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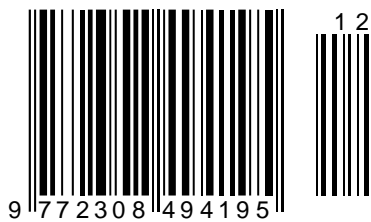
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COMPLEX CASES OF VERBAL STRESS IN RUSSIAN

Abstract: The article describes the complex cases of verbal stress in the Russian language.

Key words: stress, displacement, analogy, accentological variants, mobile stress, constant stress, verb forms.

Language: Russian

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СЛОЖНЫЕ СЛУЧАИ ГЛАГОЛЬНОГО УДАРЕНИЯ В РУССКОМ ЯЗЫКЕ

Аннотация: В статье рассказывается о сложных случаях глагольного ударения в русском языке.

Ключевые слова: ударение, смещение, аналогия, акцентологические варианты, подвижное ударение, постоянное ударение, формы глагола.

Введение

УДК 808.3

Никто сегодня не станет, пожалуй, отрицать, что глаголы являются наиболее сложной для усвоения грамматической категорией слов. Это в полной мере относится и к глагольному ударению. Именно здесь мы ощутимо сталкиваемся со следами древних интонационно-акцентологических особенностей, значительным влиянием диалектов и неоднородным воздействием аналогии, что приводит к разнонаправленным тенденциям в развитии ударения глаголов.

Ударение — необычайно сложное явление. Ударение в глаголах и глагольных формах характеризуется многообразием акцентологических норм. Для русских глаголов характерно как неподвижное, так и подвижное ударение: глаголов с неподвижным ударением 63,5%, глаголов с подвижным — 36,5 %.

В XIX веке были широко распространены варианты с ударением на приставке, теперь окончательно утраченные литературным языком [3;45]. Причем смягчение нормативных указаний и признание накоренного ударения касается в особенности тех слов, у которых наблюдается

стечение согласных звуков на стыке приставки и корня.

Глагольное ударение в целом отличается неподвижностью: находится на корневой или суффиксальной части (*рЕзать – рЕжу – рЕзал – рЕзала – читАть – читАю – читАл – читАла*). Тем не менее ряд глаголов обнаруживает подвижность в некоторых формах (*жИть – живУ – жИл – жила – жИло – жИли*).

Глаголы на *-ить* бывают: с неподвижным ударением на основе (*вЕрить – вЕрю – вЕрит*); неподвижным окончательным ударением (*включИть – включУ – включИт*); подвижным ударением (*ходИть – хоЖУ – хОдит*). Глаголы на *-ировать* (современные словари указывают ударение на суффиксе): *абонИровать, аккомпанИровать, балансИровать, блокИровать, буксИровать, форсИровать, дирижИровать*. Семантическими вариантами являются глаголы: *бронИровать и бронировАть*.

Если для форм инфинитива на *-ить* характерно историческое смещение ударения с корня ближе к концу слова (было: *удить, ры`хлить, разоружить*, стало: *рыхлИть, разоружИть*), то у многих форм настоящего времени наблюдается как раз противоположное

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развитие ударения (было: *варѣт, курѣт, дружитѣ*, стало: *вѣрит, кѣрит, дружит*).

Тенденция переноса ударения в формах прошедшего времени с приставки на корень (*на́лил-наліл, про́жил-прожіл, о́тдал-отдал и т.п.*), проявившаяся уже в русском литературном обследовании, и наблюдения над современным поэтическим творчеством (где в принципе дольше сохраняется литературная традиция) свидетельствуют о стремительном вхождении накоренного ударения в тех формах прошедшего времени, где прежде ударение падало только на приставку:

*Дождь наліл водицы за ночь...
Урожаю будет прок.*

Жаров. Варя Одинцова

*Ты давно уже не знаешь,
Сколько лет в пути прожіл,
И соседей вспоминаешь,
Как заправский старожил.*

Симонов. Вагон

Эта ярко выраженная тенденция к ударению на корне в приставочных формах прошедшего времени делает теперь сомнительным и строгое смысловое разграничение акцентных вариантов (для многих пособий характерно, например, такое указание: *пробѣл дверь*, но только *прѣбил час*). Современные поэты и во втором случае свободно применяют ударение на корне:

*Черные дни миновали,
Час искупленья пробѣл.*

Радин. Смело, товарищи, в ногу!

*Хочешь знать, как все это было? -
Три в столовой пробѣло,
И, прощаясь, держась за перила,
Она словно с трудом говорила...*

Ахматова.

«Хочешь знать, как все это было?...»

Очевидно, современная акцентологическая норма не может в этих случаях быть слишком жесткой. Вспомним, что в XIX веке были широко распространены варианты с ударением на приставке (*на́звал, со́рвал, прѣспал*), теперь окончательно утраченные литературным языком. Причем смягчение нормативных указаний и признание накоренного ударения касается в особенности тех слов, у которых наблюдается стечение согласных звуков на стыке приставки и корня: *о́тпил* и *отпѣл*, *о́тплыл* и *отплыл*. Кстати, ударение *о́тпил* еще признавалось нормативным в академической «Грамматике русского языка» (т. I, М., 1953), сейчас же его вряд ли можно считать реальным фактом современной речи.

Акцентная норма инфинитива часто отражается на других глагольных формах [1;79], поэтому изучение ударения здесь особенно важно. Для форм инфинитива характерно главным образом историческое смещение ударения ближе к концу слова: *ума́лить- умалѣть, затѣ́рмозить-*

затѣ́рмозѣть, ѣ́скриться-искрѣ́ться, гнѣ́здить-гнезди́ться, багрѣ́веть-багрѣвѣ́ть, лило́веть-лиловѣ́ть и т.п. Однако это лишь самое обобщенное представление об ограниченном круге слов на *-ить, -иться, -веть*, где с особой силой действует фактор аналогии (дело в том, что большинство, например, глаголов на *-ить* имеет ударение на последнем слоге). Впрочем, среди таких глаголов наблюдается и сейчас конкуренция между традиционным ударением (*пригубѣть, принудѣть, пристру́нить, ржа́веть, индеветь* и др.) и новым (*пригубѣ́ть, принудѣ́ть, пристру́нить, ржавѣ́ть, индевѣ́ть* и др.). Хотя большинство словарей и нормативных справочников и продолжает рекомендовать накоренное ударение (*пригубѣть, ржа́веть* и т. п.), сила формальной аналогии «грызет» старую норму. Современные поэты все охотнее пользуются новыми акцентными вариантами (*пригубѣ́ть, ржавѣ́ть* и т.п.):

Мы тогда бы вдаль отбили:

Точка. Точка. И тире...

«Стопки мы не пригубѣли

На том праздничном столе!»

Винокуров. «И тогда приходит старость...»

*В забытом окопе, затаянтом ныне
твоими наплывами, луг,
ржавѣ́ет засевишь в зеленой дернине
оплавленный танковый люк.*

Гордейчев. После боя

Однако главная сложность заключается отнюдь не в том, что между многими вариантами продолжается острая борьба за существование. Это общее и неотъемлемое свойство живого литературного языка. Оказывается, для некоторых глаголов (причем даже с формой инфинитива на *-ить*) характерно как бы встречное акцентологическое развитие, то есть историческое смещение ударения на корень или ближе к корню: *удвоѣ́ть-удвоѣ́ть, уменьши́ть-уменьши́ть, продо́лжить-продо́лжить, ускори́ть-ускори́ть*. Видимо, причинами отяжки ударения в этих случаях послужили укрепление словообразовательных ассоциаций и влияние ударения в формах настоящего- будущего времени: *удвоѣ́ю, удвоѣ́ишь, ускори́ю, ускори́ишь* и т.п. Некоторые исследователи полагают, что иногда не исключено и влияние диалектов или даже близкородственных языков (украинского и белорусского): *балова́ть-ба́ловать, клеѣ́ть-клеѣ́ть*. Хотя и не все словари признают такое ударение литературным, оно все чаще встречается в живой речи и современной поэзии: *ба́ловать, клеѣ́ть*. Например:

А вспомнив, должен ты понять,

Что врозь или вдвоем

Всё можно склеѣ́ть и спаять,

Покуда мы живем.

Борисова. Самаркандский базар

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Особенно заметно смещение ударения с последнего слога на третий от конца у глаголов на *-ировать*. Так, в словарях XIX века признавалось правильным: *абонировать, аккомпанировать, рецензировать* и т. п. Сейчас уже говорят: *абони́ровать, аккомпани́ровать, рецензи́ровать* и т.п. Причины этого исторического перемещения ударения до конца не установлены. Мнение о решающем воздействии произношения немецких глаголов с суффиксом *-ieren* может быть принято лишь с существенными оговорками. Во-первых, образование русских глаголов на *-ировать* шло разными путями, и, во-вторых, многие из тех слов, которые были действительно заимствованы непосредственно из немецкого языка, в период вхождения имели ударение, не свойственное языку-источнику. Здесь, видимо, следует учитывать и формальные признаки слова, то есть количество слогов. Как известно, у пяти-шестисложных слов ударение на крайних слогах весьма неустойчиво и часто перемещается ближе к центру слова. Примечательно, что и в этом случае оттяжка ударения с последнего слога на третий от конца коснулась в первую очередь многосложных глаголов: *аккомпанио́вать-аккомпани́ровать, баланси́ровать-баланси́ровать*, и т. п.

Но как бы ни было, постепенно в сферу действия нового типа ударения включаются другие глаголы на *-ировать*, что естественно, приводит к колебаниям и неустойчивости нормы. Действительно, в наши дни можно услышать: *нормио́вать и норми́ровать, костюмио́вать и костюми́ровать, премио́вать и преми́ровать*. Относительно таких вариантов нередко возникают горячие споры. Нужно сказать, что освоение нового ударения происходит неравномерно [2; 119]. Если уже трудно возражать против *нормировать* (ср. в производном слове *ненормированный*), то не следует спешить с окончательным признанием литературных прав за вариантом *преми́ровать*. Опрос общественного мнения свидетельствует о предпочтительности традиционного *премио́вать*. Наблюдения над живой речью даже высококвалифицированных филологов показывают, что в условиях утраты самоконтроля новое ударение *преми́ровать* является отнюдь не редким фактом. Поэтому можно полагать, что в будущем автоматизм живого говорения, воздействие аналогии и могучая сила привычки постепенно устранят эстетическую неполноценность нового ударения и в этом слове.

В научной и научно-популярной литературе уже неоднократно указывалось на последовательное и сравнительно быстрое изменение акцентологической нормы у глаголов IV продуктивного класса (на *-ить*) в формах настоящего - будущего времени. Сейчас кажется

уже странным и даже неестественным произносить *вари́т, грузи́т, дружи́т* и т.п. Между тем еще в начале нашего столетия некоторые ревнители чистоты русского языка считали такое ударение более правильным, чем обычное для нас *ва́рит, гру́зит, дру́жит, ку́рит* и т.п. В поэзии же первой половины XIX века господствовало законченное ударение:

*Иногда
Причалит с неводом туда
Рыбак на ловле запоздалый
И бедный ужин свой вари́т,
Или чиновник посетит,
Гуляя в лодке в воскресенье,
Пустынный остров.*

Пушкин. Медный всадник

*Сидят наездники беспечно,
Кура́т турецкий свой табак.*

Лермонтов. Измаил-Бей

Не все исследователи единодушны в объяснении причин изменения ударения у глаголов на *-ить* и образования трех акцентологических типов: 1) с постоянным ударением на корне: *ве́рить, ве́рю, ве́ришь*; 2) с постоянным ударением на конечном гласном: *казни́ть, казни́ю, казни́шь*; 3) с подвижным ударением: *вари́ть, вари́ю, ва́ришь*. Однако спор идет главным образом о древних различиях в интонации гласного *И* и связанных с ними акцентологических преобразованиях. Что же касается бурного развития подвижного ударения, начавшегося во второй половине XIX века, то это явление справедливо связывают с усилением влияния южновеликорусских говоров (у носителей северных диалектов и сейчас еще можно услышать архаичное ударение: *косо́ит сено* и т.п.) Впрочем, предпосылки данного акцентологического процесса заложены в самой системе литературного языка и связаны, видимо, с удобством разграничения грамматических значений посредством ударения. Ср: *Вы ку́рите? Не кури́те! Вы грузи́те вещи? Грузи́те быстрее!*

С каждым десятилетием подвижное ударение у глаголов на *-ить* расширяет сферу своего действия и укрепляет позиции в отношении к литературной норме. Его принимают уже не только глаголы, свойственные обиходно-разговорной речи (*включи́т, веро́тит, окати́т*), но даже слова с длительной поэтической традицией. Словари еще рекомендуют *повтори́шь, повтори́т*, но в современной поэзии уже встречается вариант *повто́рит*:

*Твой памятник – восторженный мой стих.
Кто не рожден еще, его услышат.
И мир повто́рит повесть дней твоих,
Когда умрут все те, кто ныне дышит.*

Маршак. «Тебе ль меня придется хоронить...»

Было бы, однако, неверным считать, что продуктивное подвижное ударение получило

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всеобъемлющие права литературной нормы. Многие глаголы книжного характера устойчиво сохраняют окончное ударение: *водрузит, воскресит, отлучит, предопределит, учредит* и т.п. Кроме того, для закрепления в качестве нормы даже весьма распространенного речевого факта необходимо социальное признание его эстетической полноценности. Характерным проявлением общественного вкуса в этом плане служит, например, отрицательное отношение современной интеллигенции (во всяком случае, ее большей части) к ударению *звóнит, позвóнит*. В весьма остроумной форме оно было выражено писателем Л. Раковским. Вот что он пишет: «Патриарх ТЮЗа А.А. Брянцев рассказал мне об одном телефонном разговоре. Ему позвонили из школы: - Вам звóнит преподавательница... - Не верю! – прервал Александр Александрович и повесил трубку на рычаг. Через минуту снова звонок и снова: - Вам звóнит преподавательница...-Не верю!- и трубка опять повешена. В третий раз звонок:- Товарищ Брянцев, Вам звóнит преподавательница... Почему не верите? – Не верю, чтобы преподаватель мог неправильно говорить – звóнит,- ответил в последний раз А.А.Брянцев» («Звезда», 1962, №2).

Думается, что, несмотря на продуктивность и значительную распространенность ударения *звóнит (позвóнит)*, направленное общественное внимание и растущий престиж грамотной (культурной) речи дают сейчас основание сохранять в качестве литературной нормы традиционное ударение *звонит(позвонит)*.

В краткой беседе трудно не только рассказать о всех сложных случаях глагольного ударения, но даже перечислить их. Очевидно одно: поскольку система ударения у глаголов претерпевает существенные изменения (причем акцентологическое развитие имеет разнонаправленный характер у различных слов и форм), поиски норм сопряжены здесь с особыми трудностями и предполагают необходимость постоянного обращения к авторитетным современным справочникам.

В заключение хотелось бы отметить, что в области русского ударения существуют некоторые трудности определения современной нормы. Но отслеживание всех новых акцентных тенденций в языке, постоянно претерпеваемом изменения, является интересной и объективно необходимой задачей.

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ISSUES OF CREATIVE INFLUENCE AND INNOVATION

Abstract: *the article considers some aspects of the problem of creative influence of the classics of Russian literature-Chekhov, Gogol, Tolstoy on the formation and development of modern Uzbek literature. Identified the fruitful influence of Chekhov and Gogol in tvorchestvo th Uzbek writer Abdulla Kahhar realist. Analyzing the process of creative learning in the Russian class on the example of the works of Abdullah Kadyri and Abdullah kakhkar, confirms the idea that tradition and innovation is an important factor in the development of literature. A vivid proof is the original creativity and skill of Kadyri and kakhkhar, who are distinguished by the originality and originality of the national characters-the heroes of their works.*

Key words: *creative influence, formation and development of literature, national character, fine art, realistic portrayal, imitation, language skills, style, artistic experience, tradition and innovation, humanism, internationalism, originality.*

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ВОПРОСЫ ТВОРЧЕСКОГО ВЛИЯНИЯ И НОВАТОРСТВА

Аннотация: *в статье рассматриваются некоторые аспекты проблемы творческого влияния классиков русской литературы-Чехова, Гоголя, Толстого на формирование и развитие современной узбекской литературы. Выявлено плодотворное влияние Чехова и Гоголя на творчество узбекского писателя-реалиста Абдуллы Каххара. Анализируя процесс творческой учебы у русской классиков на примере произведений Абдуллы Кадьри и Абдуллы Каххара, подтверждается мысль о том, что традиции и новаторство является важным фактором развития литератур. Яркое доказательство-самобытное творчество и мастерство Кадьри и Каххара, которые отличаются оригинальностью и своеобразием национальных характеров- героев их произведений.*

Ключевые слова: *творческое влияние, формирование и развитие литературы, национальный характер, изящное искусство, реалистическое изображение, подражание, языковое мастерство, стиль, художественный опыт, традиция и новаторство, гуманизм, интернационализм, своеобразие.*

Введение

УДК 808.5

Известно, на Ближнем и Среднем Востоке издавна получила бурное развитие поэзия, творчество великих поэтов-Фирдоуси, Низами, Фариддини Атгара, Саади, Хафиза и Джами-открывало яркую страницу в истории мировой литературе. Это огромное и бесценное поэтическое наследие способствовало формированию и развитию своеобразного таланта

великого узбекского поэта и мыслителя Алишера Навои. Как верно отметил выдающийся критик В.Г.Белинский, влияние великих поэтов заключается в том, что оно возбуждает талант молодого поэта, как солнце возбуждает собственную силу земли». Навои во всем лучшем, прекрасном следовал за своими предшественниками, наставниками, творчески соревнуясь с ними. Навои связал свою судьбу с могучими силами истории- с народом, с его сокровенными мечтами о светлом будущем, с его

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стремлением к прекрасному и доброму. Глубокая народность, общечеловеческое и интернационализм его творчества и гениальное художественное мастерство обусловили бессмертие Навои и его всемирное значение. Своим богатым творчеством и великим мастерством Навои оказывал плодотворное влияние на развитие культуры не только узбекского, но и других народов. Характерным является то, что все основоположники новых литератур этих народов- казахской, туркменской, азербайджанской, татарской и каракалпакской и других считают его одним из великих учителей и наставников. Традиция и новаторство-важный фактор развития литературы. В этом убеждает нас влияние русской классики на творчество многих узбекских писателей XX века.

