка, ни у одного из них не было шизонтов в мазках биопсии, но у четырех

животных были обнаружены гаметоциты. Не было никаких клинических реакций у шести телят, инокулированных клетками из пассажей 90 или более до 117 пассажа и гаметоциты в эритроцитах не обнаруживались.

По этим данным, у двух телят, зараженных шизонтами клеток в 43 пассаже израильского изолята, у одного развивалась лихорадка, появлялись шизонты в мазках биопсии из лимфатических узлов или печени и эритроцитарных мерозоитов в мазках крови. Другой теленок не проявил клинической реакции, но гаметоциты были обнаружены в мазках крови. Не было никаких клинических реакций у двух телят, инокулированных клетками из 200 пассажа. Для пассажей от 43 до 200 в этой работе не были посеяны телята. Поскольку в период с 1970 года по настоящее время этот вакцинный штамм неоднократно использовался для вакцинации крупного рогатого скота пассажами 80 и выше. Таким образом, аттенуированный пассаж для этого штамма (1) был между 43 и 80, сравнимый с аналогичным пассажем в узбекском штамме (5).

Все животные демонстрировали титры антител при разведениях сыворотки в пределах от 1:64 до 1:1024, независимо от количества штамма или пассажа.

Реакция телят, иммунизированных узбекским изолятом 117 пассажем на заражение гомологичными спорозитами (замороженный супернатант из зараженных клещей). Телята демонстрировали среднюю максимальную

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температуру в 40,0-40,1°C по сравнению с 41,4°C у неиммунизированных животных. Незначительное повышение температуры тела продолжалось в течении 2-3 дней, по сравнению с 7 днями гипертермии у неиммунизированных контрольных телят. У всех животных шизонты были обнаружены в мазках биопсии: средняя группа менее 1% паразитов у иммунизированных телят, по сравнению с 11% у контрольных животных. У

иммунизированных животных обнаружены мерозоиты от <0,01% с наибольшей паразитемией в 2%, по сравнению с группой, состоящей из 17,3% паразитированных эритроцитов у контрольных телят.

Полученные данные мы сравнили данными Shkar et al. [6], где оценивалась активность ферментов узбекского и израильского изолятов тейлерий (рис.2).

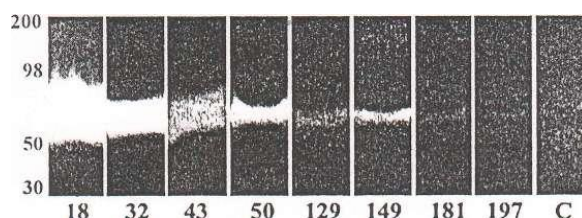


Рисунок 2. Ферментативная активность шизонт-инфицированных клеток израильского изолята при пассировании до 197 пассажа.

На каждую полосу 10% SDS-PAGE и 0,2% желатина загружали 20 мкг белка. Номер пассажа указан на рисунке. Линия 9 - «С» представляет собой неинфицированные контрольные клетки.

В случае израильского вакцинного штамма в пропитанном желатином геле наблюдалась интенсивная широкая полоса с лизатом из пассажа 18 (рис.2, дорожка 1). Интенсивность постепенно снижалась с приготовлениями от 32 пассажа до 149 (рис.2, дорожки 2-6), и только слабая, едва заметная полоса происходила с лизатами из субкультур 181 и 197 пассажа (рис.2, полосы 7 и 8 соответственно). Протеолитическая активность не наблюдалась у неинфицированных РВМС крупного рогатого скота (рис.2, дорожка 9).

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Культивируемые шизонты *Th. annulata* показали четкое снижение активности металлопротеиназы (ММП), начиная с 60 пассажа и к до 117 пассажу полностью исчезала. До настоящего времени единственный надежный метод оценки ослабления вирулентности шизонтов для производства вакцины против тейлерииоза был основан на заражении животных инфицированными клетками на разных стадиях их

пассирования. Ферментативная активность ММП в инфицированных шизонтом клетках. При этом предполагается, что экспрессия ММП и цитокинов инфицированными клетками является маркерами или факторами вирулентности *Th. annulata*.

Эффект постепенной и прогрессирующей потери протеиназной активности отмечался с увеличением числа пассажа.

Таким образом, протеолитическая активность металлопротеиназы существенно снижалась с увеличением числа пассажей, что может быть применено в качестве маркера вирулентности.

Заключение

В нашей работе использовали маркером вирулентности при культивированных шизонтов *Th.annulata* с целью ослабления и получения вакцинного штамма. Это облегчила нашу работу, достигли своей цели без множественных заражений животных. Активность металлопротеиназа начал снижаться с 60 пассажи и 117 ом пассаже полностью исчезла.

Таким образом нам удалось получить вакцинный штамм шизонтов *Th.annulata* [Патент UZ №IAP 057668 15.02.2019]. При этом сокращали множественные пассажи, сэкономили животных и время на исследования.

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SOME CONFLICT ISSUES ARISING IN THE IMPLEMENTATION OF OPERATIONAL INVESTIGATIVE AND CRIMINAL PROCEDURAL ACTIVITIES IN CRIMINAL PROCEEDINGS

Abstract: The article deals with the features of the use of the results of operational and investigative activities in proving criminal cases. In addition, the analysis of the activities of operational and investigative units in the criminal case, as well as the advantages of conducting special investigative actions by authorized persons (operational units) on behalf of the investigator.

Key words: results of operational

Key words: search activity, special investigative actions, authorized person, legal regime, use of results of operational-search activity in proving in criminal cases.

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НЕКОТОРЫЕ КОЛЛИЗИОННЫЕ ВОПРОСЫ, ВОЗНИКАЮЩИЕ ПРИ ОСУЩЕСТВЛЕНИИ ОПЕРАТИВНО-РОЗЫСКНОЙ И УГОЛОВНО-ПРОЦЕССУАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПРИ ПРОИЗВОДСТВЕ ПО УГОЛОВНЫМ ДЕЛАМ

Аннотация: В статье рассмотрены особенности использования результатов оперативно-розыскной деятельности в доказывании по уголовным делам. Кроме этого, проведен анализ деятельности оперативных и следственных подразделений при производстве по уголовному делу, а также определены преимущества проведения специальных следственных действий уполномоченными лицами (оперативными подразделениями) по поручению следователя.

Ключевые слова: результаты оперативно-розыскной деятельности, специальные следственные действия, уполномоченное лицо, правовой режим, использование результатов оперативно-розыскной деятельности в доказывании по уголовным делам.

Введение

Долгое время, законодатели не решались включать результаты оперативно-розыскной деятельности в Уголовно-процессуальный кодекс Кыргызской Республики в качестве одного из видов доказательств, для использования в доказывании по уголовным делам. Но, общеизвестно, что криминогенная обстановка не стоит на месте, преступность растет, причем, не секрет, что в последнее время, преступления стали совершаться настолько часто и с особой

жестокостью, что приходится признаваться, что общество начало привыкать к таким устоям жизни [7].

Но в то же время, необходимо отметить, что существует так называемая канадская правовая доктрина «теория живого дерева», то есть- это теория интерпретации конституции, которая связана с жизнью человека и должна трактоваться широко и прогрессивно, чтобы соответствовать изменившейся обстановке.

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Согласно данной правовой доктрине, если интерпретация Конституции твердо придерживается старых моделей, стереотипов и заикливается на прошлом, то Конституция не будет отражать современное общество и в конце концов выйдет из употребления [1].

Как известно, одним лишь следственным путем раскрыть преступление практически невозможно, а с ростом преступности, ситуация еще более усложнилась и возникла необходимость уже в усилении, активизации оперативно-розыскного сопровождения. Данную проблему, законодатель решил путем внесения изменения и дополнения в ст. 81 УПК: «(1) Доказательствами по уголовному делу являются любые фактические данные, на основе которых в определенном законом порядке следователь, прокурор, суд устанавливают наличие или отсутствие деяния, предусмотренного Уголовным кодексом, совершение или несвершение этого деяния подозреваемым, обвиняемым, подсудимым и виновность либо невиновность подсудимого, а также иные обстоятельства, имеющие значение для правильного разрешения дела.

(2) Эти данные устанавливаются:

1) показаниями подозреваемого, обвиняемого, подсудимого, потерпевшего, свидетеля;

2) заключением эксперта;

3) вещественными доказательствами;

4) протоколами следственных и судебных действий;

4-1) *результатами оперативно-розыскной деятельности, полученными в установленном законом порядке (выдел. мной);*». Так, согласно ч.2., п.4-1 ст. 81 УПК КР результатами оперативно-розыскной деятельности, полученными в установленном законом порядке стали признаваться в качестве одного из источников доказательств [2]. Проблемы использования результатов оперативно-розыскной деятельности до сих пор актуальны, несмотря на то, что уже давно практика определила роль и значение результатов ОРД в уголовном судопроизводстве.

Несмотря на это, существует множество точек зрения об их месте и роли в уголовно-процессуальной деятельности. Однако, справедливости ради необходимо отметить, что все точки зрения ученых сводятся к единому мнению «результатам оперативно-розыскной деятельности» должен быть придан статус доказательств» [3].

Анализ данного вопроса показывает, что «оперативно-розыскные мероприятия» и «следственные действия – это качественно два разнородных вида деятельности, имея в виду правовую базу, так проведение оперативно-розыскных мероприятий регламентируется

Законом КР «Об Оперативно-розыскной деятельности» [4], а следственные действия – уголовно-процессуальным кодексом. Однако, законодатель, учитывая состояние преступности в стране, придал «результатам оперативно-розыскной деятельности, представленным в установленном законом порядке» статус доказательства (ст. 81), как ранее было сказано.

Но с принятием нового Уголовно-процессуального кодекса, данное положение было исключено из системы доказательств, что, безусловно вызвало активную полемику среди ученых-процессуалистов и практиков [8].

Да, мы согласны с тем, с тем, что специфика проведения оперативно-розыскной деятельности отличается от следственной: ей присущи негласный характер, конфиденциальность, использование агентуры, соответственно тактика, методика, формы и средства также являются негласными.

Однако речь шла лишь о результатах оперативно-розыскной деятельности, представленной в установленном законом порядке следователю, которые впоследствии использовались в качестве доказательств по уголовному делу.

В этой связи, Ф.Н. Фаткуллин справедливо отмечал, что полученная в результате проведения ОРМ информация может стать доказательством, если она представлена процессуальным путем. В противном случае она остается вне процесса, имея сугубо ориентирующее значение [5, с.130].

В такой ситуации получается, что следователю не надо проводить дополнительных следственных действий, чтобы придать результатам оперативно-розыскной деятельности характер доказательства. Но, необходимо подчеркнуть в данном случае, что возникает противоречие между принципами уголовно-процессуального законодательства о допустимости доказательств в рамках одного правового режима и способами получения этих доказательств, которые регулируются другим правовым режимом [6, с. 21].

Однако, с исключением данной нормы из нового УПК КР, множество таких коллизионных моментов отпало, но в то же время возникло множество вопросов, касающихся осуществления оперативно-розыскной деятельности в рамках уголовно-процессуального законодательства, то есть единого правового режима [9]. Законодатель, на наш взгляд пошел по пути «слияния» двух разных видов деятельности, перенеся ряд оперативно-розыскных мероприятий в плоскость следственных действий, назвав их «специальными следственными действиями». «Процессуализация» оперативно-розыскных мероприятий, по сути, мало что поменяло в деятельности следователя. Так, как

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процессуальный порядок проведения специальных следственных действий таков, что следователь может как самостоятельно, так и путем дачи поручения уполномоченным органам проводить данные действия [10].

Возникает риторический вопрос: «кто же такие уполномоченные органы»? Разумеется, это те же оперативные подразделения, которые ранее проводили данные действия как оперативно-розыскные мероприятия, руководствуясь Законом «Об ОРД», а теперь они будут проводить данные действия как «специальные следственные действия», руководствуясь Уголовно-процессуальным кодексом и по поручению следователя. Была ли необходимость в таких смещениях? И насколько оно оправдано?

На наш взгляд, данные новеллы оправдывают себя с точки зрения борьбы с преступностью и легитимности, то есть без каких-либо противоречий между Законом «Об ОРД» и УПК КР.

Процессуализация ряда оперативно-розыскных мероприятий решила ряд проблем:

1. Исключено дублирование мероприятий. К примеру, прослушивание и запись переговоров, контроль почтовых отправлений, телеграфных и иных сообщений; получение информации о соединениях между абонентами и (или) абонентскими устройствами проводились и как оперативно-розыскные мероприятия, так и

следственные действия, но в разных правовых режимах и субъектами разного статуса;

2. Более эффективно налажена система взаимодействия оперативных и следственных подразделений при производстве по уголовному делу;

3. Повышена ответственность оперативных подразделений при выполнении поручений следователя;

4. Повысилась возможность раскрытия и расследования преступления в оптимально короткие сроки, так как два разных подразделения – оперативные и следственные объединены единой целью.

Не секрет, что до введения таких новелл, каждое подразделение существовало обособленно. Оперативные подразделения не чувствовали ответственности за раскрытие и расследование того или иного преступления. Их роль сводилась лишь к выполнению поручений следователя, прокурора, суда.

Теперь, на наш взгляд, оба подразделения будут нести одинаковую ответственность за раскрытие преступления и изобличения виновных в совершении преступления. Подобное «слияние» двух разных подразделений в одном правовом режиме, объединенных единой целью - раскрыть преступление – усилит борьбу с преступностью, создаст условия для оказания эффективного противодействия организованной преступности и активизирует профилактическую работу.

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RELIGIOUS BELIEFS OF KARAKALPAKS RELATED TO THE HONOR OF THE TIGER

Abstract: The article covers the problem of studying ancient relics, beliefs, rites and cults of karakalpaks related to the veneration of the tiger, preserved in mythology and folklore, which were until recently in the people. It is also considered to identify relict forms (pre-Islamic) of veneration of animal-ancestors-rhodies and to establish by means of comparative-historical analysis the connection of ancient beliefs and rites with traditional forms in economic activity, household style.

The form of veneration of animals in the image of the spirits of patrons, zoomorphic traits in the cult of ancestors is analyzed; The material on beliefs and rites associated with sacred animals explores the historical and cultural connections of karakalpaks with other peoples to establish common patterns in the history of religious beliefs associated with honoring animals in karakalpaks.

Key words: Beliefs, animal totems, the cult of fertility, rites, customs, the veneration of the tiger, traditions.

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РЕЛИГИОЗНЫЕ ВЕРОВАНИЯ КАРАКАЛПАКОВ, СВЯЗАННЫЕ С ПОЧИТАНИЕМ ТИГРА

Аннотация: В статье освещается проблема изучения древних реликтов, верований, обрядов и культов каракалпаков, связанных с почитанием тигра, сохранившихся в мифологии и фольклоре, бытовавших до недавнего времени в народе. А также рассматривается выявление реликтовых форм (доисламских) почитания животных-предков-родичей и установление путем сравнительно-исторического анализа связи древних верований и обрядов с традиционными формами в хозяйственной деятельности, бытовом укладе.

Анализируется форма почитания животных в образе духов покровителей, зооморфных черт в культе предков; на материале о верованиях и обрядах, связанных со священными животными, исследованы историко-культурные связи каракалпаков с другими народами для установления общих закономерностей в истории религиозных верований, связанных с почитанием животных у каракалпаков.

Ключевые слова: Верования, животные тотемы, культ плодородия, обряды, обычаи, почитание тигра, традиции.

Введение

Религиозные верования каракалпаков, в том числе народов Южного Приаралья отличаются значительной синкретичностью и сложностью. Наряду с шаманизмом сохранились реликты древних культов. Наиболее отчетливо реликты магии прослеживаются в прямом почитании окружающего мира [11]. Одним из древних

культов являлся тотемизм бытовавший у предков каракалпаков с древнейших времен. Некоторые представления и обряды, зародившиеся еще в период тотемизма первобытного общества, перешли к религии последующих эпох. На дальнейшее развитие почитания животных оказало влияние развитие промыслового культа. У народов, перешедших к оседлому образу жизни

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занимавшихся земледелием и скотоводством, реликты тотемизма и промыслового культа, сохранились в основном в мифологии, в произведениях фольклора, символы их в искусстве и некоторых суевериях [7]. У народов Южного Приаралья, в том числе каракалпаков, благодаря условиям, нередко связанным с разведением домашнего скота, почитание животных, развилось в зоолатрический культ. Это более развитая форма почитания животных. Она включает в себе поклонение животному как божеству и может распространяться как на весь вид животных, так и на отдельные их особи. В отличие от тотемизма животное почитает не одна группа людей, а весь народ.

Зоолатрии свойственны представления о почитаемых священных животных, нередко посвященных божествам. На примере жизни разных народов можно проследить превращение почитаемого животного в божество, а затем его образ постепенно приобретает человеческие черты, утрачивая животные. Постепенное очеловечивание образа почитаемого предка-покровителя идет параллельно с развитием других форм религии – культа предков.

Тигр считался способным стимулировать деторождение. Бездетные женщины поклонялись следам тигра, прыгали через его шкуру, вымаливая у зверя детей, стремились съесть кусочек мяса тигра, носили амулеты из его костей и клочков шерсти.

Развитие религиозных верований шло одновременно с развитием общества. Поскольку религия в форме идеологии отражает общественное бытие, она в своем развитии отражает и изменения в общественной жизни. Подобно тому, как человеческое общество развивалось от более низких степеней к более высоким, не отбрасывало многих прежних достижений человеческой культуры, а наследовало все результаты развития производства и культуры, так и в религиях разных народов мы находим историческую преемственность. Развитие народов проходило неравномерно и своеобразно, в памятниках письменности искусства, в произведениях фольклора и пережиточных явлениях отразились разные стороны религиозных представлений. Установлено, что тотемизм представляет собой мировоззрение, свойственное определенному этапу развития человеческого общества, и потому его следует рассматривать как общее явление в истории всех народов мира. И хотя универсальность тотемизма, его повсеместное распространение в прошлом сейчас не подлежит сомнению, новые подтверждения существования тотемизма у предков какого-либо народа представляют научный интерес.

Во всяком случае почти у всех народов, народностей и этнографических групп наблюдаются те или иные особенности в религиозных верованиях и обрядах, в фольклоре, в быту и т.д., которые можно осмыслить как реликты тотемистических, магических представлений.

Изучение истории религиозных верований, связанных с почитанием животных у различных народов имеет важное познавательное значение.

Рассматривая эволюцию религиозных взглядов о древности до наших дней, мы видим, как мировые религии вырастали из примитивных верований.

В древних верованиях каракалпаков прослеживаются культы родной природы: фауны и флоры [1]. По данным фольклора можно проследить реликты местных архаических хозяйственно-культурных типов: охоты, рыболовства, первобытных форм земледелия и животноводства, а также связанные с ними реликты древних животноводства, а также связанные с ними реликты древних верований. Все это свидетельствует о том, что каракалпаки с древнейших времен вели полуоседлое, рыболовно-скотоводческое и земледельческое хозяйство, составлявшее основу традиционной – бытовой культуры народа. Трудовое население каракалпаков по комплексному ведению хозяйства нашло отражение не только в тех или иных трудовых навыках и в производственных традициях, но и в обычаях и религиозных верованиях.

Ислам распространившейся в Средней Азии в начале VII в., не сумел полностью вытеснить прежние религиозные традиции. Более того, в судьбе ислама в целом определилась тесная связь с наследием предшествовавших ему религий. Ислам повсеместно вобрал в себя многие верования и обычаи, принадлежавшие другим религиям, и это стало его основным своеобразием в разных областях мусульманского мира.

Следует отметить, что почитание таких животных, как заяц, собака, волк, птиц, как орел (каракус), ворон, лебедь, помимо каракалпаков наблюдается и у народов, не исповедующих ислам, в частности, у народов Сибири. Вместе с тем, таким почитаемым, каракалпаками животным, как конь, баран, очевидно, был присущ региональный характер. У древних народов тюрко-монгольского и ираноязычного происхождения свидетельства М.Кашгарского (XIX в.) и В.Рубрука (XIII в.), посетившего ставку монгольского императора Мангухана, который гадал с помощью бараньих костей. О гаданье подобным образом сообщает англичанин Дженкинсон, путешествовавший по Средней Азии в XVI в. Древний прием гадать по лопатке животного сохранялся у казахов, бурят, монголов

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и многих народов Сибири еще в конце XIX – начале XX вв.

Почитание животных в культовой практике каракалпаков представляло собой комплекс взаимосвязанных и одновременных по происхождению культов.

Следы древних верований (вера в культ предков, тотем, религиозно-магическая сила шаманов, предметов, слов, заклинаний и чисел) наиболее глубокого сохранились в семье, быту, прежде всего в свадебном, погребальном обрядах. Они и сегодня живут, представляя характерные черты самобытности, своеобразные атрибуты этнокультуры каракалпакского народа.

Древние верования имеют не только историко-этнографическую, но и культурно-воспитательную ценность. При умелом использовании они способствуют формированию здорового мировоззрения, обогащению духовного мира подрастающего поколения. Поэтому в современной духовно-воспитательной практике наряду с пропагандой векового духовного наследия важно акцентировать внимание на культурно-нравственном потенциале домусульманских культов, в частности на почитании животных. Зависимость человека от природы, естественной среды обитания существовала всегда, что находило отражение во всевозможных обрядах, мифологиях, легендах, верованиях.

По традиционным верованиям каракалпаков тигр являлся одним из почитаемых животных. Согласно верованиям, которых тигр покровительствует человеку на охоте, при лечении от бесплодия, он понимает человеческую речь, имеет такую же душу, как и человек. С этим была связана боязнь вызвать его гнев. Этими представлениями объясняются некоторые обряды промысловой магии и запреты, меры предосторожности. Охотники называли многих животных подставными именами.

Заниматься лечением от бесплодия и сглаза мог лишь человек (как женщина, так и мужчина), который был единственным представителем своего пола среди детей своих родителей. До недавнего времени бытовал обычай поклонения бездетных женщин следам тигра. Они прыгали через шкуру тигра, носили ее, вымаливая у тигра ребенка. После этого женщина могла надеяться на появление ребенка в течение 12 лет. Учитывалось, что тигрица приносит потомство через каждые 12 лет [5]. Наши информаторы вспоминали, что в начальной стадии беременности женщины мечтали съесть сердце тигра, чтобы родить сына отважного, как тигр [6].

Верующие каракалпаки полагали, что тигр наделен теми же интересами, что и человек. Верили, что он совершает паломничество к могилам святых, где ночует с четверга на пятницу,

никого в это время на трогаю. Тигрица в период беременности ночует у почитаемых мазаров, получая наставления от святых относительно добывания дичи [4]. Верили, что тигр обладает сверхъестественными способностями (караматлы), которые коренятся в его костях, в шерсти. Кости и пучки шерсти употреблялись в качестве оберегов, отгонявших злых духов. Обереги (амулеты) пришивали на одежду детей и бездетных женщин [9]. Аналогичные верования и обряды бытовали и у узбеков, туркмен и др. [3].

Узбечки и туркменки низовьев Амударьи окуривали себя шерстью тигра, когти и зубы тигра носили в качестве амулетов. Амулеты способствовали сакральным путем деторождению [2]. Подобные действия проводили и каракалпакские женщины.

Почитание тигра отражено в фольклоре. Например, в героическом эпосе «Коблан» у матери богатыря Коблана во время беременности возникло желание съесть сердце тигра, и Кыдырбай, убив из лука полосатого, приносит жене его сердце. Кыдырбай при встрече с тигром обращается к нему, считая покровителем человека: «... - Ты есть властелин. Кто устоит против твоей силы?» [8]. В «Шежире» - родословный каракалпаков тигр является покровителем и путеводителем Чингизхана [4].

Если охотнику встречался тигр, то ему полагалось быть нагим. В этом случае тигр воспринимал человека своим родичем и не причинял ему зла.

В народе сохранилась воспоминания о порханах и ишанах, живших в конце XIX - начале XX вв., которые путем заклинаний и магических действий заставляли тигров прислуживать себе. Тигры охраняли своего хозяина и его жилище от нападений.

П. Снесарев, Объясняя почитание тигра, считает, что это обусловлено не только магическим восприятием в практике бездетных женщин, физической мощи, силы и сексуальных способностей этого животного, но и связью переднее и средневосточного образа Великой богини плодородия в ее локальных вариантах (Анахит, Иштар с хищными животными породы кошачьих) [10].

Можно предполагать, что такой образ тигра отражен в представлениях людей о реинкарнации, то есть способность тотема перевоплощаться в людей и обратно, на основе чего позднее возникла вера в перенесение души.

Изучение вопросов о почитании животных, проявляющихся в мифологиях, верованиях произведениях фольклора, среди орнаментов одежды, жилищ, ювелирных предметов и других, является важным источником в изучении истории и истории культуры каракалпаков, без учета которого невозможно воссоздать цельную

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историю и в полном объеме раскрыть
самобытность каракалпакского народа, выявить

истоки его стремления к духовно-нравственному
возрождению в условиях независимости.

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COMMON - USE WORDS IN PROSE SPEECH

Abstract: The article argues that common words are an important vocabulary tool for prose speech, and that it enhances the sensitivity of speech.

Key words: Common words, prose talk, fiction, artistic expression, multi-meaning, mobile meaning.

Language: English

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Introduction

The lexics of common – use in the term of essence that language considered as a foundation of a structure of the vocabulary and in all types of speech, including, in prose it is used as a basic lexical unit. However in linguistics including in uzbek linguistics as well the feature of common use words in different speech procces is not studied completely by researchers. This lexic layer has been called variously prof. M. Mukarramov [3;112] uses the term of “common use lexics” referring to this lexic layer, in his own researches, the authors of “ uzbek language lexicology” [8;11] uses the term as a “lexics of limited using area”, in research of E. Begmatov, he uses various terms as a, wider use words, common use words, and also active layer or sphere [1;27]. Although the common use words are called differently, in all research they are emphasized significant words using in daily life. Common use words are active layer for all types of speech therefore we cannot imagine prose without this lexic layer. Common use words serve play a significant role in prose including expressing idea and serves as a essential material wider richness of content. It is distinguished supporting thoughtful styles [6;57]. Meaning and stylestic devises of common use words and paying more attention to learning the lexical layer of point of view of the source of research.

Analysis of Subject Matters

It is clear in the research of literary analysis, the researchers less pay attention to the common use words. They ofte use the less used words such as vulgar expressions and slangs are often analysed. However if it is taken a look to any texts in prose there can be seen more common use words than other words. For example, flow of clouds, which was heavily dragged from the northwest, made the city sky inn, and pulled out a cloud of caravans, which moved slowly to the south. Although the movement seemed too calm on the ground, it was surprising that an endless cloud of caravans would leave the blue scene at in instant, full moon and silent stars appeared in less than an hour (H. G‘ulom. “Mangulik”). This text is perfectly artistic and its expressions are fancy, it contains artistic expressions, descriptions, and animations. In the text, the literal subtleties of the world are skillfully used, such as adding a poetic meaning to words such as caravans, caravansaray - inn on the caravan route, leisure, addressing and directing. Thus this fictional text uses a total of 59 words. Of these, 9 are literary words, 3 are historical words, 4 are geographical terms and remaining 33 are common words.

This text not only shows that common language words in prose speech are one of the most important vocabulary layers that provide speech effects, but also the common vocabulary of prose speech. In general, there is no single type of speech that can be expressed without generic words. The words of generalism are

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important sources of vocabulary, not only in artistic prose but also in poetry.

Masalan, Qara, bahor sep yozibdi olamga,
Qara, g'uncha gul shoxini ebibdi,
Yasanishni unutmay deb bayramga,
Balki u ham rumolchasin tugubdi.

(E. Vohidov. "Uchi tugik dastrumol")

For example,

Look spring sprinkled the world,
Look the bud bent the flower's branch
To keep the fest in mind,
Perhaps she also wrapped a handkerchief.

All the words in this poetic passage are common words, and it seems that these words express a very elegant, artistic thought, which is common use of the beauty and attractiveness of the language of the work of art indicates that the words have a great potential.

The common sense of words in the context of artistic speech is broad. For example, common sense words serve primarily as a chain connecting words to the different layers used in the speech process. Secondly common use words are characterized by the breadth of meaning, the greater meaning, than the words in other layers. Both of these features show that common language is an important vocabulary in prose speech.

In the prose speech, it is a speech that is distinguished from the vocabulary as well as the breadth of the possibilities. In this type of speech, all linguistic means serve the artistic and image-making effect that reveals the essence of the work. For example, the moon crosses the roof and places the mulberry shade on the ditch. The water in the ditch is flowing with bells (S. Ahmad. "Ufq"). This fiction text is also characterized by a vivid picture of nature. While it may seem like a simple outline, it has a complex process, such as artistic expression, artistic expression of life through creative eyes. Undoubtedly, the aesthetic pleasure of the moon will pass through the roof, carry the shade of mulberry to the ditch, and ring the water. Because these expressions have created a very sophisticated, expressive feeling. This is because it is an artistic expression, and in literary language it is not expressed in that way but it sounds ridiculous. In the discourse, however, the opposite is true. As you can see, this text also appears to have come from a common word. Here is another example. The following passages create a beautiful artistic image with the use of a common flower word.

(Mana senga olam olam gul)

Here you are, many flowers,

(Etagingaga siqqanicha ol)

Tuck it into your skirt.

First of all, it should be noted that the word flower is one of the most important means of creating a traditional poetic image in fiction, particularly in poetry. In the prose texts it is also used in the poetic meanings of the word "youth", "beauty", "redness", "purity" M. Mirtojiev gives some examples of the

use of the word flower in the occult sense of the word "soul" [2;69]. In the above passages, the word flower also forms a poetic image, expressing the meaning of "beauty, the renewal of the world - the advent of spring." The importance of the word in the process of artistic speech is evident when it combines poetic meaning with its subjective meaning. For example, the sky is cloudy. No stars are visible (Oybek. "Qutlug' qon") is a common word that has a subjective meaning. In this sense, it served as a name for the text. In another text, the word cloud is poetic, with the aim of enhancing the artistic effect of speech. Such words can only be expressed through artistic texts. For example, he knew that the clouds that had been accumulating on Akbarov's head for a long time, not only one day, but about one day, had come to light (P. Qodirov. "Uch ildiz"). The word cloud in this text is used in the literal sense, as in the first text, because of its inherent dignity. An artistic text is the source of such fine expressions of language words. It would not be difficult to imagine how poor the language would have been if the fiction was not without its various forms. This shows that the source of all the beauty of the language is art, and what defines the brilliance of artistic creativity is the language. This relationship between fiction and language is seen in the use of words in the literal sense, in the breadth of the meaning of the word, and these phenomena are mainly manifestations of artistic speech. In this context, we will look at some examples that illustrate the breadth of the meaning of the word, the source of the literary text and, therefore, the means of creating the artistic image in the word text.

Research Methodology

As you know, the image and artistic effect are very complex. This process requires a certain sense of meaning. At the same time, emphasizing the importance of M. Polyakov's idea of the need for word-image-concept-object [4;123] in the language of fiction, it is possible to say that the word-meaning-image unit is the main means of illuminating the essence of the literary text. Consequently, word is a means of expression. Speech; this function of the word is not enough. Must be able to create a word picture in a prose speech. In the process of creating artistic images, the word conditions vary. For example, in the literal sense, the artistic expression of the word in the portrayal of the meaning, enhances the image and effectiveness of the speech. While speaking of prose as an artistic discourse, one cannot ignore the role of the word-figurative unit in this process. It is possible that this feature of prose speech gives the basis for a methodical task, even in the commonplace words, which are free of any styling. For example, "Sign out." "Take it, pull it," said the old woman, turning to the terrace and looking out at the river. "What's going on there?" Hey, man's boiling (Sh.Xolmirzayev. "Qil ko'prik"). The role of the boiling expression in this

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text is measured by its literal meaning. This is because the combination of boiled in the text means "artistic meaning". The compound was able to paint the text in the sense of "crowded" rather than the original "boiling". Or: This day, the sun was silent for the outdoors and smiled down on the ground. In the formation of the intellectual image (A.Qodiriy. "O'tkan kunlar"), it is important that the combination of laughing, not the meaning of laughter, but the meaning of the openness of the sky is important. As you can see, word-for-word is one of the most important symbols of prose speech. In addition to the literal meaning of the word, it creates artistic representation by expressing different meanings, and the fact that such features are also present in the common words, which hold the vocabulary of this layer in the prose and language system. Requires that you set the correct value.

The common words are most often used in the linguistic units in the prose speech and represent all the features, state, and features of nature and society. Common words are also a major part of the literary language vocabulary. Therefore, the main vocabulary that connects prose speech to literary language are common words.

Compared to other words in the language dictionary, general nouns are active in all forms of speech. In the prose speech, the common nouns are very characteristic of the fact that they perform their original function - nominative and communicative. As a striking example of our opinion, we would like to note the peculiarities of generic words in prose speech. First of all, the common nouns in prose texts are lexical sources that integrate the language of fiction into literary language. Secondly, it is also a common language that provides pragmatic speech with other forms of speech.

Third, many visual aids come from the common word. Consequently, as noted above, the words of the general public are rich in synonyms, with many different meanings and artistic meanings. These features extend the function of public speech in prose speech. It is well known that publicity is one of the most important features of prose speech. In some form of speech, or in words, as often as in prose speech. In terms of the breadth of expressions in the prose speech, the common words differ from other dictionaries. Therefore, when examining the role of common words in prose speech, it is important to pay special attention to their versatility. This is because the words in this layer, which have been used for a long time in the dictionary, are very diverse. For example, there are dozens of common words used in the prose texts, such as regular head, hand, beating, breaking, extracting, and many other common words. In this sense, common words are one of the means by which the prose of the text can be extended. Not only does the prose speak in general terms, it also extends the meaning of the words by the writers.

Analysis and results

As a result, many of the meanings expressed in general terms come as new meanings for both prose and language, which are often characteristic of the artist's individual style. For example, in the Interpretation Dictionary of the Uzbek language it is possible to hide in common usage the word "waist" in seven terms [9;98-99], while the word "sixteen" is used [9;134-135], and the word "go" is used 20 times [10;382-384]. It is well known that such expressive expression is based on the use of the word in its own meaning, as well as in its literal or figurative sense. Unlike other words found in literary texts, such generalized expression is undoubtedly an important vocabulary that provides prose and fiction. After all, the ability to express different meanings with the use of common words is also realized in the prose of speech. At the same time, some of the meanings expressed by common words also serve to enhance the effectiveness of prose text. For example, many pronunciations of common sense "tegmoq" in prose texts can be seen to have enhanced the effectiveness of speech: the combination **-labi-labiga tegmay** with the help of "tegmoq" means "to'xtovsiz, tez-tez gapirmoq" (speak frequently, often). (O'zbek oyim erining istehzosa tushunib qoldi va labi-labiga tegmay bobillab ketdi. A.Qodiriy. "O'tkan kunlar") the combination of "yelkasi yerga tegmagan" means "zo'r kuchlilik" (great strength). In general, there are more than 20 meanings of the verb "tegmoq" in the prose texts. It is noteworthy that in most places it is the artistic expression of the word. Let us look at the examples: **joniga tegdi "bezor qilmoq"** (annoyed) (Samovarchi, dovyurak mehmon yigitga qora qilib, joniga tekkan chapanilardan qasдини oldi (H.G'ulom. "Mangulik"), in the meaning **ongiga tegdi "o'ziga keltirmoq"** (Faqat Mahkam xayolini yig'ib ololmay o'zi bilan o'zi bo'lib o'tirardi. Nihoyat Akbarovning bir gapi uni ongiga sal tegib o'tdi P.Qodirov. "Uch ildiz"), in the meaning **issiq tegib "ta'sir etmoq"** (to impact) (Uning fikrlari go'yo yuragidan yonib chiqayotganday va Mahkamga issiq tegib, ko'nglidagi muzni eritayotganday bo'lardi (P. Qodirov. "Uch ildiz").

As well as, in the literary texts we can face the meaning **boshi yostiqqa tegdi "kasal bo'ldi"**, **ko'ngliga tegdi "xafa qilmoq"**, **jig'iga tegmoq "jahlini chiqarmoq"**, **ko'krigiga shabada tegdi "ishi o'ngarilmoq"**, **peshonasi devorga tegdi "qilmishiga pushaymon bo'lmoq"**, **me'daga tegmoq "jahlini chiqarmoq"**, **tesha tegmagan gap "aytilmagan gap"**, **qo'li qo'lga tegmay "tez, ildam"** such these, and also the first meaning as **"xat borib tegdi"**, **"erga tegdi"** ("touched the pillow", "got sick" upset, "upset", banged his chest, "bumped up", his forehead hit the wall. "Regret", gesture "irritate", say something untouchable, "unforeseen", "touch the letter" with the words "quick, fast" without touching it, It can also be noted that it is used in its

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literal sense, such as "marrying"). In this context, we have noted that the common consumed word "teymoq" is used in 15 meanings. However, these meanings of the verbs do not indicate the limits of expressing the verb. These meanings are only a small part of the various meanings in the prose texts. Second, mainly the nominal meaning expanded the scope of the word. Consequently, the use of "boshi yostiqaq tegdi" means "kasal bo'lmoq", or the use of the peshonasi devorga tegdi means "qilmishiga pushaymon bo'ldi" the result of a derivative expression. As you can see, general speech has a wide variety of speech functions, as the speech is broad. In particular, the fact that multilingualism is mostly common in the general terms indicates that this layer in the language dictionary has a special place within the prose of speech.

Therefore, it is no doubt that the analysis of prose texts is one of the most important questions that the researcher needs to pay attention to, in particular, the peculiarities of the common vocabulary, which is its main dictionary.

An important feature of prose speech is that when it comes to artistic expression, it is often learned that art is connected with figurative means. However, it is obvious that not all literary texts can be decorated with figurative means. Therefore, the emergence of fiction and art is not the result of a union of figurative means. While not denying the artistic dimension of figurative means, we would like to emphasize that fiction is an important tool for creating the figurative sensitivity of fiction. Consequently, without a doubt any figurative tool is inevitably based on the word and its skillful use of the text.

As well as the richness of prose speech in the form of figurative means and the peculiarity of the speech itself, it is related to the vocabulary process that only a few words can be expressed by a single dictionary tool. For example, the common meaning of the verb "qo'yimoq" is "narsani biror joyga qo'yish" in this sense this word plays the nominal function of the word and prose. In the literary discourse it can be seen that the word is used in the following meanings: in the sense of "qoldirmoq"

(...Isoq oqsoqolning muhabbat tarixini eshitishni boshqa vaqtga qo'ydi (H.G'ulom. "Mangulik"), (...Isoq put off hearing the elder's love story for a while (H.G'ulom. "Mangulik") "teymaslik, xalaqit bermaslik" in the sense of (Bechoralar shu yerda jon saqlab yotishganga o'xshaydi. Qo'ying, o'lmasin (Mirmuhsin. "Umid"), ("The poor seem to be alive here. Let them not die (Mirmuhsin. "Umid"), "gap qistirdi" ma'nosida (Lampa moyi esdan chiqmasin deb qo'shib qo'ydi (H.G'ulom. "Mangulik"), "added" so as not to forget (H.G'ulom "Mangulik", "chidamoq" in the sense of (Oxunboboyevning dashnoma malol kelsa ham, tishini-tishiga qo'yib jim turishga majbur bo'ldi (S.Ahmad "Ufq") in the sense of "to endure" (Ahunbabaev was forced to keep silent, even though his reproach was bad (S. Ahmad "Ufq"). It is possible to observe the situation with his own help: he smiled (Ali Kushchi, as he was looking at this charming and adorable room, came up with a thought and smiled (O.Yaqubov. "Ulug'bek xazinasi"). In the prose texts, he squatted on the shoulders of the word, swung it, chained it, sighed, winked, looked at it as many. used in the meanings. Or the literal meaning of the rest of the word "stops and stops" (Ali Kushchi stuck his beard in the briefcase and hit the hole for a moment (O. Yaqubov. "Ulug'bek xazinasi"). But that's the word it is also used to express the opposite of the same meaning, indicating that the subtlety of prose speech is unique, and that the meaning of the word in the literary text is infinite. (As the Prince's troops crossed Ceyhan and approached Kesh (O.Yaqubov. "Ulug'bek xazinasi"). The word "remaining" in the phrase "to approach" means "to approach". It is contrary to the true meaning of the word remaining.

From the above analysis, the following conclusions can be drawn. The common vocabulary is the main vocabulary of all types of speech, as well as prose, as the language is the main dictionary unit of the dictionary.

Common words are versatile, and because of the wide variety of usage in the literal sense, reinforces the expression of the prose and its expressiveness.

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LEXICAL MEANS EXPRESSING COMPARISON

Abstract: In the article, comparative lexical means are considered to be the key unit that makes up the basis of comparisons, and it is an important tool for comparisons. The main difference between pure and comparative comparison is the difference in the character of the mark in them. At the same time, it was analyzed that the words that form the basis of comparison are the words that represent the basis according to the category of words in the basis of comparisons.

Key words: Comparative, pure comparisons, comparative comparisons, subject of comparisons, etalon of comparison, comparative basis, lexical means, comparative words.

Language: English

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Introduction

Since the Uzbek language is a wide-ranging expression, the means used for its expression are varied. The lexical method stands out among the methods of comparative expression and is remarkable with its high specificity. This is because certain identities related to the subject of comparison and the benchmark of the sign on the basis of analogy are expressed by dictionary means. Morphological, lexical-morphological, and syntactic comparisons are also used to identify basis of comparison by lexical means. This indicates that the lexicon is a key component of the comparative component. Although Uzbek linguistics provides information on some of the comparative morphological tools, it does not provide information on comparative mechanisms. Therefore, the study of comparative means and their peculiarities is an important part of the scientific study of this issue.

Analysis of Subject Matters

An important aspect of lexical means in making comparisons is the fact that word comparisons arise in the construct of discourse. For example: – *Take it easy, son!* – *he said. Your daughter is more clever than you* (P.Qodirov. “Yulduzli tunlar”). An important reason for the analogy in this text is the character represented by the word *smart*. If there is no

such lexical unit in the text, even though there are three components of the analogy needed to create the analogy, the comparative character will remain vague and the comparison will not be expressed. One of the most important aspects of comparisons defining its peculiarities and differing from the assimilation - comparison is that situation above. For example, when you look at the face like a tulip, the meaning of the face is expressed by the expression of tulips. The identification symbol in this expression is red, and the word that represents the symbol does not have to be used. In the expression the similarity of the similarity between the subject of identification and the benchmark is reflected. In this sense, if the face is represented by a red tulip on the basis of a pure analogy, there is a difference in the sign of the subject, and a *red* word must be used to indicate the logical completeness of the idea. This indicates that the use of the word defining sign in comparative constructs is an important factor in comparisons.

Prof. N.Makhmudov researches pure comparatively simple expressions, and shows that in pure comparatively simple phrases come words of categories of adjectives and adverbs as an expression of the sign on the basis of comparison [1;87]. This idea has been the only idea of comparisons and the lexicon of its expression. After all, comparative vocabulary

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tools have not been specifically studied in Uzbek linguistics.

Research Methodology

An important aspect of the words in the category of adjective and adverb is that the vocabulary expresses the meaning of the word, as well as the character's expression, as well as the different attitude of the speaker to the object. These peculiarities in the words also serve as the basis for comparative expression. For example, the comparative expression of *good, intelligent, knowledgeable, cunning, hypocritical, cheerful, beautiful, intelligent* and many other vocabularies, along with the opposite meaning of these words, depends on the person's attitude towards what is being compared.

Although comparative devices may be created on the basis of the words of all categories of adjective and adverb in the language, it is possible to say that lexical means are limited in the form of comparisons. There are few comparisons from other categories of words, and when words in another category make comparisons, they sometimes occur only on the basis of the displacement of the meaning, and sometimes on the basis of the verb being combined with other words.

An important aspect of comparisons in lexical means is that the word-denoting expressions do not make comparisons without the help of denotative meanings, although they can form comparisons. In order to make a comparison, there must be another vocabulary or morphological tool that interconnects with the symbolic words. Such lexical means that serve to link words defining signs are defined as contributors. Contributors also have the task of linking one word to another in terms of task. In the case of comparisons, this role of assistants becomes broader and becomes a means of making comparisons.

Comparative lexical units have also been limited, and it is possible to see that several assistants in the Uzbek language, such as the words: *than, compared to and in comparison with* have been actively used as comparative tools.

Another important aspect of comparisons is that the words in a comparative device are so interconnected that even the shape of one and the other changes accordingly. This can be illustrated by means of comparative means and words that represent the subject of comparison. Actually, due to the demand of a comparative means, the name of the subject of comparison is used in various forms. For instance, *There are seven, eight thousand troops in each crowd. The pursuit of the crowd is much little than theirs* (P.Qodirov. "Yulduzli tunlar"). In this sentence combinations of words such as *than, little* plays important role to make comparison. The word *little* in the text is the basis of comparison, and the word *than* is a means of comparison. The subject of comparison as an etalon of comparison required the word *they* to be dependent as its dative case *** *Or I understand*

the words of the Jadids much easier and faster than others (Cho'lpon. "Kecha va kunduz"). The comparative tool in the sentence ensures that the word is linked by a suffix from which it depends. The proportionality of the use of lexical means in the text is also important for comparison with all expressions. This is due to the fact that comparisons are a logical category and violation of the criterion of comparison leads to a loss of meaning.

The fact that comparisons can be used as expressions is also due to the fact that language and morphological tools are not widely used in comparative expression. Consequently, languages that are extremely freely expressive in the process of expression are limited to expressing comparative devices. The main criterion of comparative expressions is that the basis of comparison is made up of symbolic words, that the means of comparison such as *than, in comparison with and compared to* demand dative and ablative cases towards its words.

One of the most important features of comparative devices is the fact that the subject mark is more than the mark on the other subject.

The over-expression of the sign in the comparable subjects is compared to the other by the use of the load before the sign [1;76]. The overload also indicates the average overlap of the mark compared to the sign when it comes to the word. You can see this in the following examples. *At the same time, as he held a good position like Azizbek, Normuhammad gained even more and more attention in front of the birdhouse* (A.Qodiriy. "O'tkan kunlar"), *Qosimbek's words seemed very logical to Bobur* (P.Qodirov. "Yulduzli tunlar"). The fact that the sign is more than the sign represented by the particle is also caused by the use of different lexical means before the word defining comparativeness. Such lexical tools are often composed of words defining degree and quantity and numbers. The word in the number series precedes words such as *tames, share* defining times, contributions and indicates a high degree of comparative character. For example, *Since Ahmad Tanbal was not able to achieve his goal on the Khonzoda begim, his hatred against Babur was ten times stronger than before* (P.Qodirov. "Yulduzli tunlar"). *Why should I have to hide? Instead, I had better kick a ball with a team or go to a peaceful place and paly chillak than wander about the dusty street* (X.To'xtaboyev. "Sariq devni minib"). *But Shaybaniykhon is a hundred times more dangerous than you, my lord* (P.Qodirov. "Yulduzli tunlar"). It is also possible that the comparative sign is higher in relation to one of the subjects than by the number of words such as *many, much, more, very, too* that express more quantities. For instance, *Jacob wanted to show his most loyalty to Bobur in order to keep this secret* (P.Qodirov. "Yulduzli tunlar"), *His position was more difficult than Abdulla's* (O'.Umarbekov. "Odam bo'lish qiyn").

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In comparative devices it is observed that the subject of comparison and the sign on the benchmark benchmark are higher than the others. Devices that are caused by low marking are rare, and it is observed that low-dose approaches are the basis of comparison. For example, *Special guards began to fight, even though they were twice as small as the other ones* (P.Qodirov. "Yulduzli tunlar"). In the text, *as twice as small* defining two times few means that the comparable character in the text is small. The degree to which the character is expressed in comparative expressions also depends on the degree of difference between the subject of comparison and the benchmark. If the presence of rank preceding the character's expression is present, a greater degree of sign is expressed. For example, the building is much larger than the other.

Apparently, more or less of the mark is compared to the normal sign, and the lexical units are used to represent the sign. This indicates that vocabulary tools are an important basis for comparisons. In comparison, comparative components can sometimes not be represented in the dictionary. Two cases can be observed on devices where comparable components are not fully expressed. First of all, in this case the analogy applies to the whole text, and the comparative device becomes part of the text. The meaning of the entire text means the subject of comparison and the benchmark. For example, *Now there is no one in Shaybonikhan's residence who knows Islam well enough and recites the Koran better than him* (P.Qodirov. "Yulduzli tunlar"). Considering that most of the comparative devices are comparative subjects and benchmarks, one of them is in the text, the other is vague, and is generally expressed, and the possibilities for such semantic comparisons are not limited.

Secondly, the etalon of comparison is represented by the words defining times. Prof. N.Mahmudov argues that such expression is an implicit expression, and that it is distinguished by the appearance of a sign at a specific time compared to other times [1;88]. In this case various lexical tools are used as the basis of comparison. On the basis of comparison there are lexical tools of the past, present, for the time being, today, all the time, the former and the other, and the subject of comparison is compared with the benchmark. For instance, *Tolibjon realized he was missing his country much more than before* (S.Ahmad. "Jimjitlik"). In this statement, the level of the sign on the basis of comparison is compared to the previous one, that is, over the previous missions. This type of comparative device is quite common in the literary texts and can take on the importance of artistic speech. The expression of one of the bases of comparison, and the reference to the other, is most commonly found in the comparison of the human condition. This is also illustrated by the following example. *With the brown spots on her face, Aisha seemed more precious to Bobur than before. When she*

realized this, Aisha would act more confidently than before (P.Qodirov. "Yulduzli tunlar"). Comparing the previous situation with the present one, we can see that one of the key components of the comparison is not.

In the process of expressing a comparative relation, it is observed that the word in the constellation is also used as a dictionary tool for symbolizing. For example, *Miryacob is much more innocent than Akbar!* (Cho'lpon. "Kecha va kunduz"). The word innocent is used as a basis for comparisons, acting as a substitute for a word. The distinctive feature of this comparative device is that the analogy is mainly based on the character identification. In this text, the word is used to denote such a condition - a noun as a substitute for a comparative sign, which served as the basis of comparisons. It can also be seen that the words in the verb category form a comparative basis, although they represent a comparative basis.

Comparative verbs are often used as verbs. For example, *The Sheibani Khan gained a great advantage over the Timurids, combining the power of the khanate with his religious authority* (P.Qodirov. "Yulduzli tunlar"), *Honor was superior to life* (T.Malik. "Shaytanat"), *Sayyora knew it, that's why she kept him closer to her and even told him her secrets* (O'.Umarbekov. "Odam bo'lish qiyin"). Comparative characters in his words are expressed by the prevailing veracity of these words. The following example illustrates this. Such as: *Dear, one hundredth of a dark red horse is good. One hundredth of a white-colored black-spotted horse gets worse* (T.Murod. "Ot kishnagan oqshom").

Analysis and results

It is seen that the words in the nouns and verb categories are used in the expression of the basis of the analogy. However, since comparisons are a form of expression that is formed by the correspondence of a character, its formation is directly related to the words that signify it.

In most cases of comparisons, the evaluation of a person, especially in comparison with the individual, is the key to the formation of comparisons. Goodness, intelligence, or vice versa, are characterized by the use of a dictionary to describe these concepts, and based on this, a description of the pros and cons of the other person and their motivation to draw conclusions. G. Kambarov explains this. "Relationship is based on mutual comparison. And the comparison is made against a certain criterion" [3;36]. The criterion for comparison is the existence of the meaning of comparison. This is because even in ordinary speech, when the words of the adjective category are used, the contradictory meaning in them makes the mark different. For example, it can be seen that this child is represented by the good word in the sentence of a good child in relation to the bad word. But comparisons do not occur. This is because there is no

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subject of comparison or the criterion of comparison that creates the meaning of comparison. This is also true of expressions that have some comparative device models. For example, *Came out strong. The Kurash has grown* (T.Murod. “Yulduzlar mangu yonadi”). The combination of the word *best of the best* has a means of over-symbolizing comparatively. However, there is no subject and etalon of comparison. Accordingly, it does not meet the criteria for comparisons and cannot be compared.

One of the components of the comparison is the presence of the pronoun *this*. For example, *Is it more polite than water, more white than milk, more softer than ants, and more sophisticated than mosquitoes?* (Cho‘lpon. “Kecha va kunduz”), *The city, which had not survived the war for fifteen or twenty years, was living in peace with Samarkand* (P.Qodirov. “Yulduzli tunlar”). In the first words, pronoun *this* is used instead of the words, Miryakub in the first sentence

and the second in the words of Tashkent, which means that it is based on the character level of the subject of comparison and benchmark. This type of comparative expression is also closely related to the text, and the subject of comparison is understood from the content of the text.

In general, lexical means take a role as a basic unit of comparisons in the Uzbek language. According to which category of words is the basis of comparison, pure comparison is divided into two groups. Comparisons are made using words that indicate the character, and comparisons are derived from words in the nouns and verbs. When the basis of comparisons is expressed in words in the verb category, it is seen that the adjective verbs on the basis of adjectives, adverb, and verbs are found to be comparative. This indicates that the presence of words that signify the basis of comparison is important for the comparison.

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THE INFLUENCE OF GROWTH REGULATORS ON TOMATO PRODUCTIVITY IN THE CONDITIONS OF THE TASHKENT REGION

Abstract: Growth regulators - chemical compounds in very small quantities, affecting the growth and development of plants. They play an important role in the regulation of plant metabolism. The objective of our research was to study the effect of regulators on the growth and development of tomatoes, the dynamics of fruiting, yield and product quality. Studies have shown that the use of an analog of natural phytohormones (Khosilin, Vuksal and VL-77) growth regulators by soaking seeds increases field germination and contributed to the acceleration of fructification. The yield increase with the use of plant growth regulators was 15.4-23.1% in relation to the control. Growth stimulants "Khosilin", "Vuksal" and "VL-77" have a positive effect on the tomato, both on their quality and yield.

Key words: tomato, variety Uzbekistan-178, productivity, growth regulator, phytopathogens, growing, pests and diseases.

Language: Russian

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ВЛИЯНИЕ РЕГУЛЯТОРОВ РОСТА НА ПРОДУКТИВНОСТЬ ТОМАТА В УСЛОВИЯХ ТАШКЕНТСКОЙ ОБЛАСТИ

Аннотация: Регуляторы роста - это химические соединения в очень малых количествах, оказывающие действие на рост и развитие растений. Они играют важную роль в регуляции обмена веществ растений. В задачу наших исследований входило изучение действия регуляторов на рост и развитие томатов, динамику плодоношения, урожайности и качество продукции. Исследования показали, что применение аналога естественных фитогормонов (Хосилин, Вуксал и ВЛ-77) регуляторов роста путем намачивания семян увеличивает полевою всхожесть и способствовало ускорению плодоношения. Прибавка урожайности при применении регуляторов роста растений составила 15,4-23,1 % по отношению к контролю. Стимуляторы роста «Хосилин», «Вуксал» и «ВЛ-77» оказывают положительное действие на томат, как на их качество, так и на урожайность.

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Ключевые слова: томат, сорт «Узбекистан-178», урожайность, регулятор роста, фитопатогены, выращивание, вредители и болезни.

Введение

УДК: 635.64+ 661.162.6

Томат является однолетним растением, раньше его называли «яблонями рая». Не зря так называли, он своим вкусом, пищевыми и лечебными свойствами занимает особое место в жизни людей. Наряду с потреблением в свежем виде плоды томата используют в перерабатывающей промышленности, на который используется около половины всего урожая томатов. Наиболее приемлемый способ выращивания культуры – рассадный. Однако производство рассады очень трудный и энергоёмкий процесс. При пикировке и при рассадке рассады повреждается корневая система. Поэтому получение крепкой и устойчивой рассады важным фактором продуктивности томата является применение регуляторов роста. При этом наблюдается интенсивность прорастания семян, ускорение развития, стимуляция цветения и созревания плодов, повышается устойчивость растений и увеличивается урожайность.

В нашей стране томат занимает второе место после картошки. С каждым годом удельный вес растений томатов в производстве плодов значительно возрастает. Пищевая ценность их обусловлена высокими вкусовыми качествами, наличием в их составе сахара, витаминов, каротина, аскорбиновой кислоты, калия, фосфора, железа и органических кислот. Суточная норма для одного человека составляет 150-200 гр. Лимонная и яблочная кислота помогает в аппетите и убивает болезнетворные микробы в желудочно-кишечном тракте. Наряду с использованием в свежем виде плоды томата используют как ценное сырьё в перерабатывающей промышленности [1]. В Ташкентской области наиболее приемлемый способ выращивания культуры - рассадный, но производство рассады очень трудоёмкий процесс. При пикировке и при высадке рассады повреждаются корневая система. Поэтому задачей наших исследований было получение крепкой и устойчивой рассады, который, в дальнейшем обеспечит получения высокого урожая. При выращивании необходимо обеспечить защиту от возможных заболеваний. Поэтому важным фактором продуктивности томата является применение регуляторов роста и развития растений [5].

На сегодняшний день накоплен значительный материал по использованию регуляторов роста, разработанных для технологии выращивания и защиты томата. Вместе с тем представляет большой интерес проблема разработки комплексной системы регуляции роста и развития

томата, с целевым применением в критические периоды онтогенеза для обеспечения положительных биологических эффектов.

Данная работа была посвящена важной проблеме как изучение совместного действия различных регуляторов роста при выращивании томата.

Регуляторы роста - это химические соединения в очень малых количествах, оказывающие действие на рост и развитие растений. Они играют важную роль в регуляции обмена веществ растений. В задачу наших исследований входило изучение действия регуляторов на рост и развитие томатов, динамику плодоношения, урожайности и качество продукции [3].

Материалы и методы

Закладку опыта осуществляли в соответствии с рекомендациями и требованиями методики опытного дела Б.А.Доспехова [2] в учебном поле Ташкентского государственного аграрного университета. Опытный образец томат сорта «Узбекистан-178». Сорт районирован в Узбекистане для выращивания в открытом грунте, употребляется как в свежем виде так и в консервированном, среднепоздний. Опыт был заложен 19 апреля, между растениями в ряду было 25-30 см, расстояние между соседними рядами составляло по схеме 90х30 см. расчетная площадь питания 1 растения 0,3м², учетная площадь делянки, 15 м², всего растений на делянке 60-70 саженцев. В качестве экспериментального образца регуляторов применены препараты «ВЛ-77», «Вуксал» и «Хосилин». «Хосилин» является аналогом естественных фитогормонов. Им рекомендуется обрабатывать семена. Он способствует снижению заболевания растений, уменьшает содержание нитратов. При этом с его помощью значительно увеличивается урожайность растений. «Вуксал» является малотоксичным регулятором роста овощных культур. Хорошо растворяется в воде и спиртах. «ВЛ-77» является полифункциональным регулятором роста. Он изучается на овощных культурах открытого и закрытого грунта [4].

Результаты и их обсуждение

В ходе экспериментальных исследований проводили определение всхожести семян (на 12 сутки) и учёт урожайности. Исследования проведённые нами в 2017 году показали высокую эффективность применения регуляторов роста растений при выращивании томата. Наши исследования показали что применение аналога естественных фитогормонов (Хосилин),

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стимулирующие деление клеток (Вуксал) и общестимулирующих (ВЛ-77) регуляторов роста путём намачивания семян увеличивает полевую всхожесть с 76,8% до 84,5%, 87,8% и 86,5%.

Всхожесть определялась на 12 сутки после посева. Для изучения роста и развития растений томата проводились фенологические наблюдения.

Таблица 1. Всхожесть семян при намачивании растворами различных регуляторов (сорт Узбекистан-178) 2017 г

№	Варианты	Всхожесть, %
1	Контроль (вода)	76,8
2	Хосилин 0,5 л/га	87,8
3	ВЛ-77 0,5 л/га	84,5
4	Вуксал 0,5 л/га	86,5

Таблица 2. Продолжительность фенологических фаз у томата при применении регулятора роста (сорт «Узбекистан-178»)

№	Вариант	Всходов	Число дней от посева до						Начало плодоношения
			Бутонизация соцветий			Цветение соцветий			
			I	II	III	I	II	III	
1	Контроль (вода)	12	36	44	51	46	51	52	98
2	Хосилин 0,5 л/га	8	34	42	50	42	50	51	91
3	ВЛ-77 0,5 л/га	8	32	38	48	40	46	49	92
4	Вуксал 0,5 л/га	8	33	40	49	42	48	50	93

Намачивание семян в растворе «Хосилин» стимулировало развитие растений и способствовало ускорению плодоношения на 7-10 дней. В конечном счете наблюдали увеличения урожая томата. По отношению к контролю прибавка урожайности при применении регуляторов роста растений составила 15,4-23,1%.

Дегустация томатов показала, что регуляторы роста растений не оказали существенного влияния на вкус и на внешний вид.

Таким образом, наши исследования показали высокую эффективность применения изучаемых регуляторов роста при выращивании томата в Ташкентской области.

Таблица 3. Урожайность томата при применении регуляторов роста растений (сорт «Узбекистан-178»)

№	Вариант	По повторностям				Средняя по варианту, ц/га	% к контролю
		I	II	III	IV		
1	Контроль (вода)	625	530	586	585	590,2	-
2	Хосилин	736	725	715	731	726,8	123,1
3	Вуксал	715	706	695	702	704,5	119,4
4	ВЛ-77	688	678	663	676	681,2	115,4

Прибавка урожайности при применении регуляторов роста растений составила 15,4-23,1% по отношению к контролю. Лучшими были с применением препарата «Хосилин» (72,6 т/га) и «Вуксал» (70,45 т/га) при 59,02 т/га в контроле.

Интенсивное возделывание томата связано с борьбой болезнями этой культуры. Обработка ядохимикатами слишком затратная и отрицательно влияет на качество урожая. Данный

фактор диктует необходимость поиска альтернативных решений по борьбе с фитопатогенами томата, происходящие в организме этого растения. Одним из таких средств борьбы может быть регуляторы роста.

Стимуляторы роста «Хосилин», «Вуксал» и «ВЛ-77» оказывают положительное действие на томат, как на их качество, так и на урожайность.

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IMPROVING INDEPENDENT SKILLS OF STUDENTS IN HIGHER EDUCATION

Abstract: This article is about improving independent skills of students in higher education. In this article it is spoken about a psychological orientation among students for independent systematic replenishment of their knowledge and development of skills to navigate the flow of scientific and public information when solving new cognitive and professional tasks.

Key words: independent skills, students, work, in higher education, designed, activity, memory, thinking, creative, imagination, when, complete, task

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Introduction

Independent skills of students work in higher education as a didactic phenomenon is, on the one hand, an educational task designed to achieve a specific didactic goal. On the other hand, it is a form of manifestation of the corresponding cognitive activity: memory, thinking, and creative imagination when students complete an educational task, which, ultimately, leads him either to obtain completely new knowledge previously unknown to him, or to deepen and expand the scope of the already obtained knowledge. Independent skills should be understood as any activity of students organized by the teacher aimed at fulfilling the set didactic goal in a specially allotted time for this: the search for knowledge, its understanding, consolidation, formation and development of skills, generalization and systematization of knowledge.

Therefore, independent work is such learning tool that:

In each specific learning situation corresponds to a specific didactic goal and task;

Forms the necessary volume and level of knowledge, skills and abilities for the student to solve certain cognitive tasks at each stage of his movement from ignorance to knowledge;

Develops a psychological orientation among students for independent systematic replenishment of their knowledge and development of skills to navigate the flow of scientific and public information when solving new cognitive and professional tasks; It is the most important tool of pedagogical guidance and management of the student's independent cognitive activity in the process of vocational training. Independent skills, along with classroom work, is one of the forms of the educational process and is an essential part of it. Students independent work is an integral part of training, students' activities in the learning process and in extracurricular time, performed on the instructions of the teacher, but without his direct participation. In addition, the student should and can engage in classes on his own. Independent work is aimed at studying the material covered during classes, replenishing and deepening knowledge, performing specific tasks (working with a book, preparing reports, completing term papers and diploma projects, searching for the necessary information, designing, teaching and research).

An independent skill is not only consolidation and deepening of knowledge, but also independent study and assimilation of material. Independent work has the following advantages:

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Allows you to well understand the material being studied; allows the student to develop their beliefs and views;

Allows the student to form diligence, a creative approach to business, determination, willpower, independent thinking and systematic distribution of time;

The student develops a need to acquire and deepen knowledge;

The student develops skills in working with literature, techniques and methods of communication with people to achieve the goal. An independent skill always causes difficulties for students, especially in the first year. In the first year, they need to be taught how to set educational goals for independent study of the material, how to analyze the read material and select the main thing, work with the primary sources. In view of the fact that an independent skill is the most important form of the educational process, the teacher should emphasize its advantages in forming the parameters of the qualification characteristics.

When issuing an assignment for independent work, it is necessary to clearly set a goal for students, actualize and motivate it, give an algorithm for completing the assignment and recommend literature that will help to complete the assignment, establish the form and deadlines for completing the work, determine the timing of consultations (assistance in organizing work), establish assessment criteria. It is advisable to develop a memo for students on independent work. It must indicate the following:

Read the topic carefully;

List your actions for completing the assignment;

Draw up a work plan, highlighting the main sections;

Outline the main points in each section;

Number them;

At the end of the work, evaluate whether you have achieved your goal.

Types of independent skills of students.

The practice of working with students allows us to distinguish the following main types of independent activity of students that teachers use in the system of professional training:

Compilation of abstracts when working with educational, special, reference and methodological literature;

Independent study of the topic using educational and reference books;

Work on the instructions of the teacher with novelties in preparing material for advanced learning;

Society, in the media on topics, sections and discipline in general; creative dictations according to new terminology;

Crossword puzzles; answers to questions on material independently studied by students; answers to questions on teaching aids; peer review work;

Solution of problem situations; independent compilation of practical tasks on previously studied material;

Preparation of abstracts, reports on a given topic; Independent work with regulatory and technical documents; preparation of messages at conferences;

Completion of term papers and graduation projects:

Laboratory and practical tasks;

Research work.

Independent skills with the textbook are the main source of knowledge in the discipline, a means of forming educational skills, mastering the primitives of cognitive activity. In the learning process, the textbook performs informative, educational, developmental and educational functions. Before issuing a task to work with a textbook, it is necessary to set a goal for the student. It is advisable to offer tasks of increasing difficulty (to retell, find the answer to the question, and draw a conclusion).

The development of independent skills will allow you to get away from traditional group activities. Independent work is, first of all, the acquisition of specific skills, i.e. application of knowledge in work. A special role in the development of independent activities of the future specialist is played by the students' research work under the guidance of a teacher.

Organization and management of students' independent classroom work. In the conditions of student-centered learning, the teacher acts as the organizer of independent active cognitive activity of the student. It helps to reach the final result.

Learning is an active process. Knowledge and skills develop in the process of conducting practical exercises and laboratory work. Active learning techniques are more effective when they are used in combination with each other; each method should be used no more than 20-25 minutes. The use of several methods in the lesson contributes to lesser student fatigue, greater independence, practical problems when learning new material, alternating the activities of the teacher and student, reinforcing verbal information with a demonstration (development of visual memory), and obtaining more information.

The main methods of active learning in higher education system include: brainstorming; guided plenary discussion (loud discussion; silent discussion); the game; group activity in the classroom (work in pairs; work in small groups); collective training system: seminar lesson; case study; question-answer and others. An application of these teaching methods in the lesson takes the lesson beyond its traditional framework.

Brainstorm

Brainstorming (Brain storm — from English — joint development of ideas) is a way to get many ideas from a group of people on a specific topic in a short

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period. This method is one of the effective techniques for producing ideas. This method is used to:

— Switch from one topic and focus on the next topic;

— determine the breadth of the discipline or topic;

— create a lively atmosphere in the classroom;

— quickly get 30-40 ideas.

There are 2 stages of brainstorming:

Joint development of ideas — 10-15 minutes;

Ligament — 5-10 minutes.

The methodology for the joint development of ideas is as follows:

write a short topic name on the board. For example, “A manager must have qualities”; “A cook must have knowledge”; “The waiter must have the skills and competencies”;

ask for a brief thought in two or three words;

Do not discuss what is offered, but just write down;

instruct everyone not to argue with any ideas;

stand with your back to the group, write as quickly as possible;

encourage new ideas;

direct the process in the right direction, paying attention to certain, already written words;

stop when you see that you have enough material to discuss.

To carry out a bunch of ideas expressed:

Highlight the main ideas that you will work on;

Ask students to identify list items related to each of the main ideas;

show the connection between the points;

draw a conclusion that indicates the breadth of the issue and the need for its in-depth consideration.

All work should not take more than 20-25 minutes.

All students are involved in the work, the thought process is stimulated, and when their proposals are brought together, it immediately becomes clear how wide the problem of discussion is. Teachers consider this type of work useful, because it gives an idea of the depth of generalized knowledge, the nature of students' experience and the level of their training. Using this method helps the teacher adapt his approach and teaching style to the real needs of the group.

Brainstorming is a great way to increase students' motivation in the classroom and to revitalize individual classes. This technique is only effective if a specific and accurate problem is being developed, if the problem is too extensive, or complex, then brainstorming will be less effective. In order to effectively use the potential of the group's students, it is recommended to conduct game testing (for example, on classroom hours or during group work), which does not require additional training by either the teacher or students.

An innovative game is an open, self-developing, developing system of a free type. The game, without any restrictions, is focused on developing the ability to act in non-standard situations, the solutions are unknown, the potential of everyone is used to the maximum, and it has great intensity. In an innovative game, developing education, research work and solving problems of practical activity are combined.

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DIGITAL LOGISTICS AND BLOKCHEJN-SYSTEMS - THE BASIS ON DEVELOPMENT OF TRANSPORT SERVICES

Abstract: Introduction of digital technologies in all branches of economy leads to labor productivity and profit growth. This process does not avoid also sphere of rail transportation. In Russia and Republic Uzbekistan the adjusted successful projects online-aggregation of cargo transportation and the digital turns introduced at the large enterprises for transport already work. Electronic tickets, online registration for flights, "clever" systems of navigation, a taxi call through the appendix in phone are already enough habitual things. Soon, quite possibly, pilotless transports, intellectual control systems of transport streams, "clever" roads which are independently capable to trace the same illegal transportations, Electronic tickets become ordinary, online registration on flights, "clever" systems of navigation, a taxi call through the appendix in phone are already enough habitual things. Soon, quite possibly, pilotless transport, intellectual control systems of transport streams, "clever" roads become ordinary.

The Digital logistics and development of a logistical infrastructure, technology of blockchain are important in system of transport routes. In article questions of development of digital logistics and intellectual transport systems in Russia and Uzbekistan are considered. Application of Digital logistics lifts transport service on qualitatively new level and provides qualitatively new level of transport services and safety of transportations on the world railways, including in Russia and in the Republic of Uzbekistan.

Key words: blockchain, the transport services, transported cargoes, transport-logistical sectors, digitalization of transportation, IT system, digital logistics, drawing of deliveries.

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Introduction

Development of export logistics is impossible without system work on perfection of conditions of export logistics and development of export of transport services. Application of digital decisions on transport with use of the electronic devices providing

protection and monitoring of transported cargoes, standardization and digital relations of participants of the market of cargo transportation is basic for today. Digitalization of transport-logistical sector on the basis of technologies VoIP, reliability and communication quality increase, creation of the

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uniform operational centers and expansion of functionality of dispatching management for the account of integration with control systems and safety, cyber- physical and IT systems is conducted in many countries. As it is known, in the world every day about 3 billion person reach or go for work and back (transport and passenger streams) in a year 1 billion people become tourists (tourist streams); some tens millions people daily address to doctors (medical streams); a large quantity of various cargoes move between warehouses of various levels [1]. The system «Digital Logistics» is constructed on technology BlockChain which guarantees a transparency, reliability and reliability to store in System «Digital Logistics» of the information where any of participants cannot forge or remove the information from system, and loss of electronic documents becomes impossible.

The basic possibilities of a platform in technology BlockChain provide placing of demands for transportations with all essential parameter's; inquiry of variants of routes from transport companies; inquiry and the analysis of the prices and conditions of realization of transportations from different suppliers; registration and accreditation of consumers and suppliers of logistical services; carrying out one and malty stage selection of offers of service providers; carrying out of position the auctions by fragments of routes with suppliers; the coordination of multilateral agreements with participants of the transaction; the conclusion of electronic contracts between participants of the transaction; monitoring of carrying out of transportations (tracking); control of course of execution of contracts by their participants; formation of ratings of suppliers and customers of services.

Technology Blockchain gives possibilities registration of new participants, as through аккредитующие to the organization, and directly. Concrete schemes of registration will be defined on a wish of the customer. The basic logistical services are transportation services - one, two and a lot of humeral, and also multimodal services unifies so that to provide high flexibility in tendering and comparison of offers from various suppliers by the set criteria.

For freight traffic formation of a chain of transportations with instructions initial, final and the intermediate points, essential parameters of transported cargoes - a kind, character, packing, volumes, weight, a regularity of the schedule of deliveries and the other parameters essential to the customer, and also the requirement to routes, types of transport or ways of transportations (for all chain or its separate fragment) is provided. The chain of transportations can be exposed on the auctions - as entirely, and on separate segments. Suppliers can offer the variants in the limits resolved by the customer (for example - the transportation schedules/terms). The system «Digital Logistics» will allow to transfer a

choice of executors directly to the client (to the consignor or cargo addressee), having excluded from process long and expensive purchasing procedures and, having made process as much as possible transparent for the client. To the client sets of routes with executors of each shoulder, cost and conditions will be generated. The client has possibility of comparison of offers on its interesting parameters (for example - to the prices, delivery terms, delivery guarantees in time, the insurance, etc.).

Both on all chain as a whole and by the chosen fragment: the client can independently choose an optimum variant of transportation taking into account all factors, including ratings of carriers. Thus transportations of cargoes can be distributed at once between several suppliers that can be useful for a case when the part from them offers more favorable conditions, but cannot cover all necessary volume. After a choice of a route and executors the system «Digital Logistics» will allow to conclude at once electronic contracts with all participants of a cargo transportation (including with the insurance companies). Execution of electronic contracts to be fixed in system «Digital Logistics» in process of execution of each stage (shoulder). The system «Digital Logistics» automatically traces dates of performance and forms offers under penal sanctions or claims to executors in other kind. In the system «Digital Logistics» all events connected with their execution, including tracing of shipments of cargo, tracking of their transportation through control points and the points co-ordinated by the parties, cargo reception in intermediate and final points, with identification of all registration units or volumes (for such cargoes as oil/fertilizer) are fixed.

Discussion.

The system «Digital Logistics» provides possibility of control of execution of contracts - approaches of the intermediate and final events connected with execution of the contract - the beginnings of transportations, transportations of the co-ordinated consignments, observance of the schedule of shipments and transportations, executions of conditions of the contract by the involved participants, contract closing/cancellation. Consumers of services can estimate quality of granting of services by suppliers on a set of criteria (terms, quality, parity the price/quality) that in aggregate with indicators of execution of contracts allows to generate system of an estimation of quality of granting of services by suppliers - ratings of service providers and to consider them at selection of offers. (Ratings for Customers of services (to similarly systems Uber, Ebay, AliExpress etc.) are organized. Ratings will allow to reveal the unfair companies and to lower losses because of their activity, without reducing efficiency of work of diligent participants of system «Digital Logistics». In its basis is balanced of micro service kernel realizing

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the basic functions of system. With a kernel through sluices are integrated: the Server part (Service) BlockChain, connecting a kernel systems (business logic) and ensuring functioning with knots of network BlockChain; the distributed file storehouse intended for storage of great volumes given (documents, contracts, etc.); External information systems (a cargo transportation, logistical, unloading -loading terminals, ports, etc. - with which help cargo transportation tracking is conducted). The choice microservice architecture provides division of system into set co-operating among themselves микро services. Everyone microservice represents the separate, rather simple appendix realized on the technological stack. It allows providing:

- System scaling on productivity in any necessary limits;
- Higher degree of reliability, stability and productivity of system;
- Higher degree of security of the data from not authorized access;
- Possibility of development separate microservices without influence on other;
- A choice of an optimum stack of technologies for the decision of each class of problems;
- Optimization of development, support and support of all system as a whole;
- Possibility of updating and development of system with the minimum idle times.

For interaction microservices the hybrid mechanism - direct synchronous inquiries and an asynchronous exchange through turn of messages is among themselves used. It allows to optimize system and to reach balance of productivity, scalability and speed of reaction. Users carry out work with system through browsers on laptops or mobile devices, or through mobile appendices.

Interaction with system is carried out through special appendix for browsers or for mobile devices. The similar approach provides additional level of protection and loading distribution. For work with electron - digital programs the certificated cryptographic modules established on computers of users (Crypto Pro or its analogues) are used. In the long term, after certification carrying out, work with cloudy electron - digital programs can be added that will allow to use electron - digital programs from mobile devices. For work BlockChain are used the server part directly integrated with a kernel (business logic) of system and a network from knots, realized on the basis of platform Emer. Network knots represent the services developed on computers of users-participants of system or separate servers (in a cloud). Server knots develop both the operator, and participants. Storage of large files (contracts and other documents) is carried out in the distributed file storehouse. Duplicates can be stored on computers of users. Application BlockChain allows by means of unique Hecht files to certify an invariance of these

files and their conditions. The distributed storage of Hecht on all knots of a network does any frauds and substitutions of files almost not realized that allows using them as legally significant documents. Work with network BlockChain is possible two ways.

Through the system interface where all logic and system possibilities is presented. Such work is possible through the browser or mobile appendices. The second way provides work with network BlockChain through the special supplement - agent BlockChain with which help it is possible to check up a condition of documents, them independently to verify about conformity of the given document of its (file) Hecht, and also to receive and compare the information given by system with the data of network BlockChain. Thus, the independent mechanism of control of reliability of the data and documents in system is realized.

The system «Digital Logistics» leans against technology of the distributed entrusted register of BlockChain. It allows making the highly reliable system, continuing to work at failure of any components. In the distributed register (BlockChain) are carried out records of three kinds:

- The description of the participant. A company name, the address, other public information, and also certified records from regulators.
- The offer of the participant. The participant offers other participants transport services on those or other conditions. The offer is signed by record that certifies responsibility of the company for the conclusion and performance of contracts with the corresponding offer [2].

- Contract record on cargo transportation.

The contract is created by the sender and the addressee, and conditions of stages of multihumeral transportation of cargo are brought in it. The contract contains Hecht the document-contents, and the signature of participants. As a result, usual users BlockChain see only Hecht, but cannot get access to contract details. In an audit case - the original document is shown and the means Hecht function prove conformity of the document of Hecht from BlockChain. Participants create records and publish them in BlockChain. Thereby they declare themselves, as about potential participants of transport activity. In record the regulator signature, number of the license and other legal information to which the participant proves the competency of participation in system contains. Each participant forms a number of offers which also publishes in BlockChain.

The offer contains conditions and the prices of transfer of cargoes. An offer format is text file with the fixed structure, allowing processing it in an automatic mode. Logistical service, having received the order, builds an optimum logistical route, proceeding from active offers. It can be the automated system on the basis of special algorithm, similar to systems of making of a route in the auto-navigator.

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The logistical service forms the delivery contract, but it does not publish, yet it contacts participants (owners of offers), shows them the contract, and receives from everyone the digital signature under the contract. Except the signature of the participant, the contract contains its unique payment address on which indemnification for execution of services in this contract will be added.

After that, the logistical service publishes in BlockChain the contract with all signatures of participants, than «opens the contract». The contract is transferred (probably) to the current owner of cargo, that is the sender. The sender delivers cargo to the first carrier, and transfers it cargo. By transfer of cargo to a carrier, that creates the signature for the contract (already the second), and transfers to the sender. That, having brought the signature in the contract, transfers to its carrier.

As a result:

- The contract the carrier owns.
- In the contract record contains that the carrier has accepted cargo.

All changes in the contract and all certificates of its transfer automatically materially to assure in BlockChain and anybody does not have possibility to "wind off" a situation. In the same way the carrier transfers cargo to other carrier, and there is a new signature «cargo has accepted» and the certificate of transfer of the contract further.

As the contract represents itself record in BlockChain, automatically there is an authentic history of transportation of cargo, with automatic and not-forged time labels. Therefore it is easy to prove, at whom cargo (and the corresponding contract) is in a responsibility zone at the moment and if it has been lost or stolen - that who last owner of cargo. After reception of cargo by the addressee, he signs the contract, and the contract is closed by that. This change is published in BlockChain by last supplier. For monitoring of a condition of logistical system and current position of cargoes it is offered to use the WEB-interface to BlockChain from which the necessary information is taken. Such WEB-sites can be much, them all participants of a network or regulating bodies can own. It is possible to create similar sites for public access. As the information in BlockChain for all is uniform, all sites will show the same condition. And even if any site swindles - that it can be checked up, having compared the information to contents of other similar sites.

The BlockChain -platform incurs key functions [2]:

- The mechanism of creation of records in BlockChain and authentic transfer of records between participants.
- High reliability from critical events, such as compelled stops or recoil BlockChain.
- Concept realization «sensible conservatism», that is - the maximum following to standards in

respect of innovations and safety, will allow working networks stably.

- The maximum compatibility with standards, simplicity of integration with existing systems.

- Function of unlimited scaling (increase in number of participants).

- Fruitful to developers the environment of the working out combining simplicity and reliability of work.

- A number of additional services on the same BlockChain, as well as payment service will allow to make fast and cheap payment between participants, including - trans boundary), or the distributed services of safety and construction of highly reliable computer networks.

Business takes root into management models logistical processes, and digitalization has concerned and in sectors of transport logistics, i.e. introduction of digital technologies in business processes inevitably. For example, one of the largest logistical companies PEK («First forwarding company») delivers orders of cargoes of any volume and weight across all Russia from Internet shop or from the supplier in hands of the client or to the nearest warehouse Easy Way. For a year service was issued as independent affiliated brand PEK.

Convenience that it is possible to order delivery small, not dimensional things, tracing the order online status. Where the segment of electronic commerce is the basic driver of the modern market of logistical services. In system the principle of simple and clear decisions for clients - Internet shops is put. PEK as the leader of the newest technologies in logistics, has developed and has introduced them for quality and speed of service, convenience of clients, in particular, the summer of 2017 had been introduced «System of fixing and accumulation of client messages» (SPHINX) for feedback processing ».

PEK, has connected in uniform information Centre new specifications that have allowed to reduce time of consideration of client references since several days till several o'clock. The SPHINX has united all information resources of the company: from administrative programs of each branch to messages in a convenient private office on Internet portal PEK. In August, 2017 the company declared reduction of terms of transportation of cargoes, in some directions time in a way was reduced till 5 days that on the average for 3-5 days advance competitors. Delivery terms on a filial network of the central Russia and Ural Mountains were reduced on the average on two-three days. Service of modular cargoes has helped clients to save considerably time for transportation of the goods of small volume and weight and the tariffs established PEK on bulky goods and pallet transportation in provides in deadlines with individually picked up route and a type of transport thanks to what the probability of not planned delays considerably decreases, «the Digital logistics» in the Russian

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Federation is created in March, 2018 year for working out and realization of digital services on a railway transportation. The Russian railways as the subject of natural monopoly »and on a platform it is registered almost 2.8 thousand consignors. Since 2017 year when the platform is placed in operation, consignors have ordered on it 140 thousand transportations for the sum almost 10 billion rbl. It is supposed to increase a service ruler for the account of the organization of transportations not only in the in-Russian message, but in international and transit.

Application of a digital platform at the organization of rail transportation will allow not only raising efficiency to its participants, but also considerably will simplify to clients access to an infrastructure. Competitiveness of railway transportation thus will grow only. For clients the company will create complex logistical decisions for the account of integration of own information systems of service providers that will accelerate a commodity-money turn, to construct optimum logistics of moving of the goods and to minimize the expenses connected with it. Electronic document circulation with customs, sanitary, tax and other enforcement authorities becomes plus also. Numbering and control of services of all chain of counterparts will simplify mechanisms of financial interaction that is it will be possible to apply all modern forms of calculations. The system «Digital Logistics» is intended for a corporate segment (B2B, B2G) and represents the closed electronic platform access to which is carried out on a network the Internet through Web the browser from usual personal computers and mobile devices.

Users of System «Digital Logistics» are the commercial organizations and the state structures interested in the order or granting of logistical services in cargo transportation - "railway", providers of logistics, the transport and logistical companies, carriers [3].

The system to realize following possibilities: clients will quickly place Electronic Demands for a cargo transportation and at once to transfer to its any quantity of participants in work; clients will quickly receive all possible variants of electronic routes of transportation; clients can quickly and conveniently compare electronic routes on any number of parameters (cost, to terms, risks, etc.) and to choose the optimum; clients, cargo carriers, insurers can be transparent to trace all stages on the personal computer, smart phones and tablets; clients, cargo carriers, insurers will be notified at once on arising situations (delays of cargo, damage etc.); at cargo carriers, customers, intermediaries there will be transparent ratings; insurers can estimate risks on the basis of ratings of participants; to increase number of clients and partners quickly connecting new participants.

The digital logistics roughly develops and in the Republic of Uzbekistan. The decision of the President

of the Republic of Uzbekistan № 3832, July, 3rd, 2018 year «About measures on development of digital economy in the Republic of Uzbekistan». The state takes large-scale measures on development of digital sector of economy, systems of electronic document circulation take root, electronic payments develop and the is standard-legal base in sphere of electronic commerce is improved [4].

The digital economy functioning on information-technological platforms develops with intensive speed that causes necessity of creation of new models of such platforms. Technologies «BlockChain» (technologies of the distributed register of the data), "artificial intelligence", use of possibilities of supercomputers, and also activity on crypto-actives are one of directions of development of digital economy in many countries of the world. Technologies «BlockChain» gradually take root not only into many sectors of economy, but also in system of the government and other public relations.

Conclusions.

System «Digital Logistics» in Russia, intended for the organization on granting of logistical services (one, two and a lot of humeral, and also a multimodal cargo transportation) in electronic form where reception of electronic demands from clients on a cargo transportation, gathering of offers of transport companies on the organizations of routes, and also gathering of offers cargo carriers on performance of transportations and cargo transfers on different shoulders of routes it is necessary to improve on each of shoulders transportations for formation of variants of routes. To strengthen monitoring of performance of electronic contracts by executors of transportation at each stage, and also transparent and operative granting of the information on a cargo transportation course to all participants [5-11].

With a view of the further perfection of system of the government, creation of conditions realization of Strategy of actions is necessary for introduction and development of digital economy, improvement of the investment environment in five priority directions of development of the Republic of Uzbekistan in 2017-2021 years. For the Republic of Uzbekistan which is in a geographical position Centre to Centre new manufactures and on the Eurasian transit way, natural value has priority development of conditions for digital logistics and chains of deliveries of the goods from Republic of Uzbekistan to the EU countries and to the Asian countries. On the one hand, it will create possibilities for revealing of competitive domestic productions and their inclusion in the international division of labor, and on the other hand will allow to stir in our territory of manufacture of European, Chinese, Japanese, American and other companies for deliveries of the goods, both to Asia, and to Europe. Development of digital logistics in Republic of Uzbekistan is connected with innovative programs,

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with use of exclusively electronic documents that has allowed to reduce time of official registration of papers several times, thus effective digital interaction between the railway and supervising bodies, has created stimulus for level increase of containerization of internal and foreign trade goods traffics. Thanks to association of information systems "Uzbek railways", customs service's transportation of the goods in foreign countries have become simpler. In Uzbekistan

it is expedient to create modern information-logistical service which will accompany transportation of the container of any forwarding agent or the operator the electronic data on all transit, to provide with the necessary electronic information not only interested persons, but also the state supervising bodies. Besides, introduction of mobile workplaces for workers of railway station allows optimizing registration of technological operations

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THE GENERAL CONCEPT OF LEGALIZATION OF REVENUE FROM CRIMINAL ACTIVITIES

Abstract: This article analyzes the general concept of concept of legalization of incomes received from criminal activities.

The author drew attention to the fact that the legalization of income derived from criminal activity represents a serious threat to national interests, since it is a necessary condition for the creation and functioning of organized crime in various spheres of social life.

Key words: criminal law, responsibility, legalization of income, crime.

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ОБЩАЯ ХАРАКТЕРИСТИКА ЛЕГАЛИЗАЦИИ ДОХОДОВ, ПОЛУЧЕННЫХ ОТ ПРЕСТУПНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация: в данной статье проанализировано общее понятие легализации доходов, полученных от преступной деятельности.

Автор обратил внимание на то, что легализация доходов, полученных от преступной деятельности, представляет собой серьезную угрозу национальным интересам, поскольку является необходимым условием порождения и функционирования организованной преступности в различных сферах жизни общества.

Ключевые слова: уголовное право, ответственность, легализация доходов, преступление.

Введение

В международном праве определение легализации (отмывания) доходов от преступной деятельности было дано в статье 3 Венской конвенции ООН о борьбе против незаконного оборота наркотических средств и психотропных веществ от 19 декабря 1988 года.

Согласно Конвенции под легализацией (отмыванием) доходов от преступной деятельности понимаются: «конверсия или передача имущества, если известно, что такое имущество получено в результате правонарушения или правонарушений, или в результате участия в таком правонарушении или правонарушениях, в целях сокрытия или

утаивания незаконного источника имущества или в целях оказания помощи любому лицу, участвующему в совершении такого правонарушения или правонарушений, с тем, чтобы оно могло уклониться от ответственности за свои действия; сокрытие или утаивание подлинного характера, источника, местонахождения, способа распоряжения, перемещения, подлинных прав в отношении имущества или его принадлежности, если известно, что такое имущество получено в результате правонарушения или правонарушений, в результате участия в таком правонарушении или правонарушениях;

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приобретение, владение или использование имущества, если в момент его получения было известно, что такое имущество получено в результате правонарушения или правонарушений или в результате участия в таком правонарушении или правонарушениях;

участие, соучастие или вступление в преступный сговор с целью совершения любого правонарушения или правонарушений, приведенных выше, покушение на совершение такого правонарушения или правонарушений, а также пособничество, подстрекательство, содействие или консультирование при их совершении» [1].

Венская Конвенция ООН 1988 года признала в качестве преступления «отмывание» денег, полученных от незаконного оборота наркотиков.

Таким образом, доходы, полученные преступным путем, могут использоваться на следующие цели:

- 1) покрытие текущих расходов преступников;
- 2) накопление;
- 3) развитие преступной деятельности;
- 4) инвестиции в легальную экономику.

Достижение этих целей неизбежно влечет за собой все большее развитие организованной преступности, что позволяет им расширять свою преступную деятельность, устанавливать контроль над легальным сектором экономики, то есть происходит создание замкнутой преступной системы и превращение её в высокодоходное и эффективное производство [2].

Теоретические вопросы легализации

В уголовно-правовой доктрине выделяются основные признаки легализации преступных доходов:

– совершение предшествующего преступления, в результате которого преступниками приобретаются материальные блага, которыми чаще всего сразу распорядиться они не могут;

– совершение действий с преступными доходами, цель таковых действий

– придание правомерного вида владению, пользованию или распоряжению такими доходами;

– сокрытие следов происхождения преступных доходов;

– сокрытие лиц, извлекающих незаконные доходы и иницирующие сам процесс отмывания;

– создание видимости законности получения доходов;

– уклонение от уплаты налогов;

– создание удобного и оперативного доступа к денежным средствам, полученным из нелегальных источников;

– обеспечение условий для безопасного инвестирования в легальный бизнес [3].

К.Н. Алешин, пишет, что легализация (отмывание) доходов, полученных преступным путем, имеет высокую степень общественной опасности, которая заключается не столько в том, что отмытые капиталы впоследствии используются преступными группами для расширения своей преступной деятельности, сколько в том негативном воздействии на макроэкономическую ситуацию в целом, которое оказывают преступные капиталы при попадании в легальный оборот [4].

Н.А. Башьян выделяет организованную легализацию доходов от мошенничества как вид криминального обмана в сфере экономики, включающий целостную совокупность совершенных в составе организованной группы, в том числе преступного сообщества (преступной организации), финансовых операций и других сделок с денежными средствами, иным имуществом и правами на него, заведомо приобретенными виновным или другими лицами путем совершения мошенничества, в целях придания правомерного вида владению, пользованию и распоряжению соответствующими денежными средствами, иным имуществом и правами на него, а также лиц, совершивших такие преступления [5].

М.Х. Рустамбаев указывает, что предметом легализации является имущество, полученное в результате совершения таких преступлений как хищение, контрабанда, вымогательство, незаконный оборот наркотических средств и психотропных веществ, оружия, организация и содержание притонов разврата, изготовление или распространение порнографических предметов и ряда других [6]. В целом с мнением ученого соглашается и Ж.А.Неъматов [7].

Исторические аспекты вопроса

Переходя к историческому анализу легализации следует заметить, что попытки замаскировать преступное происхождение доходов предпринимались с древнейших времен, когда преступники, уличенные в хранении или использовании похищенной вещи, ссылались на законность ее приобретения. Поэтому уже Законы вавилонского царя Хаммурапи (1792 - 1750 г.г. до н.э.) предусматривали процедуру установления законности происхождения вещи с проверкой показаний владельца о ее добросовестном приобретении. Подобные нормы содержались в законах Древней Индии (Артхашастра Каутильи - 321-297 г. г до н.э.) и Древней Греции (Законы Солона- 594-593 гг. до н. э.).

Однако до XX века легализация преступных доходов в законодательстве не упоминается, что

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свидетельствует о том, что данное общественно-опасное деяние, связанное с искусной маскировкой преступного происхождения имущества или денежных средств, не было сформировано в его окончательном виде. Обусловлено это неразвитостью экономических связей, распространенностью простых форм рыночных отношений, низкой степенью доходности преступности. Наличие крупных денежных сумм неизвестного происхождения быстро попадало в поле зрения государственных органов и становилось основанием для расследования.

Так, ст. XLIII «О достаточном подозрении в краже» Уголовно-судебного уложения Каролина (1532 г.) предусматривает порядок проверки законности происхождения имущества с возложением бремени доказывания на подозреваемого: «Если сыщется или будет обнаружено у подозреваемого краденое имущество и если он обладал им полностью или частично, продавал, менял или дарил его, то это служит против него достаточной уликой преступления, если он не захочет указать, у кого он купил или приобрел это имущество, и если он не докажет, что он приобрел его не преступным и не наказуемым образом, а вполне добросовестно» [8].

Если проводить ретроспективный анализ уголовного законодательства по противодействию легализации доходов, полученных от преступной деятельности, можно сделать вывод о том, что в период до обретения независимости Республикой Узбекистан в Уголовных Кодексах Узбекской ССР отсутствовал такой состав преступления.

Это объясняется, прежде всего, тем, что на международно-правовой арене понятие легализации доходов, полученных от преступной деятельности появилось впервые в Конвенции ООН «О борьбе с незаконной перевозкой наркотиков и психотропных средств» лишь в 1988 году.

Советская власть, как известно, упразднила частную собственность. Однако в Уголовном кодексе УзССР 1926 г. имелась норма, в некоторой степени сходная с отмытием незаконно полученных доходов.

Следующий Уголовный кодекс 1959 г. содержал более общую норму: устанавливалось наказание за приобретение или сбыт имущества, заведомо добытого в результате совершения преступления. Как правило, предмет данного преступления представлял собой вещи, относящиеся к социалистической собственности, полученные зачастую при совершении хищений, а также при совершении других преступных посягательств, например незаконной рубки леса или контрабанды. При установлении признаков состава рассматриваемого преступления

необходимо было установить состав первоначального преступления, при совершении которого была получена вещь, что значительно усложняло применение нормы [9].

Так в Уголовном Кодексе УзССР от 1926 года в главе I «Государственные преступления» в статьях 81, 82, 83 присутствовали нормы схожие с анализируемым составом преступления, а именно:

1. Соккрытие наследственного имущества или имущества, переходящего по актам дарения, в целом или в части, а равно искусственное уменьшение стоимости имущества в целях обхода законов о наследовании и дарении, а также закона о налоге с наследств и имуществ, переходящих по актам дарения...

2. Организованное по взаимному соглашению соккрытие или неверное показание о количествах, подлежащих обложению или учету предметов или продуктов...

3. Соккрытие или неверное показание о размере земельной площади и количестве живого и метрового сельско-хозяйственного инвентаря, подлежащих учету при проведении земельной реформы для конфискации или принудительного выкупа, а также растрата или хищение уже принятого на учет местными земельными комиссиями имущества.

В Уголовном кодексе 1959 года схожие статьи находят свое отражение в главах III-IV «Преступления против социалистической собственности» и «Преступления против личной собственности граждан»:

Статья 121 Приобретение или сбыт имущества, заведомо добытого преступным путем – если имущество государственное или общественное

Статья 132 Приобретение или сбыт имущества, заведомо добытого преступным путем – если имущество принадлежит на праве личной собственности.

Исследовав нормы двух Уголовных кодексов, можно сделать вывод, что если в редакции Уголовного кодекса от 1926 года схожие легализации преступных доходов преступления относились к категории преступлений против порядка управления, то в более поздней редакции от 1959 года акцент был сделан на имущественной, экономической природе преступления. Подобный подход к данной категории преступлений отражен и в редакции более поздних Уголовных кодексов.

В СССР, где рыночная экономика сводилась к минимуму, легализация преступных доходов была практически невозможна, что значительно препятствовало росту экономической преступности [10].

В Уголовном кодексе 1994 года легализация доходов, полученных от преступной

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деятельности, как преступление, нашло свое отражение в статье 243.

Первоначально диспозиция статьи гласила, легализация доходов, полученных от преступной деятельности, то есть перевод, превращение или обмен собственности, полученной в результате преступной деятельности, а равно сокрытие или утаивание подлинного характера, источника, местонахождения, способа распоряжения, перемещения, подлинных прав в отношении собственности или ее принадлежности, если такая собственность получена в результате преступной деятельности.

Статья 243 в редакции Закона Республики Узбекистан от 22 сентября 2009 года № ЗРУ-223 изменила диспозицию:

«Легализация доходов, полученных от преступной деятельности, то есть придание правомерного вида происхождению собственности (денежных средств или иного имущества) путем ее перевода, превращения или обмена, а равно сокрытие либо утаивание подлинного характера, источника, местонахождения, способа распоряжения, перемещения, подлинных прав в отношении денежных средств или иного имущества либо его принадлежности, если денежные средства или иное имущество получено в результате преступной деятельности».

Главная цель новой редакции статьи является необходимость указать на то, что преступление должно сопровождаться приданием правомерного вида происхождению собственности. Это норма позволила отграничить обычный оборот преступных доходов от легализации.

При исследовании теории уголовного права, можно прийти к выводу о том, что любое имущество, добытое преступным путем так или иначе может быть реализовано. Однако это не всегда является обязательным признаком легализации. Лишь при наличии субъективной

стороны, а именно желанием придать правомерный вид преступному доходу есть возможность квалификации по соответствующей статье Уголовного Кодекса Республики Узбекистан. Постановление Пленума Верховного суда «О некоторых вопросах судебной практики по делам о легализации доходов, полученных от преступной деятельности» от 11 февраля 2011 г. гласит, что судам следует различать легализацию доходов от преступления в виде приобретения или сбыта имущества, добытого преступным путем. В частности, не образует состава легализации доходов (статья 243 Уголовного кодекса), приобретение или сбыт имущества, которое было получено в результате совершения преступления (например, хищения чужого имущества) иными лицами, если такому имуществу не придается видимость правомерно приобретенного (например, подделан технический паспорт либо доверенность на продажу украденного автомобиля).

В зависимости от конкретных обстоятельств дела (в частности, от цели совершения сделки с похищенным имуществом), указанные действия могут быть квалифицированы как соучастие в хищении чужого имущества (в форме пособничества) либо приобретение или сбыт имущества, добытого преступным путем (статья 171 Уголовного кодекса), а при наличии к тому оснований — и как подделка документов.

Заключение

Подводя итог, следует сказать о том, что процесс унификации и приведения в соответствие с передовыми международными стандартами национального уголовного законодательства, с учетом современной уголовно-правовой доктрины является важнейшей задачей совершенствования отечественного законодательства.

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MORPHOLOGICAL FORMS OF PERSIAN IZAFET CONSTRUCTIONS IN “BABURNAME”

Abstract: This paper reveals the features of izafet constructions, used in the work “Baburname” by Z.M.Babur. The Persian izafet constructions and their morphological peculiarities have been thoroughly studied. The history of study of izafet constructions in the structure of Uzbek language through diachronic aspect is a significant matter of the discussions. The different types of izafet constructions and their use in the classical masterpiece of Asian literature are worth special considerations.

Key words: borrowing, izafet constructon, chain izafet construction, lexical units, wordstock.

Language: English

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Introduction

The borrowings in any language have their own role in replenishing the vocabulary. According to linguistic scholars, words from one language to another are borrowed, first of all, in terms of nouns. This does not mean, of course, that words of other parts of speech or auxiliary words do not belong to the number of borrowings.

The Arabian and Persian loan words have a significant place in Uzbek language dictionaries. There are also a range of Arabian and Persian izafet constructions in Uzbek language. Arabian and Persian borrowed izafet units are the linguistic phenomena in Uzbek language. There are no ways to form new izafet units in the language; they are closer to the words in dictionaries as the linguistic units already existed in the language. The izafet units are formed not only as set-phrases, but also as free phrases in the old Uzbek language. The Tadjik izafet units in Uzbek language have been studied in greater depth [1, 2, 3, 5, 6]. The researcher M.Yusupov devoted the second chapter of his dissertation “Types of izafet constructions in the works by Alisher Navoiy” to the study of izafet units [7, 6. 45-84]. However, the matter of izafet units was not the initial study in M.Yusupov’s work, as

F.Abdullaev had partly addressed to this issue [5, 6.20-26].

In this article we have analyzed the morphological composition of the Persian isafet units used in “Baburname”, one of the brightest examples of Uzbek classical literature.

Materials and methods

It is known that in the lexicon of the works by Zahiriddin Muhammad Babur, along with the original Turkic words, the Persian-Tajik and Arabian lexical layers have a certain weight.

In the works devoted to the analyses of relationship between the Uzbek and Tajik languages [1] the similarity between Namangan and Ferghana’s Tajik dialects, as well as the bilingualism have been thoroughly discussed in the synchronic aspect. In the present paper, we shall address these issues in diachronic aspect through the language of “Baburname”.

It is recognized by the experts that the period when Babur created his works was the time of bilingualism for Uzbek and Tajik people. In Moverounnahr, in particular, in Ferghana valley, Tajik language was widely used among Turkic

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speaking people [2, 6.185]. Of course, the bilingualism that existed in the live spoken language affected the literary language.

In the result of those socio-linguistic conditions the Tajik language introduced the lexical and phraseological means along with morphological elements (affixes) into the Uzbek language. One of them is the phenomenon of izafets. The izafet constructions are not similar to the word combinations in the form of contiguity, government and agreement. In Tajik language, the izafet form и(йи) is not emphasized.

Of course, it is difficult to distinguish to which of the parts of speech the izafet phrases belong (excluding Turkic izafet units). However, the professor Fattokh Abdullaev cited that the components of Tajik izafet units are related to the three parts of speech [5]: noun, adjective, participle: *таржимаи ҳол, обиҳаёт* (noun+noun), *жаноби олий, волидаи муҳтарама* (noun+adjective), *булбули зўё, сарви равон, оби равон* (noun+participle). The izafet units involving other parts of speech are relatively rare. However, in the Uzbek language, especially in “Baburname”, there are also combinations of izafet components, consisting of numerals, verbs and auxiliary words:

работи дудар(noun+numeral+noun) – between two doors;

миёни дуоб (noun+noun+numeral) – between two waters;

Боғи жаҳоноро, Боғи Нурафишон(noun+noun+verb) – the gardens of the world, the gardens of Nurafshon

Работи Дударда Фаридун Ҳусайн мирзо ва иниси Ибни Ҳусайн мирзо Темур Султон ва Убайд Султон Шайбоқхоннинг илгори билан уруштилар, мағлуб бўлдилар[10, б. 150]. (In the Rab Dudar, mirzo Faridun Hussein and his brother Ibni Hussain struggled with Temur Sultan and Ubayd Sultan Shaibak Khan)

Ўшандин қочгон била Оламхон Миёни дуоб сари кечиб, Понипат навоҳисидин яна Понипат сари ўтарлар[10, б. 236]. (Then they escaped through the two rivers, crossing Ponipat)

Ҳар икки-уч кунда бориб, Боғи Жаҳонорода Бадиуззамон мирзога кўруниш қилур эдим[10, б.170]. (Each three days I would visit Baudizamon mirzo in the gardens of the world)

Babur’s masterpiece “Baburname” recorded more than 300 Persian-Tajik izafet compound words. These compound words denote the place names, animal and plants names, as well as they imply professionalisms, and so on.

By analyzing the structure of only one toponymical izafet compound, it became clear that the determined part consisted only of a noun. The determiner was mostly expressed in nouns. The most of these izafet compounds are represented by noun phrases, or 54 noun+noun: *Боғи Биҳишт, Боғи*

Шамол, Боғи Зогон, Боғи Бинафша, Боғи Вафо, Боғи Зубайда, Боғи Назаргоҳ, Боғи Хиёбон, Боғи Чанор, Боғи шаҳр, Боғи Фатҳ, Дараи Нур, Дараи Зиндон, Дараи Сўф, Дараи Бом, Дараи Газ, Дараи Занг, Дарвозаи Малик, Дарвозаи қипчоқ, Дарвозаи Ироқ, Дашти Шайх, Кўҳи Меҳтар Сулаймон, Кўҳи Жуд, Кўли Малик, Кандибодом, Курраи Тозиён, Майдони Рустам, Оби Хон, Обираҳмат, Пуштаи Кўҳак, Пули Солор, Пуликоҳ, Пулимолон, Пули Мирзо, Пули Муҳаммад, Пули Мағок, Работи Суғд, Работи Заврақ, Работи Хожжа, Работи сарҳанг, Работи Рўзақ, Тахти Бобурхон, Тахти остона, Тахти Сафар, Тахти Навоий, Тахти Баргар, Тахти Ҳожибек, Шаҳри Самарқанд, Шаҳи Кобул, Қалъаи Зафар, Қалъаи Ихтиёриддин, Ғазнаи Намангон, Ғори Ошиқон, Ҳисори Фируза.

Самарқанд эли сипоҳи ва шаҳри Пули Муҳаммад Чаб навосига қалин чиқтиллар[10, б.42]. (The people of Samarkand went to meet Molkammed)

Мирзохонни Муборакишоҳ қалъаи Зафарга тилаганда Абобакр Кошгарийнинг чопқунига йўлуқуб, Шохбегим ва Меҳр Нигорхоним ва жамиъ элнинг аҳли ва аёли асирлиққа тушиб, ул золим бадкирдорнинг ҳабсида дунёи фонийни видоъ қилдилар[10, б.13]. (Shohbegim and Mehr Nigorkhon running into Abobakr Koshgariy on the way to the castle of Mirzokhon Muborakshakh, were captured and left the world in the tyrant’s capture)

The izafet phrases of noun + adjective have taken the next place. The number of them is 11: *Боғи Сафо, Боғи Калон, Боғи Сафид, Дараи Хуш, Дарвозаи Хуш, Дарёи Хўрда, Кўҳи Сафид, Кўҳи Соф, Обигарм, Пули мағок, Шаҳри Сафо.*

Бу кентта Боғи Калон отлиқ Улуғбек мирзонинг бир мағсуб боғи бор эди[10, б.124]. (Ulugbek mirzo had a garden in this region)

Дарёи Хўрда улуг кўл эди, сув маслатига ушиб ерда тушулди[10,б.349]. (There was a deep place in the river of Khor, where they stepped into the water)

The izafet constructions with a relative adjective can be also met in “Baburname”: *Боғи Наврўзий, Дараи Фулоди, Қабри Оҳанин, Дарбанди оҳанин, Қалъаи Дабуси*, where the endings *и(ий), ин* are the endings of relative adjectives in Persian language.

Ажаб қодиредур, бир кишиким, йигирма-ўттуз минг навкарнинг эгаси эди, Қаҳлуғдингим Дарбанди Оҳанин ҳам дерлар, Ҳиндиқуш тоғигача Султон Маҳмуд мирзога тааллуқ вилоёт тамом анинг тахти тасарруфида эрди[10,б.23]. (A man was an owner of twenty-thirty soldiers, the lands up to the Indian mountains belonged to Sultan Makhmud)

Шайбонийхон била қалъаи Дабусида урушиб бостурди[10, б.23]. (There was a battle with Shaybonykhan at the castle of Dabu)

The combinations with present or past participle determiner include the following:

Оби Истода- still water;

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*Пули равон- flowing bridge;
Сабади равон-flowing basket.*

There are also case, where the determiner of the izafet phrase is a reduplicative word: Масжиди Лақлақа. Самарқанднинг қалъасининг ичида яна бир қадимий имораттур, масжиди Лақлақа дерлар. Ул гунбазнинг ўртасида ерга тепсалар тамом гунбаздин лақ-лақ ун келур, ғариб амердур, ҳеч ким мунинг сиррини билмас[10,б.45]. (There was an ancient building, named as the mosque Laqlaq. The hits on the ground in the mosque give the sound laq laq in the dome of it, nobody knows, how the sound appears.)

The determiner of the izafet phrase is expressed by the complex words noun + participle: *Боғи Дилкушо*; noun+ verb: *Кони обгур*, *Боғи Жаҳоноро*, *Боғи Нурафшон*; adjective+ noun: *Шаҳри Заххоб*; numeral+ noun: *Работи дудар*.

Баъзи дерларким, бу ўланнинг асли оти Кони обгур экандур, вале тарихларда тамом Кониғил битирлар, хейле яхши ўлангдур(10, б.46). (Some people say that the real name of it Koniobgur, but in the history it had the name Konigil)

The determined word of the izafet phrase can fulfill the auxiliary function: *Миёни вилоят*, *Миёни дуоб*, *Миёни Сулаймон* – where the determiner consists of a numeral + noun phrase. These izafet phrases denote the names of Indian regions.

Индирийга етган маҳалда бир баҳона қилиб, Миёни Сулаймондин уч-тўрт лак олиб қўярлар[10, б.236].

The number of the izafet phrases formed with a noun *people* (noun +noun) is more than 10: *аҳли мансаб*, *аҳли нағма*, *аҳли табъ*, *аҳли соз*, *аҳли фазл*, *аҳли шеър*, *аҳли хунар*, *аҳли ислом*, *аҳли куффор*, *аҳли иртидод каби*.

Чун бу “Фатҳнома”дин ислом черикининг кайфияти ва куффор ҳайлининг камийяти, суфуф ва ясолнинг турмушлари ва аҳли ислом ва аҳли куфрнинг урушлари мушаххас ва маълум бўлур, ул жиҳаттин беғиёда ва нуқсон ўшул “Фатҳнома”ким, Шайх Зайн инио қилиб эди, сабт бўлди[10,б.290].

Moreover, the izafet phrases with the word *master, owner* (noun + noun) make up 10: *соҳиби ҳидоя*, *соҳиби девон*, *соҳиб ихтиёр*, *соҳиб тажриба*, *соҳиби вуқуф*, *соҳибусул*, *соҳибқадам*, *соҳиб ҳимматон*, *соҳиби узр каби*.

Умаршайх мирзо воқеасидан сўнг менинг эшигимда соҳиб ихтиёр ул эди. Ичи тор ва кам ҳавсала ва фитна, қисқароқ киши эди[10, б.16].(After the event of Umarshayhk mirzo, this master was in my house, who was a shortminded person, difficult to deal with)

Соҳибқадам Комилнинг бир забунгина оти бор эди, тушуб манга тортти миндим[10, б.101].(Sohibkadam Komil had a horse, he gave me it and I rode it)

Кобулдин чиқиб, Иброҳимни босиб, Оғрани олгунча, Ҳожа Калон яхшилар борди, мардона сўзлар айтти ва соҳиб ҳимматон раъйлар кўрсатти, вале Оғрани олгондин неча кун сўнгра тамом раъйлари ўзга бўлди[10,б.271].

In the abovementioned examples there is an omission of и in the izafet phrases, which turn into the simple forms of the words due to the process of lexicalization, the others preserve the features of the free izafet phrases. The free izafet phrases are the rare case in Uzbek literary language and do not form new izafet phrases. The majority of Arabian and Tajik izafet phrases in the contemporary Uzbek language have an idiomatic-phraseological character and exist as the set-phrases and terms.

The three componential izafet constructions with the word *соҳиб* are met: *Соҳиби «Саҳиҳи Бухорий»*, *Соҳиби “Қасидаи Бурда”*, *соҳиб мансаби девон*.

Яна соҳиби “Саҳиҳи Бухорий” Ҳожа Исмоил Хартанг ҳам Мовароуннаҳрдиндур[10, б.44].

There are also cases where the izafet phrases in the form of a noun+adjective or relative adjective are used: *муши мушкин*, *мушки тар*, *пойи чўбин*, *хуки обий*, *шери обий*, *қўтоси баҳрий*, *хурмойи ҳиндий*, *олуғи бухорий*, *жавоби шофий*.

Яна бир сичқон Нижровда бўлур эмиш, муши мушкин дерлар. Мушк иди андин келур эмиз[10, б.23].

Яна киорадур, бисёр латиф иди бор. Мушкнинг айби будурким, хушкўли бордур, муни мушки тар деса бўлур. Бисёр латиф иди бордур[10, б.264].

These Persian-Tajik izafet phrases are formed on the bases of the Arabian lexicon: *воқеаи узмоким*, *воқеаи ҳоила*, *улуми зоҳирий*, *улуми ботиний*, *мури иттифоқий каби*.

Ҳар қанча бу воқеаи ҳоила хотиримга келса, бехост ҳолим мутағаййир бўлур[10,б.289].

The izafet phrases in the form of noun + participle are also met in the work: *тахтиравон*, *рўбаи паррон*, *реги равон каби*.

Нижров тоғларида рўбаи паррон бўлур. Рўбаи паррон бир жониворедур, мушукдин улўроқ, икки қўли била икки бутининг орасида пардадур, шаппаранинг қанотидек доим келтурурлар эди[10, б.123].

In some parts of “Baburname” the chain izafet phrases are used. The components of these izafet phrases consist of Arabian words. The head and subordinative words in these constructions have the inverted form, which is seen by comparison: *Азимати мустақарри хилофат*(noun+participle+noun) – *Directed to the contries of Khalifate*; *Доҳили мамолики маҳрус*(participle+noun+participle – *Penetrating into defended countries*; *Жамъи бесаодати жоҳил*(noun+adjective+participle)- The evildoer like unhappy group of people.

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Ул жамъи бесаодати жоҳил насиҳатни қабул қилмай, паришон жавоблар[10, б.197].

Zakhriddin Mokhammed Babur was not only a king, a poet, a writer < a historian, an ethnographer, but also a literary critic. Therefore, there are some terms of literary criticism related to the metric foot of aruz, which are used in the chain izafet constructions: *Зарбгоҳи маҳбуни маҳфуз*(noun+participle+participle), *Рамали мусаддаси маҳбун* (noun+participle+participle), *Рамали мусаддаси маҳбуни аруз* (noun+participle+participle+noun), *Байти ҳасби ҳол*(noun+noun+noun).

Шайбонийхоннинг отиға бир туркий маснавий битибтур. “Рамали мусаддаси маҳбун”

вазнидаким, “Субҳа” вазни бўлғай, бисёр султ ва фурудтур, ани ўқуғон киши Мухаммад Солиҳнинг шеъридин безътиқод бўлур[10, б.163].

Ушбу ният била “*рамали мусаддаси маҳбуни аруз*” ва “*зарбгоҳи маҳбуни маҳфуз*” вазнидаким, мавлоно Абдураҳмон Жомийнинг “Субҳа”си ҳам бу вандадур, рисола назмиға шуруъ қилдим, ҳам ўшал кечаўн уч байт айтилди[10, б.318].

In conclusion it should be said that the reason of excessive using of the Tajik izafet phrases by Babur was the tradition of Turkic Arabian language. Babur, as the other writers used the izafet constructions in order to make the language of his work expressive and solemn.

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POETIC CONSTRUE OF THE SYMBOL OF “IMAGINATION” IN CHULPAN POETRY

Abstract: In this article, the poetry of Abdulkhamid Chulpan analyzed the artistic interpretation of the symbol of imagination. The author explored the poet's imagination in three different ways – an element of creative thinking, the essence of the dream of independence and the distortion of ideals.

Key words: classic traditions, imagination, poet's dreams, Chulpan's dream, Representatives of Jadid literature, Turkistan and its history.

Language: English

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Introduction

Abdulkhamid Chulpan updated the classic tradition of our national poetry. Traditional images and symbols have been poetic interpretations of poet's creativity. According to Professor Nurboy Jabborov: “The great poet moved to the language of poetic symbols and signs, the emotions like waves, irreproachable dreams as well as their enthusiastic harmonies” [3,45]. While bringing new sounds, new genres and characters into poetry, Chulpan used the experiences of West, in particular, Russian literature. His translation of Russian and European poetry became a kind of creative school. As it is known, while translating from literary works of world literature, creative styles, poetic images and symbols, their ideas of artistic interpretation will be renewed. Chulpan who was looking for a new way of poetry, translated the poetry of Russian poets A.Pushkin, Alexander Blok, he did a creative process. However, the poet's creativity lead the principle of renewal of classic traditions, studying poetic experiences of great predecessors and enriching them with new interpretations. In this article, the poetic interpretation

of the symbol of the “imagination” was attempted to give an analysis of this creative process. the imagination can be found in several poems by Chulpan. According to Fitrat, “The poet's imagination, concept and comprehension are complete, a unique style is appeared. Imagination is the basis of creative thinking. That's why Fitrat explained the imagination with style. The imagination was also the factor that makes the poet feel flying. Chulpan was based on imagination and took a power from it in order to leave suffers, tortures which hurt the soul by colonial oppression. This poetic image was used in his poems. According to poet, imagination is a symbol of the nation's freedom and prosperity. Indeed, the body can be chained, but not the dream. The only thing was freedom in the heaviest colonial era” [3,45].

In Chulpan's poem “Suygan choqlarda”, we read the following lines:

*Go'zallarning malikasi ekansan,
Buni sening ko'zlarindan o'qidim.
O'qidim-da, istiqbolim qushiga
Hayolimdan oltin qafas to'qidim.*

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Translation:

You are the queen of the beauties,
I read it from your eyes.
After reading it, for my bird of future,
I created a golden cage in my imagination.

It is clear that the idea of the future is not only about Chulpan, but also all the people who lived at that time. It is true that the evil spirits of the illness have shattered their minds. Knitting the golden cage of the poet's dream of the future bird is a bright evidence of that. In Chulpan's poem "Am I a poet?" There are lines in the poem "My dream will fly away, and I will not give up." The poet often lives his own imagination. Because, imagination gives a comfort, forgets his pains, calms down his heart. Analyzing this poem, German literary critic Ingeborg Baldauf writes: "... The poet denotes his aspirations in proportion to the new reality and the new language; certainly, imagination is understood two ways: it represents at the same time a waste of action and still a goal that can be pursued, and at the last constitutes the opposite pole of truth. In his poem "I am a poet?", Chulpan hopes to see his dreams come true, and his thoughts in the sky, and he is convinced that he has become an ideal fantasy. So, he says:

*Xayolim ko 'klardan tushib ketadir,
Shoirlik chang bo 'lib uchib ketadir...*

Translation:

My dream falls from the sky,
Poetry flies away like dust.[1,52-53].

The analysis shows that the symbol of imagination in Chulpan's poetry is really appeared contrasted image. Sometimes this symbol is proof that the independent idea of liberation, the poet's ideals of freedom, some of his poems, and his dreams come true in his poetry. But it should be noted that Ingeborg Baldauf's ideas about this poem required discussing it. Firstly, as the scientist told that Chulpan's ideal isn't common imagination, his literary-aesthetic opinions were expressed and the symbol of imagination showed the scale of creative thinking in it. After all, poet's dreams distinguish with walking thousand floor skies than other people.

*Uchadir... uchadir... ming qavat ko 'kni,
Bir boshdan siypalab o 'ta beradir.
Zerikmay, erinmay ketaberadir,
Ba 'zan hovliqtirib jinni yurakni...*

Translation:

It flies, ...it flies... a thousand floor sky,
It passes to scratch the beginning of it.
It goes not to be bored, not erased,
It makes hurry a mad heart.

Secondly, if Chulpan was convinced that his ideal would become a fantasy, he would not have written his feelings about his imagination with a good view and his dreams of dying in taste. According to poet's word, harmony is:

U holni borliqning so 'zlari bilan –

Anglatish qo 'limdan kelmay qoladir...
Deymanki: "Boshqalar bilmay qoladir –
Shunday go 'zallikni! Attang, agar men
Rassom bo 'lsam edi, chizib berardim.
O 'xshash nusxa bilan yozib berardim,
Shu ojiz holimda shoirmanmi men?..."

Translation:

I couldn't mean this situation with the words of existence,

I say that others can't know like this beauty, unfortunately,

If I was an artist, I would draw. I would write with the similar copy,

Am I poet with this weakness?

True, at the end of the poem, it is pointed to in the mirror of the verse as an expression of emotions. However, it should be remembered that only one of the meanings expressed in this poem is one. A.Sa'di who's Chulpan's contemporary wrote like that in article of "Uzbek young poets. Chulpan".

He describes beauties which have found to search for willingly, the whole existence and any person can't express and he is in torture from weaknesses. Certainly, this complement is true. But the great poets of the world have been completed until this time and they'll do. The language and the language in front of them are either ineffective or incomprehensible to their wishes and all the spiritual waves.[5,26].

In Chulpan's works, the national spirit and sensual emotions are brightly expressed. The views expressed in literary-aesthetic and creative-psychological aspects of the symbol of fantasy in the works of art written in the book "The memory of the Road" also confirm this. According to literary critic Homil Yakubov, "Chulpan tried to solve one of the most important problems of his own creativity, relying on the concept of "Imagination". He illustrated the artistic role of the imagination in the discovery of creative findings in his analysis of several poetry" [2.23].

Chulpan wrote like that in his "The memories of the road":

"There is not anybody who can give a hand,
I'm alone.

Those who believed that they were my best friends did not know except "good bye": they don't think about it completely. I went out with anxiety and sadly. Loneliness, the weight loss that I learned from the land, crushed me down, and I was a bit miserable. After that, old acquaintance support me, it's imagination. While I was lying in soft blue sky with it, my body moved to the front without tired.

Indeed the creator is not alone but with his thoughts. Imagination is his single companion in difficult times, unpleasant moments or when he is alone. Actually the ability of the creator is estimated with his loneliness. Since imagination is the symbol of reality, dreams, ideals as well as their literal reflection.

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“I’ll devote my voice for the stars of reality which follows dream”. These are the words of writer which shows the literal features of imagination. “Imagination is reflected as the inspiration of a poet, his moral companion. Spiritual state of heart is connected with the lyric image which the poet has created. He says that he imagines social, national conflicts and revolutions because of thoughts. So there is a fear of reality” [2,24].

Chulpan’s dream was not just fake. It was a dream which was aimed, emerged, felt by the poet and could be achieved. He used imagination as a symbol of national independence, dreams or regrets about free life. Representatives of Jadid literature ignored the themes of traditional love but they wrote poems about love for native country and nation, their independence. Indeed, their thoughts were not about the feelings of lover who lost his true love but the bitter fate of Turkistan and its history. They realized that nation can not achieve happiness since it doesn’t have own rights. Because of this reason, Siddikiy-Ajziy burned his poems, which had beautiful, deep meaning. Furthermore, it is the single reason for the loss of Avloni’s romantic poems [7,270].

So, it will be appropriate if we interpret the following words depending on the poet’s love for his country and its independence:

Ko’ngildagi muhabbatning uchqunin
Xayolimning bir burchiga berkitdim.
Ul uchqunning kuchligidan siynamda
Hech tuzalmas, og’ir yara bor etdim.

Translation:

The feeling of love was hidden,
In one side of my mind.
There is a grief in my heart,
That no one can find.

There is no doubt for that the poet’s love in his heart is related to the dream of independence. Obviously, the only thing, which he could do, was hiding his feeling in his heart because of merciless regime of that period. It was such a strong feeling that was always painful. He had regrets due to unrealized dream of independence.

According to Professor Nurboy Jabborov: “... The poet considers imagination as a symbol of freedom and development. A person’s body can be arrested but not his thought. Imagination was the only thing, which could be free on that time.

No one can own the freedom of dream. But what if it is unrealized. It was the heartache of the poet:

*Keng xayollar uchdimi ko’kka
Butun umidlarim yovlarmi ko’mdi.*

Translation:

Did dreams fly in the sky?
Did enemy make hope die.

When Imagination can give power to a person? When it is realized... Or else it is still heartache. If the dream is not realized, a goal can not be achieved.

Obviously, only imagination or dream cannot provide satisfaction for a person...” [3,46].

In reality an arrested person’s thought cannot be ruled. He can dream, as he wants. There is no limitation. One can say without hesitation that imagination can save a person from unpleasant moments and give freedom for his soul.

The symbol of “Imagination” plays very essential role in the interpretation of poet’s ideals. The question, which asks in which situations dream cannot help people, supports to understand the essence of symbol. Dream is not a materialistic concept. If the person has a strong wish for wealth, he cannot be the owner of artless dreams. The heart, which wants richness, is willing to be slave. There is no wish for freedom. Freedom and liberty is the single ideal for the poet who realized that there was no knowledge of independence in people’s mind. Chulpan could describe the live for freedom, missing and fighting for it with the help of his poetic talent. Freedom was not just stilted dream but the meaning and aim of his life, hope and future. It was his everlasting dream. He existed with that dream...” [7,92].

The following research of poetic symbol gives an opportunity of deep knowledge of poet’s creative biography. The symbol of “Dream” was a means of reflecting the feeling of freedom for the poet and he began to fail because of difficult historical period, violence rise, destroy the nation’s life. As for the Professor Dilmurod Kuranov: “Chulpan’s poem “Aldanish” (“Being deceived”) was written later August in 1922. One comes across these words in his poem:

Oh, endi bildimki, barchasi xayol,
Barchasi bir totli shirin tush ekan.
Ket, yo’qol kozimdan, haqiqat, yo’qol,
Bag’rimga botmoqda og’uli tikan, –

Translation:

Oh, I knew that everything is dream,
All of them are just sweet dream.

Go away reality, one cannot follow,
The only thing I felt is a deep sorrow, –

Although it was so sorrowful, poet had to accept reality. Finally, Chulpan admitted everything in the middle of 1923. In his poem “Men ham sevaman” (“I also love”) which was written in that period, the poet gave replies for questions mentioned in the poem “Aldanish” (“Being deceived”) as well as motivating for the love of country [11,19-20].

Depending on the analysis of poetic symbol “Dream”, one can conclude that Chulpan could place several meanings to the essence of dream. “Dream” was a symbol of freedom and liberty in his mind. He relied on the dream in the most difficult moments of life. Furthermore, dream was a power of inspiration for him. So, learning this poetic symbol plays very important role in the study of Chulpan’s creative biography. Obviously, it is impossible to reflect the whole features of this poetic symbol in a single article.

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Consecutive investigations in this issue can lead to the new scientific-theoretical conclusions, which are very essential for today's poetry.

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DEVELOPING THE FOOD ORIENTATION OF AGRICULTURAL PRODUCTION AND THE NEED TO DEVELOP AGROMARKETING

Abstract: *The article examines the need for the development of agromarketing in the conditions of strengthening the food orientation of agriculture, as well as the possibility of developing production and increasing the export potential of horticulture, viticulture and vegetable growing in the Namangan region of Uzbekistan.*

Key words: *horticulture, viticulture, vegetable growing, agromarketing, food orientation, agriculture, export potential.*

Language: English

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Introduction

The article examines the process of strengthening the food orientation of agriculture, as well as the possibilities of developing production and increasing the export potential of horticulture, viticulture and vegetable growing in the Namangan region of Uzbekistan.

In recent years, Uzbekistan has significantly accelerated the processes of modernization and liberalization of the economy and particularly, agriculture. Action strategy for further development of the Republic of Uzbekistan in 2017 – 2021 provides for deepening structural changes and consistent development of agriculture, further strengthening of the country's food independence, expansion of production of environmentally friendly products, a significant increase in the export potential of the agricultural sector, as well as optimization of acreage by reducing cotton and cereal crops, placing potatoes, vegetables, fodder and oilseeds, new intensive orchards and vineyards on the freed up areas(1).

Since 2017, agriculture in Uzbekistan is increasingly focused on ensuring food security and well-being of the rural population. The decree of the President of the Republic of Uzbekistan "on measures to further ensure food security of the country" clearly outlined further actions necessary to fully meet the demand of the population for quality and affordable

food products (2). In other words, the functioning and development of the industry should be based on a more complete use of the market mechanism, which imposes appropriate requirements for the organization of agromarketing.

It is known that agromarketing covers all stages of creation and passing of agricultural products: studying of requirements, forecasting of demand, the organization of processes of sale of production, assortment policy and development of the production program.

Strong competition between producers in the conditions of maintaining low prices for agricultural products, as well as strong dependence on weather and climatic conditions significantly complicate the possibility of using modern marketing methods in agriculture. However, this does not negate the need for effective management, rational planning of marketing activities, constant analysis of its results.

Marketing is the most effective means of organizing the sale of products, sales promotion and promotional activities. The variety of agricultural products produced largely requires the use of different approaches of marketing activities in the production and distribution of products.

Marketing activities in agriculture should be organized taking into account the following circumstances:

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- natural conditions of production, productivity and level of intensity of use of agricultural lands;
- the importance of the goods or products, which determines the special requirements for the processes of production, storage and transportation;
- mismatch of periods of production and consumption of products;
- seasonality of production;
- variety of forms of ownership of economic entities (personal subsidiary farms, peasant farms, farms, agricultural firms);
- The length of production and consumption cycles, making it difficult to make marketing decisions in a competitive environment, the complexity of meeting special requirements for quality and delivery times;
- Higher in comparison with other systems of agromarketing sensitivity and susceptibility to the effects of various factors;
- Low level of use of marketing research and development in the agricultural sector in comparison with other industries, lack of experience in this area (3).

Successful completion of the task of agromarketing imply legal (the inviolability of private property, the rights of farmers, the legal norms), institutional (state and non-state institutions that support farmers), economic (the presence of economic entities with the necessary volumes of capital), financial (the ability to attract financial resources from other sectors and industries, state financial support), personnel (training and retraining), research and development (scientific research, selection work) prerequisites, market infrastructure and, what is also important, the preservation of national traditions of growing food crops, respect for dehqan labor. In Uzbekistan, the reform and restructuring of agriculture implies further strengthening of these prerequisites.

In general, Uzbekistan has favorable conditions for the production of sufficiently competitive agricultural products, including fruits and vegetables, fruits and grapes. In 2018 in Uzbekistan were produced 6124 tonnes, 2300 tonnes of raw cotton, 8661 thousand tons of vegetables, 1607 tons of melons, 2411 thousand tons of potatoes, 2100 thousand tons of fruits, 1314 thousand tons, 18 thousand tons of cocoons (4). According to official data, per capita consumption of vegetables per year exceeds 270 kilograms, fruits-140, potatoes-55, meat and meat products-40, sugar-30, eggs-210 pieces, milk and dairy products-270 liters, vegetable oil-25. According to the recommendations of the world health organization, the norms of consumption of fruits and vegetables for an adult are 400 grams per day. Therefore, according to this indicator, in Uzbekistan, residents are provided with a diet five times higher than this norm.

At the same time, the export opportunities of the industry are not fully used. In 2017, 860 thousand tons of fruits and vegetables were exported for 620 million dollars, i.e. less than 4 percent of the total production. In 2018, exports in the amount of 1 million tons and 1 billion dollars, and in 2019, the volume of exports should increase by 1.5 times. The measures taken in recent years have made it possible to achieve this.

In 2017, as part of the implementation of measures Of the strategy of priority directions of development of the Republic of Uzbekistan, 13 thousand hectares of intensive orchards and 7.3 hectares of vineyards were created, 15.4 thousand hectares of orchards and 9 thousand hectares of vineyards were reconstructed, 147 projects in the field of fruit, vegetables and meat processing were implemented for a total cost of 147 million dollars. This was due to the reduction of areas under cotton by 49 thousand hectares and under wheat-by 10 thousand hectares. in addition, the area of potatoes increased by 8.1 thousand hectares, vegetables – by 27.2 thousand hectares, intensive gardens – by 5.9 thousand hectares. the President of the Republic of Uzbekistan sh. m. Mirziyoyev has repeatedly stressed the need to continue structural reforms in agriculture and the cultivation of export-oriented crops in the liberated areas, which are in great demand both in the domestic and foreign markets (5).

In 2018, there was a noticeable shift in the introduction of market mechanisms in the agricultural sector, a cluster system is being introduced, which will essentially overcome the direct state intervention inherited from the Soviet period in the production and financial activities of agricultural entities. The old traditional branches of agriculture are being revived and new ones are being created: modern greenhouses, fish farming, beekeeping, poultry farming, horse breeding, licorice, saffron, bitter pepper, garlic cultivation, expansion of the practice of secondary autumn sowing of vegetable crops, household management(3). All this creates favorable conditions both for a significant increase in the supply of agricultural products in the markets and for the creation of rational competition between producers.

In the total supply of agricultural products, the share of food products increases, which is the result of diversification of agriculture with an increase in the share of food directions in it. It should be noted that in 2016 – 2018 the land area under cotton significantly decreased in Uzbekistan. In 2018, 2300 thousand tons of raw cotton were produced, which is 1.5-2 times less than in previous years. In the structure of agricultural production there is more space for food and, although to a lesser extent, forage crops.

Modernization of the total supply of agricultural products in modern conditions is based on the use of intensive factors in production on the basis of improving the land reclamation condition. For these purposes, in 2019, 1.7 trillion will be allocated from

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the State budget. sums and 84 million dollars of funds of international financial institutions. In 2019 – 2020, stable irrigation of 1200 thousand hectares, saving of 1700 million cubic meters of water per year will be provided, the reclamation condition of 600 thousand hectares will improve. In 2019, a number of investment projects worth 1870 million us dollars are planned to be implemented in the agricultural sector.

In the regions, the growth of yields of food crops is hampered by factors such as poor equipment, which is associated with a lack of investment in the industry, the shortage of irrigation water and the practical lack of application of irrigation water saving technologies, in the foothill zone is mainly used irrigation with electric pumps, which significantly increases the cost of products. To mitigate the impact of such factors in 2018, Namangan region carried out work on the implementation of 360 projects directly or indirectly related to the expansion of the export potential of the food complex of the region.

In Uzbekistan, the production of agricultural food is also important for export. The structure of agricultural exports has undergone significant changes in recent years. The export of raw cotton has ceased to be a decisive item of national exports. The course is taken to completely abandon the export of raw cotton and replace it with the export of finished products with high added value. Currently, the diversification of exports is important, it is necessary to expand the range of agricultural goods sold abroad, as well as to overcome the predominance of certain types of goods in the export structure. In this regard, it is important to expand the geography of exports, which significantly reduces market and other risks associated with the sale of goods. In recent years, positive trends have been observed in the geography of exports, for example, in the export of fruits (table 1).

Table 1.

№	Product name	2015	2016	2017	2017 / 2016
1.	Grapes, fresh or dried	7884	8126	8597	105.8%
2.	Dried fruit	1507	1024	5973	483.3%
3.	Walnut	836	2363	2718	115.0%
4.	Fresh melons and watermelons	718	750	1016	135.5%
5.	Apricot, cherry, peaches, plum	2	2	11	450.0%
6.	Other fresh fruit	27	38	41	148.1%
	Total	10 974	12266	18315	149.3%

The table shows that the volume of exports to the EU is still small. However, there are positive trends indicate. So, we can say that Uzbek exporters are quite capable of conquering this market. In General, the geography of fruit and vegetable exports is expanding dynamically. If these products were traditionally exported to the markets of the Commonwealth of Independent States (mainly to Russia and Kazakhstan), now this list includes countries such as Norway, Thailand, Vietnam, Malaysia, Indonesia, Brazil, Cyprus, Macedonia, Chile, Japan, Romania, Slovakia, Canada, Bulgaria and the United States. For example, Uzbek cherries and melons have established themselves in the markets of Belgium, Norway and the Baltic countries.

For the formation and development of the modern agricultural market in Uzbekistan, the creation and effective functioning of specialized farms

are very important, the priority orientation of family farms on horticulture, vegetable growing and viticulture, the acceleration of agro-industrial integration in the industry (farmers establish industrial processing of their own products) will also give a tangible market effect. These economic entities are inherently receptive to innovation. All this is supported by positive trends of technological renewal, rapid growth of lending by banks to economic entities of the industry, the annually observed trend of reducing the tax burden on private business. In addition, the production infrastructure is mainly financed by the state, there is a market infrastructure for the sale of industry products, there is a steady demand for industry products in the domestic and foreign markets. In addition, from November 1, 2018, the exports industry is almost completely free mode – abolished prepayment, mandatory export contract and

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registration, we have simplified customs procedures and, also very important, the government abolished the monopoly of the multi-state business entities for export of fruits and vegetables.

The revival of a separate sector of the agricultural market can be observed on the example of sericulture. It creates a single organizational chain that incorporates all processes—from the provision of fodder to the production of finished products. 600 hectares of land have been allocated and special farms have been established to strengthen the forage base, grow mulberry seeds and create nurseries. The total area of plantations of mulberry, the leaves of which are fodder for the silkworm, is 45.7 thousand hectares. In autumn 2017 and spring 2018, 25 million mulberry seedlings were planted across the country. Another 39 million were delivered from China. Bushes'. The volume of exports of the industry in 2016 amounted to 22 million dollars, and in 2018 exceeded 50 million dollars. Employment in the processing part of the industry in 2018 reached 15 thousand workers. 2-3 years ago it did not exceed 2 thousand people.

In the Namangan region in 2017, the area under vegetable crops amounted to 194 thousand hectares, i.e. they became comparable to the area under cotton and grain crops. From year to year the yield of vegetable crops grows. In 2017, the gross harvest amounted to 10.1 million tons, which is more than the volume of 2013 by 44.8 percent. However, in the field of crop yield growth is hampered by factors such as poor equipment, which is associated with a lack of investment in the industry, the shortage of irrigation water and the practical lack of application of irrigation water saving technologies, in the foothill zone is mainly used irrigation with electric pumps, which significantly increases the cost of products. In 2018, the Namangan region carried out work on the implementation of 360 projects directly or indirectly related to the expansion of the export potential of the food complex of the region.

It should be noted that both in the country as a whole and in the Namangan region, the technical and technological backlog of agriculture has not yet been overcome. The material and technical equipment of the industry does not meet modern requirements, there is a shortage of specialized equipment, its prices are unattainable for the main part of agricultural producers, the needs for mineral fertilizers and biological and chemical protection are not fully met, they are set monopolistically high prices, modern agricultural equipment is replicated slowly (7).

The researchers note the persistence of difficulties in the field of sales. Wholesale buyers of the domestic market and large processors buy products at unreasonably low prices, due to their monopoly position and insufficient development of wholesale trade channels. Voluntary and compulsory fixation of manufacturers to large buyers of their products and the obligation of preliminary conclusion of supply contracts negates the marketing activities of manufacturers. The study of foreign markets are engaged in structures that have no direct interest in the results of production. Difficulties remain in the delivery of products to distant consumers. Storage capacities, despite their accelerated expansion, are still insufficient for long-term storage of products in large volumes, which forces the manufacturer to sell its products at low prices and increases the seasonal nature of production and the disproportion between supply and demand in the market (8).

By mid-2019, 31 agrologistic centers were functioning in Uzbekistan, the total capacity of 1500 refrigerators was 760 thousand tons. However, they cover only 4.5 to 5 per cent of fruits and vegetables produced. Therefore, for 2019 – 2021, it is planned to store 3 million tons of products in Andijan, Bukhara, Jizzakh, Samarkand, Surkhandarya, Tashkent, Fergana and Khorezm regions at the expense of international institutions.

Further elimination or mitigation of the above factors will significantly contribute to the development of agromarketing and fuller realization of export opportunities and potential of the regions for the production of agricultural products of food orientation.

Favorable conditions for the successful development of agromarketing are created by the adoption of the Concept of the strategy for the development of agriculture until 2030. It provides among other measures and very important for the development of a modern and efficient agricultural market measures:

- giving agricultural producers the freedom to choose their crops and markets;
- from 2020, the transition to market pricing for all crops;
- real consolidation of the right to use land;
- increase of fertility of the earth, protection of the rights of originators of plants;
- increase in agricultural exports from 2.3 billion to 20 billion dollars by 2030;
- rational management of water resources (transition to market principles), water saving (9).

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INTERACTIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE AT HIGHER EDUCATIONAL ESTABLISHMENT

Abstract: The author of the article raises the question of the need for a theoretical justification for the use of interactive technologies for teaching a foreign language to increase the effectiveness of the formation of professional foreign language competence among students. The article discusses the issues of teaching a foreign language in educational institutions with a non-linguistic profile using interactive technologies.

Key words: current ,development, educational process, technologies, process, knowledge, role, knowledge, traditional, interactive learning, modern methodology.

Language: English

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Introduction

In teaching a foreign language, computer technologies are widely used. The specificity of a computer as a learning tool is associated with its characteristics such as complexity, versatility, interactivity. Interactive training based on multimedia programs allows you to more fully realize the whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. When updating the content of education and mastering new forms of organization, the role of the teacher as a participant in another pedagogical reality also changes: not the translator of knowledge, but the organizer, leader and accomplice of the educational process, built as a student's dialogue with cognizable reality. Nevertheless, from the results of recent studies, it follows that most teachers still consider the knowledge of their subject, the ability to express it and timely control the knowledge of students as the main criteria for evaluating their pedagogical work. Much fewer teachers recognize the highly developed ability to maintain the interest of schoolchildren in their subject, organize their systematic, independent work, knowledge and possession of group and individual

learning methods, knowledge of developmental psychology, new pedagogical concepts, and the use of new pedagogical technologies. Over the past few years, particularly close attention has been paid to the use of innovative technologies in the teaching of a foreign language and other disciplines. In teaching a foreign language, the use of innovative technologies allows students to take a fundamentally new level of mastering a foreign language, increase the motivation for learning, and prepare for various exams and tests.

Materials and methods

The word "interactive" is derived from the word "interact" (English), where "inter" is mutual, "act" is to act. "Interactivity" means the ability to interact or be in dialogue mode. Consequently, interactive learning is, first of all, interactive learning. Dialogue is possible with traditional teaching methods, but only on the lines "teacher — student" or "teacher — group of students (audience)". In interactive learning, dialogue is also built on the lines "student — student" (work in pairs), "student — group of students" (work in groups), "student — audience" or "group of students — audience" (presentation of work in groups), "Student is a computer", etc.

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The use of interactive technologies in the English lesson and in extracurricular activities on the subject makes the learning process vivid, exciting and memorable. Students work actively and with great desire. Consequently, the motivation of students to learn a foreign language and cognitive interest in the topic and subject are increased. As a result, the assimilation of educational material becomes effective, which leads to the achievement of better and stronger knowledge of students.

The use of interactive technologies in teaching a foreign language helps to form, develop and further improve foreign-language communicative competence of students (speech competence, language competence, sociocultural competence, compensatory competence, educational and cognitive competence). This subject competence is one of the main goals in learning a foreign language at the basic level of secondary (complete) general education.

In addition, the use of interactive technologies in teaching a foreign language allows the formation of key competencies of students, such as communicative competence, value-semantic competence, general cultural competence, information competence, social and labor competence and personal self-improvement competence. And as a result, society receives a harmoniously developed competent personality that can adapt in the social world.

A foreign language has a number of features that must be taken into account when organizing training, namely:

interdisciplinary — the content of speech can information from various fields of knowledge;

multi-level — on the one hand, it is necessary to master various language means, on the other hand, skills in four types of speech;

poly functionality — a foreign language can act as the goal of learning and as a means of acquiring information in other areas of knowledge;

situational — the solution of specific communicative tasks in the context of situational foreign language communication

At this stage, the main goal of teaching a foreign language is to form a communicative competence. In the ability and willingness to carry out foreign language interpersonal and intercultural communication in a real language environment.

The main learning strategy is a personality-oriented approach, which puts the child's personality, his abilities and abilities, inclinations and needs at the center of the educational process. All this can be implemented on the basis of new educational technologies.

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the ability to understand and reflect on what they know and think.

Interactive technologies include:

Dialogue communication

The acquisition of self-acquired experienced knowledge and skills

The development of critical thinking

Development of problem solving skills

Integrated interaction at the level of thinking, reproduction, perception

The formation of personal qualities of students

Interactive learning simultaneously solves several problems: develops communication skills, helps to establish emotional contacts between participants in the learning process, solves the information problem, as it provides students with the necessary information, without which it is impossible to implement joint activities; develops general educational skills and provides an educational task, as it accustoms you to work in a team. So, let me bring to your attention several interactive learning technologies that I widely use in lessons.

Technology "Carousel".

Like many interactive technologies, the carousel is borrowed from psychological training. Students usually enjoy this type of work. Two rings are formed: internal and external. The inner ring is the students standing motionless, facing the outer circle, and the outer one is the students moving in a circle every 30 seconds. Thus, they manage to speak several topics in a few minutes and try to convince the interlocutor of their correctness. Dialogues of etiquette character, the theme of acquaintance, nationality, conversation in a public place, etc. are perfectly worked out. The guys talk enthusiastically, the lesson is dynamic and effective.

Technology "Theater" is somewhat akin to a performance where viewers act as observers, experts, critics and analysts. Several students play the situation in a circle, while the rest observe and analyze. The task of the actors is to convey the corresponding mood, emotion, character trait, and the task of the audience is to notice, explain their findings, to tell on what they were based, what were guided by.

Technology "Sociological survey" involves the movement of students throughout the class in order to collect information on the proposed topic. Each participant receives a sheet with a list of questions-tasks. The teacher helps to formulate questions and answers, makes sure that the interaction is conducted in English.

Technology "Incomplete offer." Students are invited to read the unfinished sentence and quickly continue it with any words, the first thought that came to mind. Proposals begin very vaguely, so the guys have almost unlimited opportunities to finish it. They relate to various areas of life and can cover any topic.

The "Group Story" technology is implemented in two ways. During the first method, each student adds one sentence to an already begun story. By a certain signal (in a minute) a sheet with an unfinished story is transmitted further in a circle. The second

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method is well suited for practicing the topic of “interrogative words.” The teacher asks questions in a certain order, each participant in the process writes an answer, folds a sheet of paper so that no one sees it and passes it to a neighbor. Movement takes place in a circle. Thus, in the end, several unexpected stories are obtained at once.

The technology “Do you believe that ...” this type of language practice can be used on any topic. Moreover, students are first invited to “believe” the teacher, and then come up with their own statements within the framework of a given topic.

The “Brain-ring” technology is very well suited for lessons-summarizing the material studied. The content of the rounds can be absolutely diverse, and cover such sections as vocabulary, grammar, reading, listening and writing. This technology requires serious preparatory work, which includes: choosing a topic, drawing up a task, creating a presentation, thinking through questions for attention, preparing blank answer forms, diplomas. At the beginning of the game, a jury is selected, students are divided into teams. Each round lasts 3 minutes, after which, the answers are submitted to the jury in writing. The correctness of the answers is checked and discussed after each round, and then a series of questions are asked for attention, which also brings additional points to the teams.

Technology “Role-playing game”. Role-playing game is a speech, game and educational activity at the same time. From the point of view of students, role-playing game is a game activity in the process of which they act in different roles. The educational nature of the game is often not recognized by them. For the teacher, the goal of the game is the formation and development of speech and student skills. The role-playing game is controllable, its educational nature is clearly recognized by the teacher. Since the role-playing game is built on interpersonal relationships, it causes a need for communication, stimulates interest in participating in it in a foreign language, i.e. performs a motivational and incentive function. Role play to a large extent determines the choice of language tools, promotes the development

of speech skills and abilities, allows you to simulate the communication of students in various speech situations. In other words, it is an exercise for mastering skills in interpersonal communication. In this regard, role-playing provides a learning function. A role-playing game forms the ability of students to play the role of another. There are a huge number of forms of role-playing games in English classes: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports, etc. How show the learning outcomes, the use of role-playing in foreign language lessons contributes to positive changes in students’ speech.

Below is an approximate plan for the role-playing game “At the Hotel”.

The topic of the lesson is announced and an introduction to the situation takes place. The teacher (the head of the game) sets the task, explains the conditions of the game, distributes topics-tasks for communication in English. All material is divided into fragments and a game program is offered. All possible dialogues and situations during the game are developed in detail during the study of the topic.

In the first lesson, students receive the names of foreign specialists. The role-play program is as follows.

The situation at the airport. Acquaintance. “

The situation “device to the hotel.” Number selection.

The situation “Problems encountered during the stay at the hotel.” The solution to these problems.

Press conference. Stories about their home countries.

Review of hotel accommodation.

In conclusion, we note the following: in order to increase the motivation of students in learning English, they should combine the use of interactive technologies with traditional teaching methods, thinking through the structure of the lesson, choosing forms, methods of work in the lesson, taking into account the individual abilities and capabilities of students.

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SOME PROBLEMS IN FORMING SOCIAL-EMOTIONAL COMPETENCIES ON ELEMENTARY CLASS PUPILS

Abstract: *In this article, the author asserts that young people have unique opportunities for development, their child's attendance in school, their role in psychological development and personality, their vocabulary, written speech, and social orientation in students before and after school. they are able to understand and make the right decisions.*

According to the author, it is possible to distinguish two opposing parts of mental processes in the formation of social and emotional skills in students: they are knowledge and skills, intellectual and affective parts.

Key words: *Cognition, imagination, memory, thinking, learning activities, interpersonal skills, self-management skills, vocabulary, oral speech, independent thinking, personality values, social and emotional skills.*

Language: English

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Introduction

The formation of social and emotional skills of elementary school students is one of the important problems of education in modern conditions. The significance of the problem of developing social and emotional skills in primary school students is also related to the specificity of social situations, poor communication with children, and increased interest in virtual reality. At the same time, social and emotional skills are the tools for learning activities and success in life. The results of a study by J. Mayer show that emotional intelligence accounts for between 1 and 11 percent of the person's existential success [1], according to A.I.Savenko this indication can increase to 25% [2].

Nowadays, the formation of socio-emotional intelligence and social competence is one of the main directions of pedagogical research. One of the most popular areas is the study of the impact of social intelligence on an individual's academic and life success. American scientist R. Sternberg proposed the "three-component" social intelligence: analytical, creative and practical. R. Sternberg interpreted the intellect as the basis for the academic and life success of an individual [3].

Since the end of the last century, the problem of the diagnosis and development of emotional intelligence in scientific psychology is being studied separately. This psychological research also helps to find pedagogical solutions to educational problems. In 1996, an Israeli scientist R. Bar-On announced his new test for emotional intelligence – "The Emotional Quotient Inventory". The proposed method reflects a number of questions concerning the diagnosis of emotional intelligence and allows calculating its coefficient. The test created by R. Bar-On is a non-cognitive description of a person's ability to act successfully in any social situation. The test reflects the five-block parameters and allows you to succeed in social relationships:

- "... self-awareness (self-awareness, self-confidence, self-esteem, self-expression, independence);

- interpersonal communication skills (interpersonal interaction, social responsibility, caring for others);

- adaptability (problem solving, realistic estimation, flexibility);

- stress management (stress resistance, impulsivity, control);

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- The ability to bear the burden (to feel happy, to be optimistic) "[4].

The study of social intelligence in relation to educational issues is being examined from different perspectives, constantly expanding and deepening. Intensive scientific research on social intelligence, especially in relation to human cultural behavior, is being carried out (Erez & Earley (1993); Triandis (1994); Gelfand, Erez, & Aycan (2007)). Researchers from different countries have developed original models of "cultural intelligence" as an analogy of social intelligence. Most importantly, a special instrument of measurement - the "Cultural Intelligence Scale" (S. Ang, L. Van Dyne, & Koch, 2003) was developed. Educators are currently focusing on bullying - psychological abuse, aggressive behavior of children and adolescents (S. Pabian & H. Vandebosch, 2016) [5; 6].

From the above analyzes, it is clear that social and emotional skills are needed in primary school students in order to build students' sanogenic thinking and to adapt successfully to learning and daily activities.

As noted by Vygotsky, research on the development of social and emotional skills in junior high school students is of particular importance for the development of this phenomenon [7]. This psychic process encompasses educational activities of students between the ages of 7 and 10. The purpose of the pedagogical process implemented in the elementary grades of secondary schools is to play a particular role in the socio-emotional development of students. The peculiarity of this period is that at this age children acquire the status of pupils. This is a transitional period whereby students combine activities with their pre-school activities in their activities. These qualities combine complex and contradictory situations in the behavior and mind of students. As with any transition, this age has its own rich development potential. The teacher should promote and support these opportunities in a timely manner. Their mentality develops as far as knowledge is concerned. Children of this age are distinguished from other children by their sharpness, clarity, purity, accuracy, their curiosity, credibility, brightness of mind, strong memory and clear thinking.

Reading is the main activity of young children. Attendance at school is very important for the psychological development and personality of the child. Under the guidance of a teacher in a child's learning activities, he or she learns the meaning of different forms of human activity and behaves within established ethical standards. In learning activities, the child exercises his will to achieve the learning objectives. Learning activities create new conditions for the development of the child's personality, requiring the child to develop adequate speech, attention, memory, imagination and thinking. For the first time, a child arrives at a new psychosocial system

with those around him. She begins to feel that her life has changed dramatically, that she has new responsibilities, not just attending school every day, but also obeying the requirements of educational activities.

Family members' interest in learning activities and achievements, as well as their oversight, new treatment and skills are the basis for a change in their social status and a change in their self-esteem. Adults teach the child how to read, play, ride, and more in how to properly manage his time. Thus, the child takes a new place in the family, where the child counts and consults, and the success of the pupil in school is a positive basis for his further mental development and personality formation.

The child begins to feel that he has a special place in the system of human relations, and that his parents, relatives, and neighbors are not accustomed to him as a child, but as an individual, who has duties and responsibilities, and is respected for his work. As a result, the child begins to realize that he or she has a role in family and community. During this period, the child's desire for "I want to do this" begins to dominate. Every student who comes to the first grade in school gets a mental tension. This is reflected not only in her physical health but also in her behavior, increased fear, and weakening of willpower.

By this time, the child will be able to achieve certain results by interacting with those around him, knowing exactly what he wants and his place in the family. It also has the ability to operate on its own, and can operate according to the situations and circumstances.

As a child enters school, your child's vocabulary will increase so that he can express himself. If at this age a normally developing child uses 500-600 words in his or her speech, a six-year-old does 3,000-7,000 words. Elementary students' speeches consist mainly of nouns, verbs, adjectives, numbers, and conjunctions, and distinguish which words they prefer and which ones cannot be used in their speeches. A child of 6-7 years can formulate sentences based on complex grammar. Throughout childhood, the child is actively absorbing and mastering the speech. A 7-9-year-old boy can not only express his thoughts in speech but also draw the attention of the other person.

During this period, written speech begins to take shape. The child needs to know that words are not spelled as they are heard, and they must learn to pronounce and write correctly. The child receives information about different texts based on his / her written speech. At this point, as written speech is only beginning to develop, the child has not yet developed the ability to control the thoughts, words and letters he/she writes.

According to B.Khodjaev, the development of pupil's thinking through didactic provision will lead to effective results. At the same time, she/he is given the opportunity to create. Independent creative work

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gives elementary pupils the ability to understand a given topic, identify its content, gather information to express its opinion, highlight the important aspects, implement it in a consistent sequence, and plan. Correct formulation, finding the right words and spelling them correctly, punctuation marks, finding and correcting their position are indicators of mental development.

Reading activities provide the essential conditions for the development of mentality, sensitivity, observational, remembering and recalling capabilities of a young schoolboy/girl, and develop competency skills. In the process of learning, he broadens his knowledge, interests, and develops his creative search ability, which increases the activity of his thinking, his independence, and his intellectual ability. At this age, the child's perceptions of accuracy, fluency and sharpness differ greatly from those of other age groups. Because he is attentive to everything, he is able to master the essential features of perception.

A 7-10 year-old student's perception is directly related to his / her behavior, play, and work activities, and he / she understands their needs, tendencies, interests and aspirations, living conditions, and what the teacher recommends.

As a first-grader, a child can also compare the color, shape, and size of the items and their location. It is important for a child to have a high level of sensory development to succeed in school. By the age of school, a normal child understands that pictures and images reflect real life. So he tries to find out what the pictures and images look like in real life. The child is aware that everything in the environment is in small shapes in images. These images develop aesthetic and artistic taste in the child. Because, through these pictures, the child understands, distinguishes, and expresses that the world is beautiful and it consist of various colours and form competencies.

The development of thinking can be seen in the health of children, the activeness of cognition. The child's curiosity is mainly focused on knowing and learning about the world around him. As a child, he tries to be aware of the mysteries of the universe. For example, a child can independently research what objects sink in water and which ones float. When a child is active in mental skills, he or she asks a lot of questions, and these questions are mostly different. The child is very interested in how much it snows and rains, where the sun is at night, how he drives cars, how far from the earth to the sky. A child of this age is able to think more deeply about what he sees and develop a more expressive thinking.

The fact that a child goes to school regularly causes him or her to change competencies towards the environment. The thinking of a junior high school student differs from preschool children and adolescents with their distinctive features such as logical thinking, reasoning, judgment, comparison,

and analysis. Teaching younger students to think independently in the learning process is an important condition for developing them.

According to E.A.Sergienko, the mind of an elementary school student is not yet fully prepared for his behavior, spiritual development and self-control. However, he argues that it is stable enough to actively participate in the process of interpersonal relations [9].

At the early school age, students form the basis of moral behavior. As a result, they are guided by the principles of morality and behavior. On this basis, students' social orientation activities begin to form. This is the basis for the formation of individual traits in students. As a result, they are able to think independently, freely, to perceive objective reality and make the necessary decisions.

According to V.P.Zinchenko, independent choice in activities is a personal quality of a person, which leads the individual to acquire certain values [10]. Learners apply these values to the learning process. Valuable intellectual aspects of social and emotional skills appear in all aspects of the life and activities of elementary school students. As a result, they regularly manifest themselves and act as subjects of their activities. This gives students a holistic development.

One of the features of the intellectual field of elementary school students is its intensity. However, it is during this period that the mental processes are underdeveloped. Elementary students do not yet have the ability to fully analyze what they observe. They do not always distinguish the focal point in what they perceive. In this period, students' thinking shifts from visual and figurative thinking to clear, understandable, scientific theoretical thinking. Also, their imaginations are constantly evolving and improving. Therefore, the processal aspect of social and emotional skills enables the students to realize their mental abilities. In this process, specific psychosocial functions are associated with the age characteristics of the learners.

The research shows that 7-year-olds often do not experience fear. Imperfections in perception and perception of emotions require that adults on the outside express their feelings. Thus, in many cases, the positive and negative aspects of communication influence the students. As a result, there are significant shifts in the formation of the social intelligence of students at the age of high school. The emotional and affective aspects of this development provide a commitment to the systematic, consistent development of self-governance. On this basis, students' social behavior and social-emotional skills are stable.

Specific functions of social and emotional skills are performed using diagnostic parameters. At the same time, all aspects of the student's practical activities are reflected in his / her social and spiritual life. In this case, the student acts as a subject of his or

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her activity. It should be noted separately as a strong factor. Because it is related to the orientation of the mind of a junior high school student. This orientation provides an intensive acquisition of skills and qualifications.

In summary, the formation of social and emotional skills in elementary school students is

dynamic. The level of social and emotional skills and the separate sources of development provide the basis for the analysis of the model construction that enables it to form. It helps to diagnose the level of formation of social and emotional skills, identify the goals of pedagogical prediction and pedagogical activity.

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DEVELOPING OF PROFESSIONAL COMPETENCE OF STUDENTS BY USING AUTHENTIC TEXTS IN TEACHING ENGLISH

Abstract: The article is devoted to the actual problem of using authentic materials in the process of teaching a foreign language. The use of authentic materials is considered as one of the basic requirements of a communicative approach, a specific feature of which is the desire to bring the language learning process as close as possible to the process of real communication, as well as a necessary condition for the formation of the sociocultural component of communicative competence. Features of integration of web resources into the process of teaching reading for specific information are considered. Methodological recommendations for teaching this type of reading are given.

Key words: criteria, authenticity, authentic materials, factor, authentic material

Language: English

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Introduction

Currently, the goal of teaching a foreign language is the achievement of communicative competence for subsequent communication with native speakers of this language. An important task of a teacher is to create real and imaginary situations of communication in a foreign language lesson using various working methods. Nowadays authentic materials are of great importance. The increased attention to the problems of teaching foreign languages is due to the fact that the main information and communication load falls on the language. Communicative pragmatic orientation determines the content of training, what communicative skills must be formed so that the student can communicate verbally and in writing. For example: say hello, give advice, consult with someone, while you need to master the speech system to perform communication

tasks, for example: how to say who you are, what you do, how to find out about something; how to understand the text at the level of meaning and at the level of meaning; what strategy to choose in reading, based on the goal that the reader sets; how to “squeeze” the text to convey the main thing.

Modern English reality is reflected in authentic materials. Authors relate to authentic materials articles, popular science texts, personal letters, and interviews, excerpts from diaries, fairy tales, advertisements, jokes, recipes and country texts. They emphasize the preservation of the authenticity of the genre and the fact that genre-compositional diversity allows students to learn about speech cliches, vocabulary, phraseology related to the most diverse spheres of life and belonging to different styles. Today, a lot of authentic texts are given in the methodology of teaching a foreign language

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Attention. There are several selection principles and approaches to determining authenticity.

The main criteria of authenticity is considered to be functionality, i.e. orientation of authentic materials to everyday use, creating the illusion of familiarization with the natural language environment, which is the basis of factor in the successful development of a foreign language. Work on functionally authentic material communicates the student to the actual conditions of use language, introduces him to a variety of linguistic- by my means and prepares for independent use the consumption of these funds in speech. Teaching a second foreign language helps to build intercultural communication skills. The principle taken as the basis for teaching multilingualism is based on the positive influence of one studied foreign language on another, i.e. on the phenomenon of transfer of skills, abilities and tactical and strategic communicative behavior.

Authentic texts can be useful in teaching a foreign language, as they often reflect a more modern situation in the world than educational materials in their native language, and therefore will be more interesting students. Authentic materials also help to dispel students' doubts about the practical use of a foreign language. The use of authentic texts in the process of teaching a foreign language in elementary school can have a different character — teaching the culture of the country of the language being studied. This is possible when using in the lessons in the case of teaching a foreign language children school age songs, fairy tales and other fiction intended for children of the specified age group.

The difficulty of teaching younger students is that if the preschool period is characterized mainly by game forms of cognition of the surrounding reality, then they are subsequently replaced by the educational form of activity and it is necessary for the primary school teacher in the learning process to ensure the transition from game activity to educational. One of the most popular and highly effective types of educational activities is the game. Game activity is used in learning for all ages, but since it was for primary school students that game activity was still prevailing quite recently, we will consider it in relation to children of primary school age. According to R.S. Nemova, the game “improves the objective activity, logic and methods of thinking, forms and develops the skills and business interactions with people”, and the communication that occurs during this game, “improves the exchange of information, improves the communicative structure of intelligence, and teaches to correctly perceive, understand and evaluate “interlocutors.

Equally, important is the development of foreign language communication skills among students. In this case, the game can simulate various speech situations, allowing preparing for the practical application of the received in a knowledge lesson. It is

widely known that the more playing techniques a teacher uses, the more interesting are lessons and the stronger the material is fixed. During the lesson the game is only a form of the educational task, which includes the linguistic, communicative and activity task. The game is considered as an exercise in which the opportunity is created for repeated repetition of the speech sample in conditions as close as possible to real communication with its inherent signs — the emotionally and purposefulness of the speech effect. Analysis of modern research on the problem of using the game in educational activities, allows Separates games into two sections.

The first section is “Preparatory Games”, contributing to the formation of speech skills. These include grammar, lexical, phonetic and spelling. Training students in the use of grammatical structures, requiring their repeated repetition, tires students of uniformity, and the effort expended does not bring quick satisfaction. Games will help to make boring work more interesting and exciting. Behind grammar is followed by lexical games, logically proper “build” the foundation of speech. Phonetic games are intended to adjust the pronunciation at the stage the formation of speech skills. And finally, for the development and development of speech and pronunciation skills to some extent spelling games whose main goal is the development of the spelling of the studied vocabulary. Most games in the first section can be used as training exercises at the stage both primary and further consolidation.

The second section is “Creative Games”. The purpose of these games is to further the development of speech skills and skills. The ability to show independence in decision scientific and research tasks, quick reaction in communication, maximum mobilization of speech skills — characteristic qualities of speech skill — may, in our opinion, be manifested in auditory and speech games. Second Games section train students in the ability to creatively use call up speech skills. A creative approach in educational activities is realized through role-playing games. It should be noted that the role-playing game in the lesson should be organized in such a way that students can make the most of the vocabulary and speech constructs worked out in the lesson. During the role-playing game, not only the words “roles” are pronounced, but also certain associated actions are performed that help relieve the tension that often arises in the process of speaking. In addition, this largely gives the game realism along with entourage, which attracts the attention of students and helps to become interested in the game process.

It is important to note that in combination with game activity, authentic sources are easier to learn and better absorbed by schoolchildren, since the game is a strong motivating factor. On the basis of literary texts, linguistic — phonetic, lexical, grammatical skills are formed. The development and improvement of skills

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in all types of speech activity — listening, speaking, reading, writing. At what stage in the training can literary texts be introduced? To work with educational and literary texts, it is recommended to use different types of reading: introductory, learning, viewing. Thus, for the most effective reference to fiction, students must have sufficient knowledge of the technique of familiarization and studying reading. At the initial stage, learning to read is preferred. With this type of reading, the most complete study of the information contained in the text occurs. The difference between literary texts and other texts used in the educational process is their authenticity, since they are not created specifically for teaching. This, in turn, also presents certain difficulties for the understanding of texts by foreign students.

So, a literary text, like any other text, is a unit of instruction. The main goal of such work in the lesson is understanding the text, its emotional perception. The achievement of this goal is largely facilitated by the described forms of working with text.

At the final stage, a discussion is organized on topic covered. Thus, the lesson implements a combination of competency, value and activity approaches to civic education of students using a foreign language. Among the objective results of mastering the educational program in the section “Communicative skills”, this type of speech activity, such as reading, is especially distinguished. The need to use information and information and communication technologies in the process of teaching a foreign language is undeniable, therefore the widely discussed topic of many modern researchers is the use of web resources for teaching foreign languages. An introductory reading is a cognitive reading when the entire text becomes the subject of the reader’s attention: there is no installation for specific information. The main communicative task: extract basic information. Such reading requires the development of the ability to differentiate the main and secondary information. Learning to read involves a complete and accurate understanding of the information contained in the text, and its critical reflection.

The task of a student of reading is to form the learner’s ability to independently overcome difficulties in understanding a foreign language. The object of study is the information contained in the text, and not the language material. View reading involves gaining a general understanding of the topic and range of issues addressed in the text. Search reading is aimed at finding in a text or in an array of texts specific data (indications, indicators, facts), i.e. specific information. Such reading presupposes the presence of the ability to navigate in the logical-semantic structure of the text, to select and combine the information contained in several texts. In an educational setting, search reading is an exercise. Mastering the reading technology is carried out as a

result of pretext, text and post-text tasks. Pretext tasks are aimed at eliminating probabilistic (supposed) semantic and linguistic difficulties in understanding the text and at the same time on the formation of reading and reading skills. Text jobs offer communicative settings, which contain indications of the type of reading and the need to solve cognitive-communicative tasks. Post-text exercises are designed to test reading comprehension.

Our study focuses on search reading and involves working with authentic text. E.G. Azimov and A.N. Schukin offer the following definition of the concept “Authentic text”: “... oral and written text, which is a real product of speech activity of native speakers and not adapted for the needs of students, taking into account their level of language proficiency”. The most reliable example of authentic text today are web resources. Among them can be distinguished such as: ebay.com, amazon.com and.com. These resources are online trading platforms where English-speaking sellers put up for auction their goods and services. Potential customers leave feedback and comments about the product using a “live” spoken language. When learning search reading at the middle stage, forest use these web resources when exploring lexical topics: clothing, gifts, sports, shopping, etc. As with any other type of reading, search reading using web resources involves three stages: pretext, text and post-text and follows the principle of “from simple to complex” in the distribution of exercises.

The pretext stage of teaching search reading using web resources (in particular, online trading sites) can consist of exercises such as “highlight keywords in the headings of the ads”, “use the keywords to determine the category of the lot”, “compare the picture with the heading of the ad”. Thus, the final task of the pretext stage will already make it possible to judge the degree of formation of the search reading ability. The text stage may include tasks such as “find answers to questions”, “collect keywords by sections”. Searching for specific information on the online auction page develops search reading skills, and identifying keywords in sections expands vocabulary and contributes to a deeper understanding of the lexical topic.

At the post-text stage, the degree of formation of the search reading ability is controlled. So, it may consist in filling out a table for several announcements. Learners may be offered collect information about the price, condition of the lot, seller, the rate and policy of returns. Our study allows us to suggest that the use of web resources, which are trading Internet sites, in a foreign language lesson provides increased motivation for students, “provokes” them to use meta-subject skills, helps to overcome language a barrier through the usual for many activities, the so-called “Internet surfing.”

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THE BRIEF REVIEW OF THE RESEARCHES OF “DIWANU LUGATI’T-TURK” DONE BY THE WORLD TURKOLOGISTS AND ON SOME PROBLEM OF TRANSLATIONS OF PROVERBS IN DIWAN

Abstract: Article is devoted to the study of the problems of translation proverbs and sayings used in “Diwanu lugat it Turk” one of the oldest written monuments of Turkic nations. It also exposes the problems of adequacy and word choosing in translation. There is also given the problems of translation proverbs and sayings used in “Diwanu lugat it Turk” one of the oldest written monuments of Turkic nations. It also exposes the problems of adequacy and word choosing in translation.

Key words: Old Turkic literature, “Diwanu lugat-it Turk”, literary devises, stylistic devises, proverb, scientific translation, literary translation, style, talent of translator.

Language: English

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Introduction

One of the significant features of the languages in old periods is their existence in manuscripts of the relevant time. The modern Uzbek is not only the system of communication of today, but the changed and developed language, derived from basic, simple dialect spoken in particular period of the history. Surely, many phonetic, morphological, lexical and other changes have occurred in it. The analyses of the works such as “Diwanu Lugati’t-Turk” (“Compendium of the Turkic Dialects”) by Mahmud al-Kashgari can serve to determine this evolution process and its steps, changes in the language.

Mahmud al-Kashgari was a great encyclopaedic scientist and Turkic linguist. It is worth pointing out that he is worldwide accepted as the scholar of dialectology and comparative methodology, and the first lexicographer who wrote comprehensive dictionary.

“Diwanu Lugati’t-Turk”, the unique encyclopaedic work of the scholar, due to its remarkable linguistic properties and literary features has not lost its importance for the present. The scientific value and literary charm of the work compiled in the 11th century have increased over time. Actually, today in almost all countries of the world “Diwanu Lugati’t-Turk” is studied and researched in different fields.

The work is the comprehensive dictionary of Turkic languages, as well as the historical-ethnographic and literary-linguistic encyclopaedia, the richest source for folklore, traditions and customs, proverbs and sayings of the Turkic people at a time.

The increasing number of researches by the world scientists on Old Turkic manuscripts proves the great contribution of Turkic people, especially Uzbeks to the world civilization.

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The only existing copy of the book re-published in 1266 in Damascus, was found by chance in 1915 in Istanbul by Ali Amiri Efendi.(1857-1923)

The finding of Ali Amiri was re-published in 1917 under the guidance of Talat Pasa (1874-1921) and editorship of Kilisli Rifat (1873-1953). This drew attention of turkologists from all over the world.

Later, in 1928 German linguist C. Brockelmann translated the work into German with explanations and published it In Leipzig. [1]

In 1939-1941 Turkish linguist Basim Atalay translated the Diwan into Turkish and published in 1942 the facsimile and in 1943 the indexed editions in Turkish Language Council Publishing.[2]

In 1960, an Uzbek scientist S. Mutallibov translated the full Diwan into Uzbek. [3] He used the 1917 Istanbul edition of the work by Kilisli Rifat in Arabic to perform the translation. During 1960-1963, a group of Uzbek linguists compiled special index-dictionary for the work. [4]

In 1972-76, an American turkologist James Kelly wrote his work, "Remarks on Kashgari's Phonology".[5] In 1982-85, "Diwanu Lugati't-Turk" was first translated into English by American scientists Robert Dankoff and James Kelly.[6] The translation consists of three volumes. First volume of 387 pages was published in 1982, second volume of 361 pages in 1984 and third volume of 337 pages in 1985 by Harvard University printing office.

Another scientist, conducted research on "Diwanu Lugati't-Turk" is A.M.Auezova from Kazakhstan. In 2005, she translated the full work into Russian.[7] The Russian translation consists of 1281 pages. The introduction includes the research data of A.M.Auezova on the work. The book consists of the introduction, the translation and the index. It should be pointed out that the above-mentioned translators performed the translations from the original.

Moreover, it is known that Turkish and French scientists such as Akhmed Zeki Validiy[8], Luis Bazin[9] also carried out scientific researches on the Diwan.

It is worth separately pointing out that special dictionary, such as "An etymological dictionary of pre-thirteen century Turkish" in 1972 by Gerard Clauson[10], and "Old Turkic dictionary" by scientists from Leningrad[11] were published for Old Turkic literary works.

Several fundamental researches on the Diwan were conducted also in Uzbekistan. The works by G.Abdurakhmanov, B. Khasanov, Z.M.Islomov, U.Z.Koriyev, G.Rasulova, A.Usmonov, K.B.Usmonov, S.A.Fayzullayev, N.Khusanov, N.Y.Shorakhmedova, A.Yunusov, M.Y.Khaximjanov and others deserve attention.

In his work, Kashgari collects Turkic sayings and proverbs and analysed them in special way from linguistic and ethnographic point of view. In the contexts of word combinations, proverbs and folklore,

he tries to determine semantic features of each Turkic dialect. It should be mentioned that "Diwanu Lugati't-Turk", one of the unique manuscripts, draws the attention of the world scientists due to its remarkable philological and linguistic meaning. Another important point, the researchers tried to perform adequate, near to the original meaning translation, of sayings, proverbs and folklore.

No one can define "Diwanu Lugati't-Turk" better than the author, Makhmud al-Kashgari himself: "I compiled the book in alphabetical order. I decorated it with specimens of Turkic proverbs, quatrains, folklores, and prose. To make the book easy for readers, I gave explanations for the points difficult to comprehend. The book is a work of many years. I paid special attention to the proverbs that have wise advisory features. They represent the bliss and sorrow of the people, their good and bad days and of this reason became their values". [11]

"Diwanu Lugati't-Turk" was indented for the Caliph of Baghdad of that time al-Muktadi. The Diwan contains, together with sayings of different nations and quatrains of war, about 300 Turkic proverbs and sayings:

Days and nights look like travellers. Whom they meet, they take his power.

Wealth of the people is their enemy too. All one owns looks like a rock rolling down. All men became depraved because of wealth. When they see money and properties, they rush them like eagles. Greediness makes them to gather gold. And this lead them to forget God, to get rid of own children and relatives.

Follow the ones who compassionate, learn from them, never be proud.

Sayings and proverbs in "Diwanu Lugati't-Turk" of Makhmud al-Kashgari show the dreams and goals, bliss and sorrow, victories and defeats, love and hatred of the Turkic people of that time lived in today's Central Asia.

In intra translation of the work into Uzbek, translations into Turkish, English and Russian the Turkic proverbs and sayings appear in Western version.

The English translation of work, especially translation of quatrains is considered as philological translation and does not tend towards literary translation.

If to analyse translation of the following proverbs, the translation of Dankoff and Kelly stands out for its scientific features, its attempt to clarify the original. The proverbs have equivalent translations. Although they lost rhyme and rhythm that are main features of proverbs, adequate translation of meaning is provided.

1. *öd* – time, times

In the original:

Öd kecher, kishi toymas, yalinuk ogli menu kalmas. [3, c. 79].

Modern Uzbek version:

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Zamon o'tar kishi to'yimas, inson bolasi mangu qolmas / Time passes, human is never full up, humankind will not stay forever.

Russian version: "time"

"Время идёт, и человек его не замечает. Но потомки Адама не живут вечно." [7, с. 84].

"Time is running and a man is not paying attention, however, descendants of Adam do not live forever."

English version:

Time (xamana).

Proverb:

Time (xamana) passes and a man does not perceive it, the sons of Adam do not live forever. [6, с. 34].

There are three points worth of attention in translations:

In English translation, in parentheses, there is given the Arabic form of the word. This refers to the language from which the translation was performed.

The phrase *yalinuk ogli* in the original was translated into modern Uzbek by S.Mutallibov in generalized form as *humankind*. However, *The sons of Adam* in English translation is closer equivalent to the original.

Kishi toymas in the original was translated into Uzbek literally: *human is never full up*. In English translation, this was translated as *a man does not perceive it*. This is nearer to the meaning in the original.

2. *ach*.

In the original:

Ach iz yamas, to'q iz temas [3, с. 108].

Modern Uzbek version:

Och nimalar yemaydi, to'q nimalar demaydi

Russian version: голодный

«Чего не съест голодный? Чего не скажет сытый?» [7, с. 114]

English version: "hungry"

"What won't the hungry one eat? What won't the full one say?"

This mean that the hungry one will not turn away food put before him, though he is held blameworthy by the full one who despises it. [6, с. 117].

The comparison of translations of sayings and proverbs in "Diwanu Lugati't-Turk" intra modern Uzbek, into Russian and English shows differences in their translations. Here the English translators used the following translation techniques to provide adequate translation:

- Literal translation of proverbs in the original;

- Together with the literal translation of proverbs in the original, adding extra explanations for the difficult to understand Old Turkic words to make them clearer for the readers of the translation;

- Use of alternative units in the language of translation.

The translation of sayings and proverbs has its own specifications. The translator is required to have high aesthetic sense and full knowledge of the original in order to create equivalent, to find words and translating solutions. From this point, the high quality of translators of "Diwanu Lugati't-Turk" can be clearly distinguished. Especially, the great translating skills of Robert Dankoff and James Kelly should be emphasised.

The comparative analysis of different translations of the work is of importance to assess the translations from literary and aesthetic points.

Due to this source, there has been gained rich experience of translation of Turkic sayings and proverbs into English and this sets Translation studies such interesting and actual problem.

This unique work by Makhmud al-Kashgari is in the focus of world scientists. To conduct overall researches on the work will surely make valuable contributions to the linguistics and lexicography.

The comparative analysis of the original and its translations, especially English and Russian translations, and assessment of their adequacy are the problems of high importance of today. It is a fact that the applied researches of Uzbek representatives of Translation studies are serving to determine the worldwide value of the Diwan.

To conduct researches on comparative analysis of the original and its translations is also of primary importance for Uzbek scientists in the fields of Translation studies and Literary criticism.

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PSYCHOLOGICAL PRINCIPLES OF FORMING ADEQUATE RELATIONSHIP OF ADOLESCENT TO THE SOCIAL REALITY

Abstract: This article describes the category of attitudes in psychology, the psychological aspects of the formation of adolescents' adequate attitude to social reality and the peculiarities of their formation.

Key words: adolescent, attitudes, leading activities, education, media, peers, socialization, social status, personality.

Language: English

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Introduction

Adoption of the “Strategy for Further Development of the Republic of Uzbekistan”, which laid the basis for the renewal and transformation initiated in our country, has given rise to radical reforms in all spheres of society. All of these reforms have elevated the human factor to a higher level than ever before and directly linked to its development, development and civilization. The problem of man and his perfection, self-reliance, and self-perfection has become more pressing than ever.

Therefore, the strategy of action on the five priority directions of development of the Republic of Uzbekistan for 2017-2021 is based on the tasks of “Creating new jobs, further improving the system of continuous education and enhancing opportunities for quality education”. The development of positive psychological qualities is the key to a teacher-mentor in the learning process one of the functions.

From a psychological point of view, the personality traits of a high school student and their behavior as a standard of behavior occur in grades 5-9, ages 10-11 and 14-15. The age of psychology is a study of the psychological patterns of personality formation and development, and in the network of pedagogical psychology, this age is studied as a teenager. The period of adolescence is a period of human transition from childhood to adulthood. The

complexity of this period is due to the intense physiological, psychological and social changes in the adolescent's body. Scientists dealing with the psychology of adolescence D.I Feldstein (1991), L.I Bozhovich (2008), A. Bandura (2000), L.S Vygotsky (1984), E. Parshanina (1984), A. From Russian psychologists V. Dmitriev (2000), M. Rutter (1987), F. Rice (2000), G.A Kovalev (1996), N.V. Grrishina (2001), A.Y. Antsupov (2008), G.G. Davletshin (1989), E.G. Goziev (1990), A.I. Ostrovskiy, G.K. Tulaganova, Z. Kamaletdinova, N.G. Kamilova revealed various aspects of adolescent psychological problems. Nowadays, Uzbek scientists M.G. Davletshin, E.G. Goziev, G.B. Shoumarov, B.R. Kadirov, V.M Karimova, N.S. Safoev, Baratov, Z.T. Nishanova, B.M. Umarov's research results serve as a theoretical and practical methodological resource for researchers of psychology in the study of their scientific problems. In the work of foreign psychologists Z. Freud, A. Maslow, K. Rogers, K. Levin, J. Bugental, W. Frankle, A. Freid and others studied various aspects of personality development during adolescence.

Adolescence differs from other times by its imitation, lack of consistency, sensitivity, courage and tantalism [1, p.176]. The complexity of this age is further determined by:

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- Adolescents' behavior changes in a certain way under the influence of social environment;
- Changes in self-awareness and self-evaluation of adolescents;
- social orientation is shaped by interest;
- The growing importance of his "I" and "I" make educators - trainers and practitioners - psychologists in the field of learning new features of the complex and adolescent approach.

Until now, the student who accepts any information provided by the teacher without any resistance to education, perceives social reality as an adult, is exposed to the physical, psychological, and social, democratic, economic, political, legal, and spiritual reality of the society.

In philosophy, the notion of relation is defined as the philosophical notion of the location of elements in a particular system and their interrelationship, the expression of the individual's position in relation to an object or event, and the thoughtful comparison of different objects or different parts of an object [2, p.239]. Relationships of the adolescents in the community, ie social relationships, give him a whole new set of concepts and worldviews. At the same time, the formation of a teenage personal relationship is influenced by the following factors [3]:

- direct and indirect influence of peers;
- The legality of the behavior of members of the gang;
- the influence of the teenager on the communication system;
- the social environment surrounding it;
- Regular educational and upbringing influences influence the formation of different attitudes to social reality [4].

One of the most important issues is the formation of a positive attitude of the adolescent to social reality (lat. Adasguatus - equal, appropriate, identical).

The peculiarity of social and psychological approach to the problem of formation of adequate attitude of the adolescent to social reality is that he is an active creator and creator of various forms of relationships in different groups. In other words, the laws of adolescence, which are primarily members of a group, the influence of the teenager on the communication system, the social environment surrounding it, and the educational and upbringing influences that influence it, influence the formation of different attitudes towards social reality.

Therefore, it is very important in the psychological study of the formation of social attitudes in adolescents to take into account the four main factors and to emphasize the formation of new traits in adolescents [5].

1. Factors of individual-typological features in the formation of adolescents' adequate attitude to social reality. At the same time, the adolescent's temperament, character, and level of abilities develop

into the source of cognitive and aesthetic needs in relation to different social realities, and the need to take into account the prevalence of a particular type of reality over other realities. It forms its competence [6].

2. Factors of educational environment in formation of adequate attitude to social reality in adolescents. The educational process is a leading feature as it covers most of the adolescent activities. Because of its color and attractiveness, it can give rise to new motivations for it. These new motivations will largely depend on the teenager's life plans, future profession, and ideals. Adolescents may develop an adequate relationship with social events by explaining that the knowledge gained by them can effectively influence their social standing by effectively using the child's withdrawal from serious playfulness [7].

3. Mass media and Internet as a factor in the formation of adequate attitude to social reality in adolescents. It is from this age that the number of adolescents increases. The teenager is relieved to meet new needs through the media and the internet. Actively receiving and assimilating information will increase the role of adolescents in front of their peers and adults. The adolescent develops information selectivity by establishing his or her ideal, taking into account the level of interest that is emerging [8].

4. The influence of peers on the formation of adequate attitude to social reality in adolescents. During this time, the boy's friends are developing new relationships with their peers. Relationships with peers form the characteristics of a group in their relationships with peers. Multiple mastering of the above three factors contributes to the promotion of a distinctive position in the peer group [9].

The study of psychological aspects of formation of adequate attitudes to social realities in adolescents, which is a very relevant topic in the context of globalization, is relevant to the social, psychological, and psychological development of democratic, economic, political, legal, and spiritual realities in society sets the following tasks for specialists.

- To analyze the current state of the study of the peculiarities of the methodologies developed in the framework of philosophy and psychology, aimed at explaining the social reality;

- to define the philosophical and psychological features of the category of "attitude";

- scientific justification and systematization of the approximate list of factors influencing the formation of attitudes to social reality;

- empirical study of the relationship between adolescents' attitudes to social reality and the factors that are related to it;

- to reveal practical possibilities of psychological and pedagogical measures aimed at increasing the adequacy of adolescents' attitudes to social reality. As a result of the factors influencing the personality of the teenager, the relationship to the specific reality is formed and gradually the level of the child's self-

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awareness increases. Adolescents' self-esteem, their relationships with themselves and others, their perceptions about themselves and the world, deepen their knowledge and worldview, create certain behaviors [10].

In conclusion the study of psychological aspects of formation of adequate attitude to social realities in

adolescents, which is a very relevant topic in the context of globalization, is of particular socio-psychological importance for the development of democratic, economic, political, legal, moral and social relations in society.

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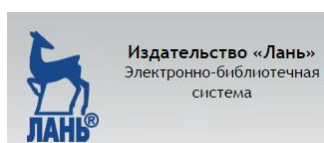
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