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STUDY OF THE INFLUENCING FACTORS TO THE WATER WELL CAPACITY

Abstract: In Uzbekistan and other Central Asian countries mostly use ground waters and researches related to solve their problem show how they are urgent. It requests a sustainable management and rational using of ground waters. This article devoted to the increasing of the efficiency of water well which is the first part of the water supply system. Also sustainable water resources management is the main goal of the researches and investigations.

Key words: well, water supply, water intake, filter, lowering the static water level, productivity, pipeline.

Language: English

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Introduction

In the course of consistent and large-scale reforms in all sectors of the economy, much attention is paid to the water supply of the population and production, as well as to the sustainable use of available water resources. Naturally, increasing demand for water complicates the capacity of water supply systems, their technical improvement and their management. As a result of the growing demand for underground water intake facilities, they are faced with new, modern, reliable and stable operational requirements. Sustainability conditions also increase consumer water demand and process reliability.

The Dakhbet water intake facility we are considering is a water production complex of water intake facilities serving the Samarkand city water supply system, which contains 30 medium-sized artesian wells. Dakhbet water intake facilities are located on the left bank of the Zarafshan river and in

4 zones on both sides of the Big Uzbek Highway. For many years, the wear of salts and corrosive elements on well filters and inlet channels leads to their depletion, which leads to failures in the water supply system.

Dakhbet water intake facilities provide about 30% of Samarkand city consumers with clean drinking water. Basically, this facility will provide the Otyabrskaya and Gormolplant water stations with drinking water in the area of the city's railway station, part of Microdistricts A and B, as well as in Sogdiana. Of the 30 artesian wells available at the water body, 23 are in working condition, 3 are in reserve and 4 are under repair[1]. There are two indoor pools for storing water, a secondary lift pump station, a chlorination station and an administration building. This installation has a capacity of the water well as 153 cubic meters per hour and a total capacity of the station is 3519 m³ of water per hour[2]. The problem

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of reducing production rate in unproductive or inefficient wells was identified, and below we will analyze the main causes of this condition.

Analysis of the main reasons for the decline in well productivity.

Well wear is analyzed to reduce their level and decrease specific production rate. This requires hydraulic calculations of the well for the initial and postoperative periods. The main purpose of the hydraulic calculation of wells:

- determination of well flow rate;
- detection of a decrease in the static water table in the well during operation;
- determine the interaction between wells operating in the same layer.

A limited decrease in the static water level in the well - S_1 , the water consumption set by the project, that is, the amount of water consumed by the consumer depends on QT. In the calculations, the initial values of S_1 can be found using the following expressions[3]:

a) For injection wells:

$$S_1 \approx -(0,3...0,5)m + H - H_H - \Delta H_f, m \quad (1)$$

where: H - water pressure in the layers, m;

H_H - distance from the dynamic water level to the lowest point of the pump, m;

ΔH_f - is the pressure loss of the water flowing through the layer, and its value is determined by the resistance of the filter and surrounding rocks to the flow.

m - is the thickness of the water supply layer, m;

Hydraulic calculation of wells is recommended using the following images (Figure 1). 1 - filter; 2 - pump electric motor; 3 - pump shell; 4 - well walls; 5 - water-transmitting pipeline; 6 - pipeline route; 7 - static layer; 8 - dynamic layer; A is the length of the engine; B - pump size; B is the distance from the top of the pump to ground layer level.

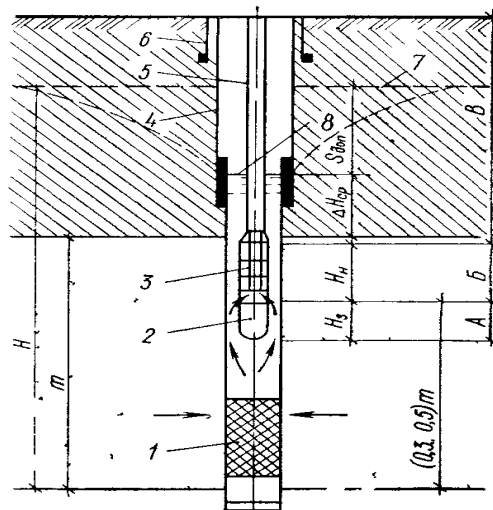


Figure 1. The design scheme of artesian wells.

Well production is determined based on the main characteristics of the aquifer and the details of the well. The water supply layer is under pressure, and the movement of water in the layer is stable[4]. If the influence of external factors affects the distribution of the wells, it is advisable to study them separately and determine their share in reducing production. When determining the water capacity of artesian wells, it is necessary to take into account the above parameters and their special effects. Now consider a specific case of well production.

Water flow in an artesian well operating in a stable layer of water movement is determined by the expression Dupuis[5]:

for these layers:

$$Q = \frac{2.73 \cdot k \cdot m \cdot s}{l g \frac{R}{r}}, M^3/d. \quad (2)$$

where: k - is the volatile rock that forms the aquifer coefficient, m / day;

m - is the thickness of the water layer, m;

s - reduction of the static water level in the well, m;

r - is the radius of the well, m;

R - the influencing radius of the well, m;

$$R = 10 \cdot S \cdot \sqrt{k}, m \quad (3)$$

It will also increase water demand in the coming years, improve preparation technology, use the latest information technologies for monitoring wells, modern water pumps, filters and changes in groundwater flow rates, and also improve the relationship between the consumer and the water supply system, water-saving incentives and changes in water tariffs in relation to other resources[6].

Based on the foregoing data, the authors analyzed the location of the wells, the distance

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between them, as well as the details of the water supply layer, which are the main structures in the complex of Dakhbet water intake facilities. When the results were fully investigated, the following problems were identified[7]:

- there is no coincidence between the pumps in the well and its capacity, which is associated with the combined effect of external and internal factors, which leads to a decrease in flow rate;
- water inflow to the well is sharply reduced due to filters installed on the well and separately formed filter zones, which leads to unexpected failure of the design pumps;
- failure to supply the wells with necessary well pumps will be replaced by unsuitable pumps as necessary, which will lead to an imbalance between the flow rate of wells and water intake, which will lead to a decrease in well efficiency;
- it was found that due to the long-term operation of the wells, their filter and filtration coefficient decreased due to mudding in the gravel layer, which led to an imbalance between the actual well production and pumping capacity of the pump;
- increased demand for water in the city of Samarkand, led to a significant decrease in the efficiency of their use due to excessive demand for wells and the imbalance between water supply and urban water supply;

- a decrease in the daily influx of fresh water into the reservoir due to a decrease in the flow rate and degradation of the wells, which led to a violation of the water supply schedule;

- the inability to differentiate the pressure difference in the network connecting the wells and the water supply to the RVS, led to the fact that they interact with pressure, the actual amount of water will be lower than predicted.

Due to the mentioned problems, the share of Dakhbet facilities in the water supply of Samarkand city has decreased. As a result, interruptions in the city's water supply schedule occurred and water consumption and pressure decreased.

In this article, we explored solutions to the aforementioned problems and measures to prevent their occurrence in the next step. Each problematic situation is analyzed separately, and their solutions are determined by their importance, and the overall economic effect is calculated by helping to increase the efficiency of water use. The measures will be based on the principals of sustainable development, which will satisfy the growing water demand of consumers due to future water shortages. Below is a real picture of one of these problems as a result of remote video analysis of artesian wells.



Figure 2. The process of clogging in the filter section of the inlet water well is shown.

After the well is fully diagnosed and its results are analyzed, and the problem is identified, we will begin to choose ways to solve these problems, that is, the restoration of the well.

Development of proposals for the restoration of well performance. The regeneration of water wells, methods for their extraction and the technology for their implementation should be developed on a scientifically sound and advanced basis. The main goal of well filter restoration is to eliminate collagen (salt, sand and metal rust), which consists of salt and other debris drowning in filters and filter waterways to reduce additional resistance to groundwater flow. A feature of this process is that it is more difficult to clean deposits on the outer surface of the filter and in

the pore space of the filter region. This is achieved by defrosting or crushing them with various pulses, as well as removing them using hydraulic plates. When crushing solid sediments, it must be ensured that the particle size is smaller than the pore space in which water moves. The efficiency of the wells and the filtration fields may vary depending on the method.

Next, we will review the methods for restoring the flow of groundwater into the well.

In the process of well restoration, depending on their filters and the effect on the filter area, they can be divided into reagent, impulsive and combined impulsive reagent methods[8]. Classification of the methods as the first group, namely, reagent methods, are based on the dissolution of the colmatant with

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various reagents, which led to a decrease in the well's efficiency. Methods of regeneration are to choose the type of reagent depending on the details of the well, its filters and other equipment, as well as determine the parameters that ensure the efficiency of the process. These parameters include the concentration of the reagent, indicating its acidic or alkaline pH, treatment time and temperature to prevent corrosion of the metal reinforcement. It is also important to monitor the process of the well and the timing of its completion.

Various reagents are used to treat wells and rehydrate the well using a reagent. These include neutralizing, reversing, and complex reagents. It is based on the purification of waterways of wells by dissolving reagent sediments. The complexity of this method is to select a reagent separately for each well and determine the concentration of the reagent used.

Reagents are selected mainly due to the chemical, mineralogical composition of wells and filtration deposits. In addition, it should be borne in mind that sedimentary reagent also acts on wells, walls and rocks that form an aquifer, reducing their strength. To prevent this, special corrosion inhibitors are added (a special additive used to reduce the corrosive effects of the reagent), but this method is not always feasible, because, firstly, it affects the chemical processes in the well, and secondly, at any cost reagents.

Summary suggestions. An analysis of existing water well designed, constructed and used to date has shown that they do not pay much attention to earthquake resistance and longevity and do not

provide natural and effective performance. For example, one of the tasks that must be completed to ensure the uninterrupted supply of drinking water to Samarkand is to drill 10 additional new wells in Dakhbet and provide 250 m³ of water per hour[9]. This requires additional costs. This means that it is necessary to work on projects that are completely based on regulatory documents for the natural conditions of the region. Groundwater quality is essential for well operation. In most cases, the deterioration of water quality in an existing well indicates that the sanitary dehydration zone does not meet the requirements.

The authors of this article propose to rehabilitate absolute debit of wells and restore their effectiveness. Since this article does not provide a detailed overview of the full cost-effectiveness and environmental benefits of the proposal, the following article will provide these recommendations. At the National Center UZWATER at the Department of Water Supply, Waste Water and Water Resources Protection, the Samarkand State Institute of Architecture and Civil Engineering conducts researches on modern technologies and their application in the direction and comprehensive project "Sustainable Water Resources Management"[10]. Given the importance of groundwater and its importance in the Central Asian region, work in this area is devoted to improving the efficiency of artesian wells. This, in turn, will significantly increase the efficiency of capital investments for water supply facilities.

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THE RESPONSIBILITY OF SOURCES AVAILABLE IN THE DAYS OF AUTONOMY IN THE LEARNING OF KOKAND KHANATE

Abstract: This article is devoted to the role of sources published in the period of independence of Uzbekistan in the study of the history of the Kokand khanate. In addition, a historiographical analysis of these publications is given.

Key words: Kokand khanate, sources, historiography, source study, Aliquli Amirlashkar, Iskhakon Ibrat, history of Uzbekistan, Mirza Olim Makhdum Haji's, Mirza Olim Mushrif's.

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Introduction

After Uzbekistan gained independence, a quantity of studies on the history of statehood, together with the history of the Kokand khanate, were expanded, and a run to of studies casing poles apart aspects of the Khanate's history were accepted out. On the heart of every investigate conducted, views and main beliefs based on history, science, and impartiality became a priority. During the days of impartiality dozens of dissertations were defended, publications and monographs were published, hundreds of articles were available and numerous conferences were seized in assorted areas of Kokand khanate's history [6; 5, P. 97; 10; 11; 7; 9; 15; 13; 14; 2; 25; 1; 29; 28; 17; 3; 4.].

Materials and methods

In adjunct to the systematic seek done, the newspaper of sources by narrow historians during the days of self-determination has been an central reason in the sincere revise of history.

The happening of chronological science is mainly needy on the revise of in print sources and their preface into precise circulation.

Originally in print by primordial Kokand historians, such as Ibrat's "History of Ferghana" [12], Mirza Olim Makhdum Haji's "History Turkistan" [20], Mirza Olim Mushrif's "Ansob us-salotin and

Tavorih ul-Hawoqin" [21]. reprinted. These publications tolerate been instrumental in being paid au fait researchers and researchers with the spiritual heritage of our ancestors.

Specifically, one of the initial available moving parts – Iskhakon Ibrat's perform "Historical Fergana" was considered by researcher H. Bobobekov and available in 1991 with a short reassess [12]. This composition will be an key spokesperson for the analyze and study of the history of the Kokand khanate, the struggle against Russian invaders, and their socio-political life.

The story of Muhammadyunus ibn Muhammadamin (pseudonym Taib), "History Aliquli Amirlashkar" was translated into Cyrillic by Sh. Vahidov and available in the 1996 Eastern Star magazine [16, P. 215-223; 208-223]. This manuscript provides the de rigueur in rank about the actions of the Hero of Turkic individuals Alikuli Emir. In addition, the hardback contains remarkable in sequence on the diplomatic relations of the khanate with Russia during the 19th century. This in sequence acting an of great magnitude function in shaping the Kokand Khanate's overseas guidelines and diplomacy.

In 1998, as a effect of errands assigned to the historians by the original head of the democracy of Uzbekistan I.A. Karimov, a new come within reach of to the have reservations about of Uzbek statehood has

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emerged. steady after this epoch the awareness to the reprinting of the alike sources increased. choice of the sources of look into as a follow a line of investigation object, which has been broadly published, with commentary and conclusions as nicely as the dissertation support.

In particular, the newspaper of sources on paper by neighborhood historians. Vahidov's toil deserves attention. In 1998 he defended his doctoral thesis on "The development of historiography in the Kokand khanate in the XIX - early XX century" [7, P. 240]. The creator afterward available a monograph "Historiography in the Kokand Khanate" based on this dissertation pertinent [8, P. 267]. merit to the plant of the historian Sh. Vahidov, the controlled identity gained a clear conception and aim that in the launch of the 19th and 20th centuries Kokand had its private historic educate of history and the history of Kokand khanate's writings belonged to this school [8].

In 1999, D. Sangirova intentional a further focal cause of khanate's product – "History Aziziy" by Muhammad Aziz Margilani and defended his thesis on "Historical Aziziy's" labor by Muhammad Aziz Margilani" [26, P. 156]. It shows the value of this creation in the investigate of the history of the Kokand khanate. In particular, this report provides priceless in a row on the socio-economic spot in the khanate during the after everything else reign of Khudayar-Khan, the opening of "deprived inheritance" and other new taxes, the Pulat Khan mutiny and the beating of Ferghana by the Russian Federation. in a little while Vahidov and D. Sangirova co-authored the fifth chapter, which is the new run of Muhammad Aziz Margilani [22, P. 240]. The research of this supplier gives an image of the opinionated history of the Kokand khanate and all the rage arrangements against the Russian Empire.

The put your name down for "Ansob us- salotin and tavorikh al-khawoqin" by Mirzo Olim ibn Mirzo Rahim Tashkent was available in 2001 under the title "History of the Kokand Khanate" [21, P. 45]. However, the broad transcript of the masterpiece has not been available or commented on in this publication. These deficiencies were eliminated in 2007 by a crowd of historians under the leadership of Sh. This composition is too a beneficial informer for studying the history of Kokand khanate. This operate is additionally a helpful foundation for studying the history of Kokand khanate. It is based on the experiences of Mirzo Kokand, a rep of the Kokand chronological School, and numerous chronological sources. This vocation was on paper after the khanate surrendered to the Russian Empire. It condemns the cruelties of the Russian Empire over the occupation of the country. It is thought to be stuffed by oppression and oppression and the disaster in society. In supplement to in sequence about the supporting get-up-and-go of the khanate, the put your name down for

contains indispensable in rank about a quantity of persons who lived and worked in Kokand.

Muhammad Hakimkhan Torah's Muntahab at-Tavorikh was and translated by Sh.Vahidov, initially available in Persian in the Arabic language in Tokyo [24, P. 128] and it follows that in the Uzbek language [23]. This journal is distinguished from its earlier editions by its distinction and comparative breakdown of quite a lot of document copies. The report describes the history of Bukhara and Kokand khanates up to the 1940 s. though the toil is committed to large-scale history, but as of its bulk and importance, its satisfy is middle to the history of principal Asia. The admired at-tavorih is one of the as a rule influential sources for studying the do and following system and cultural kick of the 19th century in crucial Asia.

O. Sultanov has prepared study on any more foremost supplier of the Kokand Khanate – Muhammad Salih Tashkent's "Chronicle of History" in Tashkent, defended his thesis on "Solihkhoja and his work" Tashkent as a chronological spokesperson" and wrote the book. He has available a monograph "The history of Tashkent" [27, P. 175; 28, P. 262]. This foundation information the history of Tashkent and its surrounding areas, markedly the Russian occupation. The examine of the come off reveals the aggressive policies and aggressive proceedings of the Russian Empire over significant Asia. This cause has been deliberate by the dramatist in provisions of top the history of Tashkent. The researcher alert on geography of Tashkent in the 19th century, celebrities of the city, occupations of the population.

It is merit noting that facility by home Kokand historians maintain been deliberate and available not no more than in Uzbekistan, but moreover abroad. In 1991, Tahir Khujandi's "Wonderful Sipoh" was available in Khujand, Tajikistan. In collaboration with Uzbek and Japanese scholars B. Babadjanov, Sh.Vahidov and H.Kamatsu, in 2002, Muhammad Tuhfai Toib [24, P. 167] was published. This sign up shows the struggle of the Kokand khanate against the aggressive procedure of the Russian Empire.

Conclusion

In conclusion, the change and reprinting of in black and white sources on the history of the Kokand khanate during the being of freedom of the nation of Uzbekistan has contributed to the growth of the chronological investigate headquarters and stimulated controlled research. In addition, the magazine and chemical analysis of these sources will fulfill as the core for outlook look into on not no more than the Kokand khanate, but besides the Uzbek statehood. Since a large amount of these sources were bent in the 19th century, during the Russian Empire, and by the authors themselves, the history of that punctuation mark know how to be held to be extra objective and accurate. Therefore, the reissue of the sources provides a basis for readers and researchers to

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objectively study the history of the Uzbek statehood, especially the impoverished policy of the Russian Empire.

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EFFICIENCY OF INTERACTIVE METHODS OF TEACHING A PROFESSIONALLY-ORIENTED ENGLISH LANGUAGE FOR STUDENTS OF A TECHNICAL UNIVERSITY

Abstract: *The experience of using interactive methods in the process of teaching professionally-oriented English to students of non-linguistic specialties in universities is considered. Methods such as case study, project activities and a round table are considered; their effectiveness and efficiency are assessed in terms of the implementation of oral English skills in real conditions.*

Key words: *interactive teaching methods, English, project activities, case studies.*

Language: English

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Introduction

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The problem of activating and intensifying the cognitive activity of students has always been one of the most urgent in the practice of teaching foreign languages at a university, therefore a search is constantly being made for teaching methods that make it possible to effectively use the joint cognitive activity of a teacher and students. Teaching in modern conditions is not so much a process of transmitting information as organizational help to a student in the implementation of their educational activities. This work involves the use of such methods, forms and teaching aids that would allow the student to achieve not only a high level of proficiency in a professionally oriented language, but also to acquire the skills of independent business and research activities using foreign, in particular English, language. Currently, the most effective teaching methods are those based on activity-based and interactive forms of cognition that allow students to:

- be open to learning and actively engage in relationships and cooperation with classmates;
- analyze their own learning activities;
- realize their creative, search and research potential;

- prepare for future business and professional activities;

• defend their positions, be able to perceive criticism and work on their mistakes with the constant help and support of a teacher [1].

One of the effective and optimal methods for solving the tasks are, in our opinion, interactive methods, which today are associated with the main methodological innovations in the field of foreign-language educational technologies. 1. Interactive methods as effective ways of teaching foreign language communication. The formation of professional foreign language communication skills involves the integration of the use of specialized language material and the observance of professional ethics of oral and written communication. In our opinion, modern teaching methods should:

- create an atmosphere in the lesson, in which students feel confident and free, which is facilitated by correctly selected and informatively rich language material, taking into account the professional interests of students and a sufficiently high level of complexity;
- initiate student activity, ensure the development of critical thinking, stimulate the exchange of value judgments;
- take into account the interests of students, develop their desire to practically use the English

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language in real (if possible) and conditional production, business, research and interpersonal communication situations;

- appeal to the personality of the student as a whole, involve his emotions, feelings and sensations in the educational process, relate to his real needs, develop his speech, cognitive, creative abilities;
 - motivate students, making them the main characters in the educational process, actively interacting with each other and the teacher;
 - create situations in which the student realizes that the study of specialized English is more connected with his personal cognitive, strong-willed and active qualities, and not with the tasks, methods and means proposed by the teacher;
 - organize independent work on the language, provide differentiation and individualization of the educational process;
 - provide for various forms of classroom work: individual, pair, group, and collective, stimulating the activity of students, their independence and creativity.
- Based on these principles, we believe that interactive methods perfectly match the goals of teaching professionally-oriented English. Interactive methods are methods aimed at the interaction between participants in the educational process; and interactive learning - learning based on such interaction, while the role of the teacher is to facilitate the activity of students. The purpose of interactive learning is the creation by the teacher of the conditions in which the student himself will discover, acquire and construct knowledge. The essence of interactive learning is “in the special organization of the educational process, when all students are involved in the process of cognition” [2; 3, p. 7]. The interaction of students means that everyone makes their own personal contribution to finding ways to solve the problem, while sharing knowledge, ideas, ways of working in an atmosphere of goodwill and mutual support, which not only allows you to gain new knowledge, but also transfers cognitive activity to higher forms of cooperation and cooperation [4; 5]. In interactive learning, compared with traditional, the interaction between the teacher and students changes: the activity of the first gives way to the activity of the students themselves, and his task is to create the conditions for their initiative. The purpose of the application of interactive methods and techniques in teaching professionally oriented English is to develop the skills of business and professionally integrated interaction of future specialists in the process of intercultural oral and written communication in English. To date, rich experience has been accumulated in the application of interactive methods in foreign language lessons.

The experience of organizing classes in English using the case study method. Consider the technology of implementing the case study method using the example of a problematic professionally oriented situation called “Mining: New Professional Reality”.

Before presenting the case directly, it is necessary to create a problematic situation and pose questions in a general way, prompting students to think about the topic and outline the problem. At this stage, the teacher should help students by providing them with the necessary factual and linguistic material, but not giving “accurate” answers to the questions posed. Note that when solving cases, “exact” answers do not exist in principle. The problem is as follows: the organization of work in a virtual team, when its members are in different rooms, buildings, cities and even countries, in the last decade is becoming more relevant, and the word “virtual” is increasingly associated with the word “problem”. Problems arise not only because of the need to adapt to different time zones and the pace of tasks, but also because of the psychological discomfort that arises as a result of the inability to directly influence colleagues, immediately resolve a controversial issue and discuss the problem together in direct live communication. Students, as a rule, come to the conclusion that virtual teams are inevitable at present. They have already firmly entered all spheres of human labor, they cannot be ignored, therefore, it is necessary to develop strategies for managing them. At this stage, students are given the task to independently (individually, in pairs, in small groups) formulate in writing the ways to achieve success and describe the possible risks associated with virtual communication. It encourages the search for any necessary materials from any sources, including using Internet resources. If this task is difficult, then the teacher can give tips in the form of links to literature sources on the subject [5; 7]. Students get acquainted with all the collected material, analyze and interpret it, put forward hypotheses and write down their thoughts, ideas, conclusions, followed by their discussion in a group. It is important that this independent work takes place in English. After finishing work on a problematic situation, the teacher introduces students to a specific professionally oriented case. As a rule, a case is read three times. The first time - quickly, in order to get acquainted with the general content of the text and the initial identification of the problem, posing problematic issues; the second time - carefully, emphasizing information important from their point of view, pondering the events and facts of the case, writing down your comments and thoughts; the third time - selectively, trying to find answers to the questions posed in the text itself. Then, homework is given to write an individual, in pairs or group analysis of the case with a statement of the problem and a description of how to solve it, using sources on a given professional topic. Thus, students develop reading, writing, speaking skills in professional English, train their analytical and logical thinking, and also master the methods of self-organization and teamwork. At the stage of acquaintance with the principles of the case study, it is advisable for students to offer a universal analysis

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scheme, which, firstly, organizes the entire array of material on the topic in a logically structured form and orientates students to a step-by-step analysis of the problem, and secondly, students can use it to present their ideas in the lesson, and thirdly, in the process of group discussion, it helps not to be distracted from the topic and focus on finding a solution. Undoubtedly, this work causes many difficulties for students. However, the teacher, assuming such difficulties, should correctly correct errors, not criticize for "freedom", but explain the flaws, encourage any written work and give samples of correctly completed tasks.

At the final stage, an oral presentation of the written works in the group and their discussion takes place. In accordance with the scheme, the teacher gives the floor to all students to state their positions on each item, starting with a brief coverage of the essence of the problem and ending with answers to the main questions of the case, encouraging them to discuss. He is a facilitator: he does not interfere in the discussion, interrupting students only in order to clarify obscure places or return their attention to the discussion of the essence of the problem in the event of a departure from the topic. From time to time, it is advisable to

take preliminary results, which contributes to a more productive and focused consideration of the problem. Students do not always know how to listen and evaluate the point of view of others, trying to impose their own position, and not discuss, overly emotionally reacting to criticism of the interlocutors. Some students become aggressive in imposing their point of view, others refuse to listen to the arguments of classmates, citing experience of real work and solving such issues in practice. That is why the teacher needs to generalize the stages of work and concentrate students on the joint solution of the problem, avoiding the use of the Russian language. He also corrects during the discussion the unsuccessful variants of English phrases from a functional-stylistic point of view, thereby teaching the discursive use of the English language. Thus, "the assimilation of the experience of creative activity and the creative assimilation of the content of education" occurs [11, p. 6]. The disadvantage of the case study method is the high cost of organizing and conducting it, as well as the subjectivity of student assessments by the teacher and the fundamental impossibility of developing objective, unambiguous and clear criteria for evaluating the results of case studies.

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MODERN METHODS OF TEACHING THE GERMAN LANGUAGE AT UNIVERSITIES

Abstract: The purpose of this article is to review the modern methods of teaching the German language. The characteristic of the modern approach in teaching students the German language is given. The goals and objectives of the communicative approach in teaching students the German language are determined from the point of view of modern requirements for future specialists.

Key words: German, student, modern methods, audio, university, course

Language: English

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Introduction

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At present, when studying foreign languages at a technical university, practical mastery of a foreign language, the formation of students' communicative competence or ability to speak in accordance with the speech situation, come to the fore. The task of the teacher is to enhance the cognitive activity of students in the process of teaching foreign languages. Modern teaching methods: training in collaboration, the use of new information technologies and Internet resources, shell programs, as well as various game tasks help to implement a personality-oriented approach to learning, provide individualization and differentiation of training, taking into account the abilities of students, their level of knowledge of a foreign language, inclinations. Due to the variety of training options and teaching aids, the requirements for the professional training of a teacher of foreign languages,

who in the new conditions need to be familiar with various teaching systems, are increasing.

Further training courses can help. Courses are offered annually in various language debates, international exchange programs are organized, as well as educational programs during the summer holidays, including for teachers. A distinctive feature of the courses is the use of the latest means of communication. The Internet guarantees a constant exchange of information between employees, teachers and program participants.

The organization of the educational process in the classroom in the German language. The group form of training is a form of organization of educational and cognitive activity in the lesson, involving the functioning of various small groups working on both general and specific tasks.

Students are divided into several small groups from 3 to 6 people. Each group receives its task. Tasks can be the same for all groups or differentiated. Within

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each group, roles are distributed among its members. The process of completing a task in a group is carried out on the basis of an exchange of opinions and assessments. The decisions worked out in the group are discussed at the plenum. The positive aspects of group work are that each student learns to express and defend their own opinions, listen to the opinions of others, compare, compare their point of view with the point of view of others. The skills of control over the actions of others and self-control are developed, critical thinking is formed. Group discussion, discussion enliven students' search activity. We distributed the following roles between students: 1. Chef - takes care that the group clearly follows the goal set for it and does not depart from it; 2. Timekeeper - is responsible for ensuring that the task is completed at the scheduled time; 3. observer - monitors the atmosphere in the group: do all participants have the opportunity to speak out? Will there be a discussion? 4. Secretary - records the results of the discussion and conclusions. Organization of group work changes the functions of a teacher. If in a traditional lesson he transfers knowledge in a finished form, then here he must be the organizer and director of the lesson, an accomplice in collective activity. His actions should be as follows: - an explanation of the purpose of the work ahead; - division of students into groups; - distribution of tasks for groups; - control of the assignment; - alternate participation in the work of groups, but without imposing their point of view as the only possible one, but encouraging an active search; - after the groups report on the completed task, the announcement of the results of the work, attention to typical errors; - assessment of student performance. The group method of teaching is more and more often used in modern pedagogical pedagogical technology. Example of group work: Theme "Traveling by train, plane, sea." All participants develop a view or travel route. Each group is looking for material (for example, a program is drawn up for a group of tourists at the place of stay, tickets are issued for the hotel, the route is determined, etc.). Then there is a meeting of "experts" (representatives of different teams meet, but on the same issue) and "experts" exchange information. Then the "experts" return to their teams and pass on what is new that they have learned from other "experts". Everyone listens, takes notes. All teams report in turn. At the final stage, the teacher frontally asks anyone questions on the topic, or questions are asked by team members instead of the teacher. Answers can be supplemented in the team itself.

Audio in classes in German as a foreign language. The purposes of using audio in the classes in a foreign language: 1. The development of speech skills in listening and speaking in a foreign language. 2. Introduction to the topic under discussion. 3. Deepening the topic. 4. Repetition, activation or expansion of vocabulary. 5. Obtaining regional

geographic information. Tasks: Creating a reason for discussion. Emotional impact with the following description (in a foreign language) of expression of feelings. Performing creative tasks (changing the text, transformation, appending stanzas, etc.). As an example of working with listening in a German class, we take an excerpt from the song "Deutsche" of the German group "Basta" (from the disc "Wir sind wie wir sind" 2007):

Games in the classroom in a foreign language. New methodological developments testify to the relevance of using various game tasks at different stages of learning a foreign language, which allows to increase and maintain students' interest and motivation, stimulate educational and communicative activities. There are various types of games: board (grammar), card and communicative, role-playing. Currently, a large number of methodological literature is offered containing samples of games for studying in the German language: „66 Grammatikspiele Deutsch (DaF)“ Hrsg. von Mario Rinvoluceri und Paul Davis.— Ernst Klett Verlag GmbH, Stuttgart 2000; „22 Brettspiele DaF“ Hrsg. von Anita Pfau und Ann Schmid.— Ernst Klett Verlag GmbH, Stuttgart 2001; „111 Kurzrezepte für den Deutschunterricht“ Hrsg. von Penny Ur und Andrew Wright.— Ernst Klett Verlag GmbH, Stuttgart 1995; Michael Dreke und Sofia Salgueiro „Wechselspiel Junior Bilder & mehr“.— Langenscheidt Verlag 2000; Lisa Prange „44 Sprechspiele für Deutsch als Fremdsprache“.— Max Huber Verlag 2005. Here are some examples of the game form of training: Buchstabenquadrat (square of letters) [2, p. 101] Grammar: strong verbs (Präsens, Präteritum, Perfekt) Language proficiency: A1, A2 Duration: 10-15 minutes Material: square of letters Game progress: students receive one square of letters for two, in which various forms of irregular verbs are hidden. Purpose of the game: find as many verbs as possible in the least time. Verb forms can be written from left to right, from right to left, from top to bottom, from bottom to top and diagonally; some letters can refer to two verbs. Each verb form found should be written out in a notebook and supplemented with other forms. For example, if the verb form HILFT is found, it is supplemented by other forms of the verb: helfen, half, geholfen.

The use of information technology in the teaching of the German language. In modern education, the ability to master information search methods using information technology is becoming increasingly important. It is necessary to teach students the ability to independently obtain additional material, critically interpret the information received, and be able to draw conclusions. Working with information in a foreign language, especially when you consider the opportunities that the global Internet opens up, is becoming very relevant. Modern technological capabilities aimed at the mass user of a computer allow a teacher of a foreign language to

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create their own electronic educational materials and assignments for specific groups of students without the help of programmers. One of such software tools is shell programs, which are designed to create training courses, exercises, and tests based on the specified presentation formats of educational material using texts, graphics, audio and video materials for subsequent work of students in offline mode or in a local / global network . This platform allows you to place various tasks in paper, as well as video and audio files, accompanying them with various tasks, create forums and chats to discuss various materials. The teacher gets the opportunity to fully control the actions of users (students), it is possible to view the results of completed tasks, control the time during which these tasks were performed. Audition assignments can be prepared using an audio file processing program. The program allows not only to process the existing sound file, but also to combine several files, impose sounds,

record your files and combine them with existing ones.

The capabilities allow you to create the following types of exercises: filling in the gaps; Matching crossword; questions with input and choice of answer; restoration of the sequence of letters in a word / words in a sentence; open answer jobs selection of a title to the text; text reconstruction. The German language teacher needs to be familiar with software tools that allow you to create such electronic learning materials.

In conclusion, I would like to once again note the enormous importance of internships in the country of the language being studied to increase the professional level of teachers, to get acquainted with innovative teaching methods and to acquire skills in using modern information and computer technologies in the field of teaching German languages.

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THE ROLE OF SPIRITUAL AND MORAL EDUCATION OF STUDENTS OF TECHNICAL UNIVERSITY IN THE LESSONS OF FOREIGN LANGUAGES

Abstract: This article discusses the spiritual and moral education of students of a technical university in foreign language classes. The signs of morality as phenomena, conditions and principles of the positive implementation of spiritual and moral education of a student in the lessons of foreign languages and educational and pedagogical grounds are presented.

Key words: spiritual, morality, foreign language, spirituality, English.

Language: English

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Introduction

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It is obvious that in Uzbekistan, the goals of upbringing are inextricably linked with all general educational subjects studied at a technical university. And one of the most important subjects that form the cultural and moral character of a student is undoubtedly a foreign language. So, one of the important directions of the implementation of the state educational standard is the educational component. It includes intellectual, civil-patriotic, creative, as well as spiritual and moral education. The spiritual and moral component of the student's personality is the main aspect of its socialization in the conditions of rapid development of society, a factor of gradual and conscious inclusion in various spheres of social activity and social life. Therefore, the main purpose of teaching a foreign language at the present stage of educational development is the student's personality, capable and willing to participate in intercultural communication in the language being studied and to independently improve foreign language speech activity.

It is absolutely clear that in order to become full participants in the global cultural process; modern youth need to learn the spiritual and moral values that

have been accumulated by mankind for many centuries. A separate person and a whole nation, entering into the universal cultural space, must possess various means of interethnic communication. From this point of view, a huge role is played by the knowledge of at least one foreign language [3, p. 33].

A foreign language has a special place among many academic disciplines. Its peculiarity lies in the fact that during its study, students form skills and abilities to use a foreign language as a means of communication, a means of obtaining new and interesting information for them. The communicative orientation of the subject, the study of customs, traditions and, above all, the language of another people contribute to the education of citizenship and high moral qualities of the individual.

Today, a foreign language is not just a general educational discipline, but also an important tool for the dialogue of two cultures (foreign and national). English is an instrument of international communication and universal unity. During the study of a foreign language, topics are discussed that allow you to correlate your views with the norms of public morality.

The difference between the culture of the country of the mother tongue and the cultures of the countries of the language being studied can sometimes

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cause linguistic alienation among students. The result of such alienation may be the depreciation of aspects of a foreign culture or, on the contrary, the depreciation of one's own culture and admiration for all foreign ones. When joining foreign languages, students need to learn and learn: a) world culture, national cultures and social subcultures of the peoples of the countries of the studied language and their reflection in the way and way of life of people; b) the spiritual heritage of countries and peoples, their historical and cultural memory; c) ways to achieve intercultural understanding.

In the history of teaching foreign languages, the concept of "method" has always been considered as a basic category. In characterizing the concept of "method", one must proceed, first of all, from the fact that in pedagogy and teaching methods, foreign languages may not have the same definition of a method in some respects. In didactics, methods are usually interpreted as ways a teacher works with students. In this regard, their names are most often offered in this form: oral presentation of the material (story, explanation, and lecture), work with a textbook (book), performing practical work, exercises, creative tasks, etc. These methods are based on methods for communicating certain theoretical principles to students. Such an interpretation of the method can be considered quite legitimate when it comes to methods of mastering theoretical knowledge, which is characteristic of the general focus of modern didactics on educational subjects, the object of which is the mastery of certain knowledge.

In teaching a foreign language, as a very specific subject, the object of instruction is the formation of practical skills and speech skills, while mastering linguistic concepts is given a very modest place, since they play a subordinate role in the learning process.

In modern teaching a foreign language, various methods are used that help the teacher focus the student's attention on spiritual and moral qualities:

- role-playing game;
- thematic training session;
- The use of ICT in foreign language lessons;
- reading authentic texts;
- independent work;

Now consider each method individually.

Role play - Another effective method is role play. Such games in English lessons are included in all textbooks and manuals for learning this language. We all know that each lesson in such a textbook is dedicated to a specific topic, the material of which must be learned and consolidated. For example, in the Scale up I training kit there is a section "Social responsibility" and a topic for 3 courses "Ecological problems" which is dedicated to environmental protection, discussion of important issues related to ecology, wildlife conservation, health and a healthy lifestyle. In one of these sections, students are asked to become an employee of a paper mill and tell their

visitors how and what simple paper is made of and discuss the most effective ways to save it. [1, p.56]

Unlike teamwork in a role-playing game, each student bears individual responsibility for the decision made, independently analyzes the effectiveness and relevance of a particular behavior model. In many ways, role-based behavior is determined by the language material being studied, but moral orientation also influences the intended behavior.

You can create role-playing games in English classes on any topic and for practicing any material. The benefits of them are very substantial, so let's not forget about this wonderful method of learning English.

Work in pairs should be introduced from the first year of teaching English. So, for example, in the Unlimited Upper Intermediate B2 training kit for universities you can find tasks such as: Look at the pictures and talk with your classmate about the weather, as shown in the sample. [7, p. 53]

Thematic lessons - thematic lessons play an important role in the implementation of spiritual and moral education in an English lesson. At such training sessions, students are introduced to the spirit and culture of the people who are native speakers, where they get acquainted with the culture of the country of the language being studied by comparison with their country.

Thematic lessons are very important for students, engineers and for the educational process as a whole, as they raise interest in learning a foreign language.

The use of information and communication technologies - one of the new, but effective directions in the implementation of spiritual and moral education is the use of information and communication technologies (hereinafter - ICT) in an English lesson. Today, absolutely all students are familiar with information technology; actively use computers, mobile phones and tablets, both at the university and at home. Through interest in ICT, it is possible to increase the motivation for learning a foreign language, to change the forms and methods of spiritual and moral education of students.

It is also very important to watch films in a foreign language - this contributes to the development of listening skills and stimulates students' oral-verbal communication, which takes place in the form of expressing one's own opinion, attitude, searching for arguments and evidence. The video film has a rather strong emotional effect on students, affects the formation of a personal attitude to what he saw and heard. In our practice, we very often resort to this particular teaching method, since we consider it the most effective. But do not forget that the integration of ICT in the educational process makes great demands not only on students, but also on the teacher.

Reading authentic texts - authentic texts are original texts in the target language, borrowed from

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the communicative environment of native speakers, presented to students for reading in an undated form. This text carries an artistic or informational meaning. But usually such texts have a level slightly higher than the level that students already own. Examples of authentic texts are fiction books, professional literature, magazines and newspapers in the studied foreign language. The value of authentic materials lies in their informativeness and information content (which is often devoid of texts created specifically for teaching the language).

Reading authentic texts contributes not only to the development of thinking and emotions, but also contributes to the spiritual and moral development of the personality, its ideological formation. Also, after reading, you can open a discussion in a group, which will have an excellent effect on consolidating the material already covered and will make it possible to practice colloquial speech. Such texts develop the motivational sphere of students in the lesson, form a taste and instill a love for the language being studied,

and activate the creative imagination and abilities of students. In real life, this is very useful, so it's impossible to completely abandon texts that exceed the level of knowledge of the learner's language.

Independent work - an important role in the spiritual and moral education of students is independent work. It has educational, educational, developmental significance, contributes to the expansion of the cultural horizons of students, and increases the motivation to learn a foreign language.

Independent events are an effective way to interest students, to make them understand that studying can be not boring and hard, but easy, creative and varied. They provide an opportunity to develop and improve the ability to think logically, strengthen discipline and team spirit. The main goals of this work are to expand and deepen knowledge, skills, competencies in mastering foreign-language communicative activity, as well as the comprehensive development of the personality, including the emotional-volitional and spiritual-moral spheres.

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PEDAGOGICAL CHARACTERISTICS OF INDEPENDENT WORK AND ITS ROLE IN FORMING PROFESSIONAL COMPETENCES OF STUDENTS-ENGINEERS-ENGINEERS

Abstract: The main goal of this work of higher professional education is to prepare a competent specialist engineer who is active, ready for effective independent solution of professional problems in any conditions. Independent work as a form of organization of the educational process of higher professional education is normatively fixed in the federal state educational standard.

Key words: independent work, student, engineer, competence.

Language: English

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Introduction

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The increasing importance of the independent work of engineering students in the process of their professional training is proved not only by regulatory and legislative documents, but also by the growth of pedagogical research on this issue. Independent work as a form of organization of the educational process of higher professional education is normatively fixed in the federal state educational standard. This document defines the amount of time allotted for extracurricular work of engineering students in the amount of at least 50% of the study time, excluding classroom independent work. In this regard, the relevance of independent work as a form of education and the formation of readiness of engineering students for effective independent professional activity is a

modern problem that is not in doubt. Independent work is the main reserve for improving the quality of training of specialists. A modern graduate who is successful in the labor market must have general cultural and professional competencies, make decisions independently, bear responsibility for them, be able to independently determine the complexity of a professional task in any conditions. The personal qualities of the future specialist and professional competencies require a high level of independence of the graduate at the stage of training. Independent work in a university in this case is the most appropriate mechanism for the formation and development of independence as a personal quality and the form of the educational process that meets the stated goal of modern higher education. It is possible to cite the words of independent activity, backed up by knowledge, can become a genuine human heritage.

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This is precisely the dual nature of independent work - in personal and professional training. Independent work in its pedagogical sense is designed to solve many educational problems and tasks of personal development. The personal tasks solved in the process of independent work include: the formation and development of independent work skills. Consequently, independent work, as a form of the educational process, is designed to solve not only didactic tasks, but also general pedagogical and personal ones; to form and develop professional competencies, contribute to the development of the individual as a future specialist, professional.

In the pedagogical literature there are a sufficient number of different definitions of independent work. Meanwhile, at the level of definition of the concept of independent work, there are discrepancies. A retrospective analysis of the definitions of independent work accumulated in pedagogy allows us to highlight several reasons for determining this definition. For example, independent work means students completing assignments without any help, but under the supervision of a teacher. Defining independent work, identifies it with self-education. Individual search for knowledge - a general characteristic of the educational activities of a university student; that actually "in independent work, independent student preparation, taking place in parallel with the educational process of the university, is the process of self-education".

Combining the two processes, loses the specifics of the actual independent work. We agree that self-education, as "the most universal and flexible form of continuing education", has more significant tasks than the tasks of independent work of engineering students. The tasks of self-education go beyond the educational process at the university. Therefore, self-education differs from independent work not only in the form of assimilation, deepening and acquisition of new knowledge during the period of study at the university, but also in the form of continuing the education of young specialists after graduation." For example, professional self-education is the formation of special skills and the acquisition of subjective qualities. Consequently, independent work is part of a more significant process of self-education, acting as its means, method, mechanism, presenting a personal activity determining. Independent work should be called the students' activities that they perform, "showing maximum activity, creativity, independent judgment, initiative." Important in this definition is the emphasis on the activity of students in the leadership of the teacher. Thus, the grounds for determining independent work in this period were the degree of participation (leadership) of the teacher and the degree of independence of students. Despite various reasons in the definitions of Soviet scientists, nevertheless, based on the analyzed definitions, the following characteristic signs of independent work

can be distinguished: this is an essential component of the educational process;

- this is a form of the educational process that can be carried out in an auditorial and extracurricular manner;

- this is an independent cognitive vigorous activity of students without the direct guidance of a teacher;

- this is an activity that is carried out independently under the leadership role of the teacher Gog, planning and monitoring its implementation. Let us dwell for comparison on some definitions of independent work in the interpretation of modern researchers. For example, the following definition is given: "The independent work of engineering students at a university is an internally motivated activity that involves the realization of its goal, including a certain personal meaning, the obligatory self-organization in time and space, the presence of self-control and the subordination of other interests and forms of employment to this task. In the definition of a researcher, a psychological approach is obvious, allowing you to turn to the personal qualities of students. By independent work in didactics, one understands the various types of educational activities of students (both individual and collective) in class and extra-curricular activities without the direct participation of the teacher, but according to his assignments. Consider the independent work of engineering students as part of a contextual approach. The basis of the effectiveness of independent work determines a steady educational and professional interest. On the whole, including independent work in the self-educational process aimed at forming the professional competence of a future specialist, nevertheless, does not exclude the managerial function of the teacher, but emphasizes the mandatory independence of engineering students in setting learning tasks, performing actions, evaluating their activities and their results." You can also actualizes the personal meaning in the organization of independent work, noting the leadership role of the teacher. Also emphasizes the role of a teacher. According to her definition, independent work is organized and planned by the teacher, but he does not directly participate in its implementation. The author also emphasizes that the planning and control of independent work, as an important part of the educational process, should be carried out not only by the teacher, but also by the departments, the educational department, and the methodological services of the educational organization. In its definition, it emphasizes the objective and subjective sides of this process, where a specific task proposed by students for independent fulfillment acts as the objective side of independent work.

At the same time, according to the author, the cognitive activity of engineering students, the realization of the need to acquire knowledge are

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subjective. It defines independent work "... as a complex and continuous type of educational activity of engineering students, which is carried out both in the classroom and during independent training." The author emphasizes the role of the pedagogical leadership of teachers in organizing independent work, as well as the importance of independent work itself, which allows us to deepen, comprehend, and systematize the material obtained; improve acquired skills. For effective independent work in the process of professional self-development, according to N.V.Smetanina, a flexible, focused leadership of the teacher, mastering the skills and effective methods of independent activity by students is necessary. This definition is probably more suitable for classroom independent work, since it notes the deepening and understanding of already acquired knowledge. In addition, in this definition, the connection between professional self-development and independent work is not clearly traced. Researchers in their work emphasize the possibility of independent work for classroom and extracurricular educational activities of engineering students. In addition, the author focuses on the possibilities and even the need for an individual approach to the organization of independent work, believing that this approach not only ensures the effectiveness of the result of independent work, but also contributes to the development of a student engineer. For these purposes, the author offers the variability, complexity of educational and training-professional tasks for independent work of engineering students. Therefore, in this definition, emphasis is placed on the content of educational tasks for independent work and the role of the learner is not emphasized. Defining the independent work of engineering students, on the contrary, emphasizes that it is free activity, the effectiveness of which is determined by self-control, reflection, focus, activity, self-organization on the part of engineering students.

Actually independent work is initiated by students from the position of "individual internal cognitive motives at the most convenient time from their point of view". Without claiming to be a complete analysis of the concept of independent work, four leading approaches in its definition can be distinguished. Independent work as a private type of activity, independently organized by virtue of individual motives of cognitive, personal, professional development, free in the choice of time, volume and means, self-controlled, mediated by the external management of the teacher. The subjective approach involves addressing individual determinants. The determinants include, first of all, self-regulation. In the context of self-regulation, a student engineer must be able to set goals for independent work, be able to design, plan the process of independent activity, determine the necessary conditions, and choose the means for its implementation. Definition of independent work from

the position of a personal-activity approach. In the framework of this approach, independent work is determined by the internal motivation of the subject, his focus on the development of educational material, the desire for results, the ability to plan and structure the volume and tasks of independent activity. Consequently, the effectiveness of independent work depends not only on the level of formed skills and abilities of independent activity, but also on the level of self-awareness, reflexivity, self-discipline, personal responsibility. Considering independent work as the subject of our research, one cannot help but pay attention to the very concept of "independent", which indicates the decisive role of personal efforts and the personal nature of activity, which is the meaning of subjectivity. In domestic pedagogy, psychology, and philosophy, the problem of subjectivity, of a person as a subject of his activity, has been repeatedly studied. It was these works that laid the foundation for the modern, personality-oriented educational paradigm. Therefore, in the methodology of independent work, a personality-oriented approach is absolutely justified. Also, the analysis of definitions allows us to highlight some of the components of independent work that occur in all definitions. Firstly, independent work is a managed (during the training period) type of independent educational activity that takes place before, during and after the organized educational process and is the driving force of the permanent process of self-education. Secondly, independent work is a process that depends on the managerial, leading role of the teacher. Thirdly, independent work, its effectiveness is determined by the personal qualities of engineering students (motivation, purposefulness, cognitive and activity, independence, self-regulation). Fourth, the effectiveness of the independent work of engineering students, its nature depends on the conditions of its organization. Such conditions may include the degree of teacher management, the nature of the content of tasks and tasks of independent work, the degree of security (information and technical base, methodological support, skills of independent activity of engineering students). Thus, in our study, under the independent work of engineering students, we understand the type of educational activity of engineering students, due to the personal motivation for the formation of professional competencies, the ability to choose the method of educational activity, managed and organized during the training period by the teacher's leadership role and the educational environment's pedagogical conditions. It becomes obvious that the independent work of engineering students is not a method or only a form of organization of the educational process, but appears to be a separate multilateral and multifunctional phenomenon that has educational, personal, professional, social potential and significance. According to I. A. Zimnyaya, independent work is the highest form of educational

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activity and, therefore, has priority in the professional education of engineering students. In the logic of our study, it is necessary to identify the structure and typology of independent work in order to determine the possibilities of independent work of engineering students to form professional competencies. This logic of reasoning will allow us to reach the pedagogical conditions for the effectiveness of independent work of engineering students in the formation of professional competencies. In the structure of independent work, relying on the analysis of definitions, we distinguish the following components from two positions: from the position of a teacher: planning, selection of educational tasks,

□ control, analysis, support.

Consequently, in order to organize effective independent work in a university, despite the fact that it is organized by departments, a training department, and methodological services, a set of additional pedagogical conditions is required. The effectiveness of independent work is determined by external factors (methodological, regulatory support, pedagogical conditions), internal factors (the formation of self-study skills of applicants; the formation of key competencies, motivational and cognitive activity of student engineers, the student's personal qualities that determine the individuality of the learning process).

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TECHNOLOGY OF SOCIAL AND CULTURAL PROJECTION IN SCIENTIFIC MANAGEMENT OF SOCIETY

Abstract: This article analyzes the role and importance of technology for socio-cultural design in government and society in terms of scientific management. It is scientifically justified that the technology of social and cultural design is necessary for new reforms in society.

Key words: Society, strategy, technology of socio-cultural technologies design, scientific management of society, culture.

Language: English

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Introduction

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In the developed countries, specific features of scientific management of society and socio-cultural spheres are of particular importance. Technology of designing as the socio-cultural technology of scientific management of society plays a key role.

The Decree of the President of the Republic of Uzbekistan "On the strategy of actions for the further development of the Republic of Uzbekistan" was adopted at the new stage of building a democratic society in Uzbekistan [1]. This developed a law of integration between existing socio-cultural relations and theoretical projects, the action strategy. At the same time, a deep analysis of the development path of our country, rapid changes in the global market situation and increasing competition in the conditions of globalization require the development and implementation of fundamentally new approaches and principles for the development of our country.] This led to the need for the introduction of social and cultural design technology into social life, based on the universally recognized principles of civil society.

The essence of socio-cultural designing of scientific management of society is to bring the culture of life to the present and tomorrow's society as it wishes. According to the President of the Republic

of Uzbekistan Shavkat Mirziyoev, "Strategy of actions based on our main law today plays an invaluable role in raising the development of our country to a new level, innovative and industrial development. He says that regular dialogue with the people, addressing people's concerns has become a criterion for our work, [2].

Accordingly, we address several scientific and philosophical views on the concept of designing technology that is the basis of socio-cultural technologies in society. First, the term "projection", which is often used to reveal the meaning of the term, means that something has been conceived or planned. Experts provide a memorable description of social design technologies: It always takes time and resources if you want to change something - it's called design [3.100.] This definition is helpful in understanding socio-cultural design, which clearly identifies the most important source of design. It can be completely natural for design as well as projected construction work, creation of new businesses, and so on. The Latin word for "projicio" is "to move ahead", "to keep ahead of me," and "projectus" to literally "go ahead". The current concept of 'design' has retained its relevance. When it comes to design technology, it also means that a change can be made in the mind and can be implemented in practice. Then the design is expressed in such concepts as model, embodiment. It

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will be an indispensable component of the will, that is, a plan for decisive action to be taken.

In philosophical literature on the concept of designing technology, including the “Project Management” course, this refers to a system that is formulated on the basis of the concept of a project, with a scientifically developed plan (project), as well as a set of social, design of cultural objects, technological processes. The design also includes methodological recommendations and organizational documents, material, financial, labor and other resources, management decisions and measures, [3.102]. From this perspective, as with other types of social technologies, theoretical and practical nature of social design is expressed.

From the approach to socio-cultural design, it is important to emphasize the designing of socio-cultural technologies in scientific management of the society, and the desirable nature and leadership role of the subject designers should be emphasized. The technology of socio-cultural design in scientific management of society is the introduction of innovations, the purposeful change of management decisions, that is, diversity of a particular socio-cultural phenomenon or process. This is a systematic implementation of the strategic goal.

The technology of socio-cultural design involves logically understanding the socio-cultural need. The purpose of the project, its setting, its specific features, and the justification for its designing is a systematic design scheme.

These are very important, firstly, designing and secondly, the basis for the technology phase. The purpose of the study is to study the socio-cultural needs of the project initiator, which is the stage for the design and implementation of the project. This approach necessitates the classification of technological elements of the stage of socio-cultural design. To determine the structure of the design technology, the subject goes through the activity phase, which is usually behind the scientific and philosophical design process, but inevitably participates.

Socio-cultural design in scientific management of the society is directly related to the type of socio-

cultural activity of the subjects and the development of this field. Improving the effectiveness of socio-cultural technologies involves addressing problems and obstacles in the socio-cultural field. The feasibility of such activities is reflected in the practice of socio-cultural management of society, and it is difficult to imagine the socio-cultural policy of the state today without the use of design technologies. It is worth noting that socio-cultural design in scientific management of society is not a technology to achieve expected results in the social sphere. Because, at the present stage of human socio-cultural development, the key role is to shift from quantitative to qualitative, and to assert the task (or design thinking) in the socio-cultural practice of the participants.

Socio-cultural design in the scientific management of society is a division of the individual, group, or community members into constituent elements, with limited socio-cultural functions and a limited project of space, time and resources. The main problem that any leader faces is the strategy of managing a facility assigned to him or her. The rational approach to what types of socio-cultural technologies can be implemented with the scientifically grounded management of these problems is clearly related to the design technology.

In conclusion, we can conclude that the study of social and cultural designing techniques in scientific management of society opens up great prospects for development, not only theory, but also the practice of building advanced civil society. Secondly, there is much evidence that social and cultural relations are neglected in the process of social management (the principles of social life, culture and culture standards, world examples and its scientific methodology). Thirdly, the methodology of scientific management of society does not apply the methodology that does not conform to its basic concepts, because socio-cultural technologies are evolving and public opinion plays an important role. The technology of socio-cultural design in scientific management of society is manifested in the development of all spheres and structures of social life, depending on the competence or inability of public control entities, and is difficult to predict in advance.

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THE IMPORTANCE OF POLITICAL DECISIONS IN THE FIELD OF GOVERNANCE IN THE DEVELOPMENT OF STATEHOOD

Abstract: *this article presents theories and approaches to political decision making in public administration. It has been scientifically analyzed that political decisions taken in the history of World statehood have a special place in management. Through several historical examples, it has been highlighted that political decisions lead to many socio-political changes in the life of society and the state.*

Key words: *state, state power, Public Administration, history of statehood, political decision, method, criterion, result, rational.*

Language: English

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Introduction

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Introduction. The correct setting of objectives in public administration and the accounting of exteriors of a managed system is one of the components of achieving efficiency. From this point of view, it is defined to conduct research within the framework of this topic. The purpose of the study is to formulate management objectives wisely in solving problems in management, to direct management actions correctly, to carry out scientific analysis of processes such as effective taqsimlash of resources of management system.

The relevance of studying the process of political decision-making at the state level is characterized by a number of objective reasons. Firstly, the consistent study of the decisions taken in the field of Public Administration and ensuring their implementation, taking into account the main reform role of the state in the ongoing reforms, is a period demand; secondly, the fact that this problem is not studied within the framework of political science, calls on a special study of the process of effective political decision-making; Third, the results of the research will serve as a theoretical and practical basis for making political decisions aimed at improving the efficiency of Public

Administration; from the fourth, the research will provide an opportunity to determine the prospective directions of socio-political processes taking place in Uzbekistan within the framework of the research, to study the important decisions taken in the history

Critical analysis of the literature on the topic. It is emphasized by leading scholars in public administration that the establishment of management theory and research with a focus on the main focus of the decision-making process for the general public decades ago is relevant (Saymon.1997; Seymon and Thompson.1950). Because, the objects associated with decision-making processes are sufficiently found. Decision making in public administration can result in the effective or failure of the various actions performed by them. The error, in turn, points to the need to make new decisions. Gerbert will understand that decision making and this process is considered to be the most important, despite any modern requirements of the Sayman management organizations. According to him, although the decision can not manifest life as a whole, but its important unit, the principle of performance, is recognized in quality. It is emphasized that in the scientific research of Prismen and Vildavskys, it is necessary to make at least qualitative decisions in order to ensure efficiency (NPMRC. 2003). In modern

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management, a decision is made taking into account organizational culture and available resources in certain regions, as well as the role of the organizational legal and economic circle, the environment. However, the researchers note that the decision-making process will exist even if there are not some of the above. Because, there are a lot of attributes that affect decision making.

It is also necessary to acknowledge the lack of authorization for the particular research carried out for decision making in the field of Public Administration. There is a tradition of researching decision-making processes in Business, Economics and especially psychology. Research on decision making studies examines many aspects of decision making.

A lot of scientific research has been carried out on decision making processes in public administration. (Allison.1981; Lindblom.1959) scientific research was carried out. Although almost all works are theoretical, but few, empirical studies allow us to compare decisions directly with political content.

We believe that it can vary according to the decision-making approach of the heads of government. More it depends on the nature of the content. The content of the decision, the number of participants, the time and criteria necessary for admission are also taken into account.

One of the central points in determining the political decision is "management", which can be regarded as a purposeful and regulating influence on social life, which is carried out directly and through specially formed structures (state, public associations, political parties, associations, etc.) (Vilisov M.2004).

There are many theoretical approaches to political decision-making, among which there are Western scientists (Snider et al.2003) have stated their scientific views. They considered the theory of decision-making in the initial way on the basis of a scientific approach.

At first, several theories developed on decision-making in public administration (Russo T.2005) if you pay attention to the audience.

The first is the theory of rational choice, in which the solution is based on the consideration of the problem by carefully choosing the optimal option. (Fon Neyman, D.Shong, R.Noyshtadt, D.A.Uelch, B.F.Lamav, A.I.Larichev, L.G.Evlanov, A.G.Smirnova, I.Y.Kiselev and others).

The second is organizational theory, in which the solution is determined as a result of the interaction of state structures, which are constantly guided by order (R.Mak Dermat, K.Mak Grou, V.A.Kozbanenko, G.V.Atamanchuk, A.N.Shakhin and others).

Third in the bureaucratic theory, as a result of mutual agreement between the subjects of decision-making, the solution is determined, as a result of which each of them will be able to achieve its goal (E. Fink, S. Niva, G.K.Ashin, O.A. Kolobov,

A.A.Kornilov, A.S.Makarichev, V.N.Konishev, V.V. Lissov and others).

In models formed in the fourth cognitive direction, attention is often paid to the fact that political decision-makers are in a state of time deficit and have limited information (A.Tverski, D.Kanneman, A.Holsta, A.Djordj, R.Akselrad, V.M.Sergeev, V.L.Tsimbursky, G.M.Andreeva, L.Y.Gotmal, E.B.Shesgopal, Yum.Plotinsky, A.V.Karpav, V.B.Silov, B.Djentlson, A.Bennett, V.V.Golubinov, T.V. Kornilova, V.I.Knorrning and etc.).

The fifth direction is to consider the external environment factors that determine the nature of political decision making. External environmental factors are the object effects of the environment that are not related to the human factor (R. Djervis, C.Chan, D.Silvan, L.A.Kazansev, I.Y.Kiselev, A.G.Smirnova, A.V.Karpov and others).

Also other researchers (Lobanov. 2004; Solovev. 2000; Uliyam. 1964; Snider and Richard. 1962; Sorsen and S.Theador. 1963; Gervin. 1969) in the works of the theory of political decision-making was studied as an integral part of the theory of Public Administration.

Research methodology. Its basis is the work of foreign scientists who conducted research on the fundamental legalities of political science, concepts of evaluation of the effectiveness of political decisions, legislation and printing, management decisions, as well as the president of the Republic of Uzbekistan. In the course of this research work, the system of assessing the effectiveness of political decision making in public administration has been studied through a coherent and historical approach, analysis and synthesis, content analysis and functional as well as scientific research methods.

Analysis and results. In this regard, it is very important to study, learn from them the process of making important decisions in the history of previous statehood. Below, we will highlight the importance of political decisions in public administration through several historical examples.

It is known that it is important to be able to choose the most optimal way of making political decisions in public administration, not to take unnecessary steps, and to be able to see factors in advance. An obvious example of this is the policy of the ruler of the Great Khorezmshahs, Oloviddin Muhammad Khorezmshah, who ruled in the XI-XII centuries. On the eve of the attack of Genghis Khan against the state of Khorezmshahs, he will hold a military council with the participation of prominent statesman, great commanders, respected emirs who saw the eyes of Aloviddin. Approaching the agenda is put the question of what measures to take against the dangerous, Genghis Khan attack. Different opinions are heard on the council. Khorazmshah makes a big mistake, which can not be corrected by agreeing to

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send his countless army into the fortresses. As a result of the protection carried out by the resolute decision of khorazmshah, a favorable opportunity was born for the Mongols to easily narrow down the divided military units one by one. It should be said that the decision taken in this council decided the fate of the Khorezmshah Empire. Instead of uniting in the fight against the invasion of Genghis Khan, the only wrong decision he made as the division of the army into different regions led to the paralysis of the state of Horazmshahs, the fall of the All-Union statehood.

The more the order criteria used in political decision-making is followed, the more its benefit. In the process of working with the order, it is necessary to clearly define each step of the political decision-making process. At the same time, the process of making important decisions in the management Devon of Amir Temur, which has established a huge state not only in our country, but also in the world. In the book of the Spanish traveler de Clavico "a trip to Samarkand, Amir Temur Palace", he writes:"... They are (A.Timur-author's opinion) when they order to give a label (or instruction), the secretaries who always stand there immediately write; when it is written, they enter it in the registry where it is stored and put a sign (on it); then they transfer it to the oidor (kazihona servant) to see it; (oidor) take a silver nest seal, draw an ink on it and then he takes it to another and registers it and gives it to his head, and he (another) seals with ink. In the same way, after three or four (oidor), they seal the king in the middle, to which the question "rostiy" ("truthfulness, justice") is written, and in the middle there are three (circle-shaped) characters. Each consultant (judge)has his own secretary and record book. All (necessary) things are done on the same day, at that hour, without delay (Abduhalimov and Buriev, 2013), as soon as this label (strength) shows the seal of the king of mirassa (ayons) in it. It can be said that even in the great empires, the preparation of important state political decisions is significant due to the fact that they constitute a long process, have specific complexities and clearly indicate the executors, the main thing is that its implementation is determined strictly and quickly. In fact, the hormone and strength of the decree should be such that no one should put it out of his hands until execution. The order of the King (decree-author) differs from others in that it must necessarily be executed and divided into him in a serious relationship (Nizomulmulk. 2008). As we have seen above, any decision to be made in Temur state was made without hurry, with a reasonable approach and based on the regulation, ensuring that its implementation was at this level strict.

In the decision-making in public administration, it is necessary to take into account not only internal, but also external, among those who influence it. The leading leader should draw attention to any external factors that affect the social lifestyle of the country, its

unhappiness. There have been many such mistakes in our history of statehood. This is an example of our recent history. The invasion of the Kokand, then Bukhara and Khiva khanates by Tsarist Russia in the second half of the XIX century, one after the other, is evident in the fact that the rulers of this country did not act correctly and wisely. We can see that Khorezm misdirected the army against the enemy and betrayed as a result of the deviation of the ruler Shokniyaz from the Tsarist Russia with his consent. Also in the Kokand Khanate, such a situation is noticeable. Abdurahman Oftobachi, who headed part of the Annexes of the Kokand Khanate, voluntarily surrendered to the general Skobelov Army in 1875 year. To do this, the colonists appoint him the title of lieutenant colonel and a pension of three thousand rubles. He was later exiled to Orenburg by the administration of the Turkistan general-governorship as politically dangerous. As a result, we experienced a period of former alliances in which absolute power was practiced, which later reigned the totalitarian regime.

The fact that the policy of "restructuring", which was carried out in 1985-1987 years, was not carried out meticulously, led to its defeat. The reason was that there was no clear concept of restructuring, the country was ruled by an administrative-bureaucratic method, the property relations inherent in socialism, the leadership of the monopoly, the method of despotic rule could never be reconciled with democracy. In this regard, in making any political decision, one should take into account other external factors, be consistent with the management style and processes.

The events of the periods when the disintegration of the USSR began to take place can also come to pass. On December 8, 1991, the heads of Russia, Ukraine and Belarus signed the document on the termination of the USSR in Viskuli (Belovej Pujchina). Considering that this process was completed in autumn 1991 year, it was a political decision of the legal leaders of independent states. Although they did not fully understand the essence and consequences of the decision on the disintegration of the USSR, all Republican leaders and parliaments on the territory of the disintegrated former empire were approved. As a result, the last departments of the Union, including the post of President, were finished and abolished (the text of Part II lectures on the newest historical science.2014). This situation is an example of group decision-making in an interactive way. Because in it the members of the group interact with each other and come to a unanimous decision.

Effective political decision-making in public administration is mainly closely related to the competency of leaders (high elites), possession of high professionalism. China's Road in the 50-90 years of the XX century is an example of this. The "Cultural Revolution", conducted in 1966-1976 years, did not

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give the expected result. The national economy was destroyed, about 100 million people suffered, the country's economy went to the brink. The number of unemployed reached 20 million. To end these consequences, Den Syapin struggled. In December 1978, at the III plenum of the Central Council of the Communist Party of China, a decision was made to modernize China. As a result, reforms began to be carried out. Economic zones were created farmers were returned to the farm. "Deractive planning" is finished. All industrial enterprises were transformed into "independent economic organizations". In the country, the private market, commodity relations began to develop widely, the activities of small private and community enterprises, kustar workshops, private entrepreneurs were allowed (Hidoyatov. 2004). As a result of this political decision, China has made great strides in the field of economy and construction.

It is also necessary to take into account all the external factors necessary in making effective political decisions. A thorough readiness of the decision will lead to the emergence of new unexpected socio-political situations in the life of the state and society. To this end, on March 8, 2006, the Argentine President Nestor Kirshner decided to ban the export of beef for 180 days (ARBE) in order to stop the incessant increase in the price of meat products in the domestic market of the country. We can give an example that he accepted (2006). The Economist international magazine wrote that the ban was intended to make meat affordable for ordinary Argentines by directing the export of beef to the local market. But, as expected, the program did not give results. The cessation of investments in the country, the closure of enterprises, the reduction of jobs, the disappearance of side industries were the result of a carefully thought-out "political decision". Since such terrible consequences began to arise, the government began to "soften" the ban. The ban on exports was removed and quotas were introduced in its place. The expositions of beef in practice have dramatically decreased and the investments are reinvested. Whereas, Argentina was the third largest exporter of beef in the world in 2005 year. Despite the passage of time, the number of still cattle could not reach the figure of 2006 year. Therefore, it is important to monitor the decision-making process and its consequences, as well as make adjustments to this process. This will reduce the chances of making mistakes as above.

It is also important to make decisions in management in a timely manner. Because, the decision does not yield the expected effect if it is taken ahead of time or received later. In the history of independent Uzbekistan's statehood there were also cases when political decisions were made in due time, which were extremely necessary for the life of the country. In particular, it is sufficient to recall the bloody tragedy that occurred near our borders on May

14-15, 2010 – in the city of Osh of Kyrgyzstan and Jalalabad region. It was at that time that foreign publications began to be published in the jar that this happened as a result of the resistance between the Uzbek and Kyrgyz ethnic groups. In fact, this event-a well-organized and managed action that stood out from the sidelines, frankly speaking, was a rudimentary movement. Of course, there are forces that are more interested in the Dove than organized. The purpose of the forces that organized this was to make the two peoples stand against each other while being alienated, at worst, to add Uzbekistan to this conflict. The conflict was aimed at escalating and disrupting peace. The head of the country at that time, Islam Karimov, said that "to be overweight, Curiosity has never, nowhere, benefited. Uzbekistan will never join such a conflict. The bloody war with the people of Kyrgyzstan is not put to hand" (Karimov. 2010) - the right decision was a wise political decision that kept peace in the country, in the region, while remaining.

The president of Uzbekistan, who has embarked on a new era in the adoption of well-thought-out fair decisions in the development of statehood. The policy pursued by Sh. Mirziyoyev is worthy of admiration. In a short period of time, a modern method was used to eliminate the life problems of the system of Public Administration and ordinary people. Also, on September 25, 2016, an electronic reception was organized on the Internet of the prime minister (now the President). Also, the establishment of "people's reception" in each district and city was an incredibly important event. Because, in a short time, a lot of appeals came from citizens who did not find their own solution. On the basis of finding solutions to these appeals and studying them, further priority areas of public policy were identified. President Sh. Mirziyoev said: "We must constantly study the situation in each region, first of all, the execution of decrees and decisions, their effectiveness, formulate a system that will develop proposals for increasing the responsibility of state bodies in this regard," (Mirziyoev. 2017) - there was an impulse. As a result, in the style of management, the people began to be carried out on the principle that government agencies should serve our people, and not state agencies. People have increased confidence in the state and society. From this point of view, this can also be called a political decision, which we adopted in due time.

The analysis of the research data gave us the following general conclusion:

- the importance of being able to choose the most optimal way of making political decisions in management, not to take unnecessary steps and to be able to see all in advance;

- the fact that any decision to be made is taken without haste, with a reasonable approach and based on the procedure, ensures that its implementation is at this level strict;

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- in making any political decision, one must take into account other external factors, be consistent with management style and processes;

- it is incredibly important to make decisions on time in management. The decision does not yield the expected effect if it is taken ahead of time or received later.

Discussion of the findings of the study. Thus, political decision-making in the field of public administration lays the groundwork for the implementation of the following socio-political changes:

- the movement of each citizen within the framework of his interests directly results in changes in the general scale;

- positively or negatively affect the later periods of historical development of society and the state;

- leads to the faulting of political institutions and other public organizations in the country. As a result, this situation contributes to the stability of society;

- taking into account the interests of social strata and groups, the society accepts and supports the implementation of political decisions on a voluntary basis without any strain;

- direct the actions of decision-makers towards achieving the goals related to the state power;

- strengthens the functioning of state power on a legal basis. Within the framework of the political system, it calls on other civil society institutions to cooperate.

Summary and suggestions. As a result of the study, it turned out that it was very important to study the decision-making process in the history of previous statehood, to learn from them.

It is worthwhile to note that political decisions play an important role in the development of statehood and the following factors should be observed in its study:

First, the more they follow the criteria of the order in which they are applied in political decision making, the more its benefit will be. In the process of working with the order, it is necessary to clearly define each step of the political decision-making process;

Secondly, effective political decision-making in the public administration is largely due to the computability of leaders, their high professionalism. The leading leader should pay attention to any external factors that affect the social lifestyle of the country, its unhappiness;

Thirdly, a thorough readiness of the decision made will lead to the emergence of new unexpected socio-political situations in the life of the state and society. Therefore, it is important to monitor the decision-making process and its consequences, as well as make adjustments to this process.

Thus, as long as there is a statehood, there will always be a need for political decisions. Of course, political decisions are of particular importance in the systematic regulation of the activities of all existing institutions, the choice of the path of development of the country, the effective implementation of reforms. It is important, in most cases, to take into account a large number of prejudices in the positive reflection of political decisions taken by the circles of the upper echelons (elites). It is also one of the guarantees of the formation of civil society that citizens can exert their own political activity and influence this process either directly or through the interests of their own groups.

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THE FEATURES OF TEACHING ENGLISH IN HIGHER EDUCATION

Abstract: The article is focused on the features of teaching English in higher schools. As it is emphasized the need to improve students' speaking, writing, reading and listening skills from English classes. It also outlines integrative and communicative approaches and goals that can be used to enhance the effectiveness of the lesson.

Key words: linguistic, oral speech, writing skill, listening skill, reading skill, lexical materials, an integrative approach, a communicative approach.

Language: English

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Introduction

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Higher education standards of learning English are aimed at forming students' professional knowledge, skills and abilities. In the course of studying process students learn new information, put it into practice and solve the problems set by teachers. The role of the teacher is the key in the educational process [1]. The aims of teaching foreign languages have their peculiar features. A foreign language as well as English education can be expressed widely or narrowly.

The wide meaning of giving education is to bring students to perfection.

The interpretation of a narrow meaning of English teaching is expounded with following details:

- The practical aim of English teaching is to master all kinds of speech activities. The speech experience is formed by taking into consideration the state education standards. Apparently, the shaping of speech experience is connected to acquiring a language material (lexical, grammar, phonetics) and using it in real lives. Lexical and other abilities take part in all kinds of speech activities [2].

The particularity of English studying program for students of non-linguistic schools is directed to develop the following skills:

- Oral speech which helps to correct the pronunciation, forming sentences and intonation. The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world. Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions.

- Writing skill. Writing is one of the fundamental channels to transmit existing knowledge in most academic fields during undergraduate and postgraduate education. It means that, during learning process the transmission of linguistic information through letter designations of sounds, words, phrases becomes very necessary.

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- Reading skill. Reading skill is important for the students since they get comprehension in reading. Thus, they cannot achieve the level of comprehension required to pass exams in their own departments. For this reason, reading skill should be taught in high schools for the students to be able to cope with comprehension problems.

- Listening skill. Listening skill is more important than speaking skills because without understanding speaker's message, a student cannot respond thus communication between them. The pupils who learn English need language input to improve their level of proficiency. Listening can provide learners the input they need. When listeners listen to listening texts, in particular to native speakers, their listening proficiency will enhance and they will stand a better chance of using the language effectively.

A writing practice is formed by morpheme, lexical, grammar abilities and conforming to the orthography rules [3]. In a current progress level of our society the necessity of exchanging information via writing is increasing. The extending economical, scientific, cultural connections between nations demand to run letters, appointments, official information in written form.

The developing the formed lexical skill and studying a lexical are important in high schools. That's way English lexical materials are highly illuminated in the academic curriculums. Moreover, morphemes, synonyms, antonyms and other lexical like these are expressed in the curriculums.

There are three exact aims of English teaching:

- a) Practical
- b) Educational

c) Developing

The themes of English classes should be explained more qualitative and their maintenance should be deeply researched.

If taking an example from English classes of Natural Sciences faculty students, the lessons should be conducted based on their professional competencies [4]. In accordance with it, professional competence require to discuss the texts on their specialty. We know that, natural sciences includes subjects like chemistry, biology. By working on them their vocabulary skill can be improved.

On the assumption of modern methodology requirements, an integrative approach is more effective in teaching English [5]. It is quite simple to understand lexical materials while comparing them with a native language. Besides, teaching English by assimilating with other foreign languages gives high results. Because, many of us are already informed that thousands of English words came from other languages like Spanish, French, Italian, Latin etc. In addition to this, a communicative approach at English lessons should be accessible. Communicative approach in English teaching helps students to manage and create opportunities for communication.

Conclusion

In summary, several kinds of teaching methods and technologies are very helpful if students have a high-performing teacher. Because, when teachers are professionally trained and certificated to manage and control instructional process students can generally influenced by them, because they spend most of their time under the guidance of teachers in study establishments.

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NAKSHBANDIYA - THE ROLE OF THE MUJADDID SECT IN THE DEVELOPMENT OF THE SOCIAL LIFE OF THE PEOPLES OF CENTRAL ASIA

Abstract: The article covers the development of the Naqshbandiya-mujaddidiya sect, the role and importance of sect ideas in social life, the activities of mujaddidiya sect shaykhs, educational methods on a scientific basis.

Key words: Sufism, naqshbandi-mujaddidi order, shariah, murid, shaykhs, education, medrese, xanaqah.

Language: English

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Introduction

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At present, it is important to study the place of the doctrine of mysticism in the life of our ancestors. One of the main features of mysticism is that it is not only theoretically possible, its principles aimed at Human perfection are applied to the spiritual front through sects. Therefore, the importance of sects in the practical development of the doctrine of mysticism can not be overemphasized.

The activity of the middle Asian sect, which provided the Islamic culture with the greatest mysticism scientists, was able to maintain its high status in the social life of the country from the XII to the beginning of the XX century, it would not be a mistake to say. This school has gone through stages such as its appearance in the course of its development, its harmonization with local culture, its leadership in socio-political processes.

Any sect in Central Asia was not only excluded from the influence of religious rituals that existed in this region from time immemorial, but also showed its influence in the process of mastering their local customs. In most cases, Sharia has become a factor in the political idea of Sufi statutes. In these sects, the role and significance of the sheiks was great. The responsibility of the sheiks for the spiritual and political development of society later became a habit

even for other sects. The activities of Sufi sects in Central Asia greatly influenced the social, political and religious situation of the region.

At present, the sect, which is spread in many countries of the world, is an ornament. To some extent in a Muslim country or a Western country where Muslims reside, one can certainly witness that the presence of followers of Bahouddin Naqshband continues to leech him. Because Bahouddin Naqshband has first firmly adhered to the Sharia criteria of the Islamic religion and did not allow their violation. Secondly, he really put forward human qualities, created a futility among various representatives of society. Behind this, people began to provide material and spiritual assistance to each other, overcoming the difficulties in life in harmony and sharing the joys together [1:7].

The khojagon-Naqshbandiya sect, which developed mainly in the XII-XIII centuries, developed in the territory of Central Asia in the XVII-XVIII centuries and developed in the form of New – Naqshbandiya-mujaddidiya. The emergence of the Naqshbandiya-mujaddidian sect, which occupies an important place in the socio-cultural life of different peoples, the history of the spread in Central Asia, the activities of Mujaddids in the country and the comprehensive study of the life and scientific heritage of the scholars who directly participated in the

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implementation of reforms in the field of education within the sect are

Naqshbandiya-mujaddidiya sect, which arose as a direction of the Naqshbandiya sect, did not make any serious changes to the rules of the Naqshbandiya sect. On the contrary, he reformed the laws of the Naqshbandiya sect, making it closer to the way of life of society. The fact that the main idea of this sect is to call religious and universal values superior, to observe them is also an obvious proof of our opinion.

During the first period of the Naqshbandiya-Mujaddid sect, a special scientific and mystical environment was created in the region, which directly determined the further development levels of this sect. The role of sect sheikhs in the creation of such a scientific environment, of course, is incomparable.

It should be noted that the sheikhs, who were not the only control center of the Mujaddid sect and were considered as representatives of various shahabchas, carried out free activities in their local influence centers. Here at their disposal were one or several educational institutions. Their circle of communication was limited to shogird-teacher – khalkadash relations [2:323].

The mujaddidian sheikhs also taught in khanaqahs and madrasahs. Re-opening the old madrasahs and building new ones (judgment. 1785-1800) and Amir Haydar (judgment. 1800 -1826) those who committed suicide. Those wishing to be recognized as mujaddidian Sheikh in Bukhara and Samarkand were required to complete the three-stage educational program [3:326]. In addition to the cities of Bukhara, Samarkand, its adjacent villages, the Volga-Ural region, Balkhh, Maymana, Ferghana, Kashmir and others became Educational Centers for residents of the Central Asian regions.

These centers became the leaders of the dissemination of mujaddidian education among the local population after a large part of the educated students, completed their education in Madrasah and Khanaqah. The madrasa education of the Mujaddid sheikhs laid the foundation for the dissemination of enlightenment on a scale that has not been seen so far in Central Asia. Sources quoted as saying that almost every one of steam's more than 360 streets had a madrasah. There are also primary schools in cities and villages, and in 1834 on Bukhara there were about 60 madrasahs, in 1836 70 units, and in 1842 their number reached more than 100 [4:329].

As the great leaders of the Naqshbandiya-mujaddidiya sect, it is necessary to recognize the sect and their activities such as Ahmad Sirhindiy, Mawlono Imkanagi and Musakhon Dabidiy. Also

among the Ashab and murids of Sheikh Ahmed Sirhindi are Mawlono Abdulgafur Samarkand, Hoja Umak, Mawlono Yusuf Samarkandiy, Sheikh Abdulhay Sagoniyoniy, Mawlono Salih Kohlabi and a few of our scholars. Also, the services of Mawlono Muhammad Siddiq Kashmiriy, Sheikh Tahir Badakhshani, Khoja Muhammad Hashim Kashmiriy and Badriddin Sirhindiy in the penetration and spread of the Naqshbandiya-mujaddidiy sect to Movarounnahr were incomparable [5: 128].

Ahmed Sirhindiy in Movarounnahr developing jahr, dancing-heaven, reading nafl prayers in the church and sitting in the chillada expressed resistance to the kablar and condemned these heresies as corruption aimed at breaking the sect of Naqshbandiya [6: 53].

The teachings and views of the sheikhs of this sect played an important role in the socio-religious and political life of Movarounnahr at that time. Although the sect sheikhs themselves did not directly interfere in political processes, but their views laid a favorable ground for their active intervention in the socio-political life of society. This led to the fact that sectarian ideas had a significant impact on the life of society. Therefore, by the XVI-XIX centuries, the pattern of Naqshbandiya-mujaddidiya developed widely in the region. There have been cases such as the adaptation of sect ideas to the life of society, the interpretation of Islam in harmony.

The traditions and rituals of this sect have been used in the practice of Sufi communities of Uzbekistan and Kazakhstan until now.

In conclusion, the Naqshbandiya-mujaddidiyyah sect called on people not only to fulfill Sharia laws, but also to master the higher stages of spiritual perfection. On the basis of the Hadith "to love the motherland is from faith", the peoples of Central Asia absorbed feelings of affection towards the consciousness of their homeland and served to educate them in the spirit of patriotism. The educator was treated with special respect to the teacher – pir-Murshid. In order to master a certain stage of spiritual perfection, the instructions of pir-Murshid were strictly observed. After gaining spiritual perfection, the master gave him a white certificate and gave him a certificate to work independently, that is, a ticket. The shogirds occupied the foundations of Science in harmony with the mysteries of a particular profession. Later this tradition was introduced into other spheres of society's life. In this way, the traditions of teacher-apprenticeship persist for centuries and have reached us.

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ESTABLISHMENT AND PROSPECTS OF DIPLOMATIC RELATIONS BETWEEN UZBEKISTAN AND BELARUS

Abstract: In this article highlights of establishment and prospects of diplomatic relations between Uzbekistan and Belarus so as well as training of personnel, will contribute to the development of country.

Key words: Uzbekistan, Belarus, diplomatic relations, economy, politics, society, state, development.

Language: English

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Introduction

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The history of society and states shows that not any country has made progress without cooperation with other states. Located in the center of the historical Road "Great Silk", which connects the countries of the East and West, Uzbekistan has been a junction point of religions, nations and cultures for several centuries.

The last decade of the twentieth century entered history as a period of radical changes in the social worldview and the geo-political structure of the world community. The world community has stepped into a new era. This period is distinguished by its two aspects. This is the process of rapprochement between states, peoples and the emergence of comprehensive cooperation, political, economic and legal spaces that are holistic, the creation of the norms of modern international law.

While our country conducts an independent foreign policy as an equal subject of international relations, it is important to conduct a profitable foreign policy based on a specific position in the current world political processes.

Focusing on the priority aspects of our country's international cooperation, the main issue is aimed at finding new partners and new markets, attracting more foreign companies and investors to the economy of our country. We are confident that the state relations are primarily aimed at close cooperation with close

troops, the Commonwealth of Independent States and the member states of the Shanghai Cooperation Organization, the foreign policy of our country is based on Real goals, pragmatic policy.

One of the founders of the Commonwealth of Independent States is the Republic of Belarus, which is also one of the prospective partners of the Republic of Uzbekistan. It has been 26 years since the establishment of cooperation relations with the state. If the embassy of the Republic of Belarus in Uzbekistan was hanged in Tashkent in 1994, then the embassy of the Republic of Uzbekistan in Belarus was also opened in Minsk in 1994.

In this regard, it should be said that similar aspects are observed in the form of governance of the states of Uzbekistan and Belarus. In particular, the Republic of Belarus is a unitary democratic social legal state. The Constitution adopted in the referendum in 1996 year is valid. The head of state is the president, elected by the population for a period of 5 years. The legislative body is the National Assembly (for comparison: in Uzbekistan – the Oliy Majlis), which consists of the representatives chamber (in Uzbekistan – the legislative chamber) and the Republican Council (in Uzbekistan – the Senate). All 110 deputies of the House of Representatives are elected by the population. 56 of the 64 deputies of the Republican Council are elected by local councils, 8 (16 in Uzbekistan) are appointed by the president. The term of office of the National Assembly is 4 years.

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The executive power is exercised by the Council of Ministers, headed by the Prime Minister. The prime minister is appointed by the president with the consent of the House of Representatives. [1]

Diplomatic relations between the two countries were established in 1993 year. In particular, in December 1994, the president of Belarus Alexander Lukashenko made an official state visit to the Republic of Uzbekistan. During this visit, "declaration of the Republic of Belarus and the Republic of Uzbekistan on further strengthening friendship and cooperation" [2], "protocol on consultations between the ministries of Foreign Affairs" [3], as well as agreements on trade and economic cooperation between the two countries, on cooperation in the field of Agriculture were signed. Agreement between the Patent Office of the Republic of Belarus and the patent offices of the Republic of Uzbekistan on the protection of industrial property. [4] Between the customs office of the Republic of Belarus and the state tax office of the Republic of Uzbekistan signed an agreement on mutual recognition of customs services and customs documents, an agreement on cooperation in the fight against violation of customs regulations and smuggling, an agreement on cooperation in the fight against illegal arms, ammunition, explosives and trade in narcotic. These signed agreements opened new stages of cooperation between the two countries. In particular, the two countries have established cooperation systems in trade, economic, production, agriculture and scientific and technical spheres.

Between 1994-2016, there were no official meetings directly organized between the leaders of the two countries. The first president of the Republic of Uzbekistan communication between I.Karimov and the president of the Republic of Belarus Alexander Lukashenko met at a meeting of the Council of Heads of state of the Commonwealth of independent states organization. But an atmosphere of fruitful cooperation was created between the governments and state bodies of the Republic of Uzbekistan and Belarus. In particular, on May 24, 2007, the governments of the two countries signed an agreement "On the establishment of a joint commission of the government of the Republic of Uzbekistan and the Republic of Belarus on the effective establishment of bilateral cooperation"[6], on June 19, 2008 between the governments of the Republic of Uzbekistan and the Republic of Belarus "Agreement on economic cooperation", On November 24, 2011, the Prosecutor General's office of the Republic of Uzbekistan and the Department for the implementation of financial control of the Republic of Belarus signed an "Agreement on legalization of criminal revenues and fight against terrorism financing" [8]. The above government contracts have brought trade and economic cooperation to a new level.

Today, if we pay attention to the Export-import relations between the two countries, it looks like the following.

Table 1. Export-import products.

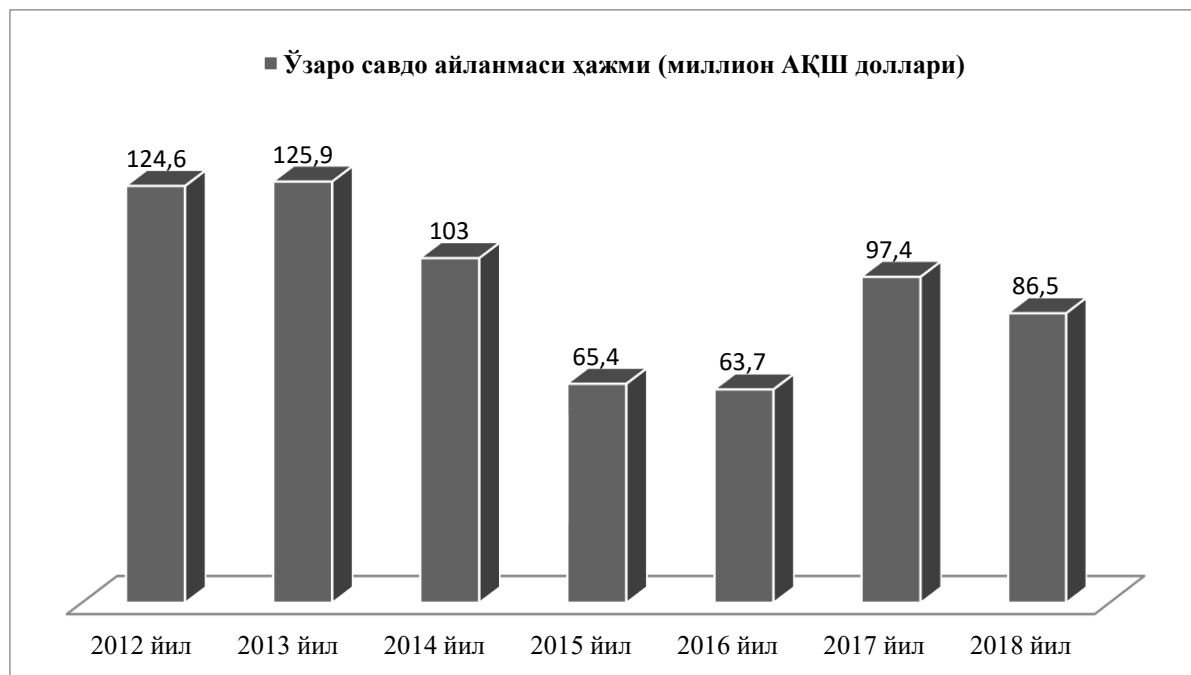
| Products exported from Uzbekistan to Belarus | Products exported from Belarus to Uzbekistan |
|--|--|
| Rural-agriculture techniques | Fruit and vegetable products |
| Construction products | Dried fruits |
| Road construction equipment | Cotton fiber |
| Light technology | Semi-finished products from cotton |
| Potatoes | Finishing and fabrics |
| Medicinal products | Ready-made clothes |
| Car spare parts | Car and its spare parts |

If we focus on export-import products between the two countries, we can see that the types of goods and services are in a few cases.

In 2012-2018 years between the republics of Uzbekistan and Belarus will be shown in the following form:

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Picture 1. Export-import in 2012-2018 years between the republics of Uzbekistan and Belarus.

If we pay attention to the above table, the trade relations between the two countries have a changing feature. Because, until 2017, direct agreements between the two countries on the supply of various types of products and services, access to the market, practically did not find its implementation sufficiently. In particular, on June 19, 2008 in Minsk was signed the "economic partnership agreement between the Republic of Belarus and the Republic of Uzbekistan for 2008-2017". [9] also in 2013, Belarus and Uzbekistan signed an agreement on the Free Trade Zone. This document Belarus ratified itself in 2013 year, while the Uzbek side ratified in 2014 year. But the current implementation of this agreement by the two countries has not been effectively established. For this reason, until 2016, the volume of trade turnover decreased to 63,7 million dollars.

On October 6, 2016, the president of the Republic of Belarus Alexander Lukashenko made an official visit to Uzbekistan. The leaders of the two countries saw them in Samarkand. Belarusian President Alexander Lukashenko said at the meeting: "we are a little late in relations and economy. I'm sure we will go through this ridiculous turnover in the next one, two or three years. We have a huge potential for this. Our task with you is to ensure that the people of Uzbekistan and Belarus have decent relations," he said. In turn, the president of Uzbekistan Shavkat Mirziyoyev said: "Belarus is our sincere, ancient partner and friendly country. The turnover between us today does not satisfy both you and US. We need to find damage points for growth," he stressed. [10]

September 12, 2018 President of the Republic of Belarus Alexander Lukashenko arrived in Uzbekistan on an official visit. The presidents discussed a wide

range of issues related to bilateral cooperation, agreed to strengthen political dialogue between the two countries, consistent development of practical cooperation in various fields. During the negotiations held in an expanded format with the participation of official delegations, issues of diversification and further expansion of trade and economic relations between Uzbekistan and Belarus, strengthening the partnership, taking into account the complementary nature of the economy of the two countries, were discussed.

Within the framework of the visit, 19 documents, including the mutual trade promotion system, industrial property protection, mutual assistance in customs affairs, science and technology, agriculture, health, medicine, Higher Education, Culture and other areas cooperation agreements were signed. Among them, the government agreement on socio-economic cooperation in 2019-2023 and its implementation program are of particular importance. Within the framework of the visit, contracts and agreements worth more than 230 million dollars were signed at the forum of business and regional cooperation. The president of the Republic of Uzbekistan proposed to the Belarusian side to organize a "green corridor" for Belarus in order to simplify the trade in fruits and vegetables and textile products of Uzbekistan.

The head of our country paid an official visit to the Republic of Belarus on July 31 - August 1, 2019. As a result of the visit, the heads of state signed a joint statement. It was achieved to adopt a multifaceted partnership between the two countries, including cooperation in the fields of investment, production, scientific and technical cooperation, as well as a

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significant set of documents that provide a solid basis for establishing direct relations between the regions.

The multilateral development of cooperation relations between Uzbekistan and Belarus is beneficial for both countries.

In particular, in the economic sphere, we can see a significant increase in the need for products developed in Uzbekistan and the Republic of Belarus in the domestic market of the two countries. In particular, Uzbekistan can achieve the satisfaction of its needs by importing or jointly producing agricultural farming techniques, Aggregates, Products of carrots (potatoes, sugar beets), which are produced in the Republic of Belarus. In turn, Uzbekistan will achieve the opening of new markets in Europe for itself by launching export of agricultural products (cotton, silk, hemp, melons, vegetables) to Belarus on a global scale. In this regard, the initiative "green corridor" put forward by Shavkat Mirziyoyev should be supported and launched by both countries. Opening joint ventures in the trade relations of the two countries in the field of mining, mechanical engineering, automotive, energy and light industry and bringing them to the level of production of products in cooperation is highly effective. In particular, by signing the necessary agreements for the joint production of Belarusian agricultural machinery, equipment used in the mining and construction industries, we will first of all achieve the satisfaction of our domestic needs, while also providing the opportunity to export the necessary equipment to the countries of the Central Asian region.

Both Uzbekistan and Belarus are interested in peace and stability in the political sphere, in the Central Asian region and in the Eastern European region. In international organizations such as the Commonwealth of independent states, the Shanghai Cooperation Organization, the organization for security and cooperation in Europe, the two countries are united by common interests. Belarus supports the position of Uzbekistan on the establishment of peace in Afghanistan. On October 23, 2018 in the field of security, Uzbekistan and Belarus signed plan for the further development of cooperation in the field of security for 2019-2020. [11] in accordance with this agreement, the two countries are achieving military cooperation without conflict with international agreements and national legislation of the parties, exchange of experience in the training of military personnel, joint military training in the fight against terrorism, religious extremism, organized crime and drug addiction. [12]

Cooperation in the socio-cultural sphere is developing year after year between the two countries. In particular, the National-Cultural Center of Belarus is operating in Uzbekistan, while the national-cultural center of Uzbekistan has been operating in Belarus for many years.

Also, the relations of cooperation in the field of Science and medicine are developing year after year. On April 9, 2019, Uzbekistan proposed to establish scientific cooperation in Belarus, including the opening of joint laboratories, on May 24, 2007, it was agreed to ensure the implementation of the cooperation agreement between the Academy of Sciences of Uzbekistan and the National Academy of Sciences of Belarus [13] and the agreement between the government of the Republic of Uzbekistan and the government

Between Samarkand Institute of Economics and service in the field of education and Polosk State University of Belarus (July 19, 2019), Tashkent University of information technologies and Belarusian State University of Informatics and electronics (June 18, 2019), Tashkent State Pedagogical University named after Nizami and Belarusian State Pedagogical University (September 19, 2018), Uzbekistan State University of physical education and sports and Belarusian State

As a result of the visit of the minister of health of the Republic of Uzbekistan to the Republic of Belarus in 2015 in the field of Health, an agreement was reached on the Export-Import of pharmaceuticals and medicines, joint production of medicines. In addition, with the signing of the agreement on cooperation in the field of post-higher education between the Institute for the professional development of doctors of Uzbekistan and the Belarusian Medical Academy, on September 13, 2018, with the agreement between the ministers of health of the two countries, special attention will be paid to support cooperation in the field of training. In addition, exchange of experience in such areas as development of pharmaceutical sector, development of fundamental and scientific-practical research in the field of sanitation-epidemiology, clinical and profilactic medicine, as well as in the field of medical oncology was established.

If we pay attention to the information learned, from 1993 to 2019, more than 130 cooperation contracts and agreements were signed between Uzbekistan and Belarus in different directions. This information means that the legal basis of the cooperation relations between the two countries is perfectly established. At the meeting of the United Nations, the organization for security and cooperation in Europe, the Commonwealth of Independent States and the Shanghai Cooperation Organization, Uzbekistan and Belarus support each other's interests and promote joint initiatives. The two countries will also support cooperation in ensuring tinnitus and stability in the Central Asian region and the Eastern European region. The Republic of Belarus is also constantly supporting Uzbekistan's initiatives and efforts to establish peace in Afghanistan.

In the economic sphere, there are many aspects that make up the two countries. Therefore, in order to

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develop trade relations and increase the volume of commodity circulation to 1 billion US dollars, the two countries should organize "green corridors" in relation to different types of products and introduce more customs benefits. It is also possible to achieve an increase in the economic potential of the regions of Uzbekistan by expanding the cooperation in the trade and economic sphere between the major cities and economic centers of Uzbekistan and Belarus.

In the field of science, Uzbekistan conducts scientific research in cooperation with higher educational institutions specializing in the management and creation of equipment that serves for machine and technical, mining, metallurgy, heavy industry, as well as scientific research centers of Belarus, as well as training of personnel, will contribute to the development of industrial economy in our country.

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PROBLEM OF GENDER IN THE PHILOSOPHY

Abstract: Gender philosophy as an object of research on sexes relationships it takes. Its strategic purpose is to further the sexes relationship strengthening is. Dimorphism of rocks in Special Studies / Phylogenesis, although it is noted as the basis of ontogenesis and sociogenesis, it is not aimed at rejecting harmony, intimacy in relationships, that is, dimorphism.

Key words: gender philosophy, man and woman, social development, gender research.

Language: English

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Introduction

UDC 101

Today in the scientific literature, research and debate the term "Gender" refers to it as "gender relationship", "Gender equality", phrases like "Gender Culture", "Gender Development", "Gender sociology", "Gender psychology" are commonly used. The next twenty years can be called the "era of Gender Research". Yes, today's science is developing along the path of deepening. But this also dictates generalization, analysis and synthesis. Artificially deepening gender relationships does not serve to progress even if it enriches gender research, but rather, on the contrary, the stratification of the sexes. Therefore, gender studies should come from the goal of strengthening gender relations.

"Neither the biological approach nor the sociological approach can fully elucidate gender issues. We will determine how difficult the problem is, especially when they refuse each other. A new approach to harmonizing them, more precisely, a gender philosophy, is necessary. Gender philosophy prevails over the above concessions with the following characteristics:

- gender relations from the point of view of the integrity, integrity of a person come and learn;
- looks at gender relations as human relations;
- derives from the determinism of social relations;

-recognizes the complexity of female and male relationships, but at the same time does not forget that they have aspects that differ from social relations;

-the role of a woman and a man in the existence arises from the distortion of functions, that is, the harmony between a man and a man, the primacy of human interests, the recognition of the equality of all norms of progress.

Gender philosophy the differences in the relationship between a woman and a man, it should not be limited to the study of specifics. Social for progress, the differences between a woman and a man, and not one of them theories, concessions, which are based on the fact that he lives as a social being, strengthen the intimacy, harmony between a woman and a man, are necessary.

People social, political, property and sex are against each other to put it, we must understand that differentiation has tragic consequences.

The study of Gender differences is necessary in order to get to know a woman and a man more deeply. But it can not be forgotten that these differences are relative and can change to the necessary side under the influence of educational factors.

From the point of view of ontogenesis, the relationship between a woman and a man learning is important. Now there is a gender philosophy psychological he is busy collecting and summarizing the research. In fact, it is gender he had to walk ahead of his studies. Yes, philosophy is sometimes some

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they need the research and conclusions of the sciences, formed by summarizing them. There is a need for the formation of Gender philosophy in the field of science as an adjective. But this need must rely on the gnoseological conclusions collected in the study of the relationship between the scientist and Man, person and society, private and general, formed during the 27 century. Lasa if he proves the error of some of these conclusions, refutes, it is useful for science.

Gender studies have shown a person to be naturally diverse, diverse, striving for pluralism also proves the originality of living. Man is not only mentally or spiritually inclined to color, as well as by nature, from the point of view of the development of sociogenesis. But this colorfulness, variety should not pose a threat to its integrity. In some gender Studies, a thousand unfortunately, this integrity of a person, the integrity of which is forgotten, the main emphasis is on recognizing, substantiating gender differences. So gender studies need the pathways, conclusions of philosophy. Gender differences are the product of the social environment, upbringing, external influences.

Therefore, the baby is primarily at the influence of sociogenesis that it has its own sex understands. But this does not negate the effect of phylogenesis and ontogenesis; sociogenesis can accelerate or slow the formation of sexual fantasies. Over time, nature shows its strength, that is, in phylogenesis and ontogenesis, the genus begins to manifest its signs. Therefore, it is impossible to absolute the effect of sociogenesis. Gender philosophy, in addition to the above factors, should be attributed to the results and conclusions of psychogenesis.

Women are supporters of changing gender relationships rather than social relationships. They are not interested in the characteristics of social relations; gender equality are the actions taken by men for them possession is to live, knowing what a man knows and providing for his family. Feminists have never promoted socio-political conceptions of strategic importance, defining the development of society.

They ensure gender equality without changing social relationships did not imagine that it would not be. Gender equality female and male it is not only the provision of equality in relations, it is the whole social being able to change relationships is a reality. Gender equality cannot be built on old social relationships, it encourages humanity to create a new system of social relations.

Gender education is not seeking differences between female and male, perhaps it is necessary to start by revealing that a man and a woman are human. Gender relations are primarily human relations. Gender education should choose the methods and tools appropriate to them based on the goals and objectives underlying this relationship. Gender specificity of goals and objectives cannot be denied. But they cannot exist "for himself". A scoundrel of the

integrity and integrity of a person, a skeptical point of view, an idea, an education do not serve a person. Gender education fulfills its humanistic function only when a woman and a man serve more attributes, qualities inherent in a man.

Family, social environment, society advocates and even supports gender dimorphism – comes in power. It is not known to history that there was a single era, a single Society, a single family, which fought sharply against discrimination. After all, if mankind cannot develop without discrimination, if intersex exploitation is a condition for development? Even in countries where anti-discrimination laws have been adopted, where many public organizations are struggling, discrimination has not been fully eliminated. So social and interpersonal relations have not yet Become Human. Market relations, competition, striving to accumulate wealth, egoistic efforts are difficult to bring about the humanization of relations. Social and interpersonal relationships need to be built on a new set of priorities, ideals. They were called Sri Aurobindo "mental relations". Perhaps it is difficult to eliminate discrimination without forming a common spiritual intimacy.

Society, social relations exist through a certain notency. For example, not all professions can establish a salary equal to fold. Also, children, the disabled, the elderly should hope for the special kindness of the state and society. But it is necessary that this notability does not lead to the fact that some groups are superior to society and the state.

While Gender nonspecific form is preserved, it is unlikely that it will lead to the fact that sexes are opposed to each other or justify the chauvinism of men, support. In order for these qualities in a man not to escalate, it is necessary to assess and measure the uncertainty in society and social relations often in terms of women's eyes, needs and interests, if necessary, to correct and complement them in accordance with the requirements of women.

Today, a person feels lonely and helpless than ever before. Downtown streets the economy has paved the way for social activity, scientific and technical discoveries are making opportunities, it is possible to travel to any corner of the world and enjoy the diversity of the world. Indeed, it is now fully felt that man is a powerful being. But he is spiritually alone; there is no one beside him who understands his heart. The jealousy of life, the absence of something sacred, the fragility of life, the inferiority of greed and malice, the violence carried out on the mind, the soul turn a person into an impoverished being. As if the woman and the man are filling each other, grasping each other's life, but they remain a victim of the above vices. The manly power hidden in the essence of these vices is a woman and a man, the power over human life.

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THE ROLE OF IMPORTANCE OF TRADE IN THE ETHNO-ECONOMIC LIFE OF THE POPULATION OF THE MOUNTAINOUS AND FOOTHILL REGIONS OF UZBEKISTAN IN THE BEGINNING 20TH CENTURY (ON THE EXAMPLE OF SANGZAR-ZAAMIN REGIONS)

Abstract: This article, based on documents of the Central State Archive of the Republic, ethnographic field research and scientific literature, covers issues of entrepreneurship, commercial activities of the population, trade in the market and its types, goods for sale, as well as a description of markets located in one of the mountainous and foothill areas Uzbekistan, Sangzar-Zaamin region in particular, in Jizzakh, Khujand, Kattakurgan and Samarkand countries.

Key words: Sangzar-Zaamin region, market (bazaar), household, trading, entrepreneurship, Djizakh, Samarkand, Khujand, merchant, product, ethno-cultural process, ethno-economics, ethno-economic ties.

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Introduction

Action Strategies 2017-2021 which is consisted of five principles for development of Uzbekistan and scientific-theoretical as well as practical programs preparing for the development of Uzbekistan in order to world requirements, specified for new world evolution. In addition, it is also involved acceleration of social-economic spheres, detection of each region's natural wealth and raw productions, industrial, agriculture, and tourism and labor ability and provide to improving the life-style and revenue of people. Particularly, recent economic reforms and social conditions are accounted due to finance conditions of people as well as prosperity, life-style of people. As a result, it could create a necessity in research which was based on ethnologic classification and lead to study ethno-economic situations and changes in economic-trade life of people as well as local culture which was conserved historical-ethnographic traditions in the remove and mountainous regions of

Uzbekistan, particularly Sangzar-Zaamin area during XX century.

It is estimated that approximately 20.5 percent territory of Uzbekistan described as mountainous and foothills area [1, p.89]. Nowadays there are 23 "mountainous" village districts in Uzbekistan. Many of these districts belonged to Kashkadarya, Surkhandarya, Djizzakh, Navai and Namangan regions [2, p.83].

Sangzar-Zaamin area situated in the middle part of Sirdarya and Zarafshan rivers valley in the center of Uzbekistan and Zaamin (2860 square km), Bakhmal (1860 square km), Gallaral (1950 square km), Yangabad (720 square km), Sharaf Rashidov (1320 square km) and other mountainous districts of Djizzakh regions (overall land area is 21 179 square km, total population is 1 million and 301 thousand. Based on 2015 information) consisted the part of the area. Overall land area of Sangzar-Zaamin consists of 8710 square km [3, p.1]. It is noted that just over three quarter (76.7 percent) part of Djizzakh region is

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mountainous area [4, p.83] and it is 4.5 percent of whole territory of Uzbekistan [5, p.593]. According to recent survey (2016 year), the population of the area is 694200 people [6, p.1] and it contained 42 percent of Djizakh region population.

After colonization of Russian imperia, according to "Control Statute of Turkestan Area" in 12 June 1886 year, Samarkand region was organized and divided into 4 sections: Samarkand district (there were 26 volosts (villages) till revolution[7, p.3]), Kattakurgan district (there were 17 volosts till revolution), Khujand district (there were 14 volosts till revolution), Djizzakh district (there were 20 volosts till revolution and consisted of large volosts such as Bagdan, Yangikurgan and Zaamin [8. p.313]).

According to information of former regional Gubernia, overall land area of Samarkand region was 23 523 square km and 11 444 square km of them belonged to Djizakh region, 5 521 square km and 6 556 square km belonged to Kattakurgan and Samarkand districts respectively [9, pp. 2,3,4]. It should be noted that control through dividing into regions and districts had been used till first quarter of 1927 years [9, p. 7]. After districtization of Samarkand region, it was called district and divided into ten little districts such as Okdarya, Bulungur, Djizakh, Zaamin, Mitan, Payarik, Past Dargom, Yukori Dargom, Yangi Kazan Arik (lately was renamed as Urgut[9, p. 17]), Yangikurgan (was separated from Bulungur region in 1935 [9, p.17] and renamed as Gallalal in 1936 [10, p.1]) districts [7, p.15].

Khavast and Yangiabad districts which currently include Sirdarya and Djizzakh regions, were the part of Mirzachul districts in Tashkent region till separation into districts again and after that Khavast was reorganized as independent district [9, pp.14, 17].

Zaamin district was organized in 29 September 1926 as a district of Samarkand region. The district was added to Djizzakh district in 24 December 1962, then it was reorganized by governors in 31 December 1964 (Khavas distric (currently Yangiabad district) [11, p.38] which unified 23 villages also part of the district at that moment). Nowadays there are more than 120 villages and 35 "mahalla" communities in Zaamin district.

In 16 October 1970 Bakhmal district was established in the place where Gallalal and Djizzakh (currently Sharaf Rashidov district) districts which were established in 29 September 1926 and Karakishlak district (initial center was Kara village then Usmat village) which were organized under control of Gallalal district. At the moment there are 10 "mahalla" community and just under 100 villages in Bakhmal district [12, p.1].

Methodology of research

Research is based on historical-comparative as well as statistic-comparative analysis, scientific approach, classification and comparison methods. The

handcrafting activity of local people was studied through cultural and trade-finance connections between several ethnic groups as well as the development dynamics of handcrafting types under economic-social situation was analyzed through comparative aspect.

Microeconomic zones and "friendship institution" which had a huge impact on development of commerce in ethno-economic relationships were studied through ethnologic aspect.

Research and development directions

It is known that, commerce and trade works have been playing a great role in Uzbekistan since ancient times. Exchanging products and commerce were important in connection between ethnics. "Great Silk Road" which was approximately seven thousand kilometer and whose some parts of the road located in this region, played a vital role in not only commerce life but also in social life of Sangzar-Zaamin people. According to written sources, merchants of Sangzor-Zaamin participated actively in both Jizzakh- Galaral-Bakhmal-Zaamin-Khovost-Khujand and Samarkand-Jizzakh- Tashkent sections of "Great Silk Road" [13, p.12]. After colonisation of Turkestan area by Russian Imperia, development of market relationships and manual industry of the area was affected by conquerors. As a result, connections between cities and towns as well as commerce, handicrafts and business developed rapidly [14, p. 14, p.28]. As a consequence of rising internal and external commerce, the quality of products improved and the incomes of indigenous people were increased. On top of this, fabric clothes especially calico, iron, cast iron and other products such as colors, sweets, tea and other grocery products were popular among people of Zarafshan oasis. On the other hand, local productions such as cotton, cocoon, livestock products and local handcrafted materials which played a huge role in Russian industry, were exported to foreign countries [15, p.145]. Without a doubt, bazaars (markets) have been playing a great role for all time.

East foreign bazaars, as well as internal bazaars of Sangzar-Zaamin had a huge impact on purchasing, exchanging products which were made by intelligent people and materials for a daily purpose. The term of "bazaar" was represented in ancient Persian written forms as "vazar" and as "vachar" or "vatsal" in early ages, in Sogdian inscriptions it was as "vatsar" and the meaning of the word was "a place where something could be purchased or sold something" [16, p.145] or "a place where costs were confirmed" [17, p. 56]. In English, the term was largely identified as "eastern market", the name of institute [18, p.1] or a place where a huge kind of products were sold [19, p.104]. In economic anthropology, eastern bazaar and social analysis of economic behavior are represented as one of the traditional researches. It is called as "market economy" by western scientists [18, p.1].

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It is difficult to image the people of Zarafshan oasis, especially indigenous people of Sangzar-Zaamin without commerce, handicrafting and such kind of business. It was exactly that handicrafting and commerce consisted of ethno-economy of indigenous people.

According to researchers, purchasing works consisted of three types: mobile markets which were based on exchanging commerce, markets which were organized on a weekly basis and bazaars which worked on a daily basis.

Ethnologist U. Abdullayev pointed out that bazaars which was above mentioned depended on one's social origination. For instance, mobile bazaars were usually organized by nomadic tribes, as for semi-nomadic people often purchased at fairs and at last grassy people who were civilians of big cities frequently used stationary bazaars [20, p.55].

Generally, squares, measurements, wealth and other factors of bazaars stand for the levels of politic-economic life of the country. At under study area, Sangzar-Zaamin, between 1868 and 1924 years, Jizzakh, Xujand, Samarkand and their subdivisions such as Yangikurgan, Usmat, Jizakh, Zaamin and others had bid, important bazaars as well as little markets which worked simultaneously. Basic bazaars were classified due to their squares and importance. Local merchants usually worked at 33 large bazaars [21, p.213] which were situated in Jizzakh, Xujand, Kattakurgan and Samarkand divisions [22, p. 105]. Ethnologist U. Abdullayev claimed that these kind of bazaars were used both as meeting the needs and served as "distributor" who delivered foreign products for remote village people [20, p.75].

In the second half of the XIX century the bazaars which were located in big cities and villages such as Samarkand, Kattakurgan, Jizzakh and Khujand bazaars in Zarafshan oasis had an important position for peoples of Sangzar-Zaamin regions. If Samarkand bazaar was the largest bazaar Kattakurgan bazaar was central market for cotton trade. Big village bazaars also made a significant impotratce in ethno-economic life of people. The bazaars along the Okdaryo river such as Dakhbet, Oktepa [23, p.57] village bazaars and local small bazaars such as Sogish, Loish and Karakarali bazaars' annual income were the most profitable and total measure of the earning was 700 thousand ruble, 500 thousand ruble of them belonged to Kattakurgan bazaars which signified as the largest bazaar [22, p. 141]. There were 216 shops in the bazaar and about 230 merchants who traded manufacture products, attentiveness and metal goods, tea, sugar, and crafts products went from Samarkand to Jizzakh and other regions for purchasing on a weekly basis, especially on Wednesday [24, p. 59].

Yangikurgan bazaar which was bordered with trees was 21 tanob square and there were more than 700 shops. Shopping malls looked like balcony were made of bricks and semi-basement outlets where rice,

cotton and wheat goods were sold [22, p. 140]. This bazaar was overcrowded during autumn and a great number of merchants from Samarkand and Kattakurgan came for purchasing cotton fiber and wheat goods [25, p. 141]. At that moment, local people acquired a great deal of money and first of all they spent it for essential goods such as manufacturing products and shoes.

As soon as the development of cotton production, foreign tradesmfn and local Fuzailov Cotton Fabric affected greatly in commerce and exchanging of cotton goods which was stated in literatures and archive information, [7, p.8]. There were approximately 60 thousand fund untreated cotton were brought for selling to the bazaar [24, p.82]. In addition, this bazaar was the most central market on trade of cotton oil through district. This is clear that Yangikurgan bazaar was basic market for cotton productions which were made in Samarkand and Jizakh districts. On top of this, wheat goods also had a huge importance as cotton. For example, between 80 thousand and 100 thousand fund wheat goods were sold to low-income population throughout a year [22, p.141]. In addition, according to older messenger people, dried fruits, grapes, tea, sweets, ceramic materials trade were also essential goods in the bazaar [27].

In early XX century, Yangikurgan, Sauruk, Sangzaar, Chashmab and some part of Rabat and Yangikurgan bazaar which included Uzbek regions were the largest bazaars for commerce of grain productions. For instance, the head of railway station claimed that 512000 fund in 1904-1905 grain season, 640000 fund in 1905-1906 grain season and more than million fund grain in 1907-1908 grain season were exported from Milyutin(Gallaral) station which was located near Yangikurgan bazaar, to Fergana and Bukhara [24, p.60]. All in all, during 1900-1906 years new stations such as Kuropatki(Lalmikar), Milyutin(Gallaral), Oburchevo (Dashtabad) of Tashkent-Orenburg railway were constructed and it served for development of internal and external trade and accelerated goods and money exchanging. At that moment, establishing of Jizzakh, Yangikurgan railway stations improved the regions especially Jizakh and Sangzar-Zaamin population's commerce and social connections with foreign countries such as Russia and European countries. At the moment of constructing railways, a lot of foreign constructors came to the regions and it led to bring back a huge amount of products such as cotton, wool, raw industrial materials, grocery goods to their homeland [28, p.101].

In early XX century, merchants of Sangzaar-Zamin region worked and acquired a massive reputations not only in Yangikurgan and Nikshen basic bazaars, but also in Tashlak bazaar where people of Beshkurk, Avliyo and Sangzaar villages used for their daily purposes [24, p. 60]. Another

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important piece of information is commerce goods were carried by horses, camels and donkeys through roads which were covered with stone and pressed soil. There was only a road that covered with stones from Milyutin railway station to Yangikurgan bazaar [29, p.60].

In addition, they also dealt with commerce in Chuyantepa bazaar locating in Chelak, Aylibod, Khoja Mukur, Tuyatortar districts and another main bazaars such as Djambay, Pandjikent, Urgut, Kattakurgan [22, p.105].

It should be noted that although the main bazaars which were mentioned above played significant position in economic life of Sangzaar-Zamin people, small local bazaars called “agreement place” also had a great impact on local people who frequently visited and exchanged their goods or they sold extra products each other in early XX century [30].

There was not an accurate measure of constant merchants, contrariwise the number exaggerated on a daily basis or vice versa. Only people who obtained certain amount of money could engage in commerce [31, p.5]. There were about 250 merchants in winter season and more than 350-400 tradesmen after harvesting wheat crops traded simultaneously in early XX century bazaars which included in large market category. In small bazaars the number of merchants during winter and summer seasons were approximately 100 and 400 respectively. The figures of tradesmen did not exceed more than 50 in the smallest bazaars such as Boygatepa, Saricha, Yakkashaykh [22, p.107].

New merchants also could participate in temporary bazaars which organized on a weekly basis and it looked like as moving markets. As A. Grebenk stated that tradesmen could trade at three or four bazaars during a week [21, p. 213].

Village bazaars were located at 5-20 km length with one another and some of them worked on a daily basis and others worked a weekly basis. It should be stated that bazaars in Zarafshan oasis were also called certain names as another Asian bazaars. Usually they were called specific ones village or city name. On some occasions they were named according to which days of a week it worked such as “Wednesday bazaar”, “Thursday bazaar”, “Friday bazaar” and so on. In some cases, if ones ethnic group was wide spread in a bazaar, it was named after that ethnic group name such as “Uzbek bazaar”, “Tajik bazaar”, “Kirgiz bazaar” and so on.

Tradesmen who lived nearby of the Sangzar-Zaamin area had an opportunity to go to several bazaars for shopping. For example, they went to Djuma and Usmat bazaars on Monday, Chukur bazaar on Tuesday, Bogtepa, Nakishen and Yangikurgan bazaars on Wednesday, Djomboj bazaar on Saturday and Urgut bazaar on Tuesday and Saturday [22, p.106].

The topography of the bazaars was noticeable and amazing. If jewelry, saddle goods, blacksmiths and different cloth bazaars located in the center of the cities, agriculture and stock bazaars located in suburb area [32, p.145]. Usually bazaars originated in the crowded spots, central parts and through crossroads of the cities as well as towns. According to V.V. Radlov who noted a precious information about large bazaars topographies in middle Zarafshan area during XIX century, stated that trade center made of bricks that consisted of several separated trade pavilions and located at the center of the bazaars where was always crowded with people [23, p.578]. There were several adaptable pavilions for selling variety products, merchants and handcrafts’ shops, inn on the caravan route, chaykhana and other economic buildings. Usually, bazaars worked from sun rising to sun downing.

In Sangzar-Zaamin bazaars had a great variety of products such as daily necessity materials and raw materials for economic purposes, art goods which made by skillful handcrafts as well as materials that made by neighborhood countries and desert people.

Salt was the most frequently used goods, therefore his commerce was also very important position. According to Russian doctor K.M.Aframovich, salt commerce was the most profitable and guaranteed trade and Tuzkan lake which situated in Djizakh region provided all bazaars of the region with salt productions. Tuzkan lake was rich for natural salt, consequently some people of Djizakh, Khujand and Perovskiy districts used and supplied themselves from there. Little part of the salt were brought to Bukhara and Nurata. There were two kinds of salt: red and white sort were excavated from the lake. Local people recognized that red salt was highly quality with chemicals (it looked like Samarkand salt). But both red and white salt structure and chemicals were the same, only they differentiate with colors [33, pp. 3-4].

There were a lot of merchants who worked with leather goods and they usually painted leathers with yellow, red and black colors then sold. Due to expensive cost of goat leathers, it was rarely purchased. Only high class people could afford to trade this kind of goods. As for local middle class and poor people, they usually purchased low quality leathers made of inexpensive row material. Leathers were used for variety purposes such as dressing-gowns, jackets, suits were sewn and sold.

In early XX century it was a usual situation that firewood and logs were carried by horses and donkeys through bazaars and tradesmen sold them. They brought this kind of goods from mountainous and remote villages then sold each bunch by 9-10 ruble [35, p.140].

Certain sort of materials was sold in specific trade pavilions in large bazaars. It is means that each bazaars consisted of wheat pavilion, rice pavilion,

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cotton pavilion, grocery pavilion, fiber material pavilion, clothes, shoes, skullcaps and other these kind of trade pavilions. Usually in little bazaars daily necessity goods and grocery products were sold. In village bazaars there was a specific spot where stocks were sold. Stuffs who called “amin” usually gained tax from merchants in stock markets.

It is also should be noted that stock bazaars were also divided due to which kind of animals sold such as “horse bazaars”, “sheep bazaars”, “cow bazaars”, “bird bazaars”. Hay and fodders for stocks were sold nearby of this bazaars.

In bird bazaars chicken trade, especially quail purchase was one of the most profitable and important trade. If simple sort quails cost at 1-2 kopeyk (sent), singing, fighting and pedigreed quails cost at 2-4 kopeyk (sent) [36, p.146]. Fighting quails were distinguished according to their eyes, feet and other part of bodies.

In the middle of XX century, bazzozs (Arabian word means “carpet tradesman”) who traded with carpet goods, carried different kind of fiber materials to the bazaars and they also loaned their goods to horse wagons and carried their products to the remote kyrgyz, uzbek mountainous villages and mountainous area for shopping [37].

Local people especially bakhmal kyrgyzs made several kind of leather as well as fiber products in their home condition and this goods were popular not only in local bazaars but also in foreign bazaars. In addition, they were also very skillful at making carpet, ropes, sacks, thick felts, saddle bags and sold it in bazaars [38].

As a result of improving internal markets, small tradesmen and shoppers’ number constantly improved in early XX century. It means that, even middle class people who gained a little amount of money could afford to work with commerce. Although under oppression of colonization, active capital investments especially market relationship came into the local people social life.

As well as development of trade works, exfoliation established between merchant and it could lead to separate rich and high class merchants from ordinary tradesmen. S.P.Mansirov counted that the figure of rich merchants consisted 183, 93, 232 in 1896, 1897, 1898 respectively. One fifth of them purchased goods from local wholesale merchants by on credit that based on 10-15% discount compared to Samarkand bazaars cost. The capacity of the credit was equal to 1-2.5% of monthly rotational capital. The benefit of the credit consisted of 2-2.5 ruble or 12-25% of average annual income of businessmen [22, p. 411].

At that moment haberdashers had a significant value on bazaar commerce, their average trade finance consisted of 600-900 ruble and from each of annual rotational finance they earned approximately 20-25% income. Another type of merchants occupied with

retail commerce. Usually they were busy with local fiber shopping and their average annual finance was 400-500 ruble, 15 percent of them was their profit [39, 15].

In Djizakh bazaars shopkeepers earned about 20 percent profit from each 600-700 ruble of their finance [39, p.15]. Merchants’ trade goods included variety of products such as fiber goods, sugar, sweet products even medicines. Mixed commodities were sold by ordinary traders. They established a huge divisions of all dealers of the region. N.Xankikov noted that the one of the key factors of success in Samarkand district internal bazaar was the strong connections between bazaars which traders strengthened shopping through village bazaars and created a lot of discounts, opportunities to consumers [40, p.162].

At this point, profit and permanent consumers for the purpose of improving the number of consumers selling goods on credit was one of the most wide spread type of shopping. Generally this shopping type spread through butcher, cloth traders, partly jewelry trades [20, p.121].

In Sangzar-Zaamin and other nearby areas bazaars cost were indicated according to central large bazaars in the center of the district. A.D.Grebenkin noted that the costs in remote village bazaars based on Samarkand central bazaars [21, p.216]. On top of this, costs also affected by drought, wars, pillages and other several factors. For example, there was a shortcoming for wheat goods as a consequence of coming bad weather to Fergana, Khujand, Djizakh districts in 1911. As a result local people had to make flour from corn roots then cooked a meal for preventing from starvation [41, p.p.16].

Mirza Salimbekov reported that costs of goods which were imported from Russia increased dramatically after starting the World War I. Costs of the agriculture products(wheat, barley, flour, rice, vegetables, meat) rose enormously. “As a consequence of expensive costs starvation started-said historian, - wheat crops defected, the cost of a sack vegetable cost grew by 25 ruble, bread cost 20 tanga... nobody imaged that a melon cost 40 ruble” [42, pp.226, 227].

Older messengers still memorize that agricultural crisis during 1929-1932 years made a stagnation of bazaars as well as farmers, expenses did not make incomes, consequently people of mountainous area faced a huge volume of problems [43].

RESULTS AND DISCUSSION

Firstly, traders taught trade culture and specific skills at commerce to their familiar people, apprentices. In trade works centuries-old traditions were continued through ages. Merchants who walked through remote and dangerous trade roads for purpose of earning fair money represented as a basic figure in the country’s ethno-economic life. They traded some

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products to foreign countries and it led to the loss of value of some local products as well as they brought some valuable foreign productions to the homeland. It is clear that they served to balance and guarantee the economy of the society. It is not secret that there are also some advantages and disadvantages of this type of occupation. Merchants were motivated by gaining a lot of money and creating a good life. Capable and sociable dealers could adapt to economic changes which occurred in the early XX century. At that moment Russian trade-industrial bourgeoisie and other foreign countries' capitals came to the oasis and affected greatly the social-economic life of people. The theory of market relationships and other new information gradually came into the life of local intelligent people, landowners, businessmen and so on.

As soon as society which was based on communal ownership faced a crisis and Uzbekistan gained independence in the late XX century. Consequently, centuries-old private ownership was established again, a lot of opportunities were given to private commerce merchants. Commerce played a vital role for preventing decline in life conditions and income sources of people, supplying social protection of people. As a result of coming new methods of market relationship into the country, traditional trades improved and exaggerated with new functions and it could lead to development of social-economic and cultural spheres of the government especially in the Sangzar-Zaamin region.

Conclusion

In conclusion it should be noted that basic and popular definitions of market relationship were related to trade. Expanding ancient maintained commerce, earning profit from trade, improving life conditions of the government were very comfortable for ordinary local people:

- Bazaars were stimulus of developing life conditions of both cities and villages which were located nearby the bazaars. Wheat, linseed oil, pea, cotton and stock products which were produced in villages were very popular in city bazaars. Some part of these goods were raw materials for city carpenters and masters.

- Consequently, it affected greatly to improve several types of crafts, especially, spheres which specialized in supplying agricultural demands. The leading field of city economic was handicraft and the originating connection with villages served to progress village economic and upgrade the ethno-economic life of people as well as city economy especially development of city bazaars.

- During XX century all ethnic groups through the Sangzar-Zaamin area traded actively with not only local folks but also foreign people of border areas. On top of this, commerce also served as a vital factor which supplied effective association through different ethnic groups. Bazaars were represented a place where exchange goods with each other as well as a spot that several ethnic groups gather and communicate with each other. Usually in this occasion one ethnic culture became rich with another one's ethnic traditions and common customs were originated as well as urbanization has been playing one of the most essential positions for ages.

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EPIC PROSE TRADITIONS AND NEW METHODOLOGICAL RESEARCHES

Abstract: This article discusses methodological research in Uzbek literature. The novels of the famous writer Oman Mukhtar are analyzed.

Key words: Novel, style, writer, artist, symbol, folklore.

Language: English

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Introduction

In the world literary science, the genre of the novel naturally has a syncretic character. It is developed by close contact with folklore traditions and is created by the national-literary background. After all, the symbols of national identity need to be preserved in the development of artistic thinking. Fiction, in particular, romance, presents a unique image based on its own laws. The impact of tradition on genre development is wide and complex. However, the importance and role of folklore in understanding the essence of formative and methodological research, which supports the present development of the national novel, are further clarified by observing their relationship. The study of this issue gives opportunity to reveal the national frontier of the novel, the leading genre of the prose, and its intellectual roots in shaping opportunities for philosophical aesthetic perception of the universe.

While there is no doubt that folklore traditions have a strong influence on the development of the novel genre, this situation is a typological phenomenon that is common to all national literature. This situation not only demands the affirmation but also requires the observation and exploration of each genre specific paths in terms of genre possibilities and diversity. Of course, this is related to the level of development of each nation's literature, its in-house capabilities, the creative talent, the ability to master

the art of folklore and to realize its potential and to put in practice. In this context, the studies of literary studies serve as a specific theoretical and methodological basis for the study of the influence of particular creator on folk artistic expression within their artistic and aesthetic thinking, in form and methodological research.

Analysis of Subject Matters

It is well known that imaginary forms of events play an important role in appearing and formation of a fairy tale, one of the genres of Uzbek folklore poetic creativity. In the first fairy tales didactics and later in the social context deepened. Fairytale creators who have condemned cruelty and violence have been able to draw important social and historical conclusions. The fact that details and motives are embedded in the imaginary and vital textile shell has made it possible to glorify the ethics and decency of different layers of time. The plot-compositional composition, form, and typological features of magical fairy tales in the example of Russian fairy tales were learnt by the research of V.Y.Propp in the literary studies. His theoretical conclusions will also help in the study of Eastern fairy tale poetry and plot composition. Characteristics and features of the Uzbek fairy tale are detailed in the studies of folklore scholars M. Afzalov and K. Imomov. According to B.Sarymsakov, the dynamics of the historical and literary process provide

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insight into the progressive movement of certain skills and genres [1;97]. After all, certain genre-specific features "... genres whose poetic structure is relatively improved and have a greater chance of reflection of reality can be covered and absorbed [1;101]"

Research Methodology

The main criterion for the novel "*Ming bir qiyofa*" is the leitmotif of nationalism and universalism, which has an impact on both art and emotional development. In our literary tradition, the ancient struggle between good and evil in which goodness is glorified and evil is rejected.

A simple human with a light of kindness and compassion in his eyes, Burhan Sharif is passionate about protecting the good. His nature does not have the ability to be arrogant, to bow in front of servant, to worship him. Burhan Sharif considers his duty to fulfill human duty and strives to fulfill his duty. Prose creator combines these national characteristics of truthfulness, courage, pride, dirty diet, and honesty. Therefore, it clearly expresses its attitude towards character behavior.

In fact, in the novel, the author's impartial speech, as a historian-publicist, plays a large role in portraying the hero's appearance, behavior, internal feelings, and events. His secret relationship is palpable. As O. Odinson said, "the lack of clear language attractiveness in objective neutral speech can lead to reduction artistic colors in clear images and at the same time expressiveness of the author in his speech activities" [2;28]. Aristotle asserts, "Perfect people are the same, but bad are different" [3;126]. From this doctrine, it becomes clear that the novel aims to portray the actions of some vincible people. However, Mr. Mukhtor shows the struggle between denial goodness and ignorance; He also tries to avoid ignoring the fact that both processes are related to each other, the interdependence of them, and sometimes which might be in one person.

"It was a real challenge for me. I tried to write a novel that was different. In addition, to some extent, I think I did. In all of these, I have tried to cover certain aspects of human thinking, and at the same time, I have come to terms with the positive and negative characters in the literature. I have relied on the ancient Oriental philosophy that man is the embodiment of good and evil. If you remember, Abdullah Hakim (in novel Ming bir qiyofada) has many sins and good deeds. So is Burhan Sharif. None of my characters is 100 percent positive or negative" [4;418], - the author wrote.

As one of the heroes of the novel, Sadirjon says, Burhan Sharif "openly fights evil." He fights for the violation of fair laws and concerns about the fate of the people. In our view, Mukhtor has also used the image of legendary solo heroes of folk epics in drawing this image. Consequently, it is an epic character that human love, kindness, loyalty,

friendship, intelligence and talent, desire for knowledge, endless hatred of the enemy, generosity, and self-sacrifice are all combined.

Burhan Sharif has done goodness to people, has called them to do goodness, has treated them with kindness, and has punished evil people. However, he has always been helpless in the blood and in the face of the evil that is in his hands. He also has a feeling of envy and jealousy. For thirty years, he has struggled with himself. At the end of his life, Burhan Sharif admits that he had betrayed the spirit of Abdullah Hakim and delayed the publication of his diary. Even not staying true to the word is a betrayal and it is considered a crime. Because of his noble nature, he asks: "What is my difference between all the wicked and the wicked? How can I look at Abdullah's face when a person is resurrected and seen in the world?" (P. 162). It draws appropriate conclusions from their actions. So he realizes that the world has other truths than what he believes and what he thinks is right.

Abdulla Hakim is the only child who grew up in the hands of a widowed mother, who was in love with her father. She is now separated from her mother and unable to reach her lover. He does not want to live. He did not even have children. The house is rented and has nothing to eat or drink. Ordinary servant, who sometimes cannot keep himself from drinking too much, However, he looks like Burhan Sharif, like two drops of water. For one thing, on the other, thanks to Abdullah, Burhan Sharif loves him as his brother. Because he understands his condition, he sometimes offers generosity and recommends him to go to different parties in order to eat better.

His comrade, who has fallen into the hands of impure men, fearing Burhan Sharif's honesty, does not want to betray him. His anger and hatred for injustice gives him courage and courage. Abdullah Hakim, who has done his best to save the tyrants from his good deeds and never once sacrificed his life, does not want Burhan Sharif to disclose the truth to those who suspect him: "You need to show dedication and courage once in your life! You have no right to sit without doing anything! That is it. Come and show me your crafts - I am Burhan Sharif! ..."- he says (p. 19).

Abdullah Hakim refrained from suffering and said, "Brothers, there is a misunderstanding. I am not Burhan Sharif. 'But he doesn't. It is hard to tell the truth to those who behave in a nomadic way. He considers submission to the will of the "enemy" as an act of betrayal and disobedience to the command of conscience. Not only do they violate their devotion to their friendship, they try not to lose their lives because of their enormous hatred for their enemy.

Abdullah Hakim takes the courage and inspiration from his spirit to endure suffering. Therefore, he can act wisely according to the situation. This beautiful quality of his morality is manifested through the work of the act. The important thing is that

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he does not go against his will. In addition, the inner desire to endure is one of the factors that motivates her to be courageous. Abdullah Hakim's dignity and pride are rooted in his feet, and a "blood vessel is poured into his veins" (p. 19). Therefore, he does not despise himself.

"He was dizzy and bloody. However, when all the injustice and meanness in the world were unwillingly rebellious, he hesitated to lie down on the ground and to stand up and recover. It was as if something had hit her in the head. He fell to the ground and fainted" (Page 23).

If he says: "I have not learned how to receive alms or to forbid. I will not turn away from my way. «The world was too easy to have wealth. For this, he was required "not to fight with someone or something which are stronger than you".

Changes in Abdullah Hakim's spirit: loyalty, conscience, anger, hatred, and the unintentional overlapping of his feelings inspire his courage. This provides its spiritual superiority:

"He felt like his leg was off the ground and hit the ground again. He swayed. However, he did not fall. Realizing that it was no longer important to him, he turned to the young men proudly. The pistol slammed in succession. He knelt unknowingly. Then he stretched out slowly. Only one word in the details is Halima", he said.

Abdulla Hakim - Burhan Sharif was defeated physically. Nevertheless, there is some glory in his death, which gives the reader a lot of optimism and

content. O. Mukhtor argues for a millennium of literary and aesthetic thinking about human greatness, not just in the form of advice, but also in the analysis of the nature of the characters and the logic of events. In other words, the author is able to combine his ideas with fairy-tale, anecdotal logic with the realities of the heroes, the spirit, and the aspirations of the real heroes.

Analysis and results

According to D. Kuronov, the author's attitude to the story, his outlook, and his mental state are of great importance in the writer's communication with the reader. It will be displayed in more styles. The conceptual integrity provided by

O. Mukhtor in the novel "Ming bir qiyofa" shows that the composition of the work is in proper order. The author also makes a lyrical retreat, encouraging the reader to enter into his ideological and emotional evaluation. In some sense, he expresses an open, secret attitude towards the subject of the image and communicates directly with the reader.

However, in some cases, the author gives the reader details in the form of dry information, in which case O. Mukhtor's feelings do not reach the reader's heart. The statement in the image style does not allow the details to be vibrant. The writer is not alone in his characters' complete self-esteem, but is left alone with his own feelings and cannot reinforce his feelings. As a result, there is a slight decline in emotional impact.

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INNOVATIVE APPROACHES IN THE METHOD OF TEACHING FOREIGN LANGUAGES IN UNIVERSITIES

Abstract: This article discusses innovative approaches to teaching a foreign language in special educational institutions. The “case method” was chosen as the main method, the essence of which is the independent activity of students in a foreign language in an artificially created professional environment. According to the results of applied research conducted by the authors, it was found that this method can be used as extremely effective for achieving the goals of teaching a professional foreign language and intercultural adaptation. The author stated that there are various methods of teaching English, teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech. The conclusion substantiates that, using innovative methods, one can easily learn to speak English and improve in this.

Key words: English, foreign language teaching methodology, case study, case studies, philology.

Language: English

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Introduction

The needs of our state in highly qualified specialists, capable of establishing business contacts and business cooperation with foreign partners, specialists who speak a foreign language at a professional level, are reflected in the work curricula of the country's universities. A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education.

Methods of studying

In most universities in the country, students master at least two foreign languages. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose a particular teaching method in accordance with the level of knowledge, needs and interests of students. After all,

teaching methods are not what simple “algorithmized units”, their rational and motivated use in foreign language lessons requires a creative approach from the teacher, because “pedagogy is science and art at the same time, therefore, the approach to the choice of teaching methods should be based on the creativity of the teacher”. The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. What do scientists put into the concept of “method”? Teaching methods are “ordered ways of teacher and student activity aimed at the effective development of the obligations of educational tasks”. The teaching method acts as a “tool for the teacher’s activities to fulfill the leadership function - training.” The implementation of the training method is carried out through the use of a number of teaching methods, various approaches and working techniques. “Learning techniques - a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a particular method.” Unfortunately, in teaching practice, foreign language

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teachers often apply time-tested standard teaching methods. Sometimes the process of teaching a language, regrettably, continues to be a “somewhat modernized version” of the grammar-translation method. The requirements for a foreign language lesson change over time, the latest teaching methods are developed. At the present stage of the development of science in Uzbekistan, we can definitely say that the times when the ability to translate from a foreign language and vice versa adapted, unauthentic texts have already been sufficient proof of language acquisition. Today, the educational process is being reformed in universities of Uzbekistan in accordance with the pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of higher educational institutions cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and training in master's programs abroad. In the context of the reform of higher education, educational technologies for teaching foreign languages should also change. Language education itself is also gradually being modernized through the introduction of a modularizing system for teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations that make up teaching foreign languages. All this poses new requirements for teaching and teaching a foreign language at universities. The goal of teaching a foreign language at a higher school at the present stage is to master students' communicative competencies, which will allow them to realize their knowledge, skills and abilities to solve specific communicative problems in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that in education the cultural or intercultural approach to teaching continues to develop in the framework of the concept of "dialogue of cultures", with the aim of forming polymer literacy of students. So, in my opinion, in a modern university there should not be a place for such processes as memorization, thoughtless memorization of texts in a foreign language, which have no practical value for the future life of students. Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. Indeed, a good knowledge of foreign languages now and will continue to remain in the future one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing the students with a quality complex of language knowledge, skills, this requires, first of all, the educational institution to systematically create conditions for the advanced training of its

pedagogical staff, and to provide the institution with the appropriate material and technical base.

Modern technologies in learning English

High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, teaching a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (creating a bank diagnostic materials for the course of the subject “Foreign Language” for computer testing in order to control students 'ZUN). At this stage in the development of methodological science, the main methods of teaching foreign languages are communicative and constructivist methods. The communicative method. Learning goal: mastery of communicative competence. Learning Content: The texts should show conflicts that encourage the student to express their own opinions. Learning management is not carried out through grammar, but is guided by communicative intentions (intentions). The student is in the center of training. Linguistic plane: the dominance of linguistic development over linguistic correctness, correctness, mistakes are made. Language becomes a means of communication. Exercises: communicative exercises. Students learn “communication in the process of communication itself. Therefore, all exercises and tasks should be communicatively justified by a lack of information, choice and reaction. ” Advantages of the method: students improve their speaking skills, the fear of mistakes is overcome. The disadvantages of the method: not given due attention to the quality of the language, communicative competence quickly reaches its limits. Constructivist method. Learning goal: the method is based on actually active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Training content: proximity to the reality of students, students are encouraged to independently construct their knowledge (for example, as part of project activities). Linguistic plane: as wide as possible. Exercises: language production is at the center of learning. Advantages of the method: preparing students for real life, real life situations. The disadvantages of the method: at the present stage have not yet manifested themselves quite clearly. An example of a constructivist method is project training. The method distinguishes between traditional and alternative teaching methods. Under the concept of alternative methods, a number of different

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approaches, techniques, methods of language transmission are grouped.

There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, and the group method. Innovative teaching methods include: computer-assisted learning (CALL), script line method (story line method), simulation method, carousel method, station learning method, group puzzle method, role-playing method, Case Study method (work over problem situations, students consider the problem, analyze the situation, present their ideas and solutions to the problem during the discussion).

Script line method This method is based on a combination of planned educational meanings - for example, shops-goods-sales - with the interests and ideas of students. Receiving "impulses" from the teacher (the so-called key questions), the students contribute to the creation of history. This method does without textbooks. We are talking about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and role-playing. The teacher sets the scope for action and presents individual episodes. Pupils pose their questions and find the answers themselves.

Project training.

Organization of the lesson as work on the project. Signs of the project method: - Action orientation - Teamwork - Student self-organization - Situational orientation, correlation with real life - Interdisciplinarity (intersubject projects) - Integrity - the project is considered as a whole - Product orientation, result. The following main phases of the project are traditionally distinguished: Initiation - invention of an idea for the project Start of the project Implementation of the project Presentation of the project results Assessment (reflection) of the project Training method for stations. An educational technique in which students perform work on educational material that is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When studying at stations, students have the opportunity to choose the time distribution, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-esteem, analyze their own academic success, plan and conduct work stages. Work at the stations allows differentiation according to the abilities, interests of students, and the degree of complexity of the task. Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, it is possible to successfully apply the simulation method. In cybernetics, this term is used to model and simulate reality. In training, we are talking about various simulation business games

that provide students with the opportunity to develop their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment" that simulates real situations, for example, in business, in a company. The simulation provides an opportunity for students to try themselves in a certain role - the leader, president of the company, and provides an opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve a gain in the company's profit, conclude an agreement, profitably sell the company's shares and the like. Simulations are characterized by a high degree of interest of the participants, they are completely immersed in the game, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and decision-making speed. Thanks to the simulation, the students develop strategic planning skills, develop the ability to work in a team, negotiate, and convince a business partner. Simulations streamline students' knowledge and prepare them for the need for quick and motivated business decisions in future activities. There are computer simulations where participants work with a computer program, manage an imaginary company and desktop simulations where participants, companies, enterprises "exist" in the form of chips, cards.

The role-playing method.

Role play is an active method of learning, a means of developing a student's communication skills. Role play is associated with the interests of students, is a means of emotional interest, motivation for learning activities. Role play is an active way of teaching practical knowledge of a foreign language. Role-playing game helps to overcome students' language barriers, significantly increases the volume of their speech practice. This is training in action. There are a large number of forms, types of role-playing games in foreign language lessons. So, for example, you can use the role-playing game "At an interview", where students take on the role of employer and employee. From all of the above, it should be concluded that for the teacher today it is important to constantly improve their knowledge of methods of teaching foreign languages, introduce the latest educational concepts into their teaching practice, and keep up with the times.

Conclusions

Modern methods develop creative thinking; develops presentation skills; develops the ability to lead a discussion, to argue answers; improves the skills of professional reading in a foreign language and information processing; teaches you to work in a team and develop a collective solution. In the context of interactive learning, students have a greater sense of personal involvement in the educational process and responsibility is formed for their own educational

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results. Discussion, analysis of real situations, brainstorming, business game, project assignment lead to the creation of a favorable psychological atmosphere in the classroom, to strengthen the speech and intellectual activity of students, increase their sense of self-confidence and create a semantic context of communication.

The pedagogical potential of the case study method is much greater than the pedagogical potential of traditional teaching methods. The case study

method is an extremely effective tool for applying theoretical knowledge to solving practical problems. The problem of introducing the case study method into the practice of higher vocational education is currently very urgent, which is due to the general orientation of the development of education, the orientation not so much on obtaining specific knowledge, but on the formation of professional competence, skills and mental activity, the development of personality abilities.

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ON THE QUESTION OF THE RELATIONSHIP OF THE POPULATION OF THE STEPPES EURASIA AND CENTRAL ASIA IN THE BRONZE AGE

Abstract: This article reflects archaeological materials and literature on the problems of developing cultural and economic ties between the tribes of Central Asia and the steppes of Eurasia, which most clearly occurred in the Bronze Age after the migration of the steppe tribes from north to south. In addition, the article reveals the socio-economic and cultural life of the resettled population, as well as the problems of the migration movement of the Bronze Age tribes.

Key words: migration, Eurasia, Srubna culture, Andronovo culture, nomadic cattle breeding, Jarkutan, molded ceramics.

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Introduction

The question of the relationship of the population of Central Asia with the tribes of Southern Siberia in the Bronze Age is one of the important areas of archaeological research in historical science. According to archaeological works, the historical roots of these relationships go back to the Neolithic era. This period was indeed characterized by a certain Keltiminar impact on the Southern Urals and Trans-Urals [1].

The wide cultural similarity of the Neolithic tribes of Central Asia with the population of the steppe and forest-steppe belt of Eastern Europe and Southern Siberia is noticeable in the burial rites, in the complexes of arrowheads, in the horned trapezium, in the ornamentation of ceramic vessels [2]. For example, in the Trans-Urals, quite a lot of items with finds of Keltiminar tips are known. Complexes with horned trapezoids are typical for Central and Northern Kazakhstan. A large series of horned trapezes was found in a number of sites of the Telmanian group in northern Kazakhstan. It is not excluded that it was the Central Asian sources that played a certain role in the

process of the initial familiarization of the Eurasian steppes with the basics of the producing economy.

Ya.G. Gulyamov discovered a burial ground of the Eneolithic and Early Bronze Age in the lower Zarafshan to the north-west of Bukhara on the bank of Lake Zamanbaba. In the archaeological complex of the cemetery there were a number of objects that have analogies in the monuments of both the southern regions and the northern regions. For example, among the ceramics of the Zamanbaba cemetery there are five specimens of ovoid shaped vessels, which are widely known in the ceramics of the early metal epoch among the Eurasian steppe tribes. A similar vessel was found in the Orenburg region [3] in 1960. Similar ovoid vessels were found in many other monuments of the ancient pit and Afanasyevo cultures.

Materials and Methods

The pastoral tribes of the Eurasian steppes were formed for the first time among the bearers of the Andronovo culture in the regions of the South-Eastern Urals. According to extensive archaeological research of Russian archaeologists, this happened in the second quarter of the 2nd millennium BC. This was due to the

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use of horses as a means of transport, which stimulated the development of horse breeding, as a new direction in the livestock farming of the Eurasian steppe population. The socioeconomic shifts in the society of pastoralists led to the addition of nomadic pastoralism, whose vital needs led to the migration of pastoralists to the south at the head of their avant-garde equestrian detachment of Aryans.

The appearance of a group of cattle-breeding tribes was first noted by SP Tolstov back in the 1930s. During exploration in 1938 on the right bank of the Amudarya near Teshikkala, he found in the sands fragments of stucco ceramics with geometric patterns (Teshik-Kala 1 and 2 sites), which, by definition, S. Tolstova closely resembled the Bronze Age ceramics of the Volga region, Kazakhstan and Minusinsk region related to the log (Volga region) and Andronov (Siberia and Kazakhstan) crops [4]. Similar ceramic materials were later recorded in other points of the Amudarya delta, along the channel of the Tazabagyab canal, and these objects later became known as monuments of Tazabagyab culture. The Tazabagyabi culture differed from the local Suyargan culture [5], which was influenced by the tradition of the southern regions of Central Asia.

It has now become known that the spread of Tazabagyab culture is not limited only to the territory of South Akchadarya. Monuments of this culture are widely known in the ancient deltas of Sarikamish and Uzboy. Similar monuments have been discovered and explored in the lower reaches of the Zarafshan and Kashkadarya [6]. Monuments in the form of single graves associated ethnocultural with the steppe of Eurasia, were discovered and explored in the ancient Tashkent oasis. Monuments of steppe tribes called Kairakkum culture in the form of separate burial grounds and short-term sites are widely known in the Fergana Valley [7]. Similar monuments in the form of short-term sites and underground burial grounds are widely known in the upper and middle parts of the Zarafshan valley [8]. Northern steppe tribes infiltrated the southern regions of Uzbekistan [9] and Tajikistan, and some of their groups reached the regions of the Murghab oasis and Northern Afghanistan.

All this indicates a widespread settlement of the northern steppe tribes in Central Asia in the Bronze Age. Their penetration into Central Asia, according to EE Kuzmina, occurred in two ways. First way: a group of tribes of the Andronovo culture, around the middle of the II-thous. BC, heading from the South-Eastern Urals to the south-west. In the steppes of the Southern Urals, in the zone of contact of the Andronovo-logged tribes, they assimilated with the latter, and further, bypassing the Aral Sea from the north-west, they penetrated into the lower reaches of the Amudarya, in which Tazabagyab culture was formed. Following S.P.Tolstov, E.E. Kuzmina attributes the addition of Tazabagyab culture to the early Fedor stage of the Andronovo culture, i.e. XV-XIV centuries. BC [10].

The participation of the Srubno-Andronovo component in the addition of the Tazabagyab culture does not raise doubts [11], as evidenced by the mixed nature of the anthropological material of the Kokcha 3 burial [12], dated to the XIII-XI centuries BC. The historical correspondence of this date is confirmed by the reports of Abu Rayhon Beruni, who, according to popular legend, attributes the beginning of the settlement of Khorezm 980 years before Alexander the Great, when the “kingdom of the Turks” was formed on this territory, and 92 years after this event Siyavush moved here, son of the Iranian king Kaikvus [13].

The second way: the penetration of the northern steppe tribes in Central Asia occurred from the direction of Southern Kazakhstan. According to EE Kuzmina, in the second half of the II-th. BC, from the areas of the monuments of Tautara and Kuyukta (north of Lake Balkhash), a group of tribes of Andronovo culture move along the southeast direction, and bypassing the lake. Balkhash from its east side, they penetrate into the regions of Semirechye, and from there through the Tien Shan mountains, gradually reach the Pamir-Alay and further territories [10].

Fragments of the Andronovo ceramics earlier with the combination of the Alakul form and Fedorov's ornamentation [14]. Such ceramics were found in one of the compartments of the “reliquary” of the Jarkutan temple, another fragment of such ceramics was found on the Jarkutan citadel [15]. Steppe ceramics with a ribbed profile and a concave shoulder, covered with oblique triangles and a meandering pattern, characteristic of the Fedorovsky stage, are lifted from the bed of the canal of the ancient settlement Jarkutan. In the vault of the sacred ash of the Jarkutan temple several fragments of stucco ware were found, among which one ceramics corolla was massive. It was ornamented with isosceles triangles, the vertices upwards of two tiers, with a dividing horizontal belt between them and filled with a sloping comb pattern.

The establishment of intertribal transport and trade relations within Central Asia existed as early as the era of the Jarkutan stage of the Sapalli culture. Jarkutan trade entrepreneurs traveled to the headwaters of the Zarafshan valley, where the Sarasm metallurgical center of the Aeneolithic and Bronze epoch was formed on the basis of ancient mines.

Near the village of Djam, a whole burial site of the Bronze Age, belonging to cultures of different ethnic groups, was opened on the natural hill of Galasherik [17]. Four graves are uncovered here. One of them (mog. No. 1) contained fragments of red-and-tattooed stucco ceramics, a bronze sickle, a discoid bronze mirror and a bronze stud. Judging by the composition of the grave goods, the grave belongs to the culture of molded painted ceramics such as Koktepa 1, Kuchuk 1, Kyzyl 1, etc.

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At the highest point of the hillock, another grave was discovered (mog. No. 4), in which, apart from the decayed fragments of the buried person, fragments of ornamented stucco ceramics were found, bronze bracelets made of forged bronze strips with a grooved convexo-concave surface, bronze earrings in the form of garden bindweed and numerous bronze beads. Judging by the location of the bones of the skeleton, the dead man was lying on his right side, in a crouched position, with his head to the west. According to the composition of the accompanying inventory of the dead, the grave belongs to the steppe merchant of the Andron tribes.

As can be seen from the above facts, it was the burial ground of trade entrepreneurs of different ethnic groups, indicating the addition in Jame of a ferry transit trading point in the Bronze Age.

The migration movement of the tribes of the Bronze Age was not one-sided. It took place in the opposite direction. However, the task of each of them included their own goals. The main goal of migration of the steppe tribes of Eurasia to the south, above all, was the expansion of the territorial sphere in order to reach new pastures for livestock and to have new ore sources to generate additional income.

In the late Bronze period, the contacts of the steppe population with the farmers of the south became more active - pottery made on the potter's wheel, which was found up to Altai, came from the south of Central Asia [18]. For example, pottery ceramics was found at the settlement of Bien in Semirechye [19]. Pottery ceramics from the period of the Molalinsky stage of the Sapalli culture was encountered in the burial ground of Tautary in Junior Kazakhstan [20]. Fragments of pottery ceramics were found in the Kent settlement of Central Kazakhstan and Myrzhik and in the Tasyrbay burial (date of the XII-X centuries. BC). [21] Pottery ceramics from the period of the Molalinsky stage of the Sapalli culture was found at a settlement in Pavlovka in northern Kazakhstan [22]. Easel ceramics together with ceramics of steppe tribes was found in a number of settlements in the Gorny Altai, such as Kalinovka 4, Kurayka of the 3rd Late Bronze Age. It should be noted that they were only in the areas of ore deposits on the trade routes.

Contacts between the south and north trade continued in subsequent eras, as evidenced by the discovery of the ceramic vessels of the Chust culture in the Tombs of Aktoprak and Mirzashok of Central Kazakhstan [23].

The traces of the interpenetration of different tribes between the two regions are clearly preserved in the architectural design of the settlements of metallurgists. The most striking prints of them are quite expressively represented in the settlement of Arkaim in the Southern Trans-Urals — the territory of the Chelyabinsk Region. Arkaim is a whole village with an area of 20 thousand square meters. It is

enclosed by two rings of fortification mud walls and includes a central undeveloped area surrounded by a ring of residential premises that are adjacent to the first defensive wall. To the outer ring of a more powerful fortification wall, the ends of the living area adjoined face to the ring street along the inner fortification wall [24]. The diameter of the outer wall is 160 m., The width is 4 m. It was folded from pakhsa with the addition of lime and lined with lime clay mortar on the outside. A 1.5-2 m deep ditch surrounded by a tree goes along the wall. The whole building is divided by streets, apparently, going to the gate. In some rooms are arranged wells, as in Jarkutan.

As can be seen from a brief description of the planning structure of Arkaim, we have before us a picture that is characteristic of the settlement of the agricultural south of Central Asia.

Planning and Liventsovki Arkaima reminds Bactrian Bronze Age settlement Daschle 3 Sapallitepa and Djarkutan, and this similarity allows us to suggest about the impact of the southern ancient agricultural traditions in architecture protocities steppe tribes and even the direct export and distribution of architectural ideas of ancient agricultural south to the steppes of Eurasia. This conclusion is confirmed by the fact that many monuments of the steppe tribes of the north, including Arkaim, found pottery ceramics and many other objects of the agricultural south mentioned above. However, it should be noted that the tradition of fortification construction was characteristic only in the settlements of log and Andronovo mining miners, and the majority of the steppe population continued to

Conclusion

Thus, the above artifacts indicate that since the Neolithic era, cultural and economic ties have been established between the tribes of Central Asia and the steppes of Eurasia, traces of which were observed in the material culture of both regions. If the traces of these contacts were earlier expressed on artifacts weaker and had a mediatory character (Keltiminar culture), then they were most clearly manifested on the monuments of the Eneolithic (Zamanbaba, Sarazm). Direct interregional ties were widespread in reality and occurred in the Bronze Age after the migration of the steppe tribes of the north to the south, and more precisely after the occupation of Central Asia by the Aryans. According to the data of archaeological research, these connections began from the middle of the 2nd century - thousand BC, and the powerful flow of migration occurred from the 13th century. BC, as evidenced by the folk legends, outlined in the writings of the great Beruni.

In the history of the peoples of Central Asia XII-XI centuries. BC. were a period of rapid development of relations with the tribes of the northern steppes, caused by exchange trade with the owners of mining sites in the Eurasian steppes, which determined the

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route of the trade and caravan road, apparently from the late Bronze Age.

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FACTORS OF FORMING THE SPIRITUALITY OF UNDERAGE YOUTH

Abstract: In this article the issues of spirituality are described. Spirituality and sociological research of juvenile youths enrich social-humanitarian spheres. Political, spiritual, educational, cultural life in the development of independent Uzbekistan contributes to a deeper understanding of their peculiarities, evolution and historical roots. This article can serve as a theoretical source of the formation of a democratic state and civil society. The purpose of the study is to research the methodology of developing and promoting the spirituality of underage youth, in particular, to study and analyze the theoretical foundations of the development of spirituality of underage youth, analyzing and synthesizing the spirituality of underage youth in sociological terms, analysis of the development of spirituality of underage youth based on new sources and modern approaches, to demonstrate the role and place of underage youth in the development of society.

Key words: younger generation, community, degradation, heritage, religion.

Language: English

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Introduction

From the very first days of the independence of the country, priority attention has been paid to the care of young people and their future. For the sake of establishing civil society, democratization of our society was based on the essence of human interests, young people, who are the basis and support of our country, our development.

The plan of measures aimed at raising a healthy and harmoniously developed generation, as well as achieving the creative and intellectual potential of young people, as well as capable of fully meeting today's requirements has been defined.

One of the most important issues in the political life of our country is the upbringing of harmoniously developed generation in the spirit of national and universal values, as the true heirs of tomorrow. In this regard, national values and traditions, unique cultural and spiritual heritage, unique monuments of our great ancestors play a special role. Studying them, analyzing them, developing modern trends in the minds of the younger generation is one of the most urgent tasks of today. Because restoration of national values and their study at the level of state policy will

contribute to the upbringing of a harmonious generation, education of the national values, and the sincerity of the civic position.

It is well-known that the center of youth policy focuses on the radical improvement and modernization of education processes for young people, upbringing harmoniously developed generation, and the strong social protection of young people. The Law "On Education", developed by the initiative of the head of our state, "National Training Program" serves as an important document in the country's youth policy. It should be noted that the policy of youth in our country is characterized by its consistency.

First and foremost, the priorities of the political, legal and spiritual development of the younger generation for modern education and comprehensive development were identified at the forefront. From the very first steps of our independent development, the President of our country has undertaken to fully upgrade the education system of our country on the basis of the magnificent tasks facing our society, to serve the interests of the young people who are the

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foundation of our independent education for the sake of independent democratic development.

It is well known that in a democratic state, young people can realize their rights and needs only through a state-focused policy. So young people need the government's special attention to becoming a social group that will provide the future of society. In our country, this side of the issue is always being paid serious attention. This can be seen in the widespread expansion and coverage of the youth state policy. If we clearly state our ideas, the realization of youth interests in our country has become the center of nation-building policy.

During the years of independence in our country certain work has been carried out to educate young people in the spirit of patriotism, respect for national traditions and values, upbringing of spiritually mature and physically healthy companions, protection of their rights and interests.

At the same time, the analysis of the situation and the activities carried out in the field is aimed at creating an enabling environment for the integration of young people, especially in the unemployed youth, their comprehensive support, career guidance and that jobs are not organized at the proper level, to encourage their initiatives. It should be noted that the Action Strategy for the five priorities of the Republic of Uzbekistan for 2017-2021 sets out a number of new and important tasks related to raising youth activism in the reform of democratic state building and civil society development. President of Uzbekistan Shavkat Mirziyoyev at the Fourth Congress of the Kamolot Youth Social Movement said that "The main task for all of us is to improve the socio-cultural environment in our country, protect young people from various religious extremist influences. Is it wrong for a child in school, lyceum-college, or community to go astray and find that his peers, youth organizations are aware of it? In this sense, the call to **"Save your own child yourself!"**, which is becoming widespread in our country today, penetrates deeply into the hearts and souls of every citizen, every person, not just a slogan. , should become a realistic movement. I think it's time for parents to raise their responsibilities and responsibilities for the upbringing of children on a legal basis."(Shavkat Mirziyoyev, 2017)

There is a unique process of renewal in all spheres of our country's social life. The first step is to help the human being to take active part in this process. The family has become and remains the most important factor for the development of society.

Announcing 2014 as the Year of Healthy Child is one of the most important and appropriate measures of our state. The family is the main category of its status, upbringing a healthy and competent person in the family, family members' responsibilities, family peculiarities, family relationships in family, family members, and national model of Uzbek family.

The clear guidelines of the first president's "High Spirituality - Invincible Power" work out what the basic criteria for shaping the spirituality of the younger generation, or what they need to understand in terms of the values of spiritual life. "Norms" means a scales, that is, a precise measure, a "criterion" in European terminology. So, what should we focus on in the spiritual education of our youth? It is important for us to show who we are youngsters, what dimensions and what kind of rules we should use - all of them clearly pointed out and nominated. These are the great and noble spiritual (scientific, artistic, philosophical) heritage created by our great ancestors, their exemplary lives, the sacred religion, the great and eternal truths expressed in our values are high emotions. In the book "High Spirituality - Invincible Power" of our first president, these particular attention is drawn to three sacred places in the minds of the younger generation: the first is the family, the second is the mahalla, and the third - the educational system. If the spiritual environment in these three places is favorable, all will be fine, and if they go down to the degradation, the whole community will fall into ruin. Unfortunately, for certain reasons, problems have accumulated in all three places today. The book focuses on the spiritual environment of the family. Some parents do not seriously consider the interests and aspirations of growing younger children, in their "mindset, everyday changes occurring and new questions arise." Parents have a tendency not to behave before a child, and instead of being an example to their children in the moral sphere, they have a bad influence on the family of their family, and even in some families. The happiness of others, who may have serious consequences in the world, is regrettably recorded as follows: "We have the happiness of our children, we want to keep in mind that not only the behavior of the family, but also the neighborhoods can affect the heart and mind of the child, we must not forget the great responsibility that we have in this matter."(Karimov I, 2008)

Our national writer, Abdulla Qodiri's illustration of the Uzbek family, described in "The Past Days" illustrates the examples of morals and aesthetics. Emphasizing the longevity of the Uzbek people and their kindness, the author states that such kind-hearted feelings should be spent on the way of raising children "from the very beginning to the national education, morals, and high spirituality" .

The mahalla is the largest and the most venerable Motherland, which combines human beings with society. The author points out that our nation is a "neighborhood - both father and mother" and describes these words as "the expression of vital truth" for our nation and emphasizes the role of mahalla as a school of education.

During the years of independence, it is important to improve the spiritual environment of the family, to raise the social status of the makhalla, which is our

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eternal value, as well as the ongoing reforms in the field of education. It should not be forgotten that the foundation of our future is created in the educational institutions, in other words, what tomorrow's day depends on how our children are educated and educated today.

To do this, each parent, teacher, and trainer must first see the person in the image of each child. We have to admit that this requirement should be the main goal and the task of educating our children as mature, intelligent people who are capable of independent and broad thinking, said our President. This requires proper education and upbringing. Therefore, it is absolutely impossible to avoid superficial, formal approaches in this area, and things that are not well thought out.

Education is the ultimate condition and pledge of human prosperity and the nation's prosperity, the nation-wide issue controlled by the state and society. Education and training should be carried out in an inclusive manner. The main purpose and mission of education is to educate a perfect human. But in the recent past, we have become the main goal of educating the child about natural and exact sciences, and the spiritual upbringing of the child has been abandoned, and often turned into a political and organizational phenomenon. The new focus has been put on this subject, thanks to the reforms of the Government and the National Program for Personnel Training, the "National Program for the Development of School Education" and other educational processes. The family is healthy - society is strong, if society is stable - the country stabilizes. (Karimov I, 2008) If you can choose your own way of life and give it your full potential and wholeheartedness, happiness will search for you, and your persistent and long-term action will make you a bright future. The healthy environment and spiritual perfection in our country testify to the firmness and stability of each family foundation. The family is the sacred place, and if our family is peaceful and prosperous, then the development of our society will be so high.

Special attention will be paid to the delicate aspects of our children's upbringing, especially to the fact that they are industrious, kind, courageous and courageous. But unfortunately, among them, there are children who are inclined to live in lightweight, unstable and unwanted ones. We do not think that people of this category are interested in the style of life in the West, and that different show programs, foreign-spending nights do not change their fate. It's no secret that nowadays, films that promote lightweight, subtle, and harmful habits, such as computers, internet clubs, and TV-sets, have a negative impact on the upbringing of young people. These, in turn, lead to frenzy, drunkenness, and degradation. Playing computer games with violence and cruelty affects some young people's education, lifestyle, and culture. Scientists have discovered that militant computer

games often lead to negative emotions such as emotional and intolerant childishness, indifference to and emotional abuse of the environment. As a result, such qualities as irresponsibility, light nature, lead the kid to the crime scene through alcohol and tobacco abuse. With the advent of society and the existing laws, it will be renewed and improved in the face of new relationships. The perfectness of the law is determined by the extent to which it is implemented and that it serves the interests of the community. Adopted in 1998, the Law of the Republic of Uzbekistan on Advertising, this law regulating advertising, regulates economic relations related to the production and dissemination of advertising. The introduction of amendments and addenda to the law will serve to ban tobacco, tobacco and alcoholic beverages ban entirely, protect entrepreneurs from illicit competition and protect consumers' rights. The head of our state pays special attention to the upbringing, health, well-being, education and spirituality of the younger generation. Among the young people is the formation of a healthy lifestyle culture, careful attitude to their health, from deeply-rooted pre-school educational institutions to institutions of higher learning, immorality, all mechanisms are used to understand the true nature of threats and risks under the mask of the "mass culture".

The above-mentioned legislative changes also serve to achieve these goals and ensure that young people are protected from harmful habits. Occasionally, there are cases of alcohol and tobacco sales in educational institutions, especially in schools and colleges. How does the law deal with this issue? The school is a school of education. Those who are raised there are just inclined to make conclusions from the exemplary, useful, vital, positive events. The sale of alcohol and tobacco products near these facilities, and the inappropriate behavior of those consumers will not affect the upbringing. Psychologists estimate that mothers are unresponsive to child upbringing because of their aggressiveness and aggression. Especially in the adolescent organisms, the hormonal changes affect their mood and emotions (Ismoilova, 2016). It is important for you to hear, to believe in him, to have a full and sincere conversation with him, to show kindness and to be in constant control. Issues related to the sale of alcohol and tobacco products are regulated by the legislation, according to the Decree of the President of the Republic of Uzbekistan dated March 16, 2007, PQ-605, the sale of alcoholic beverages to trade outlets, and establishing a trade area within a range of at least 500 meters from living areas. However, many of these mistakes are made by some of our businessmen.

In this sense, the elimination of these circumstances will be appropriate if it is done not only by the law but also by the responsibility of every individual in society. It is natural for a person to entertain and smuggle alcohol and tobacco products

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into different criminal streets. In order to avoid such widespread wars, young people should be able to embrace ideas. It is a pity for all of us that the globalization process entails such dangerous ideas as entering into a "mass culture" with the advent of youth, such as moral maladjustment, violence, and wealth (Kuranov, 2018). Because the greatest danger to human life, family holiness, and the upbringing of young people is alcohol and tobacco products. As a result, it is no secret that there are cases of juvenile delinquency and crime. Things that are happening around us need to be vigilant, not calmness and

indifference. As our President pointed out, "It is obvious to all of us that where there is negligence and indifference, the most pressing issues are left to the point where spirituality becomes weaker and weaker, and vice versa - where vigilance and diligence, high intelligence and thinking dominate, spirituality becomes a mighty power." From this point of view, we must all be responsible for the upbringing of young people, and we must fight against the commonalities that are not ours. Undoubtedly, harmoniously developed generation and patriotic youth are the real successors of our present and future.

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LEGAL BASES OF ADMINISTRATIVE JUSTICE AND ADMINISTRATIVE JUDICIAL CONTROL IN THE KYRGYZ REPUBLIC AT THE MODERN STAGE

Abstract: The article analyzes the regulatory framework of administrative justice and administrative judicial control in the Kyrgyz Republic. The development trends of these institutions in the country are also considered.

Key words: judicial control, administrative justice, administrative authority, actions (inaction) of an administrative authority, administrative legal proceedings, administrative judicial control, pre-trial procedure for appealing administrative acts, human and civil rights and freedoms.

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ПРАВОВЫЕ ОСНОВЫ АДМИНИСТРАТИВНОЙ ЮСТИЦИИ И АДМИНИСТРАТИВНОГО СУДЕБНОГО КОНТРОЛЯ В КЫРГЫЗСКОЙ РЕСПУБЛИКЕ НА СОВРЕМЕННОМ ЭТАПЕ

Аннотация: В статье проводится анализ нормативных основ административной юстиции и административного судебного контроля в Кыргызской Республике. Также рассматриваются тенденции развития данных институтов в стране.

Ключевые слова: судебный контроль, административная юстиция, административный орган, действия (бездействия) административного органа, административное судопроизводство, административный судебный контроль, досудебный порядок обжалования административных актов, права и свободы человека и гражданина.

Введение

В Кыргызской Республике неоднократно отмечалось, что высокому статусу суда и его широким полномочиям, являющимся неперемными условиями обеспечения судебной защиты прав и свобод граждан, не в полной мере соответствуют организация судебной системы и процессуальные формы, в которых осуществляется правосудие. К сожалению, следует констатировать, что чрезвычайно медленно складываются объективные основы, позволяющие прижиться в Кыргызской Республике идее прав и свобод человека и обеспечить высокую степень их соблюдения в стране.

Недостает последовательности в развитии нормативной правовой базы, охраняющей и защищающей права и свободы человека. Неоднократно в научных исследованиях отечественные и зарубежные ученые указывают на необходимость создания и обеспечения государством реальных условий для реализации установленных законами прав и свобод человека и гражданина.

Потому что, например, Конституция Кыргызской Республики хоть и закрепляет достаточно широкий спектр основных прав и свобод человека, но представляют собой лишь юридически закрепленные, формальные возможности. Для того, что бы реализовать данные нормы необходимы соответствующие

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условия, гарантии, предпосылки, которые пока в полной мере не созданы. Среди таких гарантий и правовых средств важнейшее значение имеет административно - юстиционный механизм защиты прав и свобод человека и гражданина.

Правовой анализ основ административной юстиции и административного судебного контроля в Кыргызской Республике.

Общеизвестно, что основные права и свободы граждан были установлены в конституциях многих западноевропейских стран уже к середине XIX столетия. Это явилось важнейшим достижением государственно-правовой мысли того времени. Реальное обеспечение конституционных прав и свобод граждан возлагалось на исполнительную власть, т.е. на систему органов государственного управления, а в конечном итоге - на чиновников. Тогда и возникла необходимость исследования правоотношений между гражданином, претендующим на осуществление своих прав и свобод, и чиновниками (должностными лицами), обязанными признавать, соблюдать, обеспечивать и гарантировать эти права и свободы. Уже к концу XIX — началу XX в. как административисты западноевропейских государств, так и русские исследователи выделяли следующие элементы административного права: административный акт, особое властное правоотношение и публично-правовой договор. При этом подчеркивалась их непосредственная связь с проблемой обеспечения прав и свобод гражданина [1, с.20].

Так, издание административного акта может ограничивать и нарушать права граждан (и тогда гражданин имеет право обратиться в суд за защитой). Особое властное правоотношение выражается в установлении общественных связей гражданина и публичной службы (самого государства). Наконец, гражданин мог выступать и в роли равноправного субъекта по отношению к государственной власти, заключая с ней административный договор, т.е. в правовом государстве возможно установление горизонтальных связей между гражданином и исполнительной властью. В этой связи следует отметить, что принцип равенства перед законом выражается в одинаковом подчинении закону и суду, как должностных лиц, так и граждан.

Правильно отмечает российский ученый Д.Н. Вороненков, что одним из важнейших элементов современного правового государства является институт судебного контроля за органами исполнительной власти. Именно специфика управленческой деятельности, носящей подзаконный характер, порождает необходимость такого контроля со стороны представительных,

вышестоящих в порядке подчиненности, а также судебных органов [2.с. 207-208].

Судебный контроль осуществляется в определенных формах, обусловленных особенностью взаимоотношений двух самостоятельных ветвей власти - исполнительной и судебной. Он имеет двойную цель: с одной стороны, защиту граждан от злоупотреблений властью государственными органами управления; с другой стороны, улучшение деятельности органов управления в интересах общества в целом. Совершенствование данного вида контроля мы можем рассматривать в качестве необходимого элемента как судебной, так и административной реформы.

Конституция Кыргызской Республики в ст. 16 и 41 провозгласила, что права и свободы человека относятся к высшим ценностям Кыргызской Республики, они определяют смысл и содержание деятельности всех государственных органов, органов местного самоуправления и их должностных лиц.[3].

Особенности правового статуса гражданина в отличие от правового статуса административного органа требуют от государства повышенной защиты прав, свобод, законных интересов гражданина страны. Государство обязано быстро и справедливо отреагировать на любое нарушение этих прав и свобод органами государственной власти или муниципальными органами. Таким образом, в Конституции Кыргызской Республики заложен механизм взаимодействия двух ветвей власти — исполнительной и судебной.

Одной из форм судебного контроля за защитой прав граждан в сфере управления является институт судебного обжалования неправомерных действий (бездействия), решений государственной и муниципальной администрации. В современных государствах этот институт прошел довольно сложные и неоднозначные этапы своего становления. В результате в каждой стране создавались институты защиты прав граждан с учетом исторической обстановки и потребностей общественного развития. Таков, например, институт административной юстиции.

Административная юстиция - необходимый элемент правового государства, появление которого в правовых системах зарубежных стран относится к XIX в. С учетом мировой практики можно выделить два ее вида: самостоятельная, не зависящая от судов общей юрисдикции, и система, при которой решения административных судов могут быть обжалованы в суд общей юрисдикции.

Некоторые авторы рассматривают этот институт права как в широком, так и в узком смысле: в широком - как правосудие, осуществляемое на основе обращения граждан по

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поводу законности действий органов управления и должностных лиц, в том числе и исков граждан к исполнительной власти (о взыскании ущерба, причиненного незаконными действиями государственных органов); в узком - как рассмотрение судами жалоб на акты органов управления и должностных лиц [4, с. 53].

В Кыргызской Республике вопросы административной юстиции являются особо актуальными.

В Кыргызской Республике существует две формы административной юстиции: административное судопроизводство как наиболее развитая форма административной юстиции в организационном и процессуальном отношениях, где административные споры возникающие между гражданами и государственными органами и их должностными лицами рассматривается в суде и квазисудебное производство, осуществляемое органами административной юрисдикции (государственными органами), действующими в системе исполнительной власти, органов местного самоуправления [5, с. 67].

В Кыргызской Республике правовые основы судебного контроля за соблюдением правопорядка при осуществлении деятельности государственных органов и органов местного самоуправления связаны, прежде всего, с обеспечением конституционного права человека и гражданина на защиту государством его прав и свобод (статья 40 Конституции Кыргызской Республики), включая судебную защиту. Такая защита является наиболее эффективной и доступной для всех, поскольку любое решение и действие (бездействие) государственных органов, органов местного самоуправления, общественных объединений и должностных лиц могут быть обжалованы в суде.

Необходимо отметить, что отраслевое законодательство в ряде случаев прямо указывает на возможность судебного обжалования действий (бездействия), решений, нормативных и ненормативных актов, нарушающих охраняемый законом интерес гражданина (ч. 1 ст. 10 Гражданского кодекса Кыргызской Республики) [6].

Необходимо отметить, что проверка судами законности и конституционности нормативных правовых актов органов государственной власти является одним из важных инструментов сдержек и противовесов в механизме разделения властей. С одной стороны - «сдерживания» органов законодательной власти от попыток издания «неправовых» законов, нарушающих баланс властей в государстве и с другой стороны, контроль суда за нормативными правовыми актами органов исполнительной власти, позволяющий удерживать их от незаконного

нормотворчества, осуществляемого с превышением полномочий.

В современном Кыргызстане сложилась практика урегулирования широкого круга вопросов на подзаконном уровне, то есть с актами органов исполнительной власти, которые принимаются в большом количестве. Что позволяет сделать вывод о том, что без системы судебных гарантий, обеспечивающих неприкосновенность публичных прав граждан, не может быть правового государства. При этом судебный контроль над судами общей юрисдикции должен стать гарантом, целью которого является защита прав, свобод и законных интересов граждан путем судебной отмены незаконных действий органов государственной власти и органов местного самоуправления.

Формирование в Кыргызской Республике соответствующих полномочий судов общей юрисдикции позволило радикально повлиять на функционирование органов государственной власти.

Так, в отношении вопросов защиты прав и свобод граждан Кыргызской Республики от неправомερных действий (бездействий) государственных органов и органов местного самоуправления в последние годы, можно сказать, происходит прорыв. Наша страна изменила подход к этому вопросу и начало подготовку правовой платформы. В частности, были приняты ряд нормативных правовых актов, регулирующих процедуру обжалования действий (бездействий) государственных органов и органов местного самоуправления. К ним относятся, прежде всего, Административно - процессуальный кодекс Кыргызской Республики (АПК) [7]. Данный акт устанавливает порядок судопроизводства по спорам, вытекающим из административно-правовых (публично-правовых) отношений, процессуальные принципы и правила рассмотрения и разрешения данных споров в суде. Задачей административного судопроизводства является защита прав, свобод и интересов физических лиц, прав и интересов юридических лиц в сфере административно-правовых (публично-правовых) отношений от нарушений со стороны административных органов и их должностных лиц путем справедливого, беспристрастного и своевременного рассмотрения административных дел.

Ст. 5 Кодекса закрепляет право любого заинтересованного лица в порядке, установленном законом, обратиться в суд за защитой своих нарушенных или оспариваемых прав, свобод или охраняемых законом интересов. Хотя это возможно только после того, как был соблюден досудебный порядок обжалования административных актов, действий (бездействия) административных органов, то есть судебное

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оспаривание таких актов возможно лишь после соблюдения этого порядка. Данный порядок регламентируется Законом КР от 31 июля 2015 года № 210 «Об основах административной деятельности и административных процедурах» [8]. Закон устанавливает основы административной деятельности публично-правового характера; регулирует правоотношения между административными органами и физическими, юридическими лицами при осуществлении административных процедур; определяет порядок обжалования административного акта, действий и бездействия административных органов.

Таким образом, если ранее перед заинтересованным лицом стоял выбор: обжаловать действие (бездействие) административного органа в вышестоящий орган или суд, и, как правило, выбор делался в пользу суда, то сегодня такой альтернативы нет. Лицо должно пройти процедуру досудебного обжалования, и, в случае неудовлетворенности результатом может обращаться в суд. Так, ст. 113 Кодекса гласит, что суд отказывает в принятии иска, если истцом не соблюден установленный законом досудебный порядок разрешения спора и возможность применения этого порядка утрачена. Об отказе в принятии иска судья принимает мотивированное определение, которое должно быть вынесено в пятидневный срок с момента обращения в суд. Определение вручается или направляется истцу одновременно с возвращением поданных им документов. Отказ в принятии иска препятствует повторному обращению истца в суд с иском к тому же ответчику, о том же предмете и по тем же основаниям. На определение суда об отказе в принятии иска может быть подана частная жалоба (представление). В тоже время, если истцом возможность применения досудебного порядка не утрачена, то суд возвращает иск (ст.115 Кодекса). О возвращении иска суд принимает мотивированное определение, где он обязан указать, в какой суд следует обратиться истцу, если дело не подсудно данному суду, либо как устранить обстоятельства, препятствующие возбуждению дела. Определение о возвращении

иска должно быть вынесено в пятидневный срок с момента его поступления в суд и вручено или направлено истцу со всеми приложенными к иску документами. Копия определения о возвращении иска направляется лицу, подавшему иск, вместе с иском и всеми приложенными к нему материалами. На определение суда о возвращении иска также может быть подана частная жалоба (представление).

Заключение

Подытоживая, хотелось бы сказать, что, не смотря на провозглашение Кыргызской Республики государством демократическим, светским, правовым, социальным с момента суверенитета, все же остается множество нерешенных проблем. И одной из таких проблем является, на сегодняшний день, создание механизмов административной юстиции, необходимых законодательных актов реализации чрезвычайно актуальны и в нашей стране, так как только в таком виде оно может в полной мере обеспечить права и свободы человека и гражданина, гарантировать эффективность самой судебной системы, а также верховенство права. Конечно, мы наблюдаем положительную тенденцию в подходе государства к обеспечению прав граждан, что видно из принятия новых нормативных актов, таких как Административно - процессуальный кодекс Кыргызской Республики, Законом КР от 31 июля 2015 года № 210 «Об основах административной деятельности и административных процедурах», благодаря которым появилась у граждан страны (юридических и физических лиц) «спорить» с государствам. Но, на сегодняшний день еще не сформировалась правоприменительная практика, сами правоохранительные органы претерпевают значительные реформы, и, это касается и судебных органов. Поскольку остается невысоким уровень доверия общества к судебной системе, несмотря на то, что, как указано выше, сформирован новый судейский корпус, из них 41 процент впервые назначенные судьи, которые ранее не работали на судей гражданской должности [9]. Сегодня, мы находимся в процессе значительных судебных реформ.

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LEGAL BASES OF JUDICIAL CONTROL IN THE MECHANISM OF DIVISION OF BRANCHES OF AUTHORITY IN THE KYRGYZ REPUBLIC

Abstract: The article analyzes the regulatory framework of judicial control in the context of the external interaction of the judiciary with other public authorities in the separation of powers in the Kyrgyz Republic.

Key words: judicial power, judicial control, mechanism for the separation of branches of government, power, priority of human rights and freedoms, judicial protection, interaction of public authorities.

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ПРАВОВЫЕ ОСНОВЫ СУДЕБНОГО КОНТРОЛЯ В МЕХАНИЗМЕ РАЗДЕЛЕНИЯ ВЕТВЕЙ ВЛАСТИ В КЫРГЫЗСКОЙ РЕСПУБЛИКЕ

Аннотация: В статье проводится анализ нормативных основ судебного контроля в условиях внешнего взаимодействия судебной власти с другими органами государственной власти в механизме разделения властей в Кыргызской Республике.

Ключевые слова: судебная власть, судебный контроль, механизм разделения ветвей власти, властные полномочия, приоритетность прав и свобод человека, судебная защита, взаимодействие органов государственной власти.

Введение

В правовом демократическом государстве среди способов обеспечения законности актов и действий в отношении органов государственной власти и органов местного самоуправления важнейшая роль отводится судебному контролю, осуществляемому судами общей юрисдикции. Данный контроль осуществляется в определенных формах, обусловленных спецификой взаимодействия трех ветвей власти: законодательной, исполнительной и судебной.

Спецификой судебного контроля является то, что с его помощью возможно, не только эффективно предупредить различного рода

злоупотребления властными полномочиями, но и восстановить нарушенное право. Он является одной из разновидностей административного государственного контроля, необходим для соблюдения законности решения, с целью ограждения физических и юридических лиц от нарушения их прав и свобод [1, с.121].

Особенностью судебного контроля является то, что процедура судебного контроля возбуждается лицом, пострадавшим от незаконных действий органов государственной власти. Однако судебный контроль в сравнении с другими видами государственного контроля носит довольно ограниченный характер, поскольку

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имеет структуру, основанную на правовых аргументах.

Необходимо отметить, что судебную власть как одну из ветвей государственной власти нельзя сводить только к правосудию, она характеризуется также возможностью активно влиять на решения и действия исполнительной власти. Наличие у судебной власти властных полномочий позволяет утверждать, что одной из форм ее проявления является самостоятельный институт судебного контроля при обжаловании неправомерных действий (бездействий) органов исполнительной власти.

Правовой анализ взаимодействия судебной власти посредством судебного контроля с другими органами в механизме разделения ветвей власти в Кыргызской Республике.

В Кыргызской Республике правовые основы судебного контроля за соблюдением законности при осуществлении деятельности государственных органов и органов местного самоуправления, связаны, прежде всего, с обеспечением конституционного права человека и гражданина на государственную защиту его прав и свобод (ст. 40 Конституции Кыргызской Республики), в том числе на судебную защиту. Также данная статья гласит, что государство обеспечивает развитие внесудебных и досудебных методов, форм и способов защиты прав и свобод человека и гражданина [2]. Провозглашение в Конституции Кыргызской Республики право на судебную защиту представляет собой сложное и многогранное явление, что обуславливает наличие различных взглядов на понятие судебной защиты.

По нашему мнению, сущность контроля как такового заключается в использовании организационно-правовых способов и средств уполномоченными на то органами и их должностными лицами с целью выяснения: соответствует ли деятельность органов и лиц законам и поставленным пред ними задачам, а также каковы результаты воздействия субъектов управления на управляемые объекты, отклонения от поставленных целей и способов их достижения.

Мы согласны с российским ученым Д.Н. Вороненковым в мнении, что судебный контроль в условиях внешнего взаимодействия с другими органами государственной власти в механизме разделения властей приобретает первоочередное влияние. Действительно, именно посредством судебного контроля осуществляется нормативная и правовая оптимизация государственной жизни в случае ее отклонения от нормального правового состояния [3, с. 90].

Еще Монтескье в своих трудах говорил: «если власть законодательная и исполнительная будут соединены в одном лице или учреждении, то свободы не будет, так как можно опасаться, что этот монарх или сенат станет создавать тиранические законы для того, чтобы так же тиранически применять их. Также, он утверждал, что не будет свободы и в том случае, если судебная власть не отделена от власти законодательной и исполнительной. Если она соединена с законодательной властью, то жизнь и свобода граждан окажутся во власти произвола, ибо судья будет законодателем. Если судебная власть соединена с исполнительной, то судья получает возможность стать угнетателем» [4, с.43].

А.М. Барнашев определяет механизм разделения властей (от греч. *mechane* — машина) как упорядоченную совокупность (систему) нескольких самостоятельных (обособленных) звеньев (элементов, ветвей) власти, предназначенных для функционирования единой государственной власти в целях обеспечения бытия государственности. Главное, что отличает механизм разделения властей, — это его функциональная составляющая, взаимосвязь и взаимозависимость одной власти от другой, выражаемая в системе сдержек и противовесов [5, с. 122].

Содержание контроля состоит из: наблюдения за функционированием объектов управления, получения объективной информации о выполнении ими заданий; анализа информации, выявления тенденций, разработки прогнозов; принятия мер по предотвращению нарушений законности и дисциплины, негативных результатов, ущерба, расходов; противоправной деятельностью в целях недопущения вредных последствий, новых нарушений; учета конкретных нарушений, определения их причин и условий; выявления виновных, привлечения их к ответственности. В одних случаях контролирующие органы компетентны самостоятельно решить вопрос о дисциплинарной, материальной, уголовной ответственности виновных, в других — обязаны ставить вопросы об этом перед компетентными органами, должностными лицами [6, с. 23].

Говоря же именно о судебном контроле, на наш взгляд, нельзя судебный контроль сводить только к отправлению правосудия, так как место и роль судебной власти в механизме разделения властей обусловлены именно задачей ограничить вмешательство одной ветви власти в полномочия другой, тем самым осуществляя контроль за соблюдением принципа разделения властей.

Данное утверждение логично вытекает из особенностей судебной власти, состоящих в том, что она носит организующий характер, так как ею

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обеспечивается социальное управление; она имеет универсальный характер, поскольку функционирует во всех сферах жизнедеятельности человека.

Кроме того, судебная власть имеет предметный характер, применяется по отношению к соответствующим объектам, а по своему субъектному составу она характеризуется высоким профессионализмом судей.

Следовательно, логично включить в число признаков судебной власти и ее контрольное начало, так как «фактически при любой форме судопроизводства судебные органы осуществляют действия по контролю в широком смысле этого понятия (контролируют соблюдение прав и свобод граждан, контролируют исполнение законов гражданами и организациями и т.п.)» [7, с. 47].

На сегодняшний день, в компетенцию суда входит надзор не только за предварительным следствием, но и за соответствующими спецслужбами в их оперативной работе, когда это касается ограничения перечисленных в Конституции КР прав и свобод граждан.

Суд исключен из системы органов, задачей которых является борьба с преступностью, и как орган власти поставлен над ними, чтобы контролировать законность данной борьбы. Безусловно, судебно-контрольная деятельность на стадии предварительного расследования не является в полном смысле осуществлением правосудия и по своему предназначению носит правообеспечительный характер [8, с.82].

Принцип приоритета прав и свобод человека и гражданина лежит в основе деятельности всех ветвей государственной власти. В функционировании же судебной власти он приобретает специализированную направленность, касаясь одного из наиболее важных аспектов реализации на практике конституционного постулата о признании человека, его прав и свобод высшей ценностью [9, с. 194].

Заклучение

Сфера обеспечения прав и свобод человека и гражданина есть та область социальной практики, где наиболее полно соединяются цели деятельности всех судов, где особенно требуется согласованность усилий всех звеньев судебной власти. Приоритетность прав и свобод человека и гражданина в качестве основополагающего принципа организации судебной деятельности, не говорит о второстепенности интересов общества и государства. Все эти виды интересов находятся между собой в тесной взаимозависимости и связи. Приоритетность прав и свобод человека и гражданина означает, что все интересы государства и интересы общества должны служить интересам личности, обеспечивать их наиболее полную реализацию.

Реальное усиление роли судебной власти в механизме разделения властей произошло тогда, когда судебная власть получила право контроля за всеми нормативными правовыми актами органов законодательной и исполнительной власти. Если традиционное правосудие, рассматриваемое в рамках проблемы правоприменения, демонстрирует такую сторону единства государственной власти, как взаимодействие и взаимодополнение усилий различных ветвей власти, то судебный контроль за правовым содержанием нормативных актов есть проявление системы «сдержек и противовесов», есть реальная власть.

И только суд, олицетворяющий судебную власть, в отличие от других ветвей власти в механизме разделения властей способен максимально эффективно охранять и защищать права, свободы, законные интересы и обязанности личности. Это объясняется тем, что за судами, осуществляющими судебный контроль в широком смысле слова, признается особый статус среди иных органов государственной власти, осуществляющих правоохрану.

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THE PALETTE OF ICON PAINTING OF ANCIENT RUSSIAN MASTERS

Abstract: This article analyzes that the palette of ancient Russian masters was quite extensive. In the rich palette of masters of icon painting, you can find basic information about the composition of the pigments of the old Russian icon.

Key words: art, ancient Russian paintings, icon, icon painting.

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ПАЛИТРА ИКОНОПИСИ ДРЕВНЕРУССКИХ МАСТЕРОВ

Аннотация: В этой статье написано что палитра древнерусских мастеров была довольно обширной. В богатой палитре мастеров иконописи можно подчеркнуть основные сведения о составе пигментов древнерусской иконы.

Ключевые слова: искусство, древнерусской живописи, икона, иконописание.

Введение

Исследованию техники живописи и технологии красок в древней Руси посвящены работы Шавинского В.А [1, 2], Виннера А.В. [3], Лукьянова П.М. [4, 5], Кузнецова Л.В [8], Боброва Ю.Г. [9].

Цель данной работы - восполнить пробел в изучении палитры древнерусской темперной живописи в период с XI по XVIII в.

Палитра древнерусских мастеров была довольно обширной. В иконописи широко использовались природные земляные краски; различные оттенки охры, умбры, зеленой земли. Краски приготовляемые из природных минералов; малахита, азурита, лазурита. Неорганических пигментов получаемых искусственным путем или добываемых из природных месторождений; киноварь, сурик, свинцовые белила, ярьмедянка, аурипигмент и др. Растительные краски из крушины, шафрана, сандала, вайды. Пигменты животного происхождения; каминиль.

В богатой палитре мастеров иконописи можно подчеркнуть основные сведения о составе

пигментов древнерусской иконы. Доминирующая часть сохранившихся до настоящего времени рукописных подлинников приходится на вторую половину XV [10]. Однако не известно, когда они появились на Руси. На основании Киевского Патерика можно сказать, что византийские мастера использовали подлинники при росписи Киево-Печерского храма в XI столетии [11].

На развитие русского иконописания оказали влияние византийский «Ерминия» [12] и греческий «Тиник» [13].

Среди русских подлинных рукописей о иконописании наиболее известны относящиеся к XVI в. [14]. Самая древняя редакция подлинника называется Новгородской [15]. Иконописный подлинник в полном объеме включает в себя три книги из которых первая содержит изображения святых и называется «Лицевым подлинником». Вторая книга излагает правила иконописания. Содержание третьей книги составляют: рецепты составления красок, изготовления левкаса, приемы заключения. Согласно предписанию подлинников процесс написания иконы сводился к

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следующему. Икона пишется только на дереве. Иконная доска несколько раз проклеивается жидким клеем, накладывается паволока (холстина) затем залевкашивается. По высохшему и разглаженному левкасу наносится рисунок древесным углем, затем по контуру рисунок обводится «чернилом». Живописи предшествовало заключение, место предназначенное на иконе под золото «бахрили» и клали на «подпуск» (на разбавленный водой белок или клей) кусочки золотой фольги. После заключения приступали к работе красками, разведенными на желтке с водой. Писали с начала «доличное» (фон, одежду,) а за тем лица. Сперва наносились темные краски, затем светлые и наконец «пробелы» и «движки». Боковые изображения покрывали несколько раз лаком-олифой. Не смотря на значительность рукописей для установления техники письма, состава грунта, красок и др. окончательные сведения о материалах иконы могут дать только естественно-научные анализы. Сведения получаемые в результате химического и физико-химического анализа позволяют уточнить время и место создания произведения, служат надежным критерием при его атрибуции.

Белила один из цветов в палитре древнерусских мастеров. О белилах следует сказать, как об одной из наиболее популярных красок. Чаще всего употреблялись в смеси с другими красками «Риза багровой с белилами» [14.17], «испад киноварь с белилами» [14.19], а так же белила служили для написания «пробелов», «а коноварные ризи пробелы белиловы» [10. 16]. «Вахра с белилами дичь» [15.18] «дымчатая риза - лазурь, да бели, да чернила» [10.16].

Белила универсальная краска «пригождается же белила в подклад, на подкрас в чернила в синь, прозелень в киноварь, в богорь и во все ины красы» [10]. Для писания иконы использовали местные и привозные белила. Больше ценились местные Русские белила; Ярославские, Вологодские и из Устюга, а так же их привозили из Кириша и Белозерска. Они известны зачастую под названием «белила русских». Всюду где идет речь о белилах следует подразумевать белила свинцовые, для станковой, темперной живописи, поскольку до XIX в. они были единственными белилами. Они относятся к самым древним пигментам изготовленным искусственным путем. Приготавливали их раньше из свинцовых пластинок которые помещали в горшок с уксусом и подвергали воздействию уксусных паров. Слабо закрытый горшок помещали в навоз или в дубильную кору. Процесс превращения продолжался приблизительно четыре недели, после чего готовые свинцовые белила освобождались от остатков свинца, промывались и измельчались [4. 486]. Свинцовые белила,

которые применялись в живописи средневековья, в основном изготавливались из свинцового карбоната $2PbCO_3Pb(OH)_2$. Естественный свинцовый карбонат церуссит отличается своей «основной» частью от нормальных белил.

Свинцовые белила обнаруживали при исследованиях в иконах XIV в «Параскева Пятница» в смеси с охрой, в двухсторонней иконе XVI в., а также в иконе «Воскресение Христа» [4].

Охра наиболее древний пигмент, еще в наскальных рисунках наши предки использовали охру. Термин охра - один из наиболее известных в литературе. Охра часто встречается в списках красок используемая мастерами иконописцами: «Вохры Цареградские 5 пудов, вохры немецкие 12 пудов, вохры слизухи 8 пудов». Различаются несколько сортов охр «О красках же есть вохра немецкая, добрая, есть вохра русская, и есть вохра слизуха худая, Коломенская» XVII в. В рукописи уточняется: «немецкая охра желтого цвета, потемнее в комках». Охра использовалась как основной компонент для «лицевого письма» написания лиц, рук, одежд фона, а так же для приготовления других красок. Натуральная охра в которую входит минерал лимонит $Fe_2O_3 \cdot nH_2O$ (в красных охрах - гематит Fe_2O_3) с примесью глины, песка и др.

Среди терминов обозначающих красные краски чаще всего встречаются «киноварь», «сурик», «бакарь», «чернелъ».

Киноварь: «Риза лазурь, исподь киноварь», «шуба верхняя комка киноварь с белилами», «риза киноварь, исподь лазурь» [15. 24].

В России издавна было известно Никитавское месторождение киновари, имевшее не только местное, но и международное значение. Природную киноварь предписывалось измельчать на плите с небольшим количеством воды до тех пор, пока не исчезнут «искры» (10 рукопись, XVIII в). «Искры» находившиеся в ней до измельчения - это пирит или калчеган отсутствующие в искусственной киновари [1]. Растирание природной киновари с водой «до исчезновения искры» связано, очевидно с обогащением минерала. Помимо природной киновари известна химически тождественная ей искусственная. О ее приготовлении свидетельствует древнейший в России рукописный сборник «Указ как киноварь составить» (10 рукопись, 1). В нем рекомендуется смешивать ртуть с серой в отношении 1:2, в «Ерминии» [12] содержится рецепт предписывающий соединять ртуть с серой в отношении 1:4. Микрохимическими анализами натуральная киноварь HgS обнаружена на Псковской иконе «Параскева Пятница» XIV, в иконе «Флор и Лавр» XVII и другие. Однако не всегда согласно предписаниям использовались именно киноварь «и возми сурику выть, да скипидару тоже, да селитры тоже по мере и все

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положено в одно место и смочено, пока оно не высохнет и держать в тепле и ты увидишь, что будет добро» [13]. В подлинниках речь идет о «Киноварном цвете», достичь которого можно было используя скажем, сурик.

Сурик. Название «сурик» почти не встречается в предписаниях подлинников, где мастер рекомендует употреблять красный цвет, почти всегда пишет термин «киноварный» [15]. Однако термин «сурик» постоянно появляется в списках красок, запрашиваемых живописцами для работы над иконами [22]. О широком распространении сурика говорят и многочисленные рецепты его приготовления. Сурик получали обжигом свинцовых белил «когда белила прокалятся и станут красного цвета - это будет сурик» [24]. Большой известностью пользовался Кашинский сурик изготовлявшийся в городе Кашине наряду с белилами. Помимо отечественного сурика были и привозные из-за границы. Если под рукой не было свинцового сурика мастер мог сам приготовить «смешани окись свинца состава 2PbOPbO_2 »

Бакан. «Риза бакан, погалки багровые и испад бакан» [15]. Древнерусские мастера различали несколько сортов бакана; немецкий, флорентийский и венецианский. Лучшим сортом считался венецианский. Бакан - это натуральная краска растительного или животного происхождения. В середине XVIII в., в Сенан были присланы на испытание баканы трех типов. Бакан №1 (лучший венецианский) был изготовлен из каменили. Бакан №2 (пригоден для живописных работ) из каменили с добавкой 25% сандала. Бакан №3 изготовлен из одного сандала (годен для театральных работ) [4. 154].

Насекомых каменили собирали в траве в Мексике и центральной Америке. В России насекомое аналогичное каменили называется червецом (древнерусское название июля когда собирали червцов, в польское - название июня). В древности носившее наименование червление или бакана, в данное время носящее название кармин. А так же получали бакан из сандалового дерева, которое при окислении переходит в красный сандал. В рукописях встречаются рецепты получения красного бакана с помощью алюминио-калиевых квасцов. В подлинниках «краски сандал» встречаются под названием «древцов» или «варзия», которые привозили из-за границы.

Черлен подобно охре был самых различных сортов «о красках же ... есть ... черлен псковская и черлен немецкая ...», «Псковская черлен прочна, немецкая черлен обладает красными цветами, напоминающий немецкий бакан» [10. 23]. Название черлен пришло к краске из термина животных красок «черлен», «червлен» и «чернелъ» [8] ими стали обозначать красные и

краснобурые земляные краски, которые являются железом [1].

Излюбленным термином древнерусских живописцев в отношении зеленого цвета является «прозеленный» кроме него в подлинниках встречаются упоминания яркие медные и зеленые «Рязка прозелень», «риза прозелень», «Рязка прозелень дичь с белилы», «Рязка прозелень санкирь с белилы» [15. 34, 49, 71, 85]. Краска «прозелень» была очень распространена в древности: «такого же желтый положительной часть и синей две и так же три и будет прозелень», «а буде прозелень темную надо и ты твори вохру да чернил прибавляй» [10]. Таким образом, в этих случаях следует говорить скорее о цвете, чем о материале краски.

Приблизительный химический состав глауконита SiO_2 (47,6-52,9%), Fe_2O_3 (6,1-27,9%), FeO (0,8-8,6%), Al_2O_3 (5,5-22,6%), K_2O (4,0-9,5%), H_2O (49-13,5%).

Этот минерал обнаружен на иконах: «Успение» XVв Новгородской школы, «Ангел золотые власы» XIIв и др. Основной составной частью глауконита является глина с большим или меньшим количеством кремниевой кислоты, в то же время количество красящих веществ (трехвалентного силиката железа) не значительно [8].

Ярь-медянка. Свойство меди давать вместе с кислотами соли, качественно пригодные краски, известно очень давно. В «Ерминии» Дионисия Фурнаографиага [12] даются рецепты изготовления красок при воздействии уксусной кислоты на металлическую медь под влиянием тепла. Русские живописцы, не имея хорошего и дешёвого уксуса заменяли его кислым молоком или же сыром и снятым молоком [8]. Замена уксуса кислым молоком приводила к совершенно другим результатам: вместо уксуснокислой меди получалась медь молочнокислая; значительная примесь казеина еще больше изменяла внешний вид и качество краски [1. 104]. Полученная краска была голубовато-зелёного цвета, поэтому в подлинниках не редки указания: «Если ты захочешь, что бы его зелёный цвет был еще сильнее, то прибавь немного шафрана» [13, §62]. Помимо шафрана для улучшения цвета добавляли и другие жёлтые краски; ражгиль, мижгиль [1. 105]. Рекомендовали; «Ярь-медянка яйца не любит, закиснет. Мало-мало мёду задать с яйцом» (10). Так же рукописи рекомендуют при употреблении яри добавить немного белил, они предотвращают её потемнение.

Ярь-медянка обнаружена на иконе «Спас» из церкви Григория Неоксарийского, икона «Воскресенье Лазаря» XVIIв и «Предтечи Чиновой» XVI в из г. Иркутска [4, 56]. Ярь-медянка - это собирательный термин для ацетатов

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меди с различным цветом и химическим составом $C_4(CH_3COO)_2 / Cu(OH)_2 / 3 2H_2O$

Зелень. Название зелень часто упоминается наряду с «прозеленью». В тех случаях где рекомендуется употреблять и зелёный и прозелень, первый из них применяется для писания ярких одежд, второй для менее яркого фона. Зелень - дорогая краска, стоимость зелени значительно выше стоимости белил, сурика или бакана. По этому не редки рецепты о замене «зелени» другими красками., «С ражгилем крутик вместо зелени, с ражгилем ярь-медянка вместо зелени» [10].

Горная зелень. Это природная медная краска получаемая из малахита посредством его тонкого измельчения с последующим отмучиванием с целью удаления пустых горных пород [3. 186]. «Для синего цвета возьми голубеца берлинской лазури, крутика, ультрамарина, синего бакана», - советует мастер конца XVIIв. Основным компонентом горной зелени является углекислая медь $CuCo_3Cu(OH)_2$.

Лазурь. Приблизительная формула лапис-лазури ультрамарина: $Na_8-10Al_6Si_6O_2$ и S2-4 при постоянном соотношении Al SiO и при переменном Na и S.

Шавинский [1] считает, что вряд ли «лазорь» русских иконописцев была лазуритовой лазурью. Лукьянов [4] напротив полагает, что краски «лазорь» были привозные и представляли собой измельчённый минерал лазурь (ляпис-лазурь). Кузнецова [8] же считает, что нет единого мнения о том, какой именно пигмент носил во все времена русского иконописания наименование «лазорь». Термин Lapis Lazuli образован из латинского слова lapis (камень) и романизированной формы древнерусского слова lazulus, обозначающего голубой цвет. В прошлом главным источником лазурита, попадавшего в европейские страны было Бадахшанское месторождение в Афганистане [4. 108]. С XVIIв известны многочисленные инструкции по приготовлению синего пигмента из минерала лапис-лазурь. «Размолотый минерал помещали в смесь из расплавленного воска, смол и масел, а за тем разогретую массу погружали в раствор щелочи (карбонат калия). При этом происходит выделение

чистого лазурита, а сопровождающие его породы остаются в пасте». Редкость природного лазурита в XVI-XVIII в. приводит к тому, что термин «лазорь» стал обозначать всякую голубую краску. Лазорь теряет значение самостоятельного пигмента и становится обозначением просто светло-голубого цвета: «Синило да белила то станет голубая лазорь тоже», «Так же наложили белил на две части и синюю едина состава и будет лазорь» [10]. Краска лазорь почти не фигурирует в перечнях красок получаемых живописцами. К концу XVII в. лазорью называют чаще всего берлинскую лазурь Fe и /Fe(CN)6 / 3, лазуритовая лазурь получает название ультрамарина «Синий цвет: голубец, берлинская лазурь, крутик, ультрамарин, синий бакан» [10].

Термин «крутик» встречается часто в рукописях в перечнях красок употребляемых в то или иное время: крутик употребляется для приготовления прозелени (совместно с жёлтым), голубца (вместе с белилами) [10]. Крутик часто привозился из-за границы и был дорогой краской «Вечанин пришёл с Колмагор, явился пуд краски крутику цена 22 рубля с полтиною» [8]. Одним из древнейших товаров, которыми Индия снабжала европу, было индиго. В русской литературе слово индиго совершенно не употребляется. Однако маловероятно, что бы не была известна эта важная краска. Так по мнению Шавинского её называли «крутиком» [1. 119]. В списке растений русской флоры есть одно носившее в старину название крутик или синило, известное под названием Вайды [1. 11]. Использование местных растений содержащих индиго, было известно не только в России, но и в Германии и Греции [1. 129]. Голубец относился к другим краскам и был привозным. Как полагает Лукьянов, под термином «голубец» и «лазорь» могли иметь в виду синюю охру - вивонит [4. 111], но природная земляная краска не могла быть дорогой. Шавинский проанализировав перечень синих красок полагает, что «голубец» - это смальта [1. 117]. По мнению Кузнецова, русские мастера, хорошо знающие зелень, не употребляли бы другой природный минерал - азурит встречающийся зачастую совместно с малахитом [8].

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THE SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF PSYCHOLOGICAL RESEARCH OF PROBLEMS PREPARATION CHILDREN IN SCHOOLS

Abstract: In this article has been investigated process of socio-psychological characteristics of psychological research of problems of preparation of children in schools as well.

Key words: education, problem, children, school, knowledge, political and economical reforms, education act, parents, thinking, protecting.

Language: English

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Introduction

From the first steps of Independence, political and economic reforms were carried out in all spheres of society. Significant changes are taking place in the field of education, including in the field of preschool education. The Law on Education, the National Training Program, as well as the Regulation on Preschool Education in the Republic of Uzbekistan. State requirements for the education and upbringing of children of age”. The reform process covers the issues of education and upbringing of children, their content, forms and methods, as well as priority areas for the development of psychology and pedagogy [1]. Section 30 of the Education Act has enhanced the role and responsibility of parents in raising and raising children and protecting their legitimate rights and interests.

Today’s school requires not only accurate knowledge, but also the skills of thinking, understanding and cooperation with adults and classmates. Therefore, it is more important for the child to go to school, not only how much knowledge he has, but also how he or she is prepared for new knowledge, adaptation skills, independent analysis and action. [2, p.142].

Research methods.

It is important not only to teach the child what to do, but also to strengthen self-confidence, protect their own ideas and develop the ability to make decisions independently. In accordance with the Regulation on Pre-school Education in the Republic of Uzbekistan, pre-school education is carried out at home, through self-education of parents or in institutions of permanent pre-school education, special groups or centers created in kindergartens, schools, residential districts for children who do not participate in pre-school education. They work here 2-3 times a week. Parents are given the right to choose the form of preschool education.

The goals and objectives of the mental preparation of children are determined by the general goals and objectives of education. This is the real basis for ensuring consistency between kindergarten and school. It is important to establish the relationship between kindergarten and school in terms of educational, educational tasks, forms and methods of a child’s personality. Preschool education is a prerequisite for determining the psychological readiness of children aged 6-7 years to school education - the fact that the child is ready for school is a bridge for preschool and school life and activities.

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The need to ensure free transfer of school education to kindergarten and educational institutions.[3.p.16].

The transition of children to school education has always undergone dramatic changes in his life, ethics, interests and views. Therefore, it is necessary to prepare children for school education at home or at home and introduce them to knowledge, understanding, skills and abilities that are not so complex. This introduction will help you avoid adaptation difficulties.

According to leading experts, the concept of "school preparation" includes the following areas of preparation for school: physical, personal (mental), mental and special training. [4. p.168].

Physical education is associated with the health of the child, skills and quality of movement, development of the muscles of the hands and visual coordination. The main signs of "underdevelopment" are specific aspects of physical development. Examples include bone structure, low birth defects, height and weight, imbalance in the body, physiological disturbances in the cardiovascular system, rapid fatigue, and poor physical activity. Here's how to determine the age, weight, muscle of the head, chest and chest, as well as the main muscles and basic movements, to determine their suitability.

Personal (spiritual) training refers to the formation of a personal culture that arises in relation to the environment, adults, peers, oneself, plants, wildlife, natural phenomena and human creativity. [5] Most importantly, the general moral principle in the child's mind is reinforced by the recognition of social norms and universal values as to what is "good or bad".

The most important aspect of personal (mental) readiness is the formation of a "child's internal position" or "motivational learning", that is, the student's need to interact with adults and peers in order to complete the task, to help their peer. motivation to go to school for reasons. Personal development is often associated with family education. [6]

Shy, more children are in tightly controlled, child-friendly families, and eventually become adults, or only with the consent of the child. In praising and abusive families, they are often uncontrollable, overly active, unsure of how to deal with adults and peers, even if they do not have clear reasons for this, but try to command and lead them.

If a child is brought up in an isolated, uncontrolled, uncontrolled family, his or her behavior may include negative symptoms such as emotional weakness, depression, anxiety, militancy, or perseverance. starting to appear.

Intellectual learning can be seen as the figurative and logical thinking of the child, imagination, humanity, interest in knowledge, independence, the ability to control and control, as well as control, hear,

remember, generalize, harmonize, compare educational activities. knowledge of the basic types;

As an indicator of mental development: "hearing" when the child is well remembered, or "vision" when the child is well remembered, and "remembering the content" when the child hears and sees these types. It is useless to train your memory to see, remember, because it is given to everyone by nature. To improve your memory, you need to practice. [7]

The impact of learning on the child depends on how well-studied his language is and how fluent it is. This is due to the fact that all educational activities are based on factors such as the development of speech, independent thinking of a child without the help of adults, the development of speech, the ability to freely use one's achievements, storytelling, reasoning, expression of one's ideas and their clear expression. , This also includes the development of practical intelligence for the school education of the child, his ability to easily and freely repeat the pattern; It is also important to make an oral (graphic dictation) mission statement. Finally, special training includes teaching children's literacy and building on him or her an understanding of the school's ability to acquire sufficient teaching materials for elementary school. [6]

It should be noted that it is not important to teach the child how to read, how to read and how to write. The main thing is to expand the child's vocabulary, use it intelligently and actively, clearly hear sounds, pronounce them clearly, distinguish them from words, as well as simple literacy knowledge included in the program "Child of the Third Millennium"; it is to acquire a mathematical imagination. If a child develops well developed arm muscles, he or she will be able to read and write techniques for 2-3 months in the first grade. The main indicators of special training are understanding and freedom of activity, the development of creative imagination. These qualities appear in the child at the end of preschool age on the basis of literacy, mathematics, specific activities, that is, games, designing, drawing or acquiring skills.

A child with creative abilities will be able to independently understand the new educational material, engage in research activities and interact with teachers and peers. He is an energetic, active, initiative person who not only performs adult tasks, but also lays new responsibilities on himself and others.

It is important to remember that mental preparation for school is the organization of activities for the emotional life of a child. Regardless of where the process takes place, whether at home or in the garden, this unique period, which is the basis for the future development of the child, must be filled with bright, unforgettable events and activities that leave his or her interests and needs of early childhood. 1st grade teachers should also remember that when

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enrolling a preschool child, even if a 7-year-old child is in 1st grade, his or her family, kindergarten or full-time education. Although he has some skills, he still retains the characteristics of a preschool child. age over a period of time. He does not yet have the necessary qualifications and skills necessary for academic activity. He will continue to acquire these qualities throughout the learning process. [8]

As soon as a child enters school life, he or she continues to prepare for a systematic school education. Of course, this process should take into account the growing competence of the child, as mentioned above - physical, personal, mental and special training. For example, given the active mobility of the child, this must be done at school, during breaks and in extracurricular activities. To do this, it is necessary to create a developmental environment for primary school children in order to activate their age-related thinking, imagination, research and other important learning skills.

Game games should be widely used in primary school, especially in the first year of school, given that pre-school activities are the most basic and acceptable type of activity.

Preschool education should not be strictly observed in kindergarten and school, but only school education should be used. An example of the distribution of kindergarten and school relationships:

- a large group and kindergarten - 80% of the game, 20% - classes;
- in the first grade (in the first half of the year) - 60% of the game, 40% of the lessons;
- in the first grade (in the 2nd half) - 30% of the game, 70% of the lessons;

The main task of adult and preschool teachers and 1st grade students is to provide specific preschool forms and methods for organizing the life and activities of children in the first stage of education. It is important to remember that playing activities for a while should lead the children and not give up, but gradually they will replace other activities, such as training.

Various conditions, opportunities and tangible results in the psychological education of children in the family, kindergarten, specially organized groups or the Center for the mental preparation of children for school are available for all children involved in this work. and define general criteria for assessing school readiness for schoolchildren; The need for admission to grade 1 was excluded.

Methods of preparing the "mental readiness of the child for learning" (with the method of their application) are now available. International testing, Kern Yrasek was selected by the Hungarian classical tests and tests of preschool children and practitioners from Uzbekistan and Russia.

All methods are developed taking into account age-related features, opportunities and developmental features of preschool children and are fully included

in the Regional program of preschool education and preparation for preschool education complies with state requirements for preschool education.

When asked if a child should strive to go to school at the age of 6, the answer is:

- The age of study is determined in a way that is suitable for the child.

Strict adherence to test guidelines provides an unbiased assessment of a child's "school readiness".

The system of requirements for the early preparation of a child for school education is not only a list of specific knowledge, skills and abilities, but also the complex physical, personal and psychological development of the child, special education and training. Activities include skills development.

The introduction of state tests does not mean that the educational process should be strictly adhered to. On the contrary, they are right and creative in educational models and technologies that provide the same level of development for all children, regardless of where the child goes to school. This provides great opportunities for use with. In addition, these requirements are not strictly limited to accurate knowledge and skills, which allows the child to take into account the uneven development process and independence.

Intellectual schooling of children is compulsory for all educational institutions, regardless of their type or form of education (except for institutions in which children with physical or mental disabilities are brought up). The characteristics of preschool education are formed at preschool age, with constant changes, and at each age stage its content.

The establishment of relations between children, kindergartens and schools with the aim of developing a full-fledged personality of the child at different age levels, in the forms and methods of upbringing and mental education is a reflection of success.

Consistency is defined as a unique connection between different stages or stages of development, the essence of which is to preserve some or all elements of the whole or some aspects of its organization when converting into a system: Elements of a scene are always saved. Classical philosophers teach that success, rightfully, lies not only in abandoning the continuity of development, but also in consolidating its most important elements and moving them to a new stage of development.

Based on the foregoing, the consequences of consistency between kindergarten and school are, firstly, that education in kindergarten should be addressed to children in order to achieve the required level of their overall development, and secondly, preschool education of a teacher. The level of development achieved by children of a certain age can be considered as significant, two-way communication, which includes the development of intellectual knowledge, skills and abilities in children and their active use in the educational process.

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The school contributes to the important "promising" development of preschool children, while helping to develop qualitatively new features and qualities that meet the basic goals and objectives of primary education of the child.

Consistency creates the conditions for the implementation of a holistic, dynamic and promising system of training and education in the psychological and pedagogical process of kindergartens and schools. The establishment of cooperation between the kindergarten and the school will help to improve the conditions for the mental education of senior preschoolers and primary school students. Accordingly, the transition to a new school educational environment is accompanied by psychological difficulties for the child. This will provide natural access to new conditions for children, which will help students improve their teaching and learning skills from day one at school.

The continuity between kindergarten and school is complex. He identifies the key areas of mental education and the sequence of education and their components: the content of educational work, the sequence in the form and methods, as well as the sequence of psychological requirements and conditions for raising children.

The entire psychological and pedagogical process of kindergarten and school is aimed at the comprehensive development of the personality of the child, which is a prerequisite for the success of their education and training. Forms of behavior and interaction with adults and peers, preschoolers and children, as well as spiritual behavior, consciousness and emotions develop in students. And is the basis of the relationship.

School - Community, formed during the preschool year, provides the necessary conditions for the qualitative development of the features of the "community" and ensures the identity of the student with the public. From the first days of schoolchildren to school, work will continue to be based on the cohesion of students' spiritual perceptions and behavior and increase their personal responsibility for their activities and behavior. [8]

At school, students are given a high sense of humanity: a sense of patriotism and a sense of duty towards their homeland. These complex moral feelings are based on the love of preschoolers for parents, family, respect for adults, love for nature and so on.

The school will continue to educate children. Aesthetic visions of students, aesthetic awareness of reality. In music and singing lessons, children learn music genres and learn to sing, dance and march. In drawing lessons, children learn to distinguish between graphics, painting, scenery, applied art, still life, landscapes and portraits. In the classroom, students will become acquainted with the genres of literature.

Practical skills of various types of artistic activity of students are also improved and their intellectual abilities are developed. Kindergarten students will continue to study the beauty of moral relationships, the beauty of heroism, the development of mental abilities and the development of ethical behavior.

The school will continue to work hard to promote child labor, a positive attitude towards the workforce, and better work, skills and abilities. The coordination between the kindergarten and the school is aimed at complicating the content of the work and increasing its social usefulness, increasing the independence and self-organization of children and understanding the ethical relationships that children establish in their work. In the school educational process, the development of the child is consistent with all aspects of the development of the child.

The links between kindergarten and the school curriculum form the basis of consistency. A comparison of existing kindergarten and elementary school programs shows that there is a clear connection between them. First of all, this is a program of elementary philosophical and psychological approaches based on programs, unification of principles (the relationship of content to the goals and objectives of education, the scientific attitude to life, the educational and developing nature of education, etc.). Comparison of the 1st grade curriculum or preparatory classes in certain subjects (mother tongue, mathematics, etc.) with the relevant sections of the "Kindergarten curriculum" should take into account the relevant content shows that the approach has a tendency to achieve mutual understanding [9].

For example, teaching primary language in kindergarten and school is based on the idea of integrated development of children's speech. In kindergarten it is used for the development of vocabulary, correct pronunciation and speech, for the development of logical speech. This school addresses new challenges: writing and writing skills, as well as the study of morphology and syntactic elements. At the same time, work on vocabulary, logic and vocabulary logic, begun in kindergarten, will be continued [10].

In both kindergarten and primary school, the natural sciences rely on the unity of the organism and the environment. On this basis, the relationship of natural and technogenic phenomena, nature and human labor is considered.

The only theoretical approaches that form the basis of the continuity of kindergarten and school education are considered in the context of programs, taking into account the possibilities of preschool and school age and the psychological structure of children's knowledge.

The main content of parenting in the mental education of the child is a wide range of diverse ideas about the world and some basic concepts. The general

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system of ideas about various areas of reality provides the child with the necessary level of development and overall development. Without this, it is impossible to acquire the modern content of primary education.

At school, the content of students' knowledge goes to a new level. The process of further improvement and consolidation of knowledge in various fields of reality is active, and at the same time, students are asked to understand their theoretical knowledge.

The formation of scientific concepts of students is central to school education. The differentiation of children's knowledge of the world, which began in pre-school years, is clearly reflected in science, which is moving from the 1st grade to a focused study of the foundations of science. The same applies to the expansion, deepening, systematization of knowledge and the development of scientific concepts.

Kindergarten and the sequence of schools are also reflected in teaching methods and forms. The key to success in teaching methods is to ensure that children acquire the knowledge, skills and abilities necessary for the development of their mental and creative abilities both in school and in kindergarten. Many of the same teaching methods are used in kindergarten and elementary school.

Methods and teaching methods in kindergarten help children develop a broad intellectual and spiritual-moral development, thereby helping them prepare for more interactive forms of interaction with the teacher in new content. 10] This point of view on guiding the teacher in the activities of the kindergarten through the kindergarten and the school is the basis for the coordination of the methods of the kindergarten and the school.

Conclusion.

School lessons and kindergarten have a number of unique features, but they also have a common set of features that are unique to them as the main forms of learning. The specifics of the lesson and the content of the lesson are well organized, limited in time, the leading role of a psychologist, the use of scientifically based teaching methods and techniques, and so on. In lessons in kindergarten, children develop elements of learning activity, develop the ability to control their behavior and develop focused mental activity. All this prepares a preschooler for active participation in readiness for school education.

Thus, the success of the educational process in kindergarten and at school ensures the continuous development of the child's personality throughout preschool and preschool age.

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THE PROBLEM OF READING MOTIVATION IN THE RESEARCH OF FOREIGN PSYCHOLOGISTS

Abstract: This article describes the process of education, training and motivation to study the effectiveness of the educational role and to highlight the role of scientists in a number of ideas, analysis and recommendations, foreign psychological researches, experiments. Therefore, research and experience of foreign psychologists are presented.

Key words: Experience, Teaching, Tradition, Innovation, Concept, Education Motivation.

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Introduction

The role of academic motivation in teaching is recognized and widely recognized by scholars around the world. The study of the role of academic motivation in improving academic performance has been studied by foreign scientists in their research. From this point of view, a number of projects have been developed to explain the behavior that occurs outside of the stimulus, and this will be useful in analyzing internal motivation mechanisms. One such project is proposed by Ollport (1937, 1955, 1961). Researcher Ollport analyzes three motivational concepts related to internal motivation; functional autonomy, sufficient effort and involvement of the “I”. It incorporates the principle of functional autonomy to explain how it becomes a target, while activities may at first appear for a different reason [1, p.19].

Research methods.

He has published two books on reading: “The Human Learning Process” (translated into Russian in 1931) and the English Basics of Reading (1932). His book The Human Learning Process consists of two parts. The first section describes a large number of Tomdayk experiments, and the second section provides an overview of the learning process [2, p.49]

One of the main features of the Tomdayk experience is that your network is very narrow and limited: they are a bit connected to the real learning process. One particular aspect of the Tomdayk experience is that they are very narrow and limited in nature. In his research on “Learning Process”, Bruner looks at the student for a real, long time. It tries to explain the practical and theoretical problems that arise from the learning process. Bruner focuses not only on the motivation of reading or the factors that make the reader more inclined to read, but also about the motivation of the reader. Although his ideas are general, some of them are noteworthy. First and foremost, they are aware of the importance of cognitive motivations in reading and what is new. The feeling of inner satisfaction that comes with being a protectionist [3, p.54].

Much has been said about the role of encouragement and punishment in education, but little is said about the importance of interest and internal experiences in the “discovery of news”. If we, as a psychologist, want to teach our children to take on larger learning topics, we need to have more internal “motivation” when we study the curriculum thoroughly. One of the ways in which the difficult sections of the subject we have been discussing recently, to take into account the capabilities of

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learners, to create the conditions for the students to use their abilities and talents to the fullest. Experienced educators are well aware of the power of such a work environment. Readers should know what a person feels deeply into a problem.

In this regard, it can be stopped by E.Keron's work "The motives for capturing and avoiding achievement are the first defining part of epistemic behavior". The author uses the term "Epistemic behavior" to understand the individual's involvement in reading, listening to reports, and correcting issues [4]

According to G.Levaid (1985) and G.Rozenfeidiang, who think about motivating and diagnosing student learning, this also needs to be taken into account, because this is important for motivational diagnosis [5].

G. Rosenfeld demonstrates the need to distinguish the scientific type of the situation as a task for further research. In Western psychology, the issue of two types of motivation and their specific features is deeply studied. These are extrinsic (emerging depending on external circumstances and circumstances) and intrinsic (needs, personalities, interests, aspirations, motivations. H.Heckhausen distinguishes six types of different concepts of intrinsic and extrinsic motivation, which differ from each other in the basic processes of communication, which components come to the forefront [6, p.6]

So, let's take a look at the intrinsic and extrinsic motivation below. Similar motivational actions are interpreted as non-purposeful activities. For example, E. Klinger (1971), who investigated such behavior in children, found that the game process was "like a game". In other words, the game has no specific purpose and therefore the game itself is the goal. According to R. White (1959), the greatest activity of an individual in the interaction with the environment is the bulk of the behavior. The motivation behind this type of activity is "motivation for action", the scientist said. At the same time, a sense of efficiency is the motivation for activity, and the result is an increase in the visibility component. The motivation behind self-affirmation or self-affirmation [7, p.21].

It can be seen that the ideas put forward in the above concept fill some sense with Mac Reynolds' classification. In this classification, the intrinsically motivated forms of behavior include forms that are only intended for activity. Some forms of the ultimate goal or goal are included in the intensely motivated behavior. While Mac Reynolds successfully considers motives associated with power, help, aggression, or some purpose as extrinsic, it is intrinsically motivated (intrinsic) to certain types of home and aesthetic experiences. He said - One or the other is intrinsically motivated if there is some type of management or layout management that maintains some optimal level of activity. The theoretical approaches to this concept are in line with Hebb (1955), Fiske and Maddy (1961),

who advocate the rule of "optimal reflection (activity)". The personal contribution to what is happening from the first to the fifth levels is more burdensome, but at the fifth level of coercion is taken into account, which reduces the level of responsibility. Numerous studies have focused on the factors that influence the occurrence of responsibility. This includes investigating situations in which you need to help, intercede, and help the stranger. Thus, the studies of Bibb Latane and John Darley [3, p.4] are dedicated to determining how much passengers meet their specific requirements (tell us what time it is, what is your name, show your route, and so on). Researchers found that the nature of the request, as well as the form and sequence of the response, influenced the response and the response rate. Additional passenger location in addition to a more flexible survey. One of the areas in this series of studies is the study of responsibility. Allen experimented on subway trains using the "missing passenger" model. With the help of both the experimenter and the assistant, the situation of misinformation has been created. "Passenger - Experimental" near the "real" passenger. The disinfectant of the passenger acted as a related variable, as evidenced by the witness's testimony and his non-interference in the situation. Allen's second series of experiments was conducted with a series of disinfectant altered behaviors, particularly inaccurate behaviors, so it is inconceivable to assume that this person is the same. According to Sh. Schwartz's concept, positive behavior in aid situations is largely influenced by shared social norms and personal experience, as well as the "personal norms" that result from the interconnectedness of personal responsibility. Personal responsibility is defined here as "... a certain sense of ability to control the performance of an action and its outcome" [6, p.175]. A person's willingness to act in accordance with norms is determined by their thoughts about what will happen to other people and how well these effects fit into his or her own standards, as well as his or her level of responsibility. Because personal norms are linked to my image, breaking norms leads to a loss of guilt and self-confidence, and compliance leads to increased pride and self-esteem [7]. The child's interaction with an adult acts as a leading activity, the motive of which is the adult himself. At an early age, the leading is the objective activity, the motive of which is the objects surrounding the child with their cultural properties. In preschool age, a game activity, the motive of which is the game itself (that is, the child does not play for something, but because he likes the game process itself). In fact, the preschooler perceives the social environment in many ways through the game, which reveals to him the meanings of the relationship between people in various situations.

Researcher J. Rotter summarized the idea of referring to external factors or internal bases in the

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concept of personality management. Two types of control: internal and external - are used to explain the behavior of an individual based on the person's property [8] to link the causes of the event to external or internal sources. Internal control is an indication of responsibility for events, their explanation from the point of view of personal contributions, and their impact on development and outcomes [9]. Responsibility for what is happening outside environment, responsibility for the environment and other external factors is evidence of external management [10]. Hunt's work (1965, 1971) is particularly noteworthy in this regard. His education is in line with Piace's theory of cognitive development, which analyzes psychological processes

and proposes "optimal differences" between incoming data flow and some standards (patterns, requirements, degree of adaptation).

Conclusion.

Hunt considers a person to be a data processing system and requires some optimum level of distinction to make it work more efficiently. When the discrepancy between perceived information and some internal standards is small and large, internal motivation is developed. The intrinsic motivation that is triggered by such a distinction causes certain behaviors to remain active until the distinction is eliminated.

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WAYS TO INCREASE ALLOWED WATER RESOURCES

Abstract: The article is of great scientific interest and the practical importance of developing organizational and technical methods that provide an economically feasible degree of use of available and increasing available water resources, including collector-drainage, groundwater, and wastewater, which in the near future will ensure the sustainable development of the national economy. The composition of measures to overcome the consequences and reduce the damage to agricultural production in conditions of water scarcity is determined. Also, the joint use of waters of various origin and quality within individual zones or regions of the republic.

Key words: water systems, trans boundary problems, water management system, water scarcity, water consumption policy, irrigation rate, interstate water allocation, use of water and energy resources.

Language: English

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Introduction

At the present stage of development of the sectors of the national economy of the republic, water sources, on the basis of which disposable water resources can be increased, consist of three parts:

1. A traditional source of increasing water resources is the abstraction of water from river systems. In conditions of excess river water, this is the easiest way, but in conditions of water scarcity it is almost exhausted.

2. The use of fresh groundwater with the possibility of replenishment during periods of high water availability, the development of methods of artificial replenishment.

3. The use of non-traditional water sources - collector-drainage, brackish groundwater, wastewater of industrial and municipal facilities. In conditions of water scarcity, this is the most real and only way to mitigate its effects.

Literature review

Koshekov R.M, Mirzaev S.Sh, Nasonov V.G, Ramazanov O, operate in simple, simple ways. Literature give us information and fact. And also from literature we enrich our knowledge. Knowledge leads to science, and science leads to the future.

Methods and analysis

Surface water resources. Currently, the available surface water resources in the Syr Darya basin have reached full exhaustion, provided for by the «General Scheme of the use of irrigated lands, water resources and their protection in the Republic of Uzbekistan» («Vodproekt», 1994), the Syr Darya river is fully regulated with a coefficient 0.94.

However, in the last decade in the river basin. The Syr Darya during the vegetation period is often observed the most severe dry periods, causing serious damage to agriculture. This is caused not only by years of low water availability, but also by a radical change in the operating regime of reservoirs, mainly Taktogulsky. The fact is that in the upper part of the Syr Darya basin, reservoirs created to meet the needs of irrigated agriculture in the middle and lower reaches switched to an energy regime, dramatically increasing electricity production in the winter, which radically changed the water management situation and influenced the features of the underlying reservoirs. As a result, the guaranteed volume of water supply in the Syr Darya basin decreased due to irrigation by 4.5-5.0 km³ / year, of which Uzbekistan accounts for up to 2.3 km³ / year.

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In the basin of the Amu Darya river, it was assumed that with the commissioning of the Rogun reservoir, the possibilities of multi-year regulation of the Amu Darya river with a regulation coefficient of 0.92 would be exhausted. However, there is currently

no reservoir. Therefore, taking into account possible clarification of water allocation in the Kerky site, the volume of available water resources for river runoff should be accepted at present and in the future in accordance with the “Draft National Water Strategy”.

Table 1. Available water resources of Uzbekistan by river runoff, mln.m³

| № п/п | River basins | The annual volume of flow in mln.m ³ | | |
|----------|----------------|---|--------------|-------|
| | | River trunk | Small rivers | Total |
| 1 | | | | |
| 2 | SyrDarya river | 10490 | 9425 | 1915 |
| 3 | AmuDarya river | 22080 | 10413 | 31493 |
| | Total | 32570 | 19838 | 52408 |

It should be borne in mind that the volumes shown in Table 5 are very conditional, since the volumes of river runoff formation by different organizations are estimated with a wide spread and additional studies are needed to refine them, nevertheless they are minimally possible and therefore accepted as the basics.

Collector-drainage water resources. In the Aral Sea basin, collector-drainage waters are diverted to natural depressions or discharged into the river channels, where they are reused for irrigation. Within Uzbekistan, in river basins, from 12 to 16 km³ / year of collector-drainage water is discharged, depending on the year. In addition, about 6 km³ / year is diverted directly to rivers from the irrigated territories of states located upstream. Thus, at present from 18 to 22 km³ / year of collector-drainage water is discharged into rivers on average. There is no actual data on how much each state takes for irrigation of collector-drainage waters and discharges them into rivers. Considering that Uzbekistan uses half of the water resources of the river flow, 50% of the volume of collector-drainage water discharged into the rivers can also be taken by the republic, including their volume discharged into the river from the territories of the Syr Darya and Tashkent regions, which cannot be used in Uzbekistan.

The actual share of the use of collector-drainage water discharged into the rivers and used downstream by Uzbekistan is approximately 8.105 km³ / year. This value can be taken at present and in the near future as part of the disposable secondary water resources. It must be assumed that the collector-drainage water makes certain changes to the hydrograph of the river flow, however, for the republic this phenomenon is not of fundamental importance and does not require the construction of a regulatory capacity.

Another way is the use of collector-drainage water in the places of their formation for irrigation of agricultural crops. The annual volume of their use at the places of their formation in disposable water resources can currently be taken in the amount of 1.24 km³ / year.

To use them in such volumes does not require the creation of infrastructure, it already exists. In the near future, the volume of available water resources should include the volumes of collector-drainage water use at the places of their formation in the amount of 3.33 km³ / year.

Wastewater in Uzbekistan is 2.4 km³ / year.

Despite the positive results of previously completed work, currently in the republic there are no pilot production studies on the use of wastewater for irrigation. Therefore, first of all, it is necessary to provide for the use of wastewater only on pilot production systems in order to obtain the initial data for the creation of standards and design documentation or to seek foreign sponsors. Based on previous experiments on the use of wastewater for irrigation and international data, in the available water resources for the near future it is envisaged to use them for irrigation in the amount of 0.1 km³ / year, and in the long term up to 1 km³ / year.

Disposable groundwater resources. Groundwater exploitation experience in the period 1980-1990 showed that when about 6.5 km³ / year was pumped out, a decrease in surface water runoff was not observed. Moreover, at that time, a certain stabilization of the reclamation state of irrigated lands and a decrease in the rate of flooding of settlements were observed. However, to achieve this level of pumping volumes, certain financial, organizational and technical measures are required. Therefore, at the present stage, accept the existing average annual volume of groundwater pumping of 4.6 km³ / year used for irrigation of crops. At the 2015 level, the pumping volume achieved in the period 1980-1990 was adopted. - 7.1 km³ / year. It should be noted that this is significantly less than the currently approved groundwater reserves. This is due to the fact that the restoration of the previous volumes of groundwater pumping will require certain repair and restoration works of existing water intakes.

The available water resources in the country for river flow in the amount of 52408 million m³ / year, although somewhat arbitrary, are nevertheless the most appropriate, since the surface water resources in

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the Aral Sea basin are practically exhausted, and according to other estimates (SANIGMI - 132, 7 km³ / year, GEF WEMP - 123.8 km³ / year, NITsMKVK - 116.6 km³ / year) available surface water resources in Uzbekistan will be different.

In addition, it must be borne in mind that the proposed construction of the Kambarata hydroelectric station, the Rogun hydroelectric station, and the planning of further expansion of irrigation for the future in Tajikistan, Kyrgyzstan and other states will entail serious changes in the distribution of river flow over time. This determines not only a shortage of water resources, but also the need to find new non-

traditional sources, a radical revision of existing views and the procedure for using underground and collector-drainage waters, which the republic has in a sufficiently large volume.

Calculations made using materials from research institutes, design and survey organizations, and operational organizations indicate that in the short term, the amount of groundwater used can be increased by 1.5 times, collector-drainage by 2.8 times, and wastewater can be increased to 100 million m³ per year, due to which real prerequisites will be created for the stable development of agricultural production in the irrigated zone of the republic.

Table 2. Disposable water resources of Uzbekistan, mln.m³

| River basin | River waters, mln.m ³ | The groundwater, mln.m ³ | Recycled water resources in mln.m ³ | | | Available water resources, mln.m ³ |
|------------------|----------------------------------|-------------------------------------|--|--------------------|--------------------|---|
| | | | Collector-drainage water | | Waste water | Available water resources, mln.m ³ |
| | | | In a river | In paces formation | In paces formation | |
| Currently | | | | | | |
| SyrDarya | 19915 | 3010 | 4005 | 580 | | 27510 |
| AmuDarya | 32493 | 1590 | 4100 | 660 | | 38843 |
| Total | 52408 | 4600 | 8105 | 1240 | | 66353 |
| Currently | | | | | | |
| SyrDarya | 19915 | 4636 | 4005 | 1620 | 70 | 30246 |
| AmuDarya | 32493 | 2475 | 4100 | 1840 | 30 | 40930 |
| Total | 52408 | 7111 | 8105 | 3460 | 100 | 71184 |
| In future | | | | | | |
| Total | 52408 | 10100 | 6100 | 6000 | 1000 | 75608 |

In the article are given the analysis the state and volume of the water resources of the Republic of Uzbekistan. The necessity and possible volumes of non-traditional sources are justified: collector-drainage, groundwater and wastewater when used in the near future, sustainable development of the sectors is ensured of the national economy.

Conclusion

I would like to note that since the period of the shortage of water resources in various soil and climatic conditions, experimental and pilot production studies have been carried out to establish the possibility of using underground, collector-drainage and waste water for irrigation of crops (cotton, rice, corn, etc.) flushing saline soils. On the whole, positive results were obtained, limit values for the salinity of groundwater, collector-drainage waters were established, the procedure and technology for their use in dry years as an additional source of irrigation were developed.

In order to organize and maintain sustainable agricultural production in irrigated areas, it is

necessary in the near future to develop and systematically implement the following measures:

- for each province, fog and farms to determine the volume of use of non-traditional water resources and the composition of measures for their implementation;

- improvement and improvement of the technical level of existing irrigation and drainage systems and water supply systems that ensure efficient water use and increase the productivity of water use;

- the introduction of organizational, technical, socio-economic fundamentals and methods for the delivery of water and water distribution between consumers, contributing to the efficient use of water in the production of agricultural products;

- development and implementation of economic, social and environmental criteria for assessing water as a commodity;

- development and implementation of irrigation technologies that provide a higher level of water use in agricultural sectors, prevention of irretrievable water losses in the irrigation canals-field system;

- development and implementation of organizational and legal principles for the

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participation of water users in the management of water resources and irrigation and drainage systems;
 - the creation of permanent, short-term courses for training water users in assessing the impact of

water scarcity and methods for reducing its damage to agricultural production, and the impact on the ecological and reclamation state of irrigated lands.

The scientific study was led by Koshekov R.M., DS doctor of technical science Nukus branch of TashSAU.

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SOME VALUES OF THE ZETA FUNCTION

Abstract: This paper investigates some values of the Zeta function along the critical line.

Key words: Zeta function, real numbers, Euler.

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Introduction

Harmonic series are a special case of a more General type of function called the Zeta function $\zeta(s)$.

The real Zeta function is given for two real numbers r and n [1-2]:

$$\zeta(n) = \sum_{r=1}^{\infty} \frac{1}{r^n} = 1 + \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \frac{1}{5^n} + \dots + \frac{1}{(r-1)^n} + \frac{1}{r^n} + \dots$$

The Zeta-function

If we substitute $n = 1$, we get a harmonic series that diverges. However, for all values $n > 1$, the series converges, that is, the sum with increasing r tends to a certain number, and does not go to infinity. [3]

Euler product formula

The first connection between Zeta functions and primes was established by Euler when he showed that for two natural (integer and greater than zero) numbers n and p , where p is a Prime, the following holds true [4-6]:

$$\sum_n \frac{1}{n^s} = \prod_p \frac{1}{1 - p^{-s}}$$

The Euler product for two numbers n and p , where both are greater than zero and p is Prime.

This expression first appeared in the article 1737 under the title *Variae observationes circa series infinitas*. It follows from the expression that the sum of the Zeta function is equal to the product of quantities, the inverse of one, minus the inverse of Prime numbers to the power of s . This relationship laid the Foundation of modern Prime number theory, in which since then the Zeta function $\zeta(s)$ has been used as a way of studying Prime numbers [1, 7-9].

Proof of Euler product formula

Euler starts with the General Zeta function

$$\zeta(s) = 1 + \frac{1}{2^s} + \frac{1}{3^s} + \frac{1}{4^s} + \frac{1}{5^s} + \frac{1}{6^s} + \dots$$

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The Zeta-function

First it multiplies both parts by the second term:

$$\frac{1}{2^s} \times \zeta(s) = \frac{1}{2^s} + \frac{1}{4^s} + \frac{1}{6^s} + \frac{1}{8^s} + \frac{1}{10^s} + \dots$$

Zeta function multiplied by $\frac{1}{2^s}$

It then subtracts the resulting expression from the Zeta function:

$$\left(1 - \frac{1}{2^s}\right) \zeta(s) = 1 + \frac{1}{3^s} + \frac{1}{5^s} + \frac{1}{7^s} + \frac{1}{9^s} + \dots$$

The Zeta function minus $\frac{1}{2^s}$, multiplied by the Zeta-function

$$\left(1 - \frac{1}{3^s}\right) \left(1 - \frac{1}{2^s}\right) \zeta(s) = 1 + \frac{1}{5^s} + \frac{1}{7^s} + \frac{1}{11^s} + \frac{1}{13^s} + \frac{1}{17^s} + \frac{1}{19^s} + \dots$$

Zeta function minus $\frac{1}{2^s}$ multiplied by Zeta function minus $\frac{1}{3^s}$ multiplied by Zeta function

$$\dots \left(1 - \frac{1}{13^s}\right) \left(1 - \frac{1}{11^s}\right) \left(1 - \frac{1}{7^s}\right) \left(1 - \frac{1}{5^s}\right) \left(1 - \frac{1}{3^s}\right) \left(1 - \frac{1}{2^s}\right) \zeta(s) = 1$$

1 minus all the value reverse to the ordinary numbers multiplied by the Zeta-function

If this process is familiar to you, it is because Euler essentially created a sieve very similar to the

It repeats this process, further multiplying both sides by the third term

$$\frac{1}{3^s} \times \zeta(s) \left(1 - \frac{1}{2^s}\right) = \frac{1}{3^s} + \frac{1}{9^s} + \frac{1}{15^s} + \frac{1}{21^s} + \dots$$

Zeta function minus $\frac{1}{2^s}$ multiplied by Zeta function multiplied by $\frac{1}{3^s}$

And then subtracts the resulting expression from the Zeta function

If we repeat this process indefinitely, eventually we will have an expression:

sieve of Eratosthenes. It filters out non-Prime numbers from the Zeta function.

Then divide the expression into all its terms, which are the inverse of primes, and we get:

$$\zeta(s) = \left(\frac{1}{1 - \frac{1}{2^s}}\right) \times \left(\frac{1}{1 - \frac{1}{3^s}}\right) \times \left(\frac{1}{1 - \frac{1}{5^s}}\right) \times \left(\frac{1}{1 - \frac{1}{7^s}}\right) \times \left(\frac{1}{1 - \frac{1}{11^s}}\right) \times \dots$$

Functional relationship of the Zeta function with primes for the first primes 2,3,5,7 and 11.

Simplifying the expression, we showed the following:

$$\sum_n \frac{1}{n^s} = \prod_p \frac{1}{1 - p^{-s}}$$

The Euler product formula is an equality showing the relationship between primes and the Zeta function

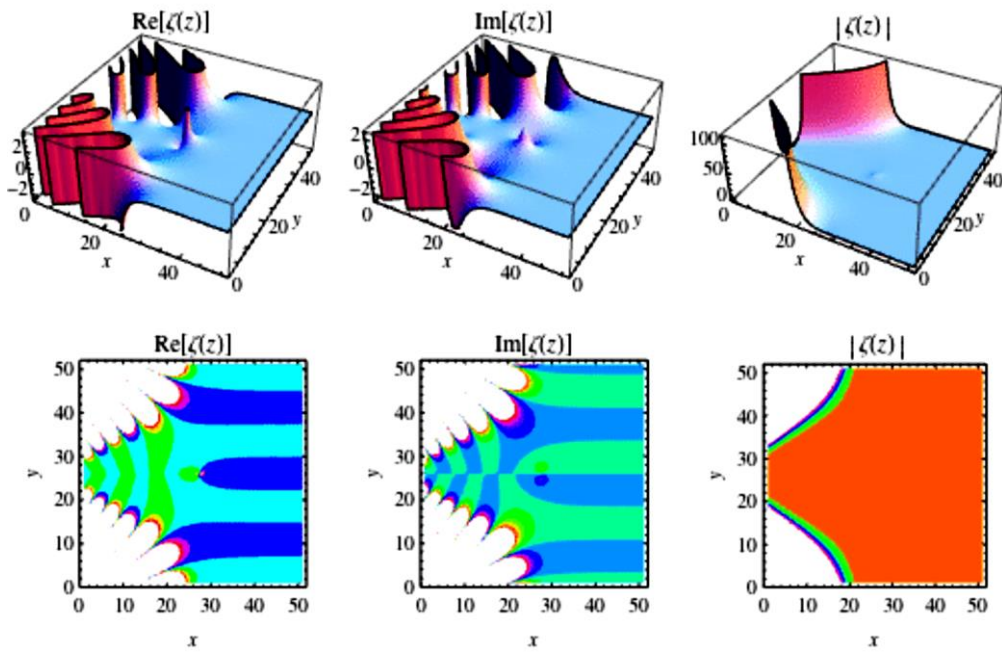
Substitute $s = 1$, and find an infinite harmonic series, re-proving the infinity of primes.

Conclusion

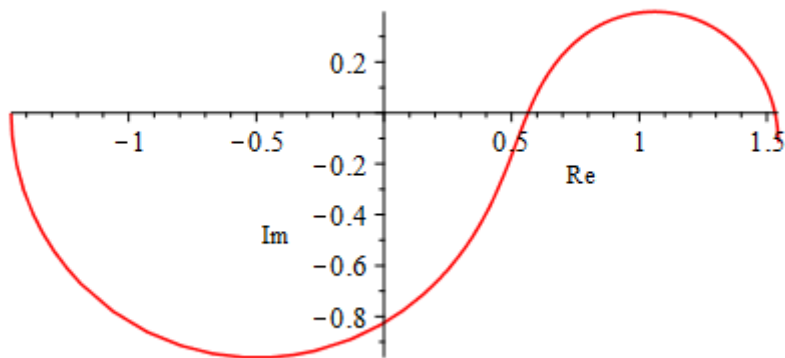
These algorithms make it possible to display the Zeta function function along the critical line (Pic. 2-8). The findings data can be investigated in further studies.

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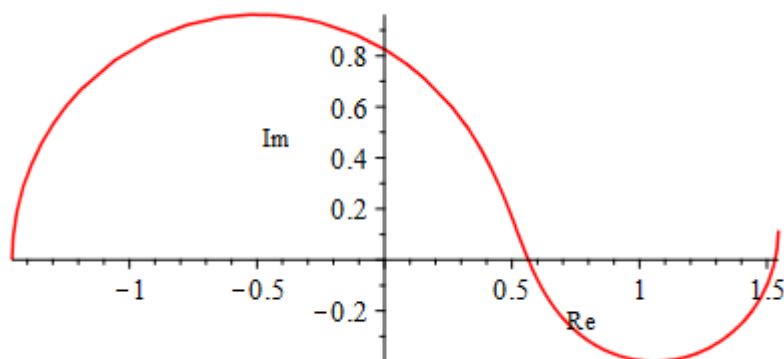
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Picture 1. Zeta function graph



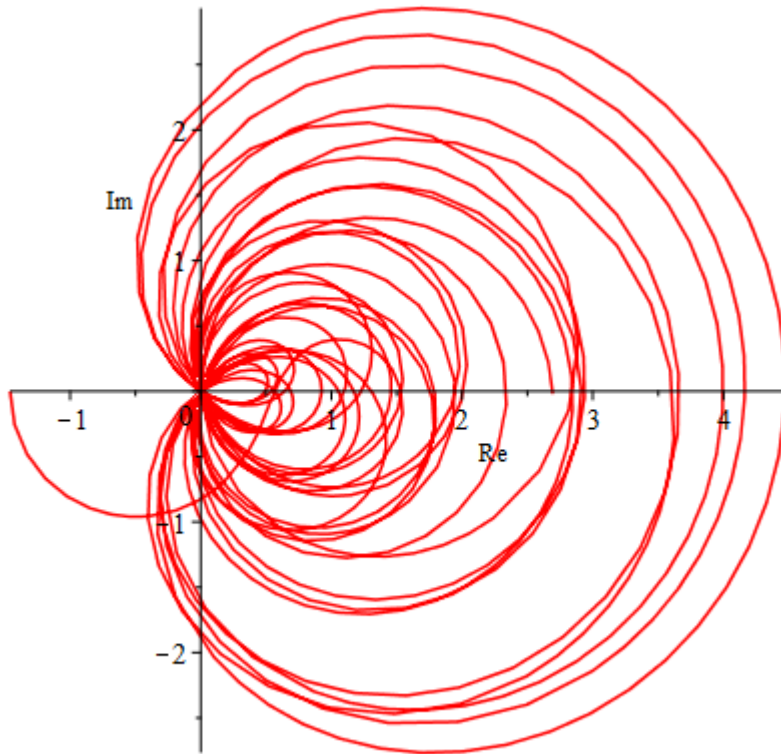
Picture 2. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = 0 \dots 10$.



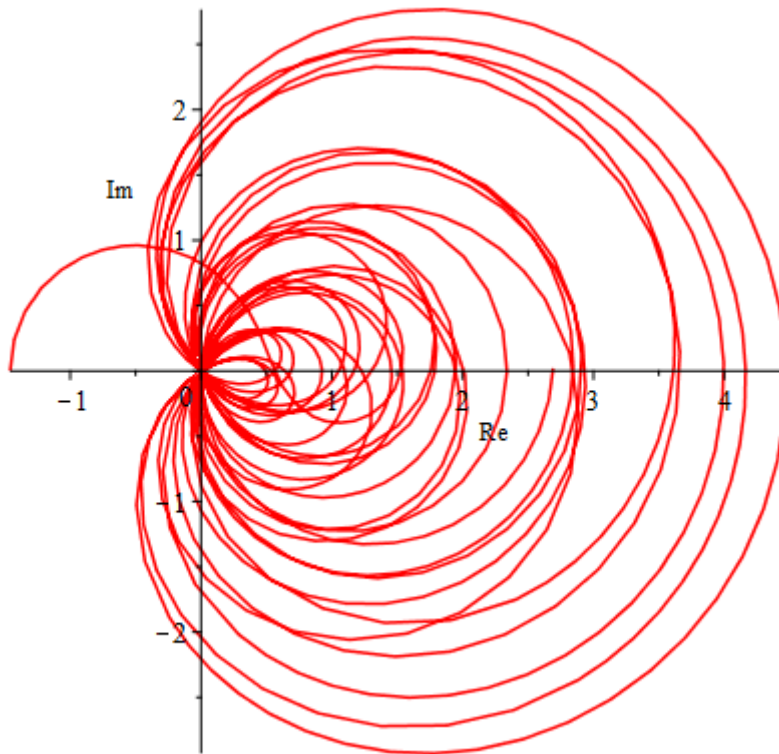
Picture 3. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = -10 \dots 0$

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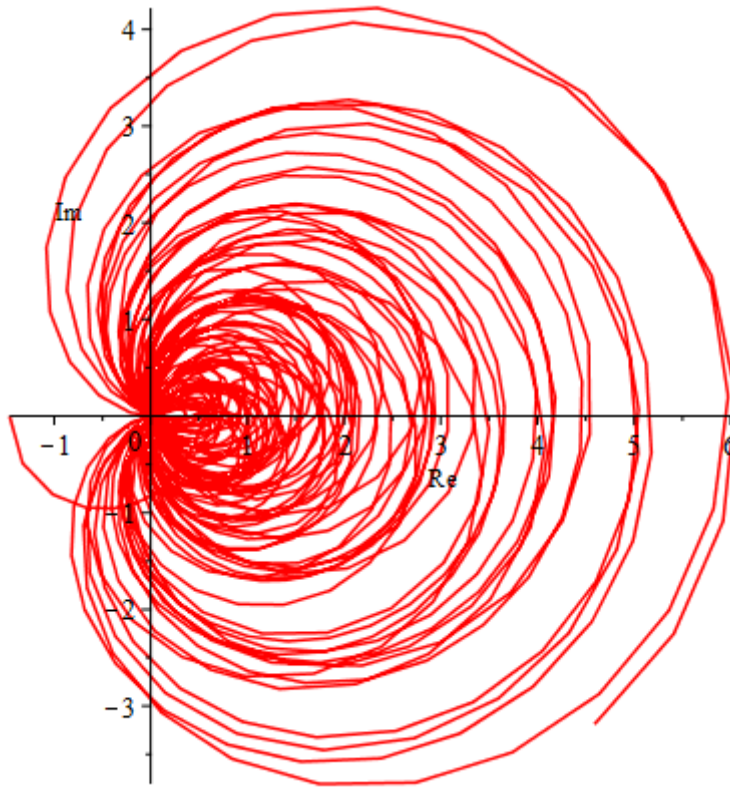
Picture 4. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = 0 \dots 100$.



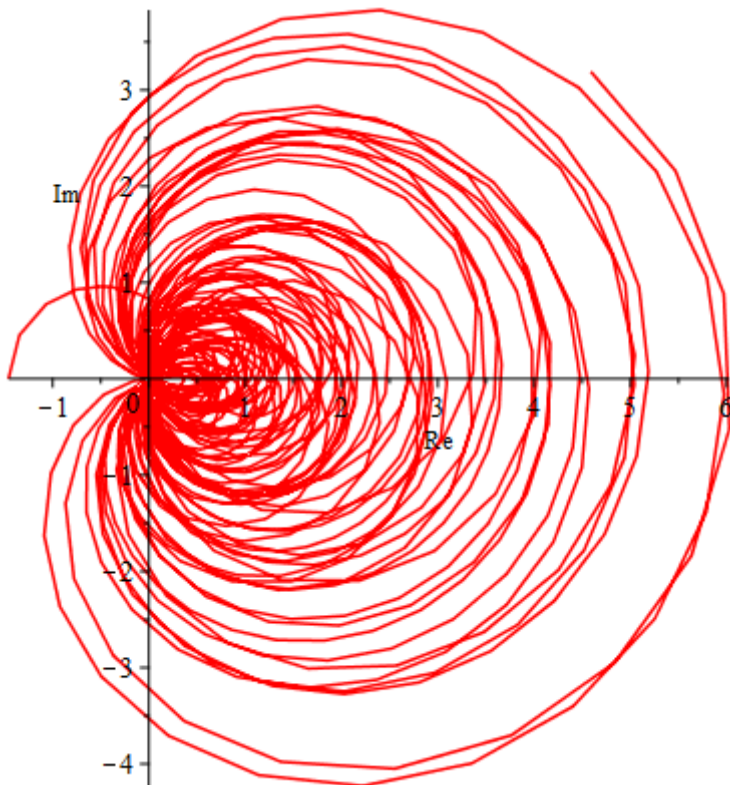
Picture 5. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = -100 \dots 0$.

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Picture 6. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = 0 \dots 200$.



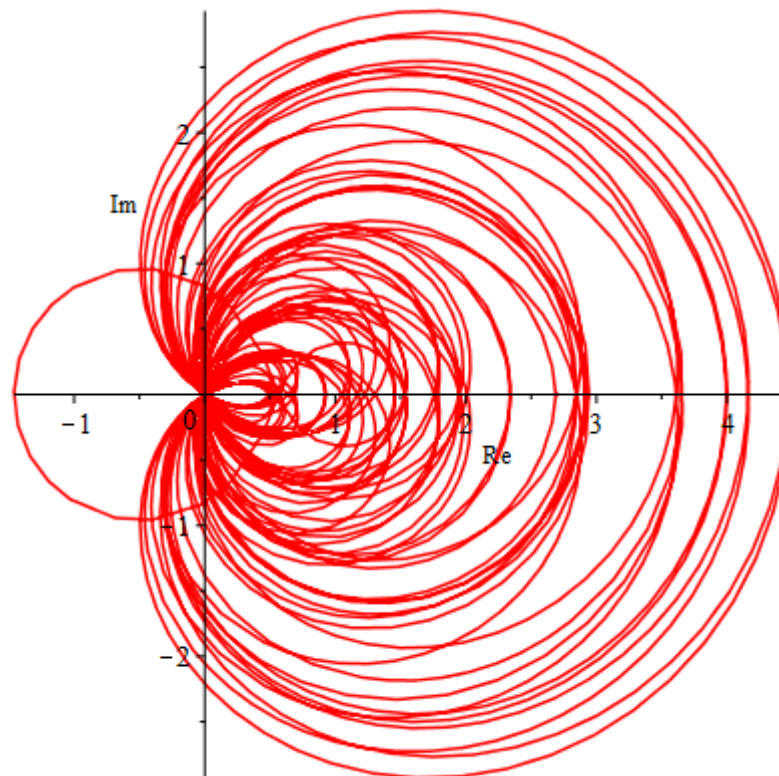
Picture 7. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = -200 \dots 0$.

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 OAJI (USA) = 0.350



Picture 8. Plot of $\zeta\left(\frac{1}{2} + t \cdot i\right)$ at $t = -100..100$.

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EXPRESSION OF UNCERTAINTY BY NUMBERS, NUMERATIVES AND BY MEANS OF A WORD “BIR” IN ENGLISH AND UZBEK LANGUAGES

Abstract: This article is dedicated to the expression of the meaning of the category of indefiniteness with the help of numbers and word “one” in the English and Uzbek languages.

Key words: indefinites, typology, quantity, concept, morphological category, affix, countable nouns, indefinite article, approximate number.

Language: Russian

Citation: Gadoyeva, M. I., & Kabilova, N. S. (2019). Expression of uncertainty by numbers, numeratives and by means of a word “Bir” in English and Uzbek languages. *ISJ Theoretical & Applied Science*, 11 (79), 699-704.

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ВЫРАЖЕНИЕ ЗНАЧЕНИЯ НЕОПРЕДЕЛЕННОСТИ ЧИСЛИТЕЛЬНЫМИ, НУМЕРАТИВАМИ И ПОСРЕДСТВОМ СЛОВА “БИР” В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация: В данной статье рассматривается выражающая неопределенность количество и слово “один” в английском и в узбекском языках.

Ключевые слова: неопределённость, типология, количество, концепт, морфологическая категория, аффикс, количественное числительное, неопределённый артикль, приблизительный количество.

Введение

УДК 801,2

Имя числительное - это часть речи, обозначающая количество и выражающая это значение в морфологических категориях падежа (последовательно), и рода (непоследовательно) у числительных, располагающих морфологическим значением рода (1,784).

Как видно из указанной выше цитаты, числительное выражает "определенное число". Однако, как мы увидим ниже, имеются случаи того, что числительное в разных ситуациях,

сочетаниях и деривациях выражает неопределенность.

Числительные выражают абстрактное значение количества. Числительное показывает признак предмета по отношению к количеству и порядку. Значение неопределенности в основном выражается неопределенно количественными числительными, которые обозначают приблизительный подсчет предметов. Такие числительные языковеды называют по-разному (2, 324; 3, 121; 4, 4; 5, 77-81).

В узбекском языке неопределенность числительных в основном передается

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прибавлением словообразующих аффиксов к числительным, которые в данном случае выполняют функцию формообразования.

Аффикс "-ча", сочетаясь с количественными числительными, в большинстве случаев выражает значение неопределенности. Об этом упоминается и в "Академической грамматике узбекского языка" (6, 246-247).

Например: Унинг япроқлари кўк забаржадан наваларнинг учларида сарғиш дурдан, ёқутдан ўнтача йирик, юмалоқ ва порлоқ мевалари бор эди (Ойбек, Қутлуғ Қон, 49).

Неопределенные количественные числительные образуются от числительных, выражающих величины высшей степени аффикс + "ларча" "ўнларча, юзларча, мингларча" и т.п.

Аффикс "-тача", сочетаясь с количественными числительными, тоже выражает значение неопределенности: ўнтача, юзтача и т.п.

Первое сочетание означает большое количество лиц, которое может исчисляться десятками, сотнями. Такое значение отсутствует во втором сочетании, которое обозначает приблизительное количество предметов: около десятка, около ста ...

Когда числительное употребляется с нумеративными словами, аффикс "-тача" в форме "-ча" прибавляется не к числительному, а к нумеративному слову: олти килоча, икки йилча и т.п.

Например: йигирма кадамча нарида яна шундай ходиса: бир юз учинчи ... (Ж.Абдуллахонов, Борса келмас, 266).

В узбекском языке приблизительные числительные по своей семантике выражают приблизительное число предметов. Сюда относятся также парные числительные (уч-тўрт). При передаче их, значения на английский язык используются неопределенно-нумеральные словосочетания типа: напр., юзтача - about a hundred; ўнтача, учта - тўртга.

Беш - ўнта қари-қартаң қолғанмиз (А.Мухтор, Чинор, 42). Уч - тўрт марта операция бўлган (А.Мухтор, Чинор, 272).

Как в узбекском языке, так и в английском, сочетание двух количественных числительных выражает неопределенность, приблизительность. Этот способ выражения неопределенного количества является наиболее активным (72, 79):

Баъзан уч - тўрт кунлаб қораларини кўрсатмасмишлар (Чўққилар чорлайди, 118). Тўғри, бир - икки марта кечикиб келган бўлсам, келгандирман. Лекин... (Чўққилар чорлайди, 132).

It's only these last two or three years I've realized how totally unsuited they were to each other (J.Fowles, Daniel Martin, 236). His sister had been with us for five or six days by then and it was clear to me that she wasn't going to live unless she was told

(J.Fowles, Daniel Martin, 261). It lacks one or two hotel amenities ... (J.Fowles, Daniel Martin, 67)

two or three ←
five or six ← Npl

В современном узбекском языке числительные приблизительного счета, могут быть образованы аналитическим путем - путем сочетания количественных, приблизительных числительных с особыми словами, обозначающими неопределенность, приблизительность.

Числительные, сочетаясь со словарными единицами кўпроқ, мўлроқ, ортиқ, зиёд выражают понятие максимально-неопределенного количества.

Эти слова сочетаются с числительными большого количества ўн, юз, минглаб.

Мана шу ноёб аппаратлар сони Японияда 3500 дан ортиқ, аммо бизда бир дона ҳам йўқ (Газетадан). Юздан зиёд китоб (Луғатдан). Йиғилишга юздан ортиқ киши келди (Газетадан). Маълумки одам организмидаги мавжуд касалликларнинг 50 фоизидан ортиқроғини ташқи муҳитнинг салбий таъсири вужудга келтиради (Газетадан).

В вышеуказанных предложениях слова кўпроқ, мўлроқ можно заменить словами ортиқ, зиёд, которое в сочетаниях с числительным сохраняют оттенок приблизительного множества.

При переводе на английский язык употребляется группа слов, для которой также характерно значение приблизительности. К ней относятся about, nearly, over, more, some etc.

But here I was over twenty years later, flogging myself ... (J.Fowles, Daniel Martin, 75-76). Nearly one hundred years (БАРС, 83). About your size. About thirty miles (БАРС, 10). It costs some twenty pounds (БАРС, 322) . We were something over a hundred (БАРС, 320). Some hundred people (БАРС, 420) .

over ←
nearly ←
about ← +Number + Npl
some ←

В последнее время появились некоторые работы по изучению квантификаторов как выразителей неопределенного количества в английском языке. К ним относятся диссертационные исследования Е.В. Шебетенко и др. (7, 13).

Работа Е.В.Шебетенко посвящена изучению слов-квантификаторов в современном английском языке. Автор подробно рассматривает каждый из

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квантификаторов в отдельности. Анализу подвергаются слова типа several, some, a few, few, little, much, many, all.

Е.В.Шебетенко отмечает, что числительные, сочетаясь со словарными единицами, не несущими в себе какой-либо квантитативной информации типа about, nearly, over и другие способны утрачивать значение конкретности и начинают выражать приблизительность количества, образующего в языке некоторую сферу, весьма близко примыкающую к значению неконкретной количественной характеристики. Числительные, сочетаясь со словами over, some, more выражают приблизительность неопределенного множества.

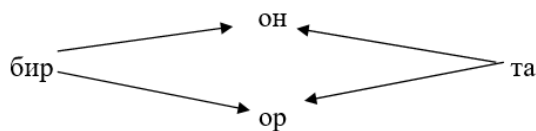
Сочетание "бир (один) + существительное" выражает значение неопределенности.

Например, бир нарса, бир куни, бир йигит, бир аёл, бир бечора, бир парча, бир нима и т.д.

Бирок муюлишда бир одам корасини кўриб, сочи томирларигача музлаб кетди (А.Мухтор, Чинор, 228). Ишни бошлаёлмаяпман. Бир нима халакит беряпти (А.Мухтор, Чинор, 55). Ориф ака яна бир нарсани сездики, бухгалтер билан финансист унга шунчаки қобилиятли студент, ёқлайдиган диссертациясини ёд билиши керак бўлган зехни чаққон йигитча дебгина қарар эканлар (А.Мухтор, Чинор, 59). Бир куни унга бир шўх шофёр бола даладаги симёғочларни сотиб кетибди (А.Мухтор, Чинор, 79). Бир к.уни узок совхоздан кечаси қайтиб, эрталаб ишга дуч келди (А.Мухтор, Чинор, 84). Эҳтимол бир кун бориб ярашардик (А.Мухтор, Чинор, 170-171). Отасидан норозилик хатларили олаверганидан кейин, Валера бир куни кутилмаганда бир сариқ кизни етаклаб қайтиб келди (А.Мухтор, Чинор, 186).

Сочетание слова "бир(один) + относительное местоимение "неча" выражает неопределенность количества: Бир неча кўллар кўтарилиб, ҳавода силкинарди (Ж.Абдуллахонов, Барса келмас, 159).

Сочетание: "бир(один) + аффикс "-он", "-ор" + та", выражает неопределенность.



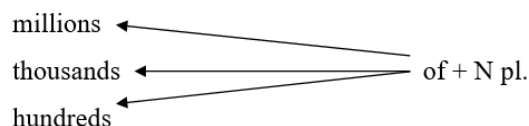
Шулардан биронтаси кўндаланг туриб қолса, ўзига тўқнашмаса ҳам, икки томонидаги кучли оқимни ёриб ўтиш амри маҳол бўлади (А.Мухтор, Чинор, 140). Бироргалари уни тўхтатиб қолиш, ҳақида ўйламасдилар (Ж.Абдуллахонов, Борса келмас, 241).

Слова million, hundred, thousand принимаются во множественном числе в случаях, когда они употребляются в значении существительное.

Существительные употребляются для обозначения большого количества, приблизительно, не называя точной цифры, причем эти существительные выступают в форме множественного числа (8,39): millions of people, thousands of men, hundreds of children:

Hundreds of thousands of people have been executed without trial.

Millions of people in all parts of the world... (W.Mironov, "Law, Progress and Peace M., 1971, 109, 132).

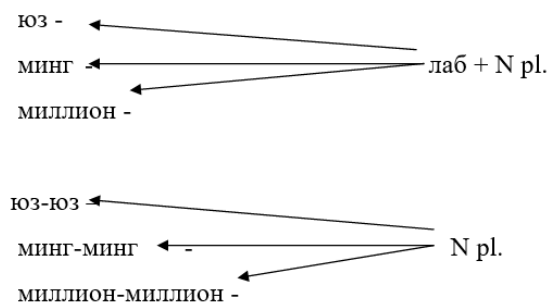


Эти английские выражения или сочетания можно передавать на узбекский язык разными способами.

Главными из них являются:

а) при помощи узбекского суффикса -лаб: юзлаб, минглаб, миллионлаб, что относится к морфологическому типу корреспондирования;

б) при помощи редупликации: юз-юз, минг-минг, миллион-миллион. Дехқонлар, боғбонлар, чорвадорлар Давлат сийсий бошқармасининг минглаб ходимлари уйкудан, оромдан кечиб, улар ҳаётини, тинчини, фароғатини куриқлаб турганини балки хаёлларига ҳам келтирмасалар керак. (Х.Ғулом, Мангулик, 87). Бугун унлаб завод ва фабрикалар ўзларининг моҳир қўлли, ажойиб ишчиларидан ажралишган (Газетадан). Ахир бугун шахримизда ўнлаб поликлиникалар бор (Газетадан). Тамара Ғабдилла исмли нўғай савдогарнинг кизи бўлиб, катта-катта шаҳарларга қатнаб савдо қилувчи муҳожирнинг банклардаги миллион-миллион пуллари, мол-мулки мусодара қилинғач, у кизи билан кўрасини ошнаси Норхўжабойга топшириб, хотини билан бирга Туркияга қочган (Ҳамид Ғулом, Мангулик, 74). Минг-минг ботмон ери бўлган, минг-минг одам ишлатган, хотин устига хотин олган! (Х.Ғулом, Мангулик, 75).



В современном узбекском языке слово "бир" (один), сочетаясь с существительным, выражает неопределенность. Почти во всех языках

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числительное "бир" (один) служит источником образования основного показателя неопределенности.

Слово "бир" (один) полу функционально, оно может быть числительным, а также неопределенным местоимением и неопределенным артиклем.

В некоторых исследованиях указывается, что слово "бир" может выполнять функцию показателя неопределенности (9, 167; 10, 217; 11, 42-45).

По утверждению Кононова А.Н. слово "бир"(один) используется в трех значениях:

1. количественное числительное "один", "единственный"

бир китоб - одна книга;

2. неопределенный член - "некий, какой-то"

Бир одам келди;

3. элемент, интенсифицирующий значение определения; в этом случае "бир"(один) стоит между определяющим прилагательным, причастием и определяемым существительным.

Ажаб бир халксан...

Данное слово в тюркских языках, как и неопределенный артикль в индо-европейских языках выделяет какой-либо один предмет из множества других, равных ему предметов. М.М.Щетинский отмечает, "ни в одном языке не существует "формального" употребления неопределенного артикля.

Это и позволяет определить его общую семантику: он обозначает предмет на фоне ему подобных, но "один" - это всегда один из многих и семантика неопределенного артикля оказывается неразрывно связанной с семантикой числительного; в языках, где не произошло фонетической дифференциации, ставится вопрос о полисемии слова со значением "один" (12, 30).

Однако, как правильно отмечает С.С.Майзель (13, 62) значение неопределенного артикля и количественного числительного слова "бир"(один) не следует рассматривать как антитезные, ибо даже в тех случаях, когда бир выражает только неопределенность, оно обозначает одновременно и единичность; другими словами, турецкое "bir" (один), как и французский артикль выражает и число.

1. Слово "бир"(один) в сочетании с некоторыми аффиксами имеет значение неопределенности: слово "бир"(один) в сочетании с аффиксом -ов выражает неопределенность лица; т.е. трансформируется в местоимение.

Биров кетади, биров келади, хар кимнинг ихтиёри ўзида (А.Мухтор, Чинор, 341). Биров келса, уни ҳам дарров қафаслари томон бошлаб қайси жонивор қандай ҳаёт кечиришию, нима ейишларигача тушунтираверарди (Ж.Абдуллахонов, Борса келмас, 88).

2. Слово "бир"(один) в сочетании с аффиксом "-ор", "-он" указывает на неопределенный признак:

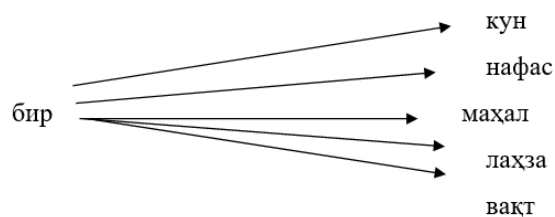
У бирор жиддий масала устида фикр юритганда шундай қилар эди (С.Анорбоев, Қиссалар, 136). Бирон кулфатга йўлиққани аниқ, маънос кўзларида аллақандай ҳадиксираш, дард бор (А.Мухтор, Чинор, 201).

3. Слово "бир"(один), сочетаясь с аффиксом "-он", "-ор" + та выражает неопределенность признака предмета: биронта, бирорта.

Аммо бирор кимсанинг қораси кўрина қолмасди (Ж.Абдуллахонов, Борса келмас, 32). Бирорта от қўшилган культиватор бўлганда сал тезлашармиди... (Ж.Абдуллахонов, Борса келмас, 295).

4. Слово "бир"(один) употребляясь со словами кун, вақтлар, нафас, дам, маҳал, лаҳза, пайт выражает неопределенность времени (14, 45).

Бир кун хотини Нафиса ҳомиладорлиги туфайли қайнонасига пешвоз чикмаганлиги учун роса гап эшитибди (Чўққилар чорлайди, 108). Яна бир нафасдан сўнг идишлар шип-шийдам бўшаб, дастурхоннинг ҳар ер-ҳар ерида узумдан қолган пўчок уюмлари ҳосил бўлди (Чўққилар чорлайди, 61). Бир маҳал ўзига келиб, қуёш елкасини қиздириётганини, чанқаганини туйди (Чўққилар чорлайди, 32). Бир лаҳзадан сўнг сувга зарб билан иргитилган бўш шишадай отилиб чиқиб пишқирди... (Чўққилар чорлайди, 66). Бир вақт қараса, Акбарали суяниб ўтириб ухлаб қолибди (А.Мухтор, Чинор, 200).



5. Слово "бир"(один) + (существительное) вақт. Если сочетание принимает аффикс "-лар", то значение неопределенности выражается яснее:

Бир вақтлар жуда бақувват спортчи йигит бўлган экан (А.Мухтор, Чинор, 304).

6. Слово "бир"(один) + относительное местоимение "нима" выражает неопределенность предмета: У туни билан дам ер тўлага кириб, дам далада айланиб, бир нималарни ўйлаб чикди (А.Мухтор, Чинор, 124). Бир нима халақит бераяпти (А.Мухтор, Чинор, 55).

7. Слово "бир" (один) + "нараса" тоже выражает неопределенность предмета:

Сал ёзилиб, соф ҳавога тўйгандан кейин, тўсатдан хушига келгандай, бир нараса эсига тушди; кизик, боришда-ку бахтиёр дамлар, ҳам

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ширин, қувончли воқеалар лип-лип этиб хаёлидан ўтаверди, қайтишда бўлса нукул хунук, кўнгилсиз, хотиралар чўлғаб оляпти (А.Мухтор, Чинор, 47).

8. Сочетание слова "бир"(один) + "парча" выражает партитивную неопределенность:

Бу бир парча хат бетга чопарлик...(А.Мухтор, Чинор, 69).

9. Сочетание слова "бир"(один) с существительными тоже выражает неопределенность лица:

- Сатторгинам бинойидай ишлаб юрибди, мартабаси, обрўси жойида, қирчиллама йигитга нима кўп, киз кўп, ҳали, шундай бир қизни олиб берайки худо хохласа! Ҳа... (А.Мухтор, Чинор, 137). Мулла Абдулахаднинг орқасида болдирига кизил чарм кўнж-крага кийган новча бир муҳожир газабланар эди (А.Мухтор, Чинор, 317).

бир → киз
бир → муҳожир

10. Сочетание слова "бир" (один) + относительное местоимение қанча, неча выражает неопределенность количества: бир қанча, бир неча:

Йўлчи уни маҳкам кучоқлаб кўтариб, бир қанча кадам нарига элтиб ташлади (Ойбек, Қутлуғ Қон, 53). Масьуд аста-секин ёришиб келаётган тонг кучоғида, салқин дарё бўйлаб отда тебраниб борар экан, эртага, йўқ, нега энди эртага - бугун, яна бир неча соатдан кейин бўладиган ва эҳтимол,

ҳеч қачон такрорланмайдиган учрашув олдида шу икки муҳим саволга ўзича жавоб бериб кўрмоқчи (Х.Фулум, Мангулик, 222).

бир → қанча
бир → неча

11. Сочетание слова "бир"(один) + наречие выражает неопределенность количества:

Онангиз акангизга сирдош экан, демак, у ҳам жиноятга шерик. - Масьуд бир оз ўйланиб тургач, яна бир маслаҳат берди: - Аммо онангизни бу йўлдан қайтариш мумкин (Х.Фулум, Мангулик, 134). Иккинчи гуруҳдагиларга бир мунча дўқ қилади, шу билан складларда чўкиб қолган газламаларни яхши баҳо билан уларга ўтказиб юборди (Ойбек, Қутлуғ Қон, 7).

бир → оз
бир → мунча

Таким образом, слово "бир" в узбекском языке, сочетаясь с лексикограмматическими разрядами слов выражает неопределенность лица, предмета, времени, количества, качества, признака предмета и т.д.

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PECULIAR FEATURES OF TEACHING READING

Abstract: The article is dedicated to one of the significant language skills i.e. reading which plays great role in teaching and learning ESL. Reading is described as an interactive process between the reader, the text and the context.

Key words: reading skills, array of cognitive process, top-down or bottom-up processing, recognition of words, a product of Decoding and Linguistic Comprehension.

Language: English

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Introduction

1. Reading is one of the significant skills that plays great role in teaching and learning ESL. Reading is an interactive process between the reader, the text and the context in which the text is presented. The most important component here is the reader. The reader gives meaning to the text, not the other way around. The reader's prior knowledge determines what meaning he will derive from his interaction with the text. But here, the context plays a big role as well since it sets the purpose or instruction for reading. The purpose for reading should be built on what the reader already knows, and then relate it to something that he needs to find out in the text.¹

When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

Reading comprehension is one of the pillars of the act of reading. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three. Simply put, reading comprehension is the act of understanding what you are reading. However it should not be simply understood as simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Learners can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the

¹ Jeremy Harmer. The practice of teaching English. - Longman third edition.- P.210.

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child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge.

At the most basic level reading is the recognition of words. From simple recognition of the individual letters and how these letters form a particular word, to what each word means – not just on an individual level, but also as part of a text. In English, as in many other languages, different combinations of the same letters can be used to form different words with completely different meanings. So, the letters t c a can make both cat (an animal that goes miaow) and act (which has a number of meanings, from ‘do something’, to ‘behave in certain ways’, to ‘perform in a play or film’). Recognition of the actual word is not enough on its own to constitute reading.

In other words, there are multiple reasons why someone might read a text. But working out the purpose is a key factor when it comes to teaching reading. Why we are reading something will make a difference to how we read it and in what depth. When we are teaching reading in class we have to begin by asking ourselves a series of questions in order to make the lesson as effective as possible. It is not good enough to just hand the students a text with a set of questions, ask them to read the text and answer the questions, and think that we are actually teaching them something. Any learning that takes place in such a lesson will be incidental and not because of the teaching. So, planning our reading lessons is essential, and we need to make sure that our aims are clear and that the text and tasks are appropriate. In many cases we can relate our questions to what we do in real life with the type of text we choose. In other words, what do we read in real-life situations? Why do we read these texts? What is the purpose of the writer and of the reader? How do we read the text in order to get what we need from it? So when we teach how to read the text in class we want to try and replicate as much of the real situation as possible. Firstly, we need to give the students information as to where they are, what their destination is, etc. We may also want to focus their attention on the context, and we could use a short listening text where someone is doing exactly what they will do – trying to find their train. Finally, we can give them a copy of the timetable and a short time limit in which to find the relevant information.

The way we read the texts is different because the purposes are different. The strategies we employ are designed to get the information we want from the text in the most effective way. It is not simply a matter of skimming or scanning, but a set of far more complex things. Therefore, in the classroom, we need

to mirror these real-life texts and strategies. We need to help our students use the right approaches to reading even if the language is new or difficult. To do this we need to ask questions and promote awareness, and not simply employ basic.

As it stated above, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies.

There may be a question as “Why reading comprehension is important?” It is clear that without comprehension, reading is nothing more than observing symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn’t provide the reader with any information.²

Reading is an interactive process between the reader, the text and the context in which the text is presented. The most important component here is the reader. The reader gives meaning to the text, not the other way around. The reader’s prior knowledge determines what meaning he will derive from his interaction with the text. But here, the context plays a big role as well since it sets the purpose or instruction for reading. The purpose for reading should be built on what the reader already knows, and then relate it to something that he needs to find out in the text.

The Simple View of Reading states that Reading Comprehension is a product of Decoding and Linguistic Comprehension. Therefore, when reading,

² Jeremy Harmer. The practice of teaching English. Pearson.- Longman.2011. - p.213.

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we don't use just the top-down or bottom-up processing. We use both processes depending on our needs. Any available information is processed and used simultaneously to create meaning. LC is essentially dependent on how much the reader knows because that's where he will draw out meaning for the text he is decoding. Consequently, as one's knowledge base increases, LC, and later on reading comprehension increases too. That's why developing a Genuine Love for Reading (GLR) among children is very crucial. Once you have readers who have the intrinsic motivation to read, your LC part is taken care of. Plus, they will have more opportunities to practice the D part. To ensure comprehension, reading should be relevant to the reader.

Reading used to be seen only as the ability to recognize and say each separate word in a text using our knowledge of letters and sounds. We now know that reading is much more than simply decoding each word. Now we think of reading as being able to get meaning from the text, even if we cannot read every single word. It is even possible for some children to be able to decode a text but not to understand what they are reading at all. Marie Clay, a world recognized specialist on reading, says that 'reading is a meaning-making, problem-solving activity'.³ From this we can see that children must both decode and make meaning from what they read.

Children need to be taught to decode text even though this is not the only skill they need. They need to know the letters of the alphabet, the sounds that each letter makes and what sounds groups of letters make. They need to know how to sound out a new word by breaking words into their different sounds and hearing how the sounds flow together to make a word. Children need some general knowledge to make meaning from what they read. The more they already know about the topic they are reading about, the easier it will be to add to that knowledge and get meaning from it. For example, reading about a camel is meaningless if children do not know what a camel is. Children need to know the language in which they are reading. Knowledge of language helps us understand what we read and it helps us with words we do not know. When we know the language, we can predict what kinds of words will come next in a meaningful sentence. Children need to know sufficient sight words or high-frequency words and key vocabulary words. If they read too slowly they will forget what they read at the beginning of the sentence by the time they get to the end, and lose the meaning.

From this we can see that in order to read meaningfully, children need to combine their knowledge about decoding, their knowledge of the language in which they are reading, their general

knowledge of the world around them and their recognition of sight words and vocabulary words. When children amalgamate, organize and control these types of knowledge they are able to respond to what they read with both pleasure and curiosity because it is ultimately meaningful to them.

Learning how to read is primarily a matter of learning how to organize and integrate knowledge effectively. It is control of the orchestration process rather than just the possession of knowledge that determine the degree of reading skill. To learn to read in a language that is familiar to them and then, when they are ready, they can learn in an additional language.

It is well known that children who do not learn to read and write in the first three years at school find it very difficult for them to ever catch up. Since reading comprehension underpins all learning in all subjects, children need to master reading from the beginning of their schooling to prevent being disadvantaged at school. Reading is a complex process that involves many skills. These need to be developed over time as children progress through both primary and high school to ultimately attain an advanced reading level that will enable them to cope with tertiary education and the ever-increasing demands of the modern world.

Children are unique and they all have different learning styles and individual needs. We need to be aware of this when we consider the different methodologies we use to teach reading. There is no one fixed method that will successfully teach all children to read. Therefore the best way to teach reading is through a variety of teaching methods using stories and books. These teaching methods, supported by relevant book provision, underpin the NCS and outcomes-based education that give priority to understanding and the ability to apply knowledge.

The skill of reading is an enabling skill, allowing access to a world of experience far beyond the perceived realities of one's immediate surroundings. Moreover, the method of gaining access to this world is a uniquely reflective process as compared with the access afforded by radio, movies, or television. Teachers require enough books to suit every child's reading level and to develop their independent reading skills. There should be sufficient books for children to be able to take books home to read every day.

Reading activities refer to any activity classroom instructors use to help the learner bring their background knowledge to connect with the new information they encounter in the reading in order to get the most understanding of the message in the reading material. Reading activities in the present study refer to guessing reading content from pictures,

³ Carrell, P.L. 'Evidence of a formal schema in second language comprehension. - Blackwell publishing. 2003.- p.42.

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and pre-reading questioning activities the researcher used to stimulate the learners' use of their schema.

2. Reading comprehension refers to the learners' level of reading comprehension ability which was measured by the scores sought from the tests taken before the implementation of the 2 pre-reading activities.

3. Satisfaction refers to the learners' like and dislike towards the incorporation of 2 pre-reading activities (guessing reading content from pictures, and pre-reading questioning activities) in learning reading comprehension. The learners' satisfaction level in the present study was measured by the scores obtained from the questionnaire administered after the experiment.

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THE MODERN FAMILY IN THE CONTEXT OF THE RENEWAL OF SOCIETY

Abstract: In modern conditions, a special role in strengthening family relations can be played by the state, interested in preserving and strengthening the institution of the family. In different countries, the state policy towards the family depends on the traditions, the legislative framework, the level of economic development and the problems that characterize the course of family life in a given state.

Key words: family, societies, family values, family traditions, spiritual basis.

Language: Russian

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СОВРЕМЕННАЯ СЕМЬЯ В КОНТЕКСТЕ ОБНОВЛЕНИЯ ОБЩЕСТВА

Аннотация: статья посвящено о современных тенденциях семейных отношении в современности, значимости государственных органов в сохранении и укреплении института семьи. Во многих разных странах мира политика власти по отношению к семье как ячейка общества проводится в зависимости от вековых традиций, нормативно-правовой базы, уровня социально-экономического развития и проблем, характерных для течения семейной жизни в данном государстве.

Ключевые слова: семья, общество, семейные ценности, семенные традиции, духовная основа.

Введение

В эпоху глобализации трансформация общества, самого его социальной структуры и социальных институтов сопровождается более глубокими изменениями в жизнедеятельности современной семьи, её традиции и ценностей, норм, образцов поведения.

Являясь фундаментальной основой человеческого общества, семья отражает как основные достижения, трудности и противоречия жизни социума. Недостаточное внимание власти к выполнению регулятивных функций в социальной сфере, отсутствие комплексных разработок основ семейной политики, общее снижение уровня жизни населения повлекли за собой изменения в

структуре, формах и функциях современной семьи.

Семья в Узбекистане развивается в соответствии с общемировыми закономерностями и национальными обычаями и традициями. Сравнительный анализ состояния семейно-брачных отношений по странам мира позволяет делать выводы об относительно благополучной ситуации в сфере семейно-брачных отношений в республике.

По мнению Х.Мамадалиевой семья в Узбекистане не утратила своей жизненной ценности и характеризуется достаточной устойчивостью, что обеспечивает нормальную демографическую ситуацию и сохранение демографического потенциала в будущем¹.

¹ Мамадалиева Х.Х. Брак и семья в Узбекистане.// Народонаселение. № 4, 2017 г. с.75

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Рост свободы функционирования групп, а также конкретных индивидов является особенностью современной жизни. Нормы, которые сложились исторически, уже не настолько влияют на человеческое сознание и поведение, как раньше. Ученые утверждают, что поскольку институт семьи гораздо более консервативен по своей природе, то есть он стабилен, поэтому изменения в уровне семьи происходят только через 10-30 лет в семье.

Сегодня человек стремится к самостоятельному определению вариантов реализации собственных интересов и нужд, останавливая свой выбор на культуре, способствующей более полному раскрытию его индивидуальных качеств. Особая актуализация данного процесса, который начался полтора столетия назад, производится в условиях реалий сегодняшнего дня. Его результатом становится качественное изменение не только политической, экономической жизни различных стран и народов, но и жизнедеятельности некой малой общности, которой является семья.

По мнению ученых, с одной стороны, семья представляет собой наиболее устойчивую форму организации человеческой совместной жизнедеятельности, которая позволяет обеспечивать воспроизводство человеческого рода на протяжении тысячелетий. С другой стороны, ученые говорят, что результатом глубоких преобразований во всех областях человеческого воспроизводства и развития, происходящих в мировом сообществе, стала существенная перестройка системы отношений семьи не только с социумом в целом, но и с субъектами, являющимися составляющими этой малой общности.

Последние десять лет в развитых мировых государствах характеризуются возникновением острого противоречия между постоянством, которое традиционно свойственно межличностным отношениям в семье, и перманентно меняющимися реалиями, определяющими человеческую деятельность вне семьи. Высокие темпы обновления данных, содержания знаний, умений, а также отношений, которые появляются между человеком и окружающим его миром, невольно переносятся на современную семью. В результате семья теряет ту устойчивость связей, которая на протяжении многих столетий выступала в качестве основы ее существования.

В настоящее время происходит уход современной семьи от положения, традиционно заложенного в обществе в течение достаточно длительного исторического периода, при котором способы создания, формы существования, а также выполнение основных функций семьи определялось обществом посредством

законодательной и образовательной системы, а также церкви и общественного мнения.

Современные семьи стремятся к самостоятельному регулированию сексуальных отношений, времени их юридического оформления, вопросов, связанных с рождением детей, их количеством, характером отношений в бытовых вопросах, вопросах воспитания подрастающего поколения. Они в большей мере, чем прежде, самостоятельным образом решают вопросы, относящиеся к материальному обеспечению семьи, трудовому самоопределению ее членов, развитию семейного бизнеса. Семья характеризуется противоречивым процессом перехода к самоопределению всех форм ее жизнедеятельности.

Под влиянием социокультурных и социально-экономических факторов, действующих в различных странах мира в те или иные исторические периоды, изменяются формы организации семьи и сама семья. Процесс преобразования отношений в семье в Узбекистане в 20-ом столетии определялся в существенной мере сменой капитализма социализмом и возвратом к предыдущему устройству в экономической жизни. Это сопровождалось возникновением особого симбиоза организации семейной жизни, утверждавшейся идеологией коммунизма, а также реалиями перехода к экономике рыночных отношений в достаточно жестком виде.

Характеристикой трансформации узбекского общества является утверждение различных свобод, а также свободы семьи в реализации собственных функций. Семья самостоятельно, в одних случаях в вынужденной форме, а в других добровольном порядке определяет число и временные рамки рождения детей, способы их воспитания, уровень получения ими образования, распределяет обязанностей между супругами в бытовой жизни, формы досуга и др.

Характеристики современного общества заключаются в расслоении и поляризации общества, увеличении количества разводов, неполных семей, обострении проблем, связанных с сиротством, безнадзорностью и беспризорностью.

Противоречие, характерное для многих семей, проживающих в Узбекистане, касается требований долга выполнения членами семьи собственных обязанностей супружеского, родительского, бытового характера, правил общения с родственниками и желанием выполнения их всеми членами малой группы.

Фиксируется рост обособленности в организации жизнедеятельности тех семей, которые руководствуются личным видением способов и форм обеспечения семейных комфортных условий, а не исторически

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сложившимися моральными принципами и религиозными представлениями.

Также происходит усиление тенденции к организации жизни в семье при учете индивидуальных супружеских, родительских и детских желаний и представлений. Имеется пять приоритетных направлений развития Узбекистана в период с 2017 по 2021 годы, в соответствии с которыми на глобальном уровне рассматривается развитие узбекской семьи в рамках Целей устойчивого развития ООН, а также в рамках Стратегии действий. Наряду с тем полноценная реализация реформ, которые проводятся в вопросах укрепления семейного института, и достижение установленных целей сталкиваются с препятствием, выражаемым в наличии системных недостатков и проблем, которые делают невозможным эффективность проведения политики государства в данной области:

отсутствует действенная система координации и контроля за деятельностью тех или иных ведомств и организаций, а партнерство между государством, институтами гражданского общества и частным сектором по вопросам семейного развития характеризуется низким уровнем;

научные исследования в вопросах укрепления семейного института являются узкопрофильными, оторванными от жизненных реалий настоящего времени, а внедрение их результатов характеризуется слабым практическим уровнем;

изменяется демографическое развитие семьи, увеличивается количество разводов, исследования, обосновывающие причины проблем и негативных тенденций в данной области, не проводятся в достаточном количестве;

ослабляется применение потенциальных возможностей культурно-исторического наследия в семье, школах, а работа по предупреждению влияния идей и взглядов, чуждых национальному менталитету, проводится неэффективно;

законодательные основы укрепления семейного института характеризуется определенным несовершенством, отсутствует прочная правовая основа в вопросах семейной защиты и поддержки на основе изучения правоприменительной практики и передовой практики иностранных государств;

имеется недостаток в количестве специалистов и низкая квалификация кадров, механизм прогнозирования необходимости в специалистах в образовательной системе является ненадежным, учебные программы по

укреплению и развитию семейного института характеризуются несовершенством.

Для улучшения ситуации в данных вопросах должны реализовываться комплексные меры, связанные с совершенствованием семейного института, обеспечиваться тесное сотрудничество и активная роль граждан, государственных органов и институтов гражданского общества. Принимаемые меры соответствуют Указу Президента Узбекистана от 2.02. 2018 года № УП–5325 «О мерах по коренному совершенствованию деятельности в сфере поддержки женщин и укрепления института семьи»².

В ходе социологического опроса «Семья и общество: духовный и нравственный мир», проведенного Центром изучения общественного мнения «Ижтимоий фикр», были выявлены наиболее важные тенденции по вопросам, связанным с семьей и браком, рождением и воспитанием детей.

Эффективная государственная политика, проводимая в рамках Стратегии действий в Узбекистане, касается вопросов укрепления семейного института, духовно-нравственных принципов и норм, профилактики и предотвращения конфликтов в семьях и разводов.

Современное узбекское общество в своем большинстве считает, что семья представляет собой главную жизненную ценность для граждан.

Представление, доминирующее в общественном мнении, говорит о семье как о союзе людей, которые объединены родственными узами, и в качестве основания, которого выступают брак между мужчиной и женщиной, а также совместное воспитание детей³.

По мнению большинства представителей гражданского общества (более 71%), семья представляет собой основу государства и общества, один из фундаментальных факторов, который позволяет обеспечивать общественную и государственную стабильность.

Возраст лиц, вступающих в брачный союз, является важным критерием, который влияет на создание семьи. Респонденты считают, что мужчинам оптимально создавать семью в возрасте 24-25 лет, а женщинам – в возрасте 21-23 лет. Ведь в этом возрасте молодые люди обычно уже успевают закончить обучение, приобрести профессию и стать самостоятельными и независимыми в экономическом плане.

По мнению большинства узбекистанцев (более 93%), лица, вступающие в брак⁴, должны обязательно проходить медицинское обследование, поскольку оно является

² Указу Президента Узбекистана от 2.02. 2018 года № УП–5325 «О мерах по коренному совершенствованию деятельности в сфере поддержки женщин и укрепления института семьи»

³ Мамадалиева Х.Х. Брак и семья в Узбекистане.// Народонаселение. № 4, 2017 г. с.71

⁴ Источник: газета «Uzbekistan Today» 20.07.2018

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способствующим фактором для создания условий при формировании здоровой семьи, а также предупреждает о рождении детей, имеющих наследственно-генетические и врожденные заболевания.

Как показали результаты исследования, по мнению абсолютного большинства граждан (почти 99%), процедура регистрации в загсе при заключении брачного союза считается обязательной. Этот показатель является стабильным и находится на данном уровне уже в течение нескольких лет.

Кроме того, большинство респондентов выступают за обязательное совершение при вступлении в брак религиозного свадебного обряда «никох» или прохождение обряда венчания в церкви.

Единство взглядов было продемонстрировано узбекистанцами в вопросах значения и необходимости благословения родителей в процессе их вступления в брак. Абсолютное большинство граждан Узбекистана (более 99%), вне зависимости от таких критериев, как возраст, этническая принадлежность, уровень материального благополучия, называют родительское благословение обязательным условием и залогом семейного счастья, благополучия молодых людей, которые вступают в брак.

Наличие детей представляет собой основной смысл и семейную ценность для большинства граждан. Более 68% опрошенных считают, что семья с двумя или тремя детьми считается полноценной, самодостаточной и счастливой. Как было выявлено по результатам опроса, наиболее оптимальным возрастом женщины, рождающей первого ребенка, является 22-25-летний возраст.

По мнению большинства участников опроса (более 87%), минимальный интервал между родами должен составлять от 2 до 3 лет. Как считают 58% женщин и почти 47% мужчин, данный интервал должен составлять более трех лет.

Решение о рождении очередного ребенка в подавляющем большинстве семей Узбекистана обычно принимается мужем вместе с женой. Желание иметь двух и более детей, вне зависимости от пола, остается основным фактором, который влияет на принятие решения о рождении очередного ребенка.

Как было подтверждено исследованием, совместное проживание супругов, которые

состоят в официально зарегистрированном браке, является традиционным и самым распространенным принципом семейно-брачных отношений в Узбекистане: более 87% лиц, участвующих в опросе, отметили, что они состоят в браке.

Около половины семей Узбекистана (почти 45%) являются нуклеарными, то есть в их состав входят супруги и дети. Распространение также получили многопоколенные семьи: каждый третий респондент отметил, что в состав его семьи входят не только супруги и их дети, но также и бабушки и дедушки.

По результатам опроса, в качестве главы большинства семей выступает мужчина, которому принадлежит право на принятие окончательных решений по основным вопросам, касающимся как каждого члена семьи, так и в целом всей семьи. Именно мужчина вносит основной вклад в семейный бюджет и решает все финансовые дела, разрешает конфликтные ситуации в семье. Распределение обязанностей и функций в узбекской семье осуществляется в традиционной форме: мужчина отвечает за материальное обеспечение семьи, женщина – за воспитание детей, обеспечение комфортных жизненных условий для каждого члена семьи.

Как было выявлено в рамках исследования, в последнее время семейные отношения узбекистанцев демократизируются, фиксируется появление семьи нового типа, которая основывается на принципах равенства между мужем и женой. В качестве основания для распределения ролей и обязанностей между супругами выступает норма о равной ответственности. Увеличивается количество респондентов, которые отмечают, что женщина и мужчина в их семьях в одинаковой мере должны принимать важные решения по вопросам семейной жизни, вносить вклад в бюджет семьи, участвовать в распределении материальных ресурсов.

Как показали данные опроса, в чуть меньше половины семей (42%) фиксируется возникновение конфликтов и ссор⁵.

Респонденты говорят, что основные их причины заключаются в отсутствии взаимопонимания между членами семьи; материальных трудностях; безответственном отношении к собственным обязанностям членов семьи; стремлении мужа или жены навязывать собственную волю, добиваться стопроцентного

⁵ Дадаева Татьяна Михайловна Конфликты в молодых городских семьях.// Регионология, 2015 г. с.2-3

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подчинения; пренебрежении интересами и мнением иных участников семейных отношений; равнодушии между членами семьи; пристрастии одного из супругов к алкоголю, наркотическим средствам, азартным играм; болезни одного из членов семьи и связанными с этим проблемами.

Больше всего конфликтные ситуации в семейных отношениях возникают между супругами, второе место по частоте их появления занимают отношения между невесткой и свекровью. В последнем случае причины конфликтов заключаются в деспотизме, стремлении свекрови к власти, неподготовленности невестки к жизни в семье, а также нежеланию уступать друг другу в определенных вопросах.

Жители Узбекистана имеют сформированную нетерпимость отношения к насилию, проявляемого внутри семьи, а также к его самой распространенной форме – насилию к женщине: негативное отношение к семейному насилию высказали более 97% участников опроса. Однако наряду с осуждением данного позорного явления, люди высказывают мнение о большей приоритетности сохранения семьи по сравнению с правом женщины на равноправие, защиту достоинства и безопасность.

Немаловажным фактором для большинства граждан (более 64%) при согласовании их действий, жизненного образа и манеры поведения выступают правила и нормы, принятые в махалле. Это является свидетельством того, что она представляет собой социально значимый институт, который оказывает влияние на человеческую жизнь, характеризуется важной воспитательной и духовной ролью. Более 38% респондентов выразили свою надежду на оказание морально-психологической помощи в случаях возникновения сложных семейных обстоятельств, а около 20% респондентов отметили имеющуюся у них необходимость в ее материальной поддержке.

Проведенное исследование показало наличие в общественном мнении узбекистанцев установки, связанной с созданием прочных семейных отношений и сохранении долгосрочных отношений между ее членами в уважительном и доверительном порядке.

Семейные разводы у большинства людей (70%), проживающих в республике, вызывают крайне негативные эмоции⁶. Семья для жителей Узбекистана имеет большое значение для общества в социально-нравственном плане, а супружество и родственные связи можно назвать приоритетными в системе гражданских ценностей.

Социологический опрос показал, что узбекская семья является крепким и дружным союзом, в качестве основания которого выступают чувства любви и духовного родства, взаимоуважения и взаимопонимания между ее членами. Характеристики счастливой семьи представлены гостеприимством, трудолюбием, огромной любовью к детям, высочайшим уважением к старшему поколению.

Практические меры, которые были приняты по инициативе Президента Узбекистана Шавката Мирзиёева и направлены на то, чтобы укрепить семейный институт, регулировать взаимоотношение супругов, родителей и детей, нашли полную поддержку в узбекистанцев. Абсолютное большинство жителей республики выражают согласие с тем, что преобразования, происходящие в Узбекистане, способствуют повышению роли и значения семьи в обществе, а также позволяют укреплять и делать более здоровой духовно-нравственную атмосферу в семьях, позволяют создавать благоприятные и гармоничные отношения в них. Также данные преобразования, по мнению людей, участвующих в опросе, являются способствующим фактором к укреплению материального положения семей и воспитанию подрастающего поколения в духе общечеловеческих и национальных ценностей.

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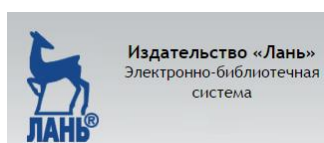
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