Основная часть темы

В ряду великих русских художников слова, оказавших влияние на творчество Абдуллы Кадыри и Абдуллы Каххара особое место занимает А.П.Чехов. Он при надлежит к замечательной плеяде русских классиков, открывших своим творчеством новую страницу в развитии художественной мысли всего прогрессивного человечества. На великолепных произведениях Чехова воспитывался ряд поколений писателей, у него они учились и учатся правдивому, художественному изображению действительности-изящному искусству реализма. Одним из первых среди узбекских писателей и критиков, который обратился к изучению творчества великого мастера слова, был Абдулла Каххар. Глубокой проникновенностью и содержательностью отличаются литературно-критические статьи А.Каххара об А.П.Чехове. В них выражается не только любовь узбекского народа к творчеству великого русского писателя, но и показана большая заслуга Чехова как открывателя новой страницы в истории мировой литературе. О творческом мастерстве Чехова раньше А.Каххара, ещё в 1936 г. написал интересную статью «Принцип экономии слов в маленьких рассказах» Абдулла Кадыри.[1] В ней автор на анализе рассказа «Хамелеон» убедительно показывает мастерство Чехова, его умение использовать художественные детали и пейзажные зарисовки. Статья Каххара «Учимся у Чехова» (1939) тоже невелика. Её автор сумел выделить в творчестве писателя-новеллиста то главное, что определяет его место в историко-литературном процессе. Главным в творчестве Чехова Абдулла Каххар считал идеи гуманизма, противопоставленные всей жизни дореволюционной России. Своеобразным «окном» в эту жизнь А. Каххар считает один из лучших рассказов Чехова «Злоумышленник». Характеризуя образ Дениса, Каххар отмечает

закономерность обращения Чехова- гуманиста к теме «жизнь маленького человека». «Читатель, - пишет он, - через это «окно» увидев «злоумышленника» Дениса и через него людей и жизнь, непременно приходит к такому выводу: необходимо судить не Дениса, а социальное общество, которое делает людей Денисами».[2] Эта мысль узбекского писателя близка словам самого Чехова о Денисе. М.Горький вспоминает, как однажды в беседе с молодым прокурором Чехов сказал о нём: «Если бы я был судьёй, я бы оправдал Дениса. Я сказал бы ему: «Ты Денис, ещё не дозрел до типа сознательного преступника, ступай и дозревай»[3]. Каххар точно отметил эту историческую обусловленность творчества великого писателя. Непреходящее значение творчества Чехова А. Каххар видит и в его художественном совершенстве, в редкой гармонии формы и содержания его про изведений. «Можно выразить в тысяче форму ту мысль, которая заключена в двух тишии, но ни один из тысячи вариантов не передаёт её так просто, кратко, сильно и впечатляюще, как двустиише. Рассказ Чехова «Злоумышленник» тоже можно написать в тысяче вариантов, но охарактеризовать Дениса более ярко, более подробно врядли возможно, также невозможно найти лучший стиль, чем стиль А.П. Чехова». Именно это своеобразие прозы Чехова дало основание Л.Н.Толстому, чрезвычайно строгому в своих оценках, назвать Чехова «Пушкиным в прозе». Эту мысль А. Каххар подчёркивал и в других своих выступлениях. Отмечая исключительную роль Чехова и Гоголя в становлении и развитии реалистической узбекской новеллистики, он писал: «Нас, узбекских писателей, воспитанных на образцах староклассической грубой и сложной фабулы, изящные сюжеты и композиции чеховских и гоголевских рассказов поразили. И мы вправе утверждать, что история узбекского рассказа началась с тех пор, как мы стали изучать творчество, осваивать их мастерство»[4].

Так, прямо связывая историю жанра узбекского реалистического рассказа с именами русских классиков, А.Каххар особо подчёркивает роль Чехова, который впервые в русской литературе «пробил дорогу к маленькому рассказу» (И.А.Бунин) и создал «новые, совершенно новые для своего мира формы письма» (Л.Н.Толстой). К подобному уровню мастерства последовательно призывал А.Каххар своих собратьев по перу, что естественно, означало и высокую оценку их жизненного опыта. Вопрос-Абдулла Каххар и русская классическая литература не может быть разрешён только на основании суждений АКаххара в его литературно-критических выступлениях. А.Каххар не только пропагандировал, но и продолжил на новой исторической основе передовые традиции

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великих классиков мировой литературы, в том числе Чехова, Гоголя и Толстого. Традиции Чехова и новаторство Каххара-важнейший вопрос в нашем литературоведении, требующий всестороннего и глубокого изучения, хотя эпизодические обращения к этой проблеме имеются в ряде работ последних лет. Не ставя в данной статье цель всесторонне рассмотреть этот вопрос, мы считаем необходимым обратить внимание на некоторые его моменты. Сегодня нет нужды доказывать, что на творчество А.Каххара оказали плодотворное влияние русские классики, особенно Гоголь и Чехов. Творческое влияние последних на Каххара, пожалуй, один из самых ярких примеров преемственности и новаторства в художественной литературе. Его можно сравнить с такими «золотыми» звеньями преемственности и новаторства в истории мировой литературы, как Навои-Саади, Навои-Физули, Пушкин- Гоголь, Флобер-Мопассан, Горький- Федин, Кязим Мечиев-Кайсын Кулиев... Суть и характер учёбы Каххара у Чехова можно раскрыть словами великого критика Белинского или замечательного немецкого поэта И.Бехера. Он говорил: «Мы учимся у великих мастеров, у всех вместе и у каждого в отдельности. Но это не та особая школа, о которой я говорю. Сущность особой школы, которую я имею в виду, заключается в том, глядя на которую, мы говорим: не отрывая взгляда от неё, я и начну своё восхождение.»[5] Каххар - пользуясь словами великого поэта- с полным основанием мог сказать, что начал своё восхождение, равняясь на творчество Гоголя и Чехова. В предисловии к повести «Сказка о былом», а также в известной статье «От жизненного факта к художественному вымыслу» Каххар с благодарно стью вспоминает имя Чехова подчёркивая этим, что в создании многих талантливых произведений большую роль сыграло творчество великого русского писателя. В статье «Наставник» (1960) о влиянии Чехова говорится ещё определённое: «Когда я впервые взялся за перо и обратился за помощью к русским писателям, я следовал за многими, но никто так не способствовал моему творческому определению, как Чехов. Если я достиг какого-то совершенства в стиле, то я несомненно, обязан этим большому мастеру Чехову» [6].

Плодотворное влияние Чехова на творчество Абдуллы Каххара обусловлено требованием времени и пристальным вниманием узбекского писателя к своеобразию таланту Чехова. Вот признание Абдуллы Каххара о бесценных уроках Чехова-несравненного наставника: »30 лет тому назад я прочитал сочинения Чехова. Произошло что-то удивительное, словно учитель мне дал свои очки.» Надень их и оглянись на прошлое своего народа» Чехов научил меня смотреть и видеть. Я увидел. Что «злоумышленник» Чехова и мой

«упрямый вор» Бабар-были как бы двумя половинками яблока с древа эпохи» [7].

Абдуллу Каххара, как и других прозаиков, привлекают в творчестве А. П. Чехова высокие гуманистические принципы, выступление в защиту человека, будничное течение жизни как естественное состояние проявления человеческого характера, мерило его интеллектуальной, нравственной, эстетической ценности. Всё это было созвучно высоким идейным исканиям Абдуллы Каххара- начинающего писателя, который отражал в своём творчестве процесс коренной ломки общественного сознания масс, пробуждения человеческого достоинства у простых тружеников. Подобно Чехову, он рассказывает о событиях и переживаниях человека, связанных с конкретными проявлениями в их жизни, в быту. Влияние Чехова обнаруживается, таким образом, в стремлении к повседневности, в желании показать внутренний духовный мир героя в обыденных бытовых ситуациях. Большинство исследователей творчества талантливого писателя, сопоставляющие произведения Абдуллы Каххара и Чехова, приходят к выводу об их схожести. Рассказы узбекского писателя «Гранат», «Вор», «Болезнь», «Учитель литературы» и другие, в основе которых лежит несложный бытовой эпизод обычной жизни простых людей, который вдруг завершается катастрофой, близки чеховским. В них обнаруживаем органическое сочетание реалистического с условностью, трагического с комическим. Каждое слово и типичная деталь рассказа несет у него глубокую и богатую смысловую нагрузку.

Однако рассказы А.Каххара не являются простым копированием произведений А.П.Чехова, а представляют собой плод творческого изучения мастерства и опыта русского писателя, сохраняя свою оригинальность и яркую национальную самобытность. Яркое доказательство-тому сравнительное изучение известных рассказов Каххара и Чехова, которые отличаются правдивостью изображения действительности и типичностью обстоятельств. Вспомним один из коротких рассказов Чехова «Спать хочется» и рассказ Абдуллы Каххара «Болезнь». Известный писатель Сергей Антонов, всесторонне изучая великолепные рассказы Чехова, с восхищением отмечает своеобразное мастерство писателя: на двух-трех страничках описывается вся человеческая жизнь. Если «Спать хочется» писать по порядку, то сначала надо бы написать, как Варька жила в деревне, как умер отец-кормилец, как Варька с мамой пошла в город наниматься у богатого хозяина и т.д. Но Чехов в рассказе ничего не говорит о взаимоотношениях маленькой Варьки с родителями в деревне.

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Сказано только, что, когда мать придя из больницы, сообщает о смерти отца, Варька идет в лес и плачет. Эта весть-сама по себе-целый рассказ; в ней все ее детство: нужда, страх, одиночество[8] Рассказ Абдуллы Каххара «Болезная» - тоже невелик, он занимает лишь две страницы в книге. Но своей лаконичностью, простотой и точностью психологических характеристик и силой обобщений он является блестящим образцом реалистической прозы. Вот отрывок из рассказа: «Болезная»; «У Сатывалды заболела жена...Его четырехлетняя дочка, присев подле больной матери, платком сгоняет с ее лица вялых, назойливых мух. Иногда девочка засыпает, положив головку на руки, крепко сжимающие платок. Вокруг тишина...Только жужжат мухи, стонет болезная, да откуда-то издали доносится дребезжащий голос нищего:». Подайте милостыню ради аллаха» Как-то ночью болезная почувствовала особенно плохо. Сатывалды позвал старуху соседку. Та пришла, попраила у больной растрепавшиеся волосы, легонько погладила ее, а потом села и ...всхлипнула...»[9] Язык Абдуллы Каххара отличается точностью и простотой изображения жизни и душевные переживания героев. Особенное значение в этих рассказах имеют художественные детали. Они выполняют большую смысловую и эмоциональную нагрузку и помогают понять и пожалеть Варьки и четырехлетнюю девочку из рассказов «Спать хочется» и «Болезная».

Каххараведы единодушно утверждают, что бесспорная и непреходящая художественная заслуга Абдуллы Каххара заключается прежде всего в развитии им и доведении до высокого совершенства чисто узбекского и получившего всемирное признание жанра рассказа. На основе вышесказанного и многочисленных наблюдений других исследователей можно сделать вывод о том, что ряд прозаических произведений Абдуллы Каххара, как и других узбекских писателей, в значительной мере восходит к чеховским: стремление взять за основу рассказа обыденное явление и умение найти в нём нечто такое, за чем стоят большие вопросы существенного, обобщающего значения. По объёму такие рассказы очень коротки, сюжетно просты, в них мало действующих лиц. Действие происходит в одно время, а той или иной художественной детали придаётся большая идейная смысловая нагрузка. Важная роль в рассказах Абдуллы Каххара отводится речевой характеристике персонажей, что призвано способствовать реальному отражению наиболее важного и существенного в жизни. Здесь речь может идти лишь об определённом воздействии, но ни в коем случае не о подражании, творческом восприятии огромного художественного опыта великого

русского писателя известным узбекским прозаиком. [10]

Хотя русского и узбекского новеллистов сближали любовь к простому человеку-труженику, желание ему добра, счастья, их различало отображение типа простого человека: у Чехова это забытые в основном несчастные люди, угнетённые тяжёлой жизнью, требующие сочувствия, сострадания; у узбекского писателя-люди нового общества, принёсшего человеку социальную справедливость, гуманизм, давшего подлинную свободу и счастье. Позиция автора, его отношение, оценка, его речь в разнообразных художественных деталях придают художественному произведению содержательность и оформленность, образность, выразительность, живость, что является одним из средств раскрытия характера и идеи произведения, аналитического изображения внутреннего мира персонажа, мотивировки действий и поступков, жеста и портрета, изображения картины, природы, тесной связи характера с обстоятельствами. Это показатель мастерства художника, ключ для определения индивидуального стиля писателя. Абдулла Каххар объективирует повествование. Кажется, что он никого не вмешивает в действия героев. Чехов в письме к Авиловой в 1892 году писал: «Вот вам мой читательский совет: когда изображаете горемык и бесталантных и хотите разжалобить читателя, то старайтесь быть холоднее – это даёт чужому горю как бы фон, на котором оно вырисовывается рельефнее». [11]

Через некоторое время в следующем письме он углубил эту мысль: «Как-то писал я Вам, что надо быть равнодушным, когда пишешь жалостные рассказы. И вы меня не поняли. Над рассказами можно и плакать, и стонать, можно страдать заодно со своими героями, но, полагаю, нужно делать так, чтобы читатель не заметил». Абдулла Каххар, считавший Чехова своим учителем, следует этому правилу. Вспомним «Болезную». Писатель изображает тяжёлое состояние Сатывалды, смерть его жены. И ни разу не впадает в сентиментальность. В ней рассказывается о трагической судьбе девочки. Нигде писатель не выдаёт своей жалости к ней, своего сочувствия. Но читатель страдает и вместе с Сатывалды, и вместе с четырехлетней девочкой.

Писательская работа безмерно сложна и многотрудна, ибо литература требует не частицу сердца, а целиком его. «Если не заставлять сверкать талант ежедневным трудом, он заржавеет, станет непригодным», - писал Абдулла Каххар. [12] Это не вычитанные из книги слова и не назидание молодым. Это – естественный вывод из собственного творческого опыта. В 1960 году, отвечая на вопрос одного литературоведа «Как вы работаете?», Абдулла Каххар писал: «Я умею

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исправлять написанные страницы и предложения. Для того, чтобы исправить фразу или даже слово, я переписывал всю страницу заново. Каждую страницу я переписываю в среднем по 15-16 раз и, безусловно, шлифую её». Упорная, тщательная работа Абдуллы Каххара над рукописью – это не странность, не каприз. Он беспрестанно изучает, наблюдает жизнь, выбирает из неё факты и явления, которые потом подвергаются художественной переправке.

Первая очаровывающая особенность языка Абдуллы Каххара заключается в его естественности и простоте. В его произведениях не найти ни одной фразы, рождённой потугами. Ни в одном произведении писатель не говорит громко, будто обращаясь к глухому. У него нет ни одной ненужной фразы, ни единого искусственного словесного украшения. Каххар избегает фальшивой приподнятости, искусственной красоты. «Как человек портит свой естественный вид, стараясь казаться красивым перед объективом, - говорит Каххар, - так и писатель нарушает простоту и естественность языка, стремясь писать красиво». В качестве примера приведём следующий отрывок: «Старуха, поднявшись чуть свет замесить тесто, решила первым делом заглянуть в хлев и проведать вола. О боже! Вола нет, а в стене, выходящей на улицу зиял пролом. Для дехканина пусть уж лучше дом сгорит, только бы не потерять вола. Одна-две копны соломы, десяток-полтора жердей, арба камыша-и дом сложен, а чтобы купить вола – сколько долгих лет жить впроголодь». Невозможно изменить фразу или вставить в этот отрывок какое-нибудь слово, сравнение, эпитет. Если и вставите, они будут бросаться в глаза, нарушать ритм фразы и музыкальный тон звучания. Естественность языка Абдуллы Каххара вытекает из особенностей реализма его произведений.

Подтверждением этого служит самобытное, яркое творчество А.Каххара. Проникнутые духом народности, патриотизма, произведения Абдуллы Кадыри и Абдуллы Каххара оказали и оказывают благотворное влияние на развитие современной литературы и критики. Как ни высоко ценил А. Каххар творчество и мастерство признанных классиков мировой литературы, он понимал, что их произведения неотделимы от современной им исторической эпохи. Опираясь на учение о творческом освоении культурного наследия прошлого, Каххар постоянно напоминал, что не копирование и подражание составляют сущность традиций и традиционного в современной литературе, не в безоглядном отрицании прошлого- сущность новаторства. Ему как истинному художнику были чужды и эпигонство, и «духовная слепота». В этом можно убедиться на примере творческого влияния великого сатирика

Гоголя на творчество Абдуллы Каххара. Сила его могучего таланта заключалась в глубокой связи с народной жизнью, с великой освободительной борьбой русского народа, в негодующем протесте против мира пошлости и самодовольства, в беспощадности и смелости обличения язв прошлого. В этом можно убедиться на примере повести «Шинель», которая оказала большое влияние на всё дальнейшее развитие русской литературы. Этой повестью Гоголь положил начало литературе, выступившей в защиту «маленьких» людей, чьи жизни полны лишений и страданий в антагонистическом обществе. Творчество Гоголя имеет мировое значение. Справедливо отметил, Леонид Леонов: «Счастливая литература, имеющая таких предков»* Проникнутые духом народности, патриотизма, произведения Гоголя оказали и оказывают благотворное влияние на развитие литератур национальных республик, в частности, на нашу узбекскую литературу. Передовые писатели Узбекистана А.Кадыри, С.Айни, А.Каххар называл Гоголя своим «первым учителем» и оценивал мастерство писателя как большую творческую школу для многих писателей, школу «реализма и выразительности в обрисовке героев, умения пользоваться всеми богатствами народной мудрости, родного языка». «Свой первый литературный урок я получила Гоголя. После того, как я начал читать Гоголя, я долго не мог писать. Наконец 1929 году я написал рассказ «Человек без головы», в котором старался первый раз создать человеческий характер». [13]

Величие Гоголя заключается в том, что лучшие его произведения не потеряли своего значения и в наши дни. Ныне мы живём в развитом демократическом обществе. Но есть ещё много пережитков старого в сознании наших людей. Ещё встречаются и в нашей действительности и тупой бюрократизм, и своекорыстие, карьеризм и коррупция, которые мешают неуклонному росту нашего движения вперёд. Вот почему наш народ высоко оценивает роль критики и самокритики в развитии общества. В этом отношении Каххар живёт среди нас, как обличитель недостатков и пережитков, как призыв к строгой самокритике и самопроверке. Сатира одна из граней, может быть самая яркая, сообразного таланта А Каххара. Недаром мы теперь знаем его и как мастера острой сатирической новеллы, и как одного из лучших комедиографов узбекского театра, как переводчик на узбекский язык «Ревизора» и «Мертвых душ» Гоголя, и таких чеховских рассказов, как «Хамелеон», «Смерть чиновника», «Унтер Пришибеев», «Злоумышленник» и др. Ещё в начале 30-х годов устами одного из любимых персонажей своего романа «Мираж» Абдулла Каххар говорил: «Освоить существующие знания

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и претворить их на практике по-старому может каждый. Внести в науку нечто новое, обогатить её, найти непроторенные пути и методы научной работы- вот настоящая заслуга человека». (2.137) А.Каххар твердо следовал этому принципу. И в этом одна из главных причин славы узбекского писателя, произведения которого завоевали признание сотен тысяч читателей. Когда думаем о крупной узбекской прозе, мы прежде всего вспомним романы Кадыри и Айбека, среди рассказчиков же Каххар на первом месте. Как верно писала, В.Смирнова, у Каххара есть новеллы, которые можно поставить в один ряд с лучшими образцами мировой новеллистики. [14]

Говоря о взаимосвязи литератур, следует особо отметить творческую дружбу двух крупных писателей- Консантина Симонова и Абдуллы Каххара. К.Симонов с большим вдохновением перевел произведения Каххара: повести «Птичка-невеличка» и «Сказки о былом», комедию «Голос из гроба».

В предисловии к двухтомнику А.Каххара, вышедшему в Москве, К.Симонов с глубоким восхищением подчёркивал мужество и честность Каххара. »Я с благо дарностью вспоминаю время, проведенное рядом с Каххаром в Ташкенте, не только потому, что работа над переводом его прозы на русский язык многому научила меня,-это время дорого мне еще и памятью о личном общении с этим человеком-умным, прямым, резким в суждениях, но полным добра к людям» Эта высокая оценка, данная Абдулле Каххару выдающимся русским писателем, вызывает законную гордость в душе всех ценителей его таланта. Как писатель, Абдулла Каххар многое сделал для упрочения дружбы народов. Он искренне верил, что духовной расцвет его народа тесно связан с интернационализмом мирового сообщества, с процессом взаимного обогащения культур братских республик и, прежде всего, с освоением русской классической и советской литературы. Он много переводил и неустанно пропагандировал произведения Пушкина, Гоголя, Чехова, Толстого, Горького. Художественный перевод стал для Каххара школой углубленного изучения и творческого опыта классиков. Переводя, писатель как бы заново воссоздает на своем языке произведение. В процессе перевода он перевоплощается в автора, видит перед собой те же образы, ищет и находит те краски, те же нюансы, те же языковые формы. Воздействие русской литературы на творчество Абдуллы Каххара было благотворным потому, что в процессе перевода он воспринимал ее как бы «изнутри». Переводил же он талантливо, проникновенно и мастерски, о чем свидетельствуют переведенные им «Капитанская дочка» Пушкина, "Ревизор" Гоголя, рассказы Чехова, два тома "Войны и мира" Л.Толстого и др.

Надо учесть, что А. Каххар был знатоком как русской классической, так и многонациональной советской литературы. Известны были также личные качества К. Симонова, как отзывчивость, заинтересованность в литературных судьбах талантливых писателей. Люди тянулись к нему, потому что «все знали: Симонов не поступит против совести, не покривит душой, не обманет доверия», - вспоминает В. Озеров. «Мне бесконечно дорого всё Ваше замечательное творчество и очень памятна та часть Вашего нынешнего полувека, которая была прожита среди нас, узбеков»,-написал Каххар Симонову после знакомства. Со своей стороны, К.Симонов искренне восхищался талантом и личностью А. Каххара. Роднили этих писателей-современников реалистичность взгляда на жизни и высокая гражданская позиция, интерес к проблемам современности и, особенно, к нравственным её сторонам, прямота, нетерпимость к позе, отрицание пошлости и фальши. Взаимный интерес и симпатия переросли в крепкую дружбу, творческий союз, который оставил определённый след как в русской, так и в узбекской литературе. Творческие связи писателей были разнообразными как по характеру, так и по результатам. К. Симонов вспоминал в «Слове о Каххаре», что ещё в 30-е годы прочитал ряд новелл Каххара и роман «Мираж»; он отмечал, что в романе «нашли своё выражение отнюдь не все черты, раскрывшиеся впоследствии в даровании Каххара... Ещё не раскрылись богатейшие возможности его юмора». Хотя «то, что этот человек способен глубоко и смело думать о жизни, её сложностях и противоречиях, для меня уже было очевидно по роману «Мираж». Эта способность глубоко и смело думать о сложностях и противоречиях жизни нередко приводила к тому, что судьба некоторых талантливых про изведений писателя, в том числе романа «Мираж», повести «Птичка-невеличка» и комедии «Голос из гроба», была нелёгкой. Это можно расценить не только как отдельные факты периода застоя, но и как определённое явление.

К. Симонов отмечал, что встреча с Каххаром и близкое знакомство дорисовали для него некоторые черты его личности, вызвали интерес и подтолкнули к чтению произведений писателя, особенно сатирических и юмористических. Многие из этих произведений Симонов любил и не раз писал о своём отношении к творчеству Каххара. Его последняя статья – «Слово о Каххаре», датированная 18 января 1976 года и вошедшая в собрание сочинений писателя, вобрала фрагменты из предыдущих работ о Каххаре, написанных в разное время. Одним из каналов творческого содружества писателей явился перевод. Эта работа обогатила как К.

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Симонова, так и А. Каххара. В последние годы проблема выбора произведений для перевода становится особенно актуальной. На одном из семинаров переводчиков большинством участников было поддержано требование, выдвинутое временем: переводческие проблемы – это не только как переводить, но и что переводить. Чрезвычайно важен отбор произведений для перевода, дабы не засорять литературу. В этой связи весьма актуально прозвучали на семинаре слова Вольтера: «Когда хочешь переводить, надо выбирать автора, как выбирают друга, чтобы его вкус соответствовал твоему». В этом процессе необходима «совместимость творческих индивидуальностей автора и переводчика».

Следствием такой совместимости явилось то, что К. Симонов перевёл две повести и одну пьесу А. Каххара. «Почти с самого начала я почувствовал, что Каххара заботит то же самое, что и меня», - писал Симонов, приступая к переводам. Позже он объяснил своё обращение к переводам каххаровских произведений своим пристрастием к нему: «Когда один писатель в разные годы жизни переводит другого писателя, не утрачивая интереса к этой работе, отрывающей его от собственных рукописей, это свидетельство не только интереса, но и пристрастия к тому, кого он переводит». Он признавался также, что эта работа была важна для него как для писателя и многому его научила. Симонова заинтересовали те произведения Каххара, которые явились значительными в литературной жизни республики, хотя судьба их оказалась нелёгкой. Это повести «Птичка-невеличка», «Сказки о былом» и сатирическая комедия «Голос из гроба». Успех перевода был обеспечен как совместной работой над переводом, так и умением переводчика, писателя - интернационалиста, читать душу другого народа. Через русский перевод повесть Каххара пришла в братские республики и к зарубежному читателю. Она была переведена на немецкий, румынский, венгерский, вьетнамский и другие языки. В 1965 году была издана автобиографическая повесть А. Каххара «Сказки о былом», удостоенная государственной премии республики имени Хамзы.

Драматургия Абдуллы Каххара – яркая страница в истории узбекской литературы XX века, свидетельствует о совершенствовании мастерства писателя. Каххар-драматург был известен и русскому читателю, и зрителю. Пьеса «Шёлковое сюзане» с успехом шла на сцене Московского театра имени Моссовета. Освоение Голодной степи и превращение её в цветущий Гулистан, лежащее в основе пьесы Каххара, привлечёт своей остро современной проблематикой и К. Симонова, который создаст книгу очерков «Люди с характером» на том же жизненном материале.

В 1961 году была написана пьеса «Голос из гроба» («Тобутдан товуш»), премьера которой состоялась 26 мая 1962 года. Можно предположить, что она имела своих адресатов и была вызвана к жизни тревогой за людские судьбы и души. В этой пьесе Каххар остался, говоря словами Горького, «человеком своей песни». Участь пьесы была невесёлой, хотя довольно показательной и характерной. На неё злобно и резко нападали. Путь на узбекскую сцену ей был закрыт. Интерес К. Симонова к этой пьесе Каххара не был случайным. Ему самому была свойственна «открытость разговора, неприязнь ко всякого рода умалчиваниям, прямота, объяснение по самым «щекотливым вопросам». Он следует чётко выработанному принципу и в творчестве, и в переводах, и в высказываниях по поводу отдельных книг. Например, сопоставляя первый и второй варианты романа А. Фадеева «Молодая гвардия», Симонов писал: «История – не только история литературы, но и вообще история – показывает, что подлинную службу народу можно сослужить только правдой – и тогда, когда она победна и красива, и тогда, когда она трудна и нерадостна. Правда дел неотделима от правды слов – литература, отстаивающая правое дело, не может писать неправду о жизни, эта неправда ей против показана». Каххару нужно было немалое гражданское мужество, чтобы поднять и сатирическим пером осветить такой пласт жизни, о котором в 60-е годы не принято было говорить, хотя знал об этом не он один. Но как бы ни был агрессивен порок, перед истиной и честностью он беспомощен. Абдулла Каххар «достаточно сильно верил в будущее» и закончил пьесу торжеством социальной справедливости, разоблачением и наказанием зла. [15]

Вывод

Когда мы говорим о писателях, ставших совестью своего народа, перед нами возникает и образ Абдуллы Каххара. Он верил в могучую силу художественного слова: «Литература сильнее атома, но эту силу не надо использовать на заготовке дров»-отмечал он. «Если создадут моральный кодекс писателя,-говорил Абдулла Каххар,-то я на первое место поставил бы совесть и мужество». Абдулла Каххар как истинный писатель до конца жизни оставался верным этому убеждению. Своеобразной школой для молодых писателей и читателей является художественное творчество самого Абдуллы Каххара, его литературно-эстетическое наследие. Об этом справедливо говорил известный узбекский писатель Адиль Якубов: «О Каххаре, его влиянии на современную узбекскую литературу, о его взаимоотношениях с молодыми писателями можно написать не одну страницу... Ни один молодой писатель, который стремится овладеть

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труднейшим искусством реалистической школы, не может пройти, не побывав в школе Каххара, не побывав, так сказать, в его мастерской». Плодотворное воздействие каххаровского художественного опыта, опыта новеллиста, заметно не только в произведениях современных узбекских писателей, у него учатся и писатели других братских народов СНГ. Известный казахский писатель Т. Алимкулов, рассуждал о сборнике «Узбекские рассказы» в частности, отмечал: «Я нарочно не говорил о рассказах Каххара, признанного мастера узбекской художественной прозы. Он представлен в сборнике только двумя рассказами. Но какие это рассказы! Мне кажется, что «Прозрение слепых» Абдуллы Каххара может служить образцом художественного мастерства для многих советских новеллистов». Известный писатель Леонид Ленч прочитав, рассказ «Траур во время савадьбы» Каххара, также высоко оценил несравненное мастерство Каххара – сатирика: «Написать комедийную вещь о смерти человека-

дело чрезвычайно трудное. Это мог только Чехов. Абдулла Каххар поразительно легко решил такую художественно трудную задачу. Мы должны учиться у мастера-новеллиста Каххара» Крупный государственный деятель и писатель Шараф Рашидов свидетельствовал о том, что известный писатель Хо Ши Мин, который был руководителем Вьетнамского народа, считал Абдуллы Каххара своим учителем в художественном творчестве, особенно в новеллистике. А.Каххар оказывал и продолжает оказывать своими талантливыми произведениями и литературно-эстетическими взглядами огромное влияние на современную литературу. Можно смело сказать, что ещё много талантливых писателей вырастут под благотворным влиянием классика узбекской литературы, что уроки Каххара станут для них такой же школой художественного мастерства, какой были для него самого произведения великого Навои, Гоголя, Чехова, Толстого.

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ANCIENT SOURCE OF SYMBOLS AND FIGURATIVENESS

Abstract: Article is devoted to the study of ancient source of symbols and figurative in the works of the Indian epic “Panchatantra” which is well known as “Kalila and Dimna”, Navoi’s “Lisonut Tair” and “Zarbulmasal” by Gulkhaniy. It also discusses the ideological and philosophical goal of these works and the artistic solution to such problems as the human self-awareness, the improvement of material life, the enrichment of the spiritual world, and the attitude towards reality.

Key words: Symbol, figurativeness, figurative expression, metaphor, images, heroes, artictic, epic , epic poems, fiction, creative, plot.

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Introduction

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The fact that we can be impartial in our assessment of reality, and in the implementation of the positive features of each individual in our lives, is a key element of social life - literature is our close companion a means of education, an influential factor. Therefore, in recent years the question of society and human destiny has become one of the most important and actual issues in literature.

Concerning above mentioned, the works of the Indian epic “Panchatantra”, Navoi “Lisonut Tair” and “Zarbulmasal” by Gulkhaniy have a special place. In the works of the above-mentioned authors, the images of birds are deeply elaborated on different points of view and on different approaches.

The ideological and philosophical goal of these works is the artistic solution to such problems as the human self-awareness, the improvement of material life, the enrichment of the spiritual world, and the attitude towards reality.

Birds’ images have always attracted a wide range of readers, regardless of their age, gender, occupation or nationality. There are not many such works in world literature. The most famous are the Indian epic "Kalila and Dimna", and the writers are Alisher Navoi, Gulhani, Seton Thompson. In all of these, the authors illustrate some of the most complex aspects of human activity, such as birds' images. Therefore, they are not purely scientific, religious, philosophical or social works.

India is one of the cradles of ancient culture. As early as the first century AD, fiction was developing in this country along with various specific disciplines. Ramayana, Mahabhorat, Kural, Shakuntala, Panchatantra and dozens of other famous works still reflect the immutable philosophical views of the Indian people.

The most popular and most popular of these works is Panchatantra, which is well known to us as "Kalila and Dimna", created in the third century AD.

The creation of this literary monument dates back to the period when the Gupt dynasty ruled. This

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period of Indian history is known for its complex social contradictions, brilliant achievements in science and culture, and is cited as a "golden age" in sources. In that period, feudal relations improved, trade and other sectors flourished. Indian merchants have penetrated all Asian countries with their products. The heroes of Panchatantra, a literary product of that time, are not separated by stratification barriers. A wealthy weaver and a poor barman, they may happen to participate as heroes next to each other in a barefoot career with a famous merchant.

Through Panchatantra we get an idea of ancient palaces. The lion, the king of the animal kingdom, represents the rulers, the foxes, and the wolves are their advisers. Other animals and poultry have also been transformed into artistic and figurative symbols of palace officials. At the same time, the plot, content, and envy in the palace environment are all embodied in the work.

Because the images in Panchatantra are from real life, we are also close to our spirits. The stubborn, ignorant woman, a naive husband who always trusts his cunning wife, the sophisticated thief, the slaves to his lust are familiar images for every librarian. The artistic portrayal of such people in figurative clothing - in the form of animals or birds - adds to the fascination of the work.

In the book, the stories are divided into special categories in order to prepare young people for the challenges of life, to increase their knowledge and skills. The facts of life, the issues of human perfection are characterized by a gradual literary and artistic description. Mind is the best remedy for the inevitable catastrophe (the story of the Hare defeating the Lion); good-for-nothing enemy from a foolish friend (King's friend with Monkey, a monkey throws a fly into the sleeping king, and the king also dies); the ability to solve any problems with entrepreneurship (the old raven destroys owls); the importance of not trying to do things (Monkey and Carpenter) and so on.

Panchatantra is so unique in its style, genre and composition that it cannot be described as a collection of parables, a collection of stories. In this book, reality is intertwined with fantasy and life on earth is theological. The history of the triumphal procession of this literary monument is also interesting. There are various legends and myths along with historical facts and information about this. In India itself, there are several variants of this book. In addition to the ancient copy, there is a variant of medieval versions.

According to half-truths, in the eleventh century AD, Anushirvan, the Iranian king, brought this book through the physician Barzuya and translated it into ancient Persian. It was translated into Syrian in the same century, and in the 13th century into Arabic. Almost all of the translations are called Kalila and Dimna, with the names of the bears (Karataka, Damanaka) leading figures in Panchatantra. The birth of Kalila and Dimna in Europe dates back to 1080. In

the same year it was translated into Greek, and in the 12th century - into Slavic languages.

According to some sources, the Turkic peoples enjoyed this work in the 13th century. Later, Hussein Baikaro, a contemporary and friend of Alisher Navoi, translated this work into Persian and contributed to the spread of the book.

The work Kalila and Dimna, translated into the Uzbek language by Muhammad Niyaz in the fourteenth century, can be considered a relatively complete translation. According to the translator, the work is in Uzbek language to its most subtle meanings. The most popular translation of Kalila and Dimna is the Almai pen in the late 19th and early 20th centuries. This translation was published several times in the early thirties of the last century. However, due to the complexity of the style and the complexity of the language, this translation has also failed to meet the requirements

It should be noted that at the time, Ganiyeva sought to reduce some of the positions of Panchatantra and simplify the narrative. As a result, this translation did not completely capture the charm of the Indian epic. Nevertheless, the work played an important role in enriching the spiritual, moral, and philosophical realms of a particular generation.

The latest translation of the Panchatantra was made by the famous literary critic and literary translator Ibrahim Gafurov, who published the Panchatantra in the early years of independence. It can be said that this translation is relatively perfect and fits the taste and the needs of today's reader.

Panchatantra has been influencing writers and poets who have been working in Turkish for many centuries. The great poet and thinker Alisher Navoi also undoubtedly took advantage of this Indian epic in identifying the compositional features of the epic poem Sab'ai Sayyor. There are also examples of poems such as "The Lion and the Dragon", "The Lost Shepherd" and a number of stories from the Lison-ut Tayr epic poem.

Khoja, one of the well-known writers of the sixteenth century, in his writings "Miftah-ul adl" and "Gulzor" artistic expressions of the events that coincide with the Panchatantra stories. The creative use of Kalila and Dimna, the successful continuation of the tradition is evident in the work of Muhammadsharif Gulkhaniy. The parable of this monster in "Zarbulmasal", "The Monkey and the Dragon," and "The Scorpion with the Turtle" is almost exactly the story in Panchatantra.

The events described in "Kalila and Dimna" have been used effectively by educators, poets and writers, such as Hamza Hakimzoda and Abdulla Avloni. That is why this unique example of the Indian epic is still a master class for the people of the pen, and an endless source of spiritual nourishment for the reader.

The personality and biographical features of the word artist, and his relation to socio-political reality

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are reflected to some extent in his works, which is a literary product, and this is a positive fact. Especially in epic genres, it is possible to see the author's

storyteller's worldview, aspirations, ideological orientations, and human qualities as well.

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WORK ON THE LEXICON AT LESSONS OF THE NATIVE LANGUAGE

Abstract: Some aspects of work on vocabulary in the aspect of speech development are revealed.

Key words: vocabulary, richness of speech, vocabulary, lexicology, lexicography, word meaning, word interpretation.

Language: Russian

Citation: Abdurakhmanov, B. S. (2019). Work on the lexicon at lessons of the native language. *ISJ Theoretical & Applied Science*, 12 (80), 216-218.

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РАБОТА НАД ЛЕКСИКОЙ НА УРОКАХ РОДНОГО ЯЗЫКА

Аннотация: Раскрыты некоторые аспекты работы над лексикой в аспекте развития речи.

Ключевые слова: лексика, богатство речи, словарный запаса, лексикология, лексикография, значение слова, словотолкование.

Введение

УДК 808.5

Лексика—это совокупность слов, словарный состав того или иного языка. Раздел науки о языке, который изучает словарный состав, называется лексикологией. Лексикология имеет свой объект изучения — слово, которое рассматривается с разных сторон, свою систему понятий [3, 6].

В лексикологии слова изучаются с точки зрения:

- 1) их смыслового значения;
- 2) места в общей системе лексики;
- 3) происхождения;
- 4) употребляемости;
- 5) сферы применения в процессе общения;
- 6) их экспрессивно-стилистического характера.

Наряду с этим в понятие «лексикология» входит учение об устойчивых словосочетаниях (фразеологизмах), учение о словарях (лексикография).

Слово — важнейшая единица языка, носитель значений. Словами и их сочетаниями обозначаются конкретные предметы и

отвлеченные понятия, словами же выражаются эмоции. Чем богаче словарь человека, тем шире у него возможности выбора более точного и выразительного оформления мысли.

Методика развития речи на лексическом уровне предусматривает четыре основные линии:

1. Обогащение словаря, т.е. усвоение новых, ранее неизвестных учащимся слов, а также новых значений тех слов, которые уже имелись в словарном запасе. Это достигается средством прибавления к словарю ребенка ежедневно 4-6 новых словарных единиц.

2. Уточнение словаря — это словарно-стилистическая работа, развитие гибкости словаря, его точности и выразительности, которая включает в себя: — наполнение содержанием тех слов, которые усвоены не вполне точно, что обеспечивается включением их в контекст, сопоставлением и сравнением с другими словами; — усвоение лексической сочетаемость слов, в том числе во фразеологических единицах; — усвоение иносказательных значений слова, многозначности слов; — усвоение синонимии лексической и тех оттенков смысловых значений слов, которые

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свойственны Отдельным синонимам в синонимической группе.

3. Активизация словаря, т.е. перенесение как можно большего количества слов из словаря пассивного в словарь активный. Слова включаются в предложения и словосочетания, вводятся в пересказ прочитанного, в беседу, в рассказ, изложение и сочинение.

4. Устранение нелитературных слов, перевод их из активного словаря в пассивный. Имеются в виду слова диалектные, просторечные, жаргонные, которые дети усвоили под влиянием речевой среды.

Все названные направления работы над словарем постоянно взаимодействуют. Основные источники обогащения и совершенствования словаря — это произведения художественной литературы, тексты учебных книг, речь учителя. Все это — педагогически контролируемые и организуемые источники обогащения языка. Но на речь учащихся влияют и источники неправильные (речь родителей, друзей и т.п.).[2,12]

Все направления словарной работы возможны в начальных классах лишь на практической основе, главным образом с опорой на текст, без теоретических сведений и даже, как правило, без терминов. Весьма полезным пособием для словарной работы могут быть словари.

Обогащение словаря. Наилучший толкователь значений слова — контекст. Не случайно в толковых словарях приводятся цитаты-иллюстрации, в которых как бы высвечиваются и основные, и дополнительные значения слов, их сочетаемость.

В объяснении значений слов необходимо руководствоваться общей дидактической задачей повышения степени самостоятельности и познавательной активности самих учащихся. В классе всегда бывает хотя бы несколько человек, которые правильно понимают все слова и обороты речи. Поэтому необходимо добиваться, чтобы сами школьники сумели объяснить значение слова, что обеспечивает их умственное развитие, воспитывает самостоятельность.

В методике русского языка известно много приемов работы над значениями нового слова. Использование всех приемов обеспечивает разнообразие работы, а также позволяет вводить новое слово наиболее рациональным именно для данного слова способом. Рассмотрим основные из них, расположив по степени их развивающего потенциала:

1. Словообразовательный анализ, на основе которого выясняется значение (или оттенок значения) слова. В начальных классах обычно задается вопрос: «От какого слова образовано это слово?» или: «Почему так назвали подосиновик, леденец, односельчане?» Такой способ

объяснения слов позволяет осуществлять связь словарной работы с правописанием, так как выявляет корни слов и способствует проверке безударных гласных, звонких, глухих и непронизосимых согласных.

2. Сопоставление слов с целью выяснения различий, для разграничения значений паронимов: земляника и землячка, серебрянный и серебристый

3. Объяснение значения через контекст. Прочтение отрывка «высвечивает» значение слов; школьники легче понимают не только их прямое значение, но и уместность употребления, и сочетаемость, и выразительность.

4. Включение нового слова в контекст, составленный самими детьми, является вариантом предыдущего задания. Это прием активизации учащихся, но в трудных случаях включение в контекст может произвести учитель.

5. Выяснение значения нового слова по справочным материалам, т.е. по словарям и сноскам в книге для чтения. В отдельных случаях можно пользоваться толковыми словарями.

6. Показ предмета, картинки, макета, чучела или действия как средство развития познавательной активности учащихся зависит от степени самостоятельности привлеченных к объяснению школьников: если картинку, объясняющую значение слова, дети подобрали сами либо нарисовали, то их познавательная активность достаточно высока.

7. Способ подбора синонимов является одним из самых универсальных и часто применяемых приемов: холят — ухаживают, окружают заботой, нарекся — назвался, витязь — воин. Но при использовании этого приема возникает довольно часто ошибка: разбирая значение слов (хорош и прекрасен), дети в обоих случаях заменяют их нейтральным (красивый), начисто стирая выразительность языка. Такая замена не обогащает, а обедняет речь учащихся, т.к. уводит их от эмоционально окрашенных, выразительных слов, обладающих оттенками значения, к словам стилистически нейтральным, лишенным оттенков и окрасок.

8. Прием подбора антонимической пары: старт — финиш, хорошо — плохо.

9. Развернутое описание, состоящее из группы слов или из нескольких предложений, как прием разъяснения значений слов ценен тем, что он позволяет сохранить непринужденность беседы.

Разнообразие приемов и повышение активности учащихся в объяснении значений слов — важнейшая задача словарной работы в начальных классах.

Объем работы по уточнению словаря очень велик. Сюда входят разнообразные задания, связанные с усвоением синонимов и антонимов.

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Лексика как раздел науки о языке в начальной школе изучается и в образовательно-познавательном аспекте (знакомство учащихся с лексической системой русского языка) и в нормативно-практическом (формирование у них умения применять разные лексические пласты в различных ситуациях общения, а также обогащение словарного запаса учащихся разными лексико-семантическими группами слов)[1.36].

Несмотря на то, что словарная работа и изучение лексики имеют один и тот же объект — слово, на занятиях по лексике слово изучается как единица лексической системы и задача обогащения словаря хотя и стоит, но не является ведущей, в то время как для словарной работы эта задача основная. Однако следует иметь в виду, что расширение словарного запаса учащихся

происходит гораздо интенсивнее, если эта работа опирается на знания, приобретенные в процессе изучения лексики.

Лексика, будучи самостоятельным разделом школьного курса русского языка, непосредственно связана с другими его разделами, и в частности с грамматикой. Ведь слова, обозначая явления объективной действительности и имея лексическое значение, в то же время относятся к тому или иному лексико-грамматическому разряду. Поэтому знание значений слов важно не только для расширения словаря, но и для усвоения морфологических и синтаксических понятий, поскольку каждая грамматическая категория представляет собой единство лексической и грамматической сторон.

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SPEECH ERRORS OF PRIMARY SCHOOL STUDENTS

Abstract: The characteristic of speech errors of pupils is given, exercises on elimination of errors are offered.

Key words: speech, indicator, culture, correct, violation, errors, classification of errors, prevention and elimination of errors, exercises.

Language: Russian

Citation: Nabulin, R. R. (2019). Speech errors of primary school students. *ISJ Theoretical & Applied Science*, 12 (80), 219-222.

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РЕЧЕВЫЕ ОШИБКИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация: Дается характеристика речевых ошибок учащихся, предлагаются упражнения по устранению ошибок.

Ключевые слова: речь, показатель, культура, правильная, нарушение, ошибки, классификация ошибок, предупреждение и устранение ошибок, упражнения.

Введение

Одним из основных показателей успешного обучения является правильная, хорошо развитая речь. Современное развитие речи перестраивает всю психику ребёнка, позволяет ему более осознанно воспринимать явления окружающего мира. Любое нарушение речи в той или иной степени может отразиться на деятельности и поведении ребёнка. Дети, плохо говорящие, начиная осознавать свой недостаток, становятся молчаливыми, застенчивыми, нерешительными. Особенно важное значение имеет правильное, чёткое произношение детьми звуков и слов в период обучения грамоте, так как письменная речь формируется на основе устной, и недостатки её могут привести к неуспеваемости. Поэтому педагогу необходимо знать, какие бывают нарушения речи, когда и как они возникают, каковы способы их выявления и устранения. Но ещё в большей степени для педагога важно профилактическое направление.

Именно в начальной школе дети начинают овладевать нормами устного и письменного литературного языка, учатся использовать языковые средства в разных условиях общения в

соответствии с целями и задачами речи. При этом учитель должен помочь детям осмыслить требования к речи, учить младших школьников при формулировке мыслей следить за правильностью, точностью, разнообразием, выразительностью языковых средств.

Учитель не всегда может определить тип ошибки, допускаемой учеником, и соответственно подобрать нужное упражнение для ее исправления. Кроме того, как показывает анализ методической литературы, существуют различные классификации ошибок в речи учащихся, однако единой классификации нет, что затрудняет работу учителя в этом направлении.

Анализ методической и лингвистической литературы показал, что наиболее слабым звеном в системе обучения родному языку как раз и является работа по развитию связной речи учащихся. Учителя затрудняются при распознавании и классификации ошибок, допущенных учащимися в содержании, построении и речевом оформлении высказываний, вследствие чего значительное число ошибок в ответах детей и в письменных работах (изложениях и сочинениях) оказывается учителем

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неучтенным. Как показывает анализ методической литературы, существуют различные классификации ошибок в речи учащихся, однако единой классификации нет.

Все ошибки учащихся в созданных ими речевых высказываниях делятся на три группы: ошибки в содержании, в построении текста, собственно речевые ошибки и недочеты. Знание учителем речевых ошибок своих учеников позволяет провести целостный анализ этих ошибок в классе и, таким образом, увидеть, какие коммуникативно-речевые умения сформированы у учащихся в недостаточной степени, определить дальнейшие направления работы по развитию их связной речи, организовать дифференцированную работу по развитию речи дальнейших уроках[1.63].

Среди речевых ошибок можно выделить следующие:

1. Неправильное определение границ предложений в тексте.
2. Нарушение порядка слов в предложении.
3. Неоправданный повтор одного и того же слова, т.е. тавтология, употребление лишних слов.
4. Неоправданный пропуск слова.
5. Неправильное или неточное употребление слова (без учета оттенков его значения, экспрессивной окраски, стилистической принадлежности).
6. Неправильное согласование и управление слов я _ предложении, неправильное употребление местоимений, предлогов, союзов.
7. Неправильное образование слова или его формы (словообразовательные и морфологические ошибки).

Почему в речи детей распространены разного рода нарушения языковых норм?

Главной причиной, на наш взгляд, является, так называемое *давление языковой системы*, то есть наиболее распространенной нормы языка.

Например: множественное число существительных в родительном падеже чаще всего образуется при помощи окончания –ов. Поэтому дети говорят: *окнов, чулков* (прямолинейное следование норме без учета исключений) или : образование глаголов при помощи суффиксов –ова-, отсюда: *радоваюсь, танцую, докладую*.

Анализ речи младших школьников показал, что на первом месте по частоте стоят *словарные*, или лексико – стилистические ошибки к числу которых относятся:

- 1) повторение одних и тех же слов , например :

У нас есть кошка .Кошку зовут Мурка .Мурка не ловит мышей , мышей у нас нет .Наша Мурка очень ласковая , всё время ласкается .

Причинами повторов могут быть малый объём внимания пишущего, бедность словаря. Младшие школьники относительно легко обнаруживают и устраняют повторы, если они, получив соответствующее указание учителя , внимательно перечитывают свой текст (лучше вслух);

2) употребление слова в неточном или в несвойственном ему значении в результате непонимания его. Примеры из речи учащихся:

Надоел «рыбий» (надо : рыбный) суп .

Охотник «одел» (надо : надел) шапку и вышел .

Ошибки такого типа - следствие низкого общего речевого развития, недостаточной начитанности , бедности словаря . Но , кроме этой общей , у каждой ошибки есть собственная причина, которую часто не удаётся выяснить;

3) нарушение сочетаемости употребляемых слов :

Ветер постепенно «принимал силу» (надо: набирал силу).Коле «выдали» благодарность (надо: объявили благодарность).

Причины ошибок данного типа: бедность фразеологии, малый языковой опыт;

4) употребление слова без учёта его эмоционально – экспрессивной или оценочной окраски:

Хороша берёза летом. От густых ветвей много тени. Покрытые листочками ветви свисают до самой земли. В смешанном лесу среди хвойных деревьев весело мелькают белоствольные берёзки (терминологические сочетания в *смешанном лесу* и *хвойные деревья* более подходят к научному, «деловому» тексту).

Ошибки такого типа тоже связаны с недостаточным опытом языка, с отсутствием чувства языка, с непониманием стилистической характеристики слова;

5) употребление просторечных и диалектных слов и словосочетаний : *Никита шёл «взади»* (нужно : *сзади*).

«Обратно» пошёл дождь (надо : *опять*).

Подобные слова дети употребляют обычно под влиянием речи родителей, своего семейного речевого окружения. Нелегко бывает убедить ребёнка в том , что слова , употребляемые его отцом или мамой, которые он слышит от окружающих, далеко не всегда «правильные» , их употреблять в такой форме нельзя . Учитель должен обладать большим тактом, чтобы не оскорбить ребёнка .

Хотя причины лексических ошибок неодинаковы и , следовательно , неодинаковы и способы их разъяснения , исправления , но есть и общий путь их предупреждения : это языковой анализ текстов , выяснение оттенков значения слова именно в этом тексте , анализ роли и

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целесообразности именно этого, а не другого слова в этом тексте.

В современной лингводидактике существуют различные подходы к классификации речевых ошибок. Опираясь на общепринятые тенденции, а также опыт работы, считаем целесообразным выделить следующие группы речевых ошибок учащихся начальных классов.

К группе **морфолого – стилистических** ошибок мы относим неправильное образование слов и особенно форм слов.

1. В начальных классах ещё встречается детское словотворчество. Как правило, дети создают собственные слова в соответствии со словообразовательной системой русского языка:

На стройке работают бетонщики, «штукатуришки» (нужно: *штукатуры*), *монтажник*. Ошибки данного типа требуют индивидуального разъяснения.

2. Образование просторечных форм слов общелитературного языка: *«они хочут»*, *«ихняя мама»*, *«стрельнул»* и пр.

Искореняются эти ошибки медленно, в результате многократных исправлений, разъяснений, под влиянием общезыкового развития, благодаря созданию хорошей речевой среды.

3. Пропуск морфем, чаще всего суффиксов: *«трудящие»* вместо *трудящиеся*, *«волнующее»* вместо *волнующееся море*.

4. Образование форм множественного числа существительных, употребляемых согласно правилам грамматики только в единственном числе:

У воинов не хватало «оружий» (нужно: *оружия*).

Съел «два супа» (нужно: *две тарелки супу*).

Следующую и очень многочисленную группу составляют **синтаксико-стилистические** ошибки.

1. Нарушение управления:

Все радовались красотой природы (надо: *радовались (чему?) красоте*).

Смеялись с него (нужно: *смеялись над ним*) [2.69].

2. Нарушения согласования, чаще всего сказуемого с подлежащим, нередко определения с определяемым словом, например:

Вся семья радостно встретили Новый год (нужно: *семья ... встретила*).

3. Неудачный порядок слов в предложении, приводящий к искажению смысла: *Только равнодушным оставался кот Борька* (нужно: *Равнодушным оставался только кот Борька*).

Причина ошибки в том, что ученик не проговорил предложение целиком, прежде чем записать его.

В целях устранения указанных речевых ошибок целесообразно использовать следующие типы упражнений.

1. Упражнения на письменное построение предложений (простых и сложных) с проговариванием.

2. Упражнения на устранение повторов в речи.

3. Упражнения на обнаружение ошибок в образовании форм слова и в построении словосочетаний [3.25].

4. Упражнения на устранение различных речевых ошибок.

Представляется, что речевые ошибки детей – это ошибки взрослых. Ведь, исходя из психологических особенностей ребенка, мы знаем, что он спешит во всем подражать родителям, старшим. А отсюда и подражание в речи, и речевые ошибки. Поэтому очень важными в формировании речи малыша являются правильные, ясные, четкие высказывания взрослых.

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HISTORY OF KASHKADARYA MUSEUM CULTURE

Abstract: Today there are more than 1000 museums in the country that have historical, scientific and cultural heritage and spiritual values.

These vision are a mirror of the history of our country, the achievements of our people in socifcultural spheres.

Key words: history, culture, museum, Kashkadarya.

Language: English

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Introduction

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One of the main tasks of museums os to help educate the younger generation in the spirit of patriotism, pride in the history of our people and the heritage of our great ancestors. Museums help to familiarize young people with our cultural historical and artistic heritage, universal values, hostorical and cultural heritage, the way of life and traditions of our people, their artistic feruor.

«Recognizes further development and enhancement of culture and arts»-president of Uzbekistan **Sh.Mirziyoev** saed to improve legislatio, including, museums and theaters.

“**The Kashkadarya Regional Museum of Culture**” is a cultural and educational institution. It was founded in 1975 in Karshi. The museum has sections of history, applied art, nature, memory and value. The museum fund contains more than 20,000 numismatics, archeology, fine and applied arts, historical documents, rare manuscripts, books, household and ethnographic exhibits (2005). The Museum conducts scientific research, enriches its fund, publishes books and catalogs; including the Catalog of Oriental Manuscripts at the Karshi Local History Museum, published in Rome (2004, contains more than 50 manuscripts), etc. The achievements of Kashkadarya in the economic, social and cultural life of the years are supplemented by scientific exhibits. The museum has a unique collection of paintings and

rare manuscripts. Examples of rare manuscripts include commentary on Taftazani's work "Takhziyib Almantiq valkalom", Nasafi's "Aqoid anNasafi", etc.

A **Maqom Museum** will be established in Kashkadarya The Cabinet of Ministers adopted a resolution "On establishment of the Museum of Maqom in Shahrisabz city of Kashkadarya region". The document was signed by the Ministry of Culture of the Republic of Uzbekistan, the State Committee for Promotion of Competition and Competition for Privatized Enterprises, the Uzbek National Center for National Arts, and the Kashkadarya Regional Government. Establishment of “Maqom Museum” in Shahrisabz, Kashkadarya region, as a branch of the Amir Temur Museum of Material and Cultural History in Kashkadarya Province; Amir Temur, Kashkadarya region, Amir Temur, to occupy 1278.0 sq. M of the building of the Cultural and Recreation Center under the Culture Department of the Shahrisabz Municipal Department of Culture in the city of Shakhrisabz, 3, Silk Road, Kashkadarya Province The proposal to give the Museum of History of Material Culture free of charge on the right of operative management was approved.

The main tasks of the museum are: preserving, identifying, collecting, exploring and publishing museums and museum collections of maqom art and performing cultural, educational, scientific and educational activities; the creation of museum expositions devoted to the rich cultural heritage of the maqom people and the history of our people, its role

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in the history of mankind, as well as the widespread promotion of positive work and achievements in our country; stages of the development of Maqom's art, and the preservation, study, enrichment, demonstration and promotion of the world community to the legacy of great composers, musicians and musicians. Through museum exhibits to educate and strengthen citizens, especially the younger generation, the national and universal values, respect for priceless historical and cultural heritage, pride and devotion to the Motherland; to create a fund of classical and modern performances of Uzbek maqam art and to intensify the work on the research of museum objects and museum collections and to publish their results; to give travelers a sense of national identity, a high artistic aesthetic taste and understanding through the widespread introduction of maqam art; wide use of modern information technologies in the organization of museum exhibitions, establishment of international cooperation on creation of non-traditional exhibitions, strengthening of mutually beneficial cooperation with foreign museums and exhibitions. Collection of notes on our classical music heritage, deep study of historical roots, theoretical foundations of maqom art, its relation to national and universal values, research.

Opening of the museum "Memory of victims of repression"

On the initiative of the President of the Republic of Uzbekistan Sh.Mirziyoev, the decree of the Cabinet of Ministers of the Republic of Uzbekistan № 936 established the Museum of Memory of Victims of Higher Education. In this regard, a museum was established in the structure of Karshi State University. The museum was established at the Abu Ubaydah ibn al-Jarrah's visit to Karshi. The opening of the museum took place on August 28, 2018. The event was organized by the Museum of Memory of Victims of Repression and Karshi State University.

The opening ceremony was attended by the State Museum of History and Culture of the Kashkadarya Province, the professors and teachers of Karshi State University, the families of those accused of wrong doing during the 1980s, the Karshi MIA professors and teachers, the Kashkadarya newspaper, Reporters of the Kashkadarya TV and the Halk Suzi newspaper participated.

The rector of Karshi State University, prof. B.A Shoikulov, then Dean of the Faculty of History prof. Speaking of B.Eshov and the museum directors, our past from the second half of the 19th century until the 20th century was marked by the reign of Tsarist Russia and Soviet occupation, the slaughter of the Red Kingdom in the national lands, and the violence. It was said that the government would be cruelly suppressed by the national resistance movement, and that a repressive policy would be taken to seize the people's wealth. After the independence, the noble aspirations of our people, which have been crushed for centuries, dignified and honored, have been realized,

the serious, positive changes and achievements in the history of our country, in the scientific activity of its self-sacrificers have been mentioned.

Museum of the History of Material Culture Amir Temur in Shakhrisabz

Decision of the mayor of Shakhrisabz from May 8, 1996 № X - 136/5 The Cultural Affairs of Kashkadarya Region Operation of the Department on the basis of the order # 67 of November 14, 1996 began. Museum administration, fund rooms and exposition UNESCO Chubin Madrassah, built in the 16th century, is included in the World Heritage ListWorks at the complex.

The museum was announced by the President of the Republic of Uzbekistan IA Karimov 2011 in the State program "Year of small business and private entrepreneurship" scientific and educational activities for the implementation of the established measures and campaign. In addition, the Decree of the President of the Republic of Uzbekistan "Independence Celebration of the 24th Anniversary of the Holiday President of the Republic of Uzbekistan Islam Karimov Announcing the anniversary of the "Great and Holy Independent Motherland" Under the motto, the scientific team of our museum has organized new exhibitions. During the excursions in accordance with the action plan of the museum Researchers are the original material of ancient Kesh-Shakhrisabz oasis the history of spiritual culture is enormous in the 24 years since independence by encouraging local people, especially young people, by promoting their creative work It deserves to be nurtured in a spirit of devotion to the President and a love for the country made a contribution.

By the President of the Republic of Uzbekistan September 12, 2008 approved Museums Act and Cabinet of Ministers October 31, 2008 "Normative documents on the activities of museums Implementation of the Resolution # 237 "On Ministers of the Republic of Uzbekistan The resolution of the Cabinet of Ministers of the Republic of Uzbekistan from April 12, 2010 "Museum seal requirements for enforcing the Law " on the execution of the Resolution 68 "On approval of documents" registration, storage and display of exhibits in research departments documentation and workflow creation of electronic and printed catalogs of stored exhibits is underway. These days it is necessary to include in the state catalog of the museum About 45% of the data was made.

Regulation on the National Catalog of the National Museum Fund collects electronic databases of exhibits in the museum Museum items and museum collections to the National Museum Foundation According to the Regulation on the procedure for entry and withdrawal Commission under the regional administration of the Ministry of Culture and Sports Created. The museum, which is part of the state-owned portion of the National Museum Fund with the

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Regulation on the Management of Artifacts and Museum Collections Museum staff were introduced in writing and put into operation.

The procedure of state control over the state of the National Museum Fund about the museum fund to organizations related to the Regulation Information was provided and full control over the state of the fund was carried out. Training of museum specialists, qualification of the museum staff Museum in accordance with the Regulation on the procedure for raising and retraining One of its employees is the Uzbekmuzey Foundation advanced training courses. Museum items and museums included in the National Museum Foundation according to the Regulations on the procedure and conditions of access to collections The museum territories were divided into zones and internal procedures were developed. Regional organizations and non-government museums (Department of Public Education) legal of exhibitions and private museums and the Law of the Republic of Uzbekistan "On museums" According to the decision of the Cabinet of Ministers, the museum administration reviews it and coordinated.

In 2011, 31,504 students and students under 18 years of age excursion services at the museum and at Shakhrisabz historical monuments organized. In 2011 an archaeological study area was created in the courtyard of the museum was done. It features high school students and college students specializing in tourism during a study by museum professionals "Protection of cultural heritage sites and the Republic of Uzbekistan" Protection of Archaeological Heritage on the Protection and Use of Cultural Heritage the Law of the Republic of Kazakhstan "On the import of museums" the future of young people in the future (Archaeological Survey of N. Khushvakov) Exhibition styles of the Shakhrisabz History Museum (international practices and traditions).

This year 3 archeological and 1 cultural heritage sites Museum staff are actively involved in the study expeditions it is enough. Expedition on the theme "Medieval monuments" Guzor district Uzbek-Turkish cooperation at Yalpoqtepa monument Senior Researcher at the International Archeological Institute A. Rayimkulov and museum staff).

The expedition to France on the theme: "Repairing the fountains of the Oqsaroy" international scientific research in collaboration with experts (Researchers at the museum led by N. Khushvakov) In 2011, the scientific research related to the existing

departments The staff continued their scientific work according to the approved scientific plan. Also, the scientific staff of the museum in June 2011 Shakhrisab one of the oldest centers of urban culture - Sangirtepa The Archaeological Institute of UzFA is a major scientific archeological site in Podayotoq Tepe Uzbek-French international under the guidance of candidate of historical sciences M.Khasanov scientific expeditions. As a result of archaeological research About 70% of the Sangirtepa temple has been scientifically explored. International This monument is an archeological expedition it would undoubtedly be a breakthrough in discovering the culture of culture. We are in the archaeological site of Sangirtepa, which is typical of the Achaemenid era ruins of the brick wall of the VIII - VII centuries temple utensils, as well as the basements and temples Archaeological and stratigraphic studies in Sangirtepa the history of the location and the stages of its development determined.

This is the 2011 Archeological Survey of Sangirtepa was carried in the southeastern part of the monument and partly north. The fragments of ceramic vessels from the south to the IV-III centuries BC as well as beads of plaques, stone sidewalks The lower floor is a brick wall made of the Ahamonian period the remains are uncovered. Kitchen items found in this object the remains of the ovens and stoves, and the ornamental deck stalls the sacraments and burials of the earthly rulers will give. The PodayotoqTepa monument was also partially surveyed in 2011, archeological development of scientific projects for recycling of minerals. "Medieval Monuments" on the theme of Yalpoqtepa, Guzor district International scientific cooperation between Uzbekistan and Turkey researches (senior researcher of the Institute of Archeology of the Academy of Sciences of Uzbekistan A.Rayimkulov museum staff) played a major role in covering our history. You know this expedition was launched in 2002 and is a medieval time in our oasisThe purpose is to study the monuments. In the expedition Professor of archeology from Turkey Professor Ibrahim Chekmeli is in attendance. In 2011, the monument is a remnant of the old town, the governor's palace, and the population areas and the remains of the city defense wall. Also home pottery of the eighteenth century includes ceramic tiles, pots, bowls, sculptures, seeds, rock stones, millstones, coins, iron sticks, animal candles were found and donated to the museum.

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EXPRESSION OF A PASSION FOR POETRY BY ZEBO MIRZO

Abstract: The article analyzes some of the poems of the poet Zebo Mirzayeva, devoted to the motherland, motherland, and soul. The leading emotion in his poems is the expression of love.

Key words: intimate lyrics, lyrical heroes, exaggerated images, “U” personality disorder, mood.

Language: English

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Introduction

The spirit of the era and the human spirit that has emerged as a result of the socio-economic changes are now reflected in the pure, natural feeling, free from the ideology of the time. In turn, the creator of today is completely free from the obligation to obey a command and create only a narrow circle. Now she is absorbing her students' social, universal, and aspirational feelings without any resistance (of course, beyond the bounds and logically). All this, of course, thanks to our independence.

“During independence, poetry turned away from the dominant ideology and the ideology of diversity. As a result, the poet (poet) turned his attention away from the problems of the outside and into the deep, and Uzbek poetry rediscovered a new river, a river covered with earth” [2, p. 40]. Zebo Mirzayeva is one of those creators who sings such fresh, intimate feelings. His lyrics are full of personal feelings. Nevertheless, this poetry is sincere and attractive. She adorns and polishes her poems with exquisite illustrations. It elevates the lyrical hero's spiritual world with unique poetic finds. The artist imposes on his image his own intimate feelings and feelings. In this case, the power of the image is transferred to the reader. Not only herself, but also the reader, is affected by her emotions. Ulugbek Khamdam, a literary poet who writes poetic poems written by the sensation of love, writes: Read a small book, “The Powder of Light” (“Nur kukuunlari”), published in 2005 hijr, hijran and Only hijr, these Poems” [2, p.40].

Research methods.

In fact, love has always been a central theme in our literature. In addition, many works have been created and written on such topics as friendship, loyalty, trust, courage, honesty, patience, purity, freedom, independence and more. As we look at the works of Zebo Mirzo, we find that the main theme is love. He finds love in the simple things and surroundings of a good and honest person and brings it back to life by polishing it in his heart.

“Love is old, but every soul renews it said Khodi-Taqtash. Indeed, Zebo Mirzayeva's theme of love was different. It is as if in his poems he was born with love, breathed in love, shared with love and even left the world with love. “The poetry of the 90s shows that the poets were able to express the breadth of thought, the incoherent imagination, the influence of the spirit and the divine inspiration with the help of various forms, to give away and to differentiate the skills of things and events” [3,p.153] writes the literary critic A. Hayitov.

Indeed, the poet does not approach traditional poems written about his motherland, history, parents and time. Maybe, with the new embodiments, he can create an image of his motherland, history. And most importantly, the artist has a passion for them too. Now this love comes with the place of sadness, sometimes joy, sometimes regret, and sometimes even shouting. Reading poems written about the motherland gives you a sense of pride, even when there are no high-profile thoughts. In this way he is not indifferent to his

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homeland, but silently “loves” his country. Therefore, his poetry does not feel fake.

Хукм эт, шаҳидинг бўлмоғим учун
Жаннат боғларини ташлаб келурман.
Чорласанг, ортимдан бутун бир халқни
Ҳисор тоғларидек бошлаб келурман.
Севмасанг ҳам каттик севавераман,
Чидайман орларнинг таъна тошига.
Шунчаки ўлмайман,
Шунча ишқ билан
Кўтариб ўлурман сени бошимга! [4].
(Judge me for being a martyr
I leave the gardens of Paradise.
If you get tired. A whole nation behind me
Like the mountains of Gissar.
Even if you don't like it,
I can bear it.
I just don't die,
With so much love
I'll lift you up on my head!).

The power of the philosophical spirit in the poem has enriched its content. The idea of burning in the name of the country, dying for the motherland is a priority in the poem. The lyric hero's love for the motherland is embodied in his heartfelt excitement. The feeling of pride in his homeland, the feeling of seeing the bright spots in his homeland is as follows:

Эй юракнинг пайғамбари, жоним Ватан,
Сенга уммат бўлмоқ олий имкондир бу
Ахир сендек Ватан йўқдир ҳеч Ватанда,
Тангри берган менга мулки Султондир бу [4].
(O prophet of the heart, my motherland,

It is a great opportunity for you to become a community

After all, there is no homeland like you,
The property that God has given me is Sultan).

The famous scientist in one of his studies, B.Kosimov wrote that “it is impossible to just love one's homeland”, saying that “one should live with his grief, be happy with it and be proud of it” [7, p.224]. Poet Zebo Mirzo also “does not love his motherland”, but he loves her with a great heart, who sees him as the Prophet of his heart, and feels like a soul. Consequently, the greater the happiness of the Prophet (peace be upon him) in the Muslim world, the greater the chance for the poet to be born in this country. Because, there is no motherland like a poet's motherland. In any case, it is a strict judgment and judgment of a lyric hero. The property and blessing given to him by the poet is that he is the child of the Sultan's land. This is more clearly expressed through poetry.

The poems of the poetry “Night Samarkand”, “Kashkadaryosan”, “Behind Samarkand” are well-known in the poetry. Also, in her poem “To My Mother”, instead of a solemn mood, she displays a sense of selfishness and dissatisfaction with her mother's attitude:

Оқ сочлари оппоқ тун унинг,

Умри ҳалол ишққа байроқдир.
Ох, юзлари дунёи дуннинг,
Гўзалидан чиройлироқдир.
(Бўлолмадим ҳассасичалик),
Отам дардин кўтарган моҳим.
Ушоққина онам кўнглига
Бир ҳовуч нур бергил, илойим![5, p.9]
(Night with white hair
Life is a banner to honest love.
Oh, the world of their faces
Beautiful than more beautiful.
(Couldn't have been a thug)
My father is a sick man.
And my mother's heart
Give me a handful of light!).

The whitened night of the art of resistance has taken on a great poetic meaning here. The white night in the poem is a spot of light for the lyric hero. This is because the whiteness and the darkness of the night show a beautiful example of art and that the artist is a good artist. The mother's gray hair is symbolized by the poetic night. In the heart of the lyrical hero called love, the mother's life is embodied in the flag. That is, the mother's past is an example for children. A mother who is worried and worried about the family's inner troubles, this is why the poem is described as the most beautiful in the world. The fact that a child who has been away from her mother for failing to fulfill her child-rearing responsibilities, but that it has left her with a longing for a child, also upset the reader. The last of the poem concludes with the lyricist's request, “Lord, make me a flower, at least to his feet!” It is well known from ancient history that every child owes a debt to parents, and this has been interpreted differently in centuries-old poetry. For example, our grandfather Navoi:

Бошни фидо айла ато қошиға,
Жисмни қил садқа ано бошиға.
Туну-кунунгга айлагали нур фош,
Бирисин ой англа, бирисин қуёш [1, p.118],
(Spoon the head,

Do your body just a little bit.
Night and day light is exposed,

One moon and another sun), He tells parents that they have to give up their lives or make their hearts shine. The phrase “Father is the sun, mother is the moon” is commonplace among the people.

Уни хафа қилдим, бора олмайман,
Наздимда у қаҳри каттик, бардошли.
Ҳеч кимдан сўрамас, ҳеч кимса кўрмас,
Биламан, йўл пойлар кўзлари ёшли...
(I was offended, I cannot go,
I have a strong temper.
No one asks, no one can see,
I know the track's eyes are wet ...)

The bitter tears and bitterness of the guilty child before the father are naturally embedded in the tone of the poem. In the mentality of the Uzbek people, when you call a father, you are the image of a strong,

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restrained, mysterious man, but it is only in his image. On the contrary, it is the opposite. Because, this person also has a heart and soul. No father loves his child, but he can only be a shield shoulder and, at the same time, be caring for the right path in life.

Дунё селларига боролмасдим тик,
Қалбимга бермаса эди хур қонни!
Ахир, у дўзахнинг оғзини ёпиб,
Қўтариб турибди тўққиз осмонни.
(Could not go to the floods of the world,
Blood free blood!
After all, he closed the mouth of hell,
Rising nine heavens).

The answer to the first line which appears in the art of reference seems to have been explained in the second verse. That is, the “blood” flowing in the lyric hero’s body is not the blood, but the “free blood”. He feels courageous and glorious in overcoming life’s trials because of this “blood”. Because of this “blood” the true human qualities of the father are transferred to the spirit of the child. The poet points to the power of his father in his ability to “shut the mouth of hell” and “raise the nine heavens” and in this expression creates a beautiful example of exaggeration.

Пайғамбар эмас, ё авлиё эмас,
Аммо мен учун у энг буюк одам.
Ориятдай улуг, меҳрдай баланд –
Ҳазрати отам у, ҳазрати отам! [5, p.88].
(Not a prophet or a saint,
But to me he is the greatest man.
Great as Oriya, High as a Mercy -
He is my father, my father!).

When the lyric hero writes about his father, he uses the “U” personality diamond. Throughout the Egyptians, the “U” does not tell the reader in advance what it is. He speaks of the power, affection, and endurance of the “U”, and in the last verse of the poem he declares that he is the father, but does not simply identify him as “my father”, but as the “Father”. For, “Materialization of emotion does not occur in any word used in the poem. Words that are emotionally watered and adorned with the sense of feeling are different from working words”[3, p.151]. The beautiful Zebo Mirzo does not waste words, but instead relieves his feelings of pain. The result is a series of poems dedicated to strong paphos.

The poet, who came to the literary field in the 1990s, still adheres to his covenant and loves the subject of love. Even if a creator repeats the subject repeatedly, it will delight any reader.

He expresses love in the images of grass, trees, birds, light, rivers. These images combine with the lyrical hero’s perceptions and create luscious images of love. The poet’s poems on love are somehow magic, charm, and mystery. The flames of the fiery hijab in it will quickly spread to the student.

Мен ҳануз ўшаман,
тошқин бир дарё.
Тошларни тошларга уриб йиғлаган.

Қучоғингда оқмоқ истаган аммо...
Бу тор қирғоғинга сиғмаган [6, p.67].
(I’m still like that,
A river of floods.
He wept on hitting rocks.
He wanted to flow in his lap but
It does not fit on your narrow edge).

In this passage the artist illuminated his mental state through the art of imitation and confrontation. He likened it to the floods of love, and the lyrical hero was embodied in the poem as a river. There are thousands of stones in the river, just as the lyrical hero has the heart [9]. He suffers from these troubles and sheds tears. Though his dream is like a river in his heart, he regrets not having a place there.

Кетинг,
Сизга эҳтиёжим йўқ,
Севиб бўлдим сизсиз ўлимни.
Яна минг йил яшасангиз ҳам,
Тушунмайсиз менинг кўнглимни.
(Go away,
I don’t need you,
I loved death without you.
Even if you live a thousand years
You don’t understand my heart).

Of course, reading a poem is not difficult to understand. It is normal for a girl to tell a boy, “Go away, you don’t understand me”. But at this point the lyric hero expresses his inner hatred with such exuberance that it seems as if the reader can count on the “love of a thousand years”. In this context, the use of death motives in the poem is not merely a farewell to life, but rather an expression of the loveless life of an unfaithful partner.

Қутманг,
Сизга бермайман ортиқ,
Умримнинг бир лаҳзасини ҳам.
Юрагимни юлиб ташлайман,
Азобларга топаман чидам!
Ҳечқиси йўқ,
Яшаб кетаман!
Сиздан ёруғ, сиздан баландроқ,
Насиб экан сўнгсиз ўлимни
Тирик вужуд билан кўтармоқ.
(Don’t wait
I will not give you more
For a moment of my life.
I will break my heart,
I Can Endure Suffering!
Never mind,
I’ll live!
Lighter than you, higher than you.
That is the endless death
Raise with a living body).

A lyric hero who rebelliously against her lover writes in a cheerful mood that her heart can easily tear and endure. Though he believes he will live without heart, he is deeply saddened by the sad fact that he can keep an endless death in his heart. The poetic

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expressions of the poem have enriched its content and created a special mood in the spirit of the reader.

Нима қилай,
Шундай аёлман,
Табиатан ва ёки дилан:
Севсам жуда қаттиқ севаман,
Рухим, жисмим, хаётим билан!
(What do I do
I'm such a woman,
By nature or by heart:
I love so much,
With my spirit, my body, my life!)

It is a woman's courage to say that I love her very much in the poetic point of the poem, and in addition to this courage, the interference of the soul, the body, and the life is no longer a name. A lyric hero sometimes falls unconscious because of his disobedient love.

Аmmo билдим.
Сиз буткул бошқа!
Булоқдирсиз – сокин ва беғам.
Англамайсиз, бир куни айтмай,
Пойингизда сувсаб ўлсам ҳам.
(But I found out.
You're completely different!
You are a spring - quiet and calm.
Don't forget, one day

Even if I die thirsty on your feet).

A lyric hero with a flood like a river, thirsting for spring water, or rather, his affection. Unfortunately, this spring does not satisfy the thirsty heart with love and attention, not even its groans. Even the lyric hero does not condemn the hate he deserves, he understands it.

Йўқ, бу ишкни кўтаролмайсиз,
Сизни эзар таҳқир ва таъқиқ.
Бу дунёда энг гўзал севги,
Ҳамиша хор, маҳкум, мустаҳиқ! [6, p.68].
(No, you can't handle this love,
Cruel humiliation and ban.
The best love in this world,
Always humiliated, condemned, strong!)

Conclusion.

The creator, as if pure love has been deserving of such a fate from the beginning, and the state of love from the beginning, makes it more convincing, using the art of confession (chorus, conviction, conviction).

Almost all poems by Zebo Mirzaeva are devoted to love. The theme of old love is unique in his work. In these poems, the lyric hero is shown in a cheerful, sometimes sad, sometimes annoying, and sometimes insane manner. This ensures the diversity of the content of the poem.

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UZBEKISTAN IN THE MODERN WORLD: THE SECULAR PATH OF DEVELOPMENT AND ISLAMIC FUNDAMENTALISM (REFLECTIONS ON TODAY AND TOMORROW THROUGH THE PRISM OF GLOBAL PROBLEMS)

Abstract: *The article reveals the main trends of modern world development, shows their inconsistency. Noting that the main trend of modernity is globalization, the author from the variety of globalization projects analyzes two of them — the most visible today — Western and Islamic — shows the negative aspects of each of them. The author makes a conclusion about the inadmissibility of absolutization of the above globalization projects and their implementation both on a global scale and on the scale of a particular country. The article concludes with the conclusion about the importance of countering religious extremism and the need to clarify the true values of Islam in broad sections of the population.*

Key words: *modern world, globalization, Islamic fundamentalism, religious extremism, radical Islam.*

Language: *English*

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Introduction

The modern world shows us the gigantic achievements of the human mind, which have found their embodiment in a variety of phenomena, from microcalculators and cell phones to supercomputers and spacecraft. All this increases the comfort of human existence. It would seem that everything is going fine: humanity goes from success to success, from achievement to achievement. However, this is only one side of life: the other component is that the contradictions of world development, which many scholars qualify as global problems of our time, are becoming sharper. They express themselves in preserving the danger of a new world war, polluting the human environment, and destroying the moral foundations of human existence. At the turn of the century, the problem of religious extremism and terrorism, which can be considered one of the new challenges of our time, was added to them. These problems can not but alarm humanity, at least its

advanced thinking part, and think about that - Where is the modern world going? What awaits humanity in the future?

Materials and methods

Trying to answer these questions, scientific thought offers various ways to solve them: from reducing consumption to changing the socio-economic system dominating the world with a new, more efficient and humanistic one. What mankind will come to - now it is impossible to predict - only time will tell. So, Yu. Semenov considers that in the pursuit of profit capitalism has so developed its technique that it now threatens the nature of the planet and thus the existence of humanity. Capitalism at a new level and in a new form revises the individualism dominating in the animal world, destroys morality, deprives people of feelings of duty, honor and conscience and thus turns them into a special kind of animals, possessing thinking and technique. Its perpetuation condemns

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humanity to degradation and ultimately to death. In order to survive humanity must finish with capitalism [1]. Many scientists consider that all acute problems of being provided of resources, demographic and social inequality are increasing. According to the UN forecast in the next 30 – 40 years, the world population will increase by two times, therefore there is a need to double the physical infrastructure of the world (cities, industrial plants, roads and etc.) [2]. However, today it is becoming obvious that the unrestrained pursuit of profit, inherent in the essence of modern economic relations, has a detrimental effect on the environment, manifests in man qualities that are condemned by all world religions and universal moral norms, which themselves are subjected to unprecedented pressure from the so-called “society consumption.” Such a state of affairs cannot last forever, unless, of course, humanity unites its efforts to solve the above-mentioned problems of our time. Globalization that is going on in the world, which closely connects all countries and peoples in a single course of world development, also calls for this. This is where various globalization projects for the further development of the world emerge, which, in the opinion of their authors, if they are implemented, will lead humanity to the path of progressive sustainable development. Today, the most famous are Western and Islamic globalization projects. If the first involves the total westernization of the world space and the domination of liberal values, the second involves the total Islamization and unification of humanity under the banner of Islamic values. It is appropriate to note that the idea of great philosopher Hegel expressed by him at the beginning of 20th century about that Islam has long sins desuded from the world historical arena and returned to the Eastern calmness and stillness was not confirmed by the course of the world development [3]. However, the first and second projects “sin”, in our opinion, with serious mistakes and ignore the complexity and inconsistency of the modern world, its polyethnicity and multi-confessional nature. Therefore, if an attempt to enforce globalization along Western lines increases, in our opinion, the risk of civilization clashing, then an attempt at Islamic globalization will only increase the resources of various Islamic extremist organizations and lead to an increase in international terrorism under Islamic banners.

Given the characteristics of the Central Asian region (the majority of the population is leading Islam, religious revival that took place in the 90s of the last century, etc.) it is advisable to dwell in somewhat greater detail on the Islamic globalization project, which, if successfully attempted to implement it, can seriously affect the lifestyle of the multimillion Central Asian population, as the above-mentioned project is largely associated with the spread of the ideology of Islamic fundamentalism. The latter serves as a breeding ground for radical Islamists who

proclaim jihad against the rest of the world, which does not share their ideas. As correctly writers R.V. Almeev and F.X. Kasimov note “ fundamentalists dispose against of secular character of state, which on their opinion inherent not only no Muslim West, but and assume Muslim national states [4]. Fundamentalism merges with vahhabizm the core the ideology as A.V. Volobuyev correctly notes purification of Islam from all innovations and layers, that is, vahhabizm represents in its purest form [5]. Under the slogans of the revival of “pure Islam”, first in the Islamic world, and then on a planetary scale, such terrorist organizations as Al Qaeda, Islamic Jihad and others operate. All of them are characterized by intolerance to secularism and secularism, a tendency to resort to violence everywhere, although, as is known, the Quran itself condemns the spread of religion through violence. One of the biggest theologist of moslem world Al-Gazali characterizes of members of extremist organizations as highwaymen, attacking people in the name of religion [6]. In connection with the foregoing, the whole danger of the spread of religious extremism with its principle “kill the wrong!”, The desire of radical Islam to create totalitarian states and societies isolated from the rest of the world that would dominate intolerance and violence becomes obvious. Hence, the concern of the world community about the spread of religious extremism and its desire to rally against this evil and wage a consistent struggle with it is quite understandable.

As is known, the waves of religious extremism, which are manifested in different places of our planet, have not bypassed Uzbekistan. Many specialists and experts consider that in 1993 could be observe process of absolute politicization of Islam in Uzbekistan. As and in many other Asian countries political extremism acquired form of religion extremism [7]. At the beginning of 90s in Namangan and Kokand appeared paramilitary organizations. Their organizers began to put forward political demands on social authorities to use violence and terror for their own purposes in order to build a theocratic state [8]. The terrorist acts that took place in 1999 and 2004 in Tashkent, the May events of 2005 in Andijan are testimony. So, the Russian analitic S. Biryukov referring to Andijan events of 2005, wrote this is about trying of local branch of global fundamental structure of which is a branch of the current movement “Acramalla” in Uzbekistan, acting by the focal method, can crush one of the most consistently opposed to expansion of Islamic in the region of regime – Tashkent, that in case of success, it could contribute to a cardinal changes of the correlation of power in whole Central-Asian region, especially taking into account the factor of Afghanistan, “suspension” of the situation in Tashkent and the situation of “post-revolutionary indeterminacy in Kyrgyzstan” [9].

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They did not succeed for radical Islamists: thanks to the decisive actions of the authorities, their consequences were negated. However, let us ask ourselves the question: how real is the threat of the spread of the ideology of Islamic fundamentalism in Uzbekistan, on the basis of which religious extremism and terrorism grow? It seems to us that this threat should not be exaggerated, but it should not be diminished. We will try to develop both theses. The danger of the spread of Islamic fundamentalism in our country should not be exaggerated, since, firstly, Uzbekistan is a secular state, in which the Constitution and its principle of the freedom of conscience guard the rights and freedoms of people; secondly, during all the years of independence, the state conducts a sustained and consistent struggle against manifestations of religious extremism; thirdly, a significant part of the indigenous population of our country is secularized, that is, in its way of life both Muslim and European or human values are combined and return it to some kind of "purely Islamic world", where a thief would be cut off his hand, and a man who spoke on the street with an unfamiliar woman were fined or imprisoned, it is extremely difficult or even impossible unless total violence is applied to them, which, in turn, is possible only if religious fanatics break through to power. However, this threat and should not turn a blind eye. This is explained by the fact that after the collapse of the USSR a spiritual vacuum existed for a certain time, into which the ideas of religious extremism and Wahhabism began to penetrate under the guise of religion, and some of the youth were infected. Although much work has been done over the past period to clarify the reactionary essence of religious extremism and its influence has been greatly weakened, it cannot be considered that it has been completely eradicated. It should also not be forgotten that despite the fact that the Uzbek people lived for more than seventy years as part of the USSR with its atheistic ideology, the overwhelming majority of the indigenous people remained committed to Muslim traditions and customs. Under conditions when there is no atheistic pressure and many thousands of people freely send religious rites, there is a danger of the spread of religious extremist ideas under the guise of "pure religiosity", this factor

becomes even more important if we take into account the fact that a significant part of the population vaguely and intricately imagines the difference between true Islam and radical Islam.

Thus, characterizing various aspects of the social life of modern Uzbekistan, of which religious life is also an integral part, it can be argued that there is a certain danger of spreading Islamic fundamentalist and religious extremist ideas. Once again, it is largely generated by superficial knowledge of many people. consider themselves believers, the contents of the holy Muslim books, their inability to distinguish the provisions of true Islamic dogma from the ideas of the radical preached in yami islamistami. Pomimo this factor is a negative role can play and financial difficulties faced by some segments of the population, associated with a particular social stratification, an inevitable phenomenon in a market economy, can speculate on what the religious fanatics.

Conclusion

The above factors causing a certain danger of walking the ideas of Islamic fundamentalism and religious extremism are surmountable. This is also the policy of our state, which is implemented in two main directions: the first is a consistent struggle against all sorts of false preachers of Islam and religious extremist groups. power methods are also used, since the events of the 90s of the last century and the beginning of the 21st century showed that religious fanatics often had no other means of influence. In such situations, there is no other way than to use violent methods. The other direction is educational work on explaining the true values of Islam in wide sections of the population. As the first president of independent Uzbekistan I. Karimov noted: "first of all, we need to protect our religion from hostile forces, cruel peoples, who declaring themselves as "true moslem", which proclaims "jihad" at every step, seed the discord under the guise of religion" [10]. As well as openness of society, which would contribute to the penetration and spread of such values, which are commonly called universal regardless of whether they are from the West or from the East: the main thing is that these values enrich our spiritual world and help peoples better understand each other.

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PROCESSING BRINE OF SALT LAKES OF KARAKALPAKSTAN IN PRODUCTS OF ECONOMIC PURPOSE

Abstract: The article discusses the problem of processing the brine of Karaumbet and Barsakelmes lakes into magnesium chloride with the associated production of precipitated gypsum, calcium carbonate and sodium chloride. The process of desulfurization and descalcation of salt brines using distillation liquid — waste of soda production and soda ash — was studied. The process of cleaning up desulfurization and descalcation brines from residual sulfate and calcium ions with barium chloride and sodium carbonate was also investigated. By evaporation of purified suspensions of magnesium and sodium chlorides, the possibility of obtaining a bischofite melt with a content of at least 43-46% MgCl₂ and pure NaCl was proven. Based on laboratory studies, a block diagram of the integrated processing of brine from the lakes of Karakalpakstan to magnesium chloride, gypsum, chalk and sodium chloride was developed. By the content of impurities, bischofite corresponds to GOST 7759-73.

Key words: brine of salt lakes, desulfurization, descalcination, evaporation, purification, bischofite, sodium chloride, precipitated gypsum and chalk.

Language: English

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Introduction

In the context of the transition to a qualitatively new stage of economic growth and the solution of the tasks of becoming a developed country with a competitive economy, the problem arises: should science be a strategic priority in the formation of an industrial and economic economy, or should foreign technologies be borrowed? Many countries purchase technologies, organize mass production on their basis, produce export-oriented products and develop at a fast pace [1].

As the head of our country noted, it is necessary to develop a science-based phased industrial policy. An example of this is the Decree of the President of the Republic of Uzbekistan No. PP-3236 dated August 23, 2017 "On the program for the development of the

chemical industry for 2017-2021", PP-3983 dated October 25, 2018 "On measures for the accelerated development of the chemical industry of the Republic of Uzbekistan" and PP-4265 dated April 3, 2019 "On measures to further reform and increase the investment attractiveness of the chemical industry".

It is mainly about the modernization of equipment and technologies. However, the list of breakthrough projects is estimated to be a shortage of innovative industries. That is, the main problem of today's economy is to increase innovative efficiency. Today, the development of the country must be judged not only by its natural resources, but primarily by the presence of advanced technologies in its assets. One of these tasks is to develop the creation of innovative

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technologies for processing local raw materials into various products for the national economy.

Magnesium chloride is an important for industrial use compound of magnesium, which is used in the production of magnesium metal, the production of magnesia binders, anti-icing materials, in the construction, chemical, food, pharmaceutical (balneo), oil and gas and other industries [2].

A large consumer of bischofite is the construction industry. A small addition of magnesian binders allows cement plants to switch to low-grade heat technology, which based on magnesian cement can replace at least 10% of products manufactured on the basis of Portland cement [3]. The technological features of obtaining magnesium products (magnesium oxide and chloride) from multicomponent brines of calcium chloride, magnesium chloride and mixed types are shown [4]. Based on these products, a highly active corrosion-resistant composite binder and economical building materials were obtained [5].

The use of refractories made of high-purity magnesium oxide increases the reliability and productivity of steelmaking furnaces and refractories [6, 7].

In agriculture in Uzbekistan it is used for the production of cotton defoliant - in the form of magnesium chlorate by the conversion of bischofite "wet method" with sodium chlorate [8]. Bischofite is also used to obtain magnesia fertilizers, presowing treatment of seeds of vegetable and oil crops [9-11].

The work [12] also considers the prospect of a technology for producing non-environmentally aggressive fungicides by electrolysis from bischofite solutions for controlling pathogenic fungi in construction and agriculture.

And the article [13] poses questions of the possibility of using purified bischofite of the Volgograd deposit in medicine. It noted that the magnesium salts that make up bischofite, in particular magnesium chloride, determine the properties of bischofite: antioxidant, keratolytic, anti-inflammatory, reparative, immunomodulatory activity, and the ability to influence microcirculation. Available data from clinical studies confirm the effectiveness of using bischofite in the form of various balneological agents in therapy, with insomnia, and states of nervous tension.

In addition, a theoretical and experimental analysis of the anti-icing properties of the main anti-icers was carried out [14]. Based on experimental data, it was established that natural bischofite has the best anti-icing properties.

Solid magnesium chloride used in various industries is produced by evaporation of an aqueous solution of magnesium chloride to obtain hexahydrate crystalline magnesium chloride (bischofite) having a melting point (crystallization) of about 116°C.

Bischofite or magnesium chloride can be obtained from sea water. Dead Sea Work Ltd. (DSW) since the 1970s is a major global manufacturer and supplier of potash products, as well as large chemical products, including magnesium chloride, industrial salts, deicers, table salt and raw materials for the cosmetics industry [2]. Production facilities are located in Israel, Spain and the UK. DSW is the only producer of magnesium chloride in Israel and is the largest bischofite producer in the world. The product is extracted from the Dead Sea. Each liter of Dead Sea water contains 170g $MgCl_2$. DSW uses solar ponds-evaporators in which the magnesium chloride brine is evaporated to 33% concentration and obtained by further evaporation to a content of about 47% and the formation of flakes of $MgCl_2$ granules.

Uzbekistan has unique reserves of natural resources. Such raw materials include natural brines - brines and dry mixed salts, containing, along with other salts and magnesium compounds, found in the Ustyurt layer of the Karaumbet and Barsakelmes deposits (Karakalpakstan), Khojaikon in the Surkhandarya region, Dengizkul and Hadjkab in the Bukhara region, etc. The challenge is the development and production of import-substituting products based on brines of lakes in Uzbekistan. Some products include bischofite or magnesium chloride. Due to the lack of bischofite production, bischofite is imported to the republic from abroad. The annual demand of the republic for magnesium chloride exceeds 30 thousand tons.

The explored reserves of the brine of the lakes of Karakalpakstan open up great opportunities for the production of magnesium chloride and other salts necessary for the national economy.

So, in the brine of Karaumbet and Barsakelmes lakes, located near the Kungrad soda plant (Republic of Karakalpakstan). The formation of mixed salts (solid phase) is considered as salt formation dried up in the lake as a result of long-term evaporation of water.

The approved reserves of Karaumbet Lake are estimated at 700 thousand tons of $MgCl_2$ or 295 thousand tons of MgO . The reserves of magnesium salts in the brine of Lake Barsakelmes are estimated at 2470 thousand tons of $MgCl_2$ or 1040 thousand tons of MgO .

Rapa Lake Karaumbet contains from 7.40 to 11.45% Na, from 15.2 to 18.9% Cl_1 , from 4.55 to 6.27% MgO , from 3.14 to 6.66% SO_4 , to 0, 60% CaO , while the brine of Lake

Barsakelmes contains from 6.61 to 11.45% Na, from 15.2 to 18.9% Cl_1 , from 1.37 to 4.57% MgO , from 1.44 to 3, 73% SO_4 , 0.02% CaO . Their chemical composition changes significantly depending on the time of year with a change in climatic conditions - a decrease or increase in precipitation. And an increase in the evaporation rate increases the salinity in the lakes and the precipitation of sodium chloride.

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These salt deposits can serve as raw materials for obtaining separately MgO, Mg(OH)₂, MgCl₂·6H₂O, NaCl and Na₂SO₄ after their corresponding purification.

To isolate magnesium chloride in the first place, it is necessary to get rid of sulfate ions that impede the direct use of rap for the preparation of the above salts [15].

In the laboratory, we desulfurized brine from Karaumbet and Barsakelmes lakes with distillation liquid (DL) - waste from Ltd «Kungradsky Soda Plant». For information, to produce 1 ton of soda ash, at least 1.5 tons of sodium chloride and the same

amount of calcium carbonate are consumed, and at least 10 m³ of DL and containing about 1500 kg of calcium and sodium chlorides, as well as about 250-300 kg of solid waste (CaCO₃, Ca(OH)₂, CaSO₄ and other metal impurities).

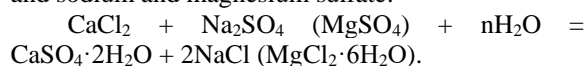
For the experiments, we took the brines of Karaumbet and Barsakelmes lakes, as well as the distillation liquid of Ltd «Kungradsky Soda Plant», the compositions of which are given in table 1.

Table 1. Composition of brine of Karaumbet, Barsakelmes lakes and distiller liquid

Name	The ionic composition, mass. %				
	Na ⁺	Mg ²⁺	Ca ²⁺	Cl ⁻	SO ₄ ²⁻
Brine lake Karaumbet	8,01	3,25	0,02	17,53	6,66
Brine lake Barsakelmes	9,06	1,64	0,01	17,07	2,34
Distiller fluid	2,18	0,007	3,03	8,74	0,03

Name	Salt composition, mass. %			
	MgCl ₂	NaCl	CaCl ₂	MgSO ₄
Brine lake Karaumbet	6,28	20,37	0,05	8,33
Brine lake Barsakelmes	4,13	23,05	0,03	2,54
Distiller fluid	-	5,54	8,41	0,04

The experiments were carried out as follows. The original DL was loaded into a glass reactor placed in a water thermostat. The reactor is equipped with a screw stirrer for mixing. The rotational speed of the electric motor (250 rpm) was regulated by a rheostat. Then, the calculated amount of salt brines was gradually dosed to it. The norm of distillation liquid ranged from 75 to 110% of the stoichiometry for SO₃ binding in CaSO₄, and the process temperature was from 20 to 60°C. When the starting components are mixed, a reaction occurs between calcium chloride and sodium and magnesium sulfate:



First, we studied the effect of the duration of the desulfurization process (from 5 to 180 minutes) at a 100% DL rate using the example of the brine of Lake Karaumbet. It was found that with an increase in time from 5 to 20 minutes, the process of desulfurization of the brine occurs intensively, then it drastically slows down. So, at 20°C after 5 minutes, the degree of desulfurization of Karaumbet brine is 58.37%, after 20 minutes - 88.59%, after 30 minutes - 89.8%, after 60 minutes - 90.33%, and after 180 minutes only by 0.48%.

The rest of the calcium sulfate dihydrate remains in the brine because of its partial solubility (at 20°C, the solubility of CaSO₄·2H₂O is 0.206 g / 100 g H₂O)

[16]. And an increase in temperature leads to a decrease in the degree of desulfurization of salt brine. Therefore, the optimum temperature is 20-30°C, and the duration is 20-30 minutes.

In figure 1 shows the degree of desulfurization of brine from Karaumbet and Barsakelmes lakes depending on the DL norm and the process temperature for 30 minutes. It can be seen from it that at 20 ° C with an increase in the DL norm from 75 to 110% of stoichiometry, the degree of desulfurization of the Karaumbet brine increases from 67.1 to 96.0%, at 40°C - from 61.24 to 89.19% and at 60°C - from 54.91 to 81.83%. For Barsakelmesky brine, this indicator changes from 50.03 to 95.56%, from 46.32 to 85.64% and from 47.11 to 72.47%, respectively. It can be seen from the data that the higher the temperature, the lower the degree of desulfurization. This is apparently due to the increased solubility of calcium sulfate due to temperature changes.

After desulfurization of the brine with distillation liquid, the resulting suspension is quite well divided into liquid and solid phases. Скорость осаждения караумбетского рассола после обессеривания изучали путем осаждения в условиях: the rate of DL is 100%, the duration of desulfurization is 30 minutes, the process temperature is 20; 40 and 60°C. The clarification rate was

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calculated by the formula $W = \ell/\tau$, where ℓ is the clarification height, m; τ - time, hour. The results are shown in table 2

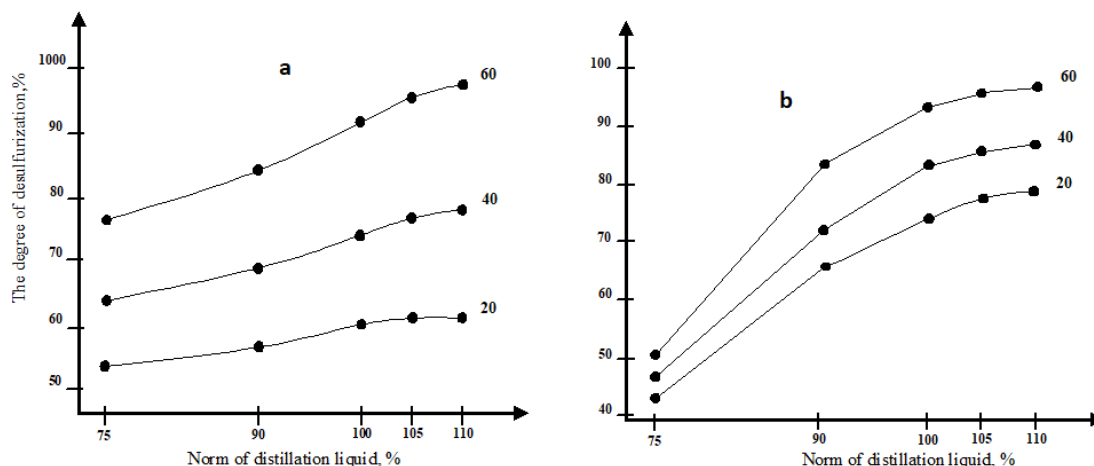


Fig. 1. The influence of the norm and temperature of the distiller liquid on the degree of desulfurization of the brine of the lakes Karaumbet (a) and Barsakelmes (b).

Table 2. Effect of temperature and process duration on the clarification rate of desulfurized brine of the Karaumbet deposit

Temperature, °C	Time, min				
	5	10	15	20	30
	Clarification speed, m/h				
20	0,65	0,62	0,58	0,47	0,09
40	1,22	0,97	0,65	0,52	0,12
60	1,73	1,44	0,91	0,64	0,20

It can be seen from it that the longer the settling process, the lower the rate of clarification of the suspensions. So, at 20°C, an increase in the duration of the settling process from 10 to 30 minutes leads to a decrease in the rate of clarification of the suspension from 0.62 m/h to 0.09 m/h, and at 60°C from 1.73 to 0.20 m/h. An increase in temperature from 20 to 60°C, on the contrary, increases the rate of clarification of the suspension at 10 min from 0.62 to 1.44 m/h, at 20 min from 0.47 to 0.64 m/h and at 30 min from 0.09 to 0.20 m/h. And this is due to the fact that an increase in temperature significantly reduces the viscosity of the solutions.

In figure 2 shows curves for the degree of desulfurization of brine depending on the exposure time and process temperature. They show that with

increasing process temperature, the degree of clarification of the suspension increases. For each temperature, the process has a rectilinear region to increase the degree of clarification of the suspension.

So, at 20°C, after 20 minutes, the degree of clarification of the suspension reaches its maximum - 91.7%, at 40°C - 92.9% and at 60°C - 94.1%. And with a further increase in the settling time, the degree of clarification of the suspension remains virtually unchanged and amounts to 92.9%, 93.8%, and 94.7%, respectively, for temperatures of 20, 40, and 60°C.

Thus, in the temperature range of 20-60°C, clarification of desulfurized brine at a 100% norm of distillation fluid proceeds at a sufficient speed, reaching a maximum degree of deposition of 91-93% within 15-20 minutes.

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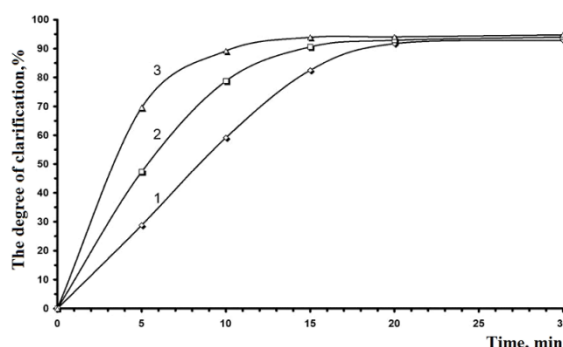


Fig. 2. The degree of clarification of the suspension obtained by desulfurization of brine using distillation liquid at its rate of 100%. 1 - 20°C, 2 - 40°C, 3 - 60°C.

Next, the condensed part of the suspension with a different ratio of Liquid : Solid (L:S) was filtered on a Buchner funnel, maintaining a vacuum in the Bunsen flask equal to 400 mmHg. The area of the filtering surface is 0.005 m². Data on the filtration rate of the thickened part of the suspension are given in table 3.

So, at L : S = 2.5 : 1, the filtration rate of the CaSO₄ · 2H₂O sludge with a height of 5 cm is 781 kg/m²·h, and the suspension is 2733.5 kg/m²·h. With an increase in the thickness of the sediment layer on the filter, the filtration rate noticeably decreases both in precipitation and in suspensions. Upon reaching a sediment height of 10 cm, the filtration rate of the

desulfurized solution by sediment is 625 kg/m²·h, and by suspension - 2187.5 kg/m²·h. With an increase in the fraction of the liquid phase (L : T) to 3 : 1, the filtration rate for precipitation decreases, but this indicator increases for suspensions. Reducing L : S to 2 : 1, although it increases the rate of filtration by sediment, but decreases by suspension. So, with L : S = 2 : 1 the filtration rate of sediment with a height of 5 cm is 768 kg/m²·h, with L : S = 2.5 - 703 kg/m²·h, and with L : S = 3 : 1 - 637 kg/m²·h. In any case, they indicate that the filtration rate of gypsum solutions is high and does not create difficulties in the technological cycle.

Table 3. The effect of sediment height on the filtration rate of the condensed part of the Karaumbet brine suspension depending on L : S at a temperature of 25°C

Height, cm	Filtration rate, kg/m ² ·h	
	By suspension	By sediment
	L : S = 2 : 1	
5	2304	768
10	2025	675
15	1773	591
	L : S = 2,5 : 1	
5	2461	703
10	2188	625
15	1915	547
	L : S = 3 : 1	
5	2548	637
10	2268	567
15	1984	496

Depending on the duration of the desulphurization process at the studied temperatures (20-60°C), the density and viscosity of the purified liquid phase are 1.18-1.20 g/cm³ and 1.01-2.29 mPa·s and are quite suitable for further processing.

The composition of desulfurized brine of Karaumbet and Barsakelmes lakes depending on the norm of distillation liquid and process temperature (within 30 minutes) is given in table 4.

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Table 4. The influence of the norm of the distiller liquid and the process temperature on the composition and degree of desulfurization of the brine of the Karaumbet and Barsakelmes lakes for 30 minutes

Norm DL, %	The salt composition of the liquid phase, mass. %											
	at 20°C			at 40°C						at 60°C		
	MgCl ₂	NaCl	CaCl ₂	MgSO ₄	MgCl ₂	NaCl	CaCl ₂	MgSO ₄	MgCl ₂	NaCl	CaCl ₂	MgSO ₄
Based on the brine of Karaumbet Lake												
75	6.51	14.75	0.40	1.71	6.24	14.69	0.68	2.01	5.95	14.62	0.98	2.32
90	6.69	14.20	0.36	1.22	6.35	14.12	0.66	0.94	6.02	14.11	0.98	1.69
100	6.72	13.82	0.34	0.36	6.42	13.75	0.65	0.68	6.09	13.68	0.99	1.06
105	6.66	13.63	0.43	0.23	6.39	13.57	0.71	0.53	6.08	13.50	1.03	0.88
110	6.54	13.44	0.58	0.18	6.27	13.39	0.86	0.48	5.99	13.32	1.15	0.80
Based on the brine of Lake Barsakelmes												
75	4.13	19.20	0.73	1.56	3.53	19.58	1.16	2.27	3.38	18.67	2.04	2.06
90	4.77	18.59	0.18	0.51	4.56	18.96	0.20	0.73	3.82	18.74	1.14	1.56
100	4.82	18.19	0.28	0.30	4.80	18.92	0.44	0.43	4.11	18.80	1.24	1.24
105	4.83	18.01	0.36	0.24	4.71	18.37	0.57	0.34	4.32	18.82	1.07	1.03
110	4.81	17.80	0.46	0.21	4.70	18.15	0.73	0.30	4.44	18.84	0.91	0.88

As it was established above, regardless of the brine deposits of the lakes of Karakalpakstan for desulfurization, the optimal standard DL was 100% of stoichiometry, the mixing time was 30 minutes. The composition of desulfurized brine looks: for Lake Karaumbet (wt.%): At 20°C MgCl₂ - 6.72; NaCl - 13.82; CaCl₂ - 0.34; MgSO₄ - 0.36; and for Lake Barsakelmes - MgCl₂ - 4.82; NaCl - 18.19; CaCl₂ - 0.28; MgSO₄ - 0.30.

It should be noted that during desulfurization of brine by distillation liquid in the liquid phase, the content of calcium ions increases, and the degree of deposition of sulfate ions is insufficient. According to the requirements for technical magnesium chloride, the CaO content should not exceed 0.2%, and SO₄ - 1.1% [17]. Based on this, the final cleaning task was the precipitation of the calcium ion residue with sodium carbonate and the deep desulfation of the brine with barium chloride. The weight of added sodium carbonate, depending on the norm, is from 7.52 to 12.53 kg, which corresponds to 75 to 125% of the stoichiometric standards. The results of the degree of depreciation of the brine of Karaumbet Lake are presented in figure 3.

As can be seen from the experimental data, with an increase in the rate of sodium carbonate from 75 to 105%, the content of calcium chloride in the liquid phase noticeably decreases from 0.869 to 0.667%. A further increase in the rate of sodium carbonate to 125% does not lead to a significant decrease in the content of calcium chloride in the liquid phase. The content of the remaining components - magnesium and sodium chlorides and magnesium sulfate also varies insignificantly and is in the following ranges (wt.%): 9.106-9.151; 15.223-15.665 and 0.227-0.228, respectively.

Therefore, to reduce the degree of brine contaminated with calcium ions, the rate of sodium carbonate introduced should not be increased by more than 100-105%. The degree of removal of calcium ions is 59.4-60.5%. The resulting solution contains more than 9% magnesium chloride and more than 15.5% sodium chloride.

For deep cleaning of brine from sulfates used previously desulfurized and purified from calcium ions brine composition, mass. %: NaCl - 15.47; MgCl₂ - 9.13; CaCl₂ - 0.32; MgSO₄ - 0.39.

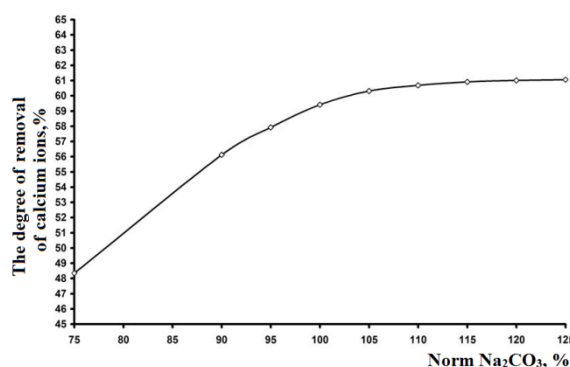


Fig. 3. The effect of normal sodium carbonate on the degree of removal of calcium from desulfurized brine.

It can be seen from it that when the norm of barium chloride reaches 100%, the process of desulfation is almost complete. At the same time, the degree of desulfurization reaches 99.5% and the residual SO₄ content in brine does not exceed 0.001%.

Thus, studies have shown the possibility of cleaning the brine of Karaumbet and Barsakelmes

lakes from sulphates with solutions of distiller liquid and their purification with sodium carbonate and barium chloride. In this case, solutions purified of sulfate and calcium ions suitable for producing magnesium chloride that meet the requirements of GOST are obtained.

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Table 5. Effect of barium chloride norm on brine composition and degree of sulfate deposition at a temperature of 25°C and a process duration of 30 minutes

Norm of BaCl ₂ , %	The composition of the liquid phase, mass%				Degree of precipitation of SO ₄ , %
	NaCl	MgCl ₂	CaCl ₂	MgSO ₄	
70	14,40	8,63	0,36	0,0550	75,65
80	14,26	8,56	0,36	0,0440	84,60
90	14,09	8,50	0,35	0,0160	93,04
95	14,02	8,46	0,35	0,0089	96,25
98	13,98	8,44	0,34	0,0010	98,63
100	13,95	8,43	0,34	0,0009	99,50
102	13,88	8,40	0,34	0,0008	99,65
105	13,82	8,37	0,60	0,0008	99,70

Due to the high content of sodium chloride in purified calcium sulfates and chloride, brine was evaporated in two stages, with an intermediate separation of "sodium chloride precipitate" at 100°C and a vacuum of 40 mm Hg.

The data on the effect of the amount of evaporated water on the composition, the ratio of L : S and pulp density are given in table 6.

Table 6. The influence of the evaporation process on the composition of the liquid phase after the first stage of evaporation

Evaporated water, %	The composition of the liquid phase, mass. %				Density, g/cm ³	L : S
	MgCl ₂	NaCl	CaCl ₂	MgSO ₄		
0	9,12	15,49	0,67	0,23	1,250	-
30	12,21	18,52	0,59	0,21	1,271	35,63
31,5	13,18	17,67	0,55	0,20	1,279	24,09
32,6	13,90	17,08	0,51	0,20	1,286	18,68
33,5	14,54	16,54	0,49	0,19	1,292	16,15
35,9	16,08	15,11	0,46	0,18	1,308	12,30
38,7	18,06	13,65	0,41	0,15	1,332	8,40
40,0	19,18	12,58	0,40	0,14	1,347	6,69
42,5	21,04	10,62	0,36	0,12	1,373	4,83
45,6	24,01	8,01	0,32	0,11	1,422	3,86

As you can see, an increase in the amount of evaporated water to 45.6% leads to a decrease in L : S to 3.86 and the concentration of magnesium chloride in the solution rises to 24.01%, and the content of sodium chloride decreases to 8.01% due to its precipitation, which is explained by the different solubility of sodium and magnesium chlorides. The concentration of calcium chloride decreases from 0.67% to 0.32%, and magnesium sulfate from 0.23 to 0.11%. In this case, the density of the liquid phase increases from 1.250 g/cm³ to 1.422 g/cm³.

Next, the filtrate after the first stage of evaporation and separation of sodium chloride was

evaporated to remove 56.9% of water. The data on the effect of brine concentration at the second stage of evaporation are given in table 7.

With the evaporation of water in an amount of 52-55.2% in the second stage of evaporation and after separation of sodium chloride, the concentration of magnesium chloride reaches 43.10-46.15%, which corresponds to bischofite with a content of 91.94-97.06% of magnesium chloride hexahydrate. By the content of impurities, bischofite corresponds to GOST 7759-73. And the content of sodium chloride does not exceed 0.11-0.25%. The concentration of calcium chloride and magnesium sulfate is reduced to 0.03%.

Table 7. The influence of the evaporation process on the composition of the liquid phase after the second stage of evaporation

Evaporated water, %	The composition of the liquid phase, mass. %				L : S
	MgCl ₂	NaCl	CaCl ₂	MgSO ₄	
0	24,01	8,01	0,32	0,11	-
19,2	25,53	7,42	0,29	0,10	28,97
38,4	32,14	3,67	0,21	0,08	11,41
42,1	34,26	2,61	0,18	0,07	8,91
45,9	37,28	1,55	0,14	0,06	7,39
49,0	40,05	0,90	0,10	0,05	6,45
52,0	43,10	0,25	0,05	0,04	5,69
55,2	46,15	0,11	0,03	0,04	4,87
56,9	46,92	0,09	0,03	0,03	4,84

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Based on the laboratory studies, a block diagram of the complex processing of brine from the lakes of Karakalpakstan to magnesium chloride with the simultaneous production of chemically precipitated gypsum, chalk and sodium chloride was developed (figure 4).

The process of complex processing of brine from Karaumbet and Barsakelmes lakes consists of the following stages: desulphurization of brine with distiller liquid; thickening and separating sediments; drying and filling gypsum; purification of brine from calcium ions; thickening and separation of chalk

sediment; drying and packing chalk; the first stage of evaporation of brine; separating crystals of sodium chloride; the second stage of evaporation of brine; separating crystals of sodium chloride; drying and packaging sodium chloride; cooling and crystallization of bischofite; bischofite packing [18]. A patent of the Republic of Uzbekistan has been issued for a method for processing natural brines containing chloride and sodium and magnesium sulfates [19].

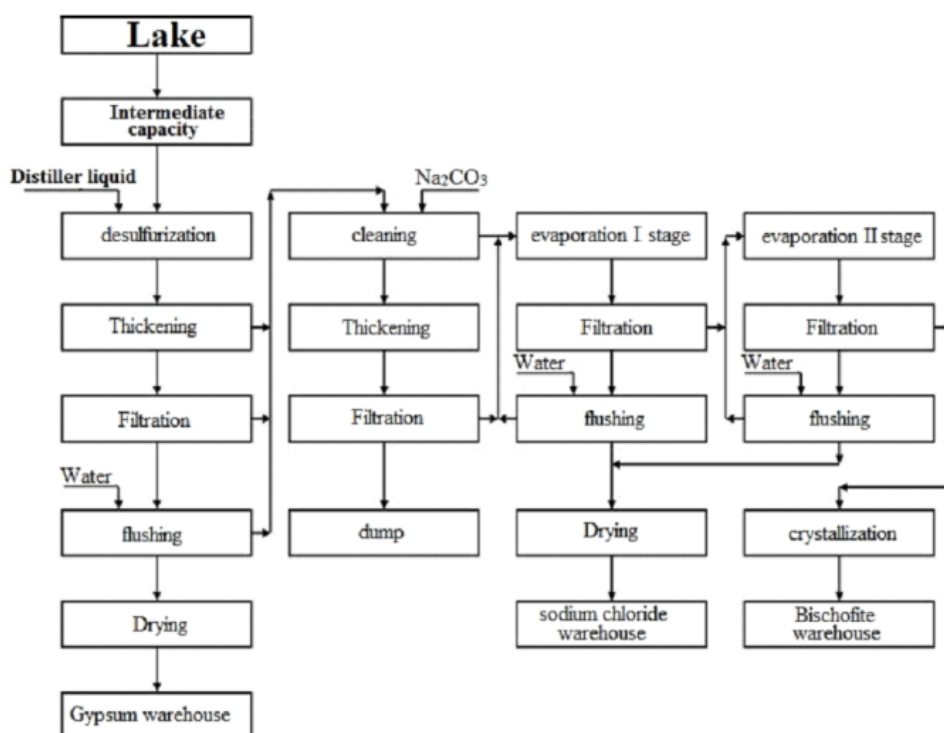


Fig. 4. The block diagram of the processing of brine lakes Karakalpakstan.

So, when processing 1000 kg of brine from Karaumbet Lake into magnesium chloride, gypsum, chalk and sodium chloride, 473.0 kg of distillation liquid, 14.5 kg of sodium carbonate and 25.6 kg of water are needed for washing. You can get 243.6 kg of bischofite, 199.5 kg of NaCl, 54.6 kg of synthetic gypsum and 17.9 kg of precipitated chalk.

Thus, the studies performed allowed us to obtain scientifically based data and develop a technology for processing brine from Karaumbet and Barsakelmes lakes to magnesium chloride with the simultaneous extraction of chemically precipitated calcium sulfate

dihydrate and chalk, table salt from the brine. To do this, it is necessary to clean the brine from sulphates and calcium salts, using a distillation liquid - waste from soda production and soda ash, evaporation with an intermediate separation of sodium chloride, and this results in a bischofite melt containing at least 46.92% magnesium chloride, which corresponds physically -chemical indicators GOST 7759 - 73.

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OSCILLATIONS OF SPHERICAL HETEROGENEITY IN A VISCOELASTIC MEDIUM

Abstract: This paper considers the problem of radial, torsional and spheroidal oscillations of a deformable spherical inclusion in an infinite viscoelastic medium. Based on the methods of special functions of mathematical physics, the Muller method and the Gauss method, an algorithm is developed for solving electronic computing machine problem. Based on the constructed complex dispersion equations with complex output parameters, numerical results are obtained and analysis is made.

Key words: inclusions, cavity, viscoelastic medium, dispersion equation, oscillations, natural frequency, equations of motion.

Language: English

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Introduction

Due to the increased interest in the development of new approaches to solving urgent modern problems of non-destructive remote control of materials, medical diagnostics, geoaoustic problems associated with seismic sounding of underground engineering structures and several others, it becomes necessary to formulate and analyze some model problems, the solution of which will give the key to the development of new highly effective methods for actively sensing in homogeneities. Any heterogeneity, together with its surrounding medium, must possess, like any elastic mechanical system, some spectrum of natural frequencies. Since the oscillations of the inclusion and

the surrounding medium, are interconnected, the damping of the oscillations due to the emission of elastic waves will occur and, therefore, the natural frequencies will be complex. Thus, the tasks associated with the identification of heterogeneities, with the determination of their size and physical characteristics, are very important and relevant. Since geophysicists use different approaches for these purposes, such as gravity exploration, electromagnetic methods, the study of electrical conductivity, etc., the seismic method is perhaps the most direct and, when interpreted, gives the least doubtful results. In this case, it is natural to expect that when the frequency of the incident wave is close to the real component of the

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natural frequency, the heterogeneity will begin to radiate energy in the resonant mode. Therefore, for practical purposes, identifying possible resonance peaks on the spectral curve and establishing their relationship with the corresponding heterogeneities, it is very important to know the natural oscillation frequencies of elastic inclusions in an infinite elastic medium [2,3]. On the basis that numerical analysis of the behavior of the scattering cross section, the authors of the monograph [4] suggested that the extremal values of the cross section are observed when the frequency of the incident wave is close to the resonance frequencies of the medium – scattering center system, but no such consideration was performed. This gap was substantially filled after the publication of a number of articles [5–7], in which, using the analysis of the echo signal, the resonance properties of liquid cylinders and spheres placed in an infinite elastic medium are studied. A similar approach can be used to study the tectonic physical phenomenon - the behavior of the earthquake source. In the seismic field recorded by the seismic receiver, the heterogeneity will leave a mark in the form of some distortions of the original seismic wave. In spectral analysis, these distortions should appear in the form of some resonance peaks in the spectral curve, as is the case when determining the scattering cross section. Recently, experimental work has been intensively conducted on the propagation of ultrasonic waves in static models of elastic medium containing foreign inclusions and fractured zones [8]. An ideal elastic body has no losses [9,10]. Even if the equation is linear with respect to stress and strain, the presence of temporary derivatives is always associated with dissipation. As a result, under alternating voltage, a hysteresis effect occurs. This means that in the frequency range in which the attenuation is noticeable, the deformation will lag behind the stress. Such a connection, firstly, leads to the interaction of the considered elastic wave with other waves (for example, with thermal oscillations) and as a result there is a redistribution of energy between the waves. Secondly, the wave under consideration will generate higher harmonics, transmitting its energy to them. In both cases, the interaction depends on the strain amplitude. The nonlinear relationship between stress and strain in the presence of time derivatives also leads to damping, depending on the strain amplitude. In addition, the study of heterogeneity is of great interest for the study of an important tectonic physical phenomenon - the behavior of the focus of the impending earthquake. Now, among seismologists, the idea of the zone of preparation of seismic shocks is widely accepted as an area with elastic-density characteristics changing as a result of tectonic movements. From a mechanical point of view, this corresponds to heterogeneity with longitudinal and transverse wave velocities slightly changed relative to the external elastic medium, as well as, possibly, with density. Any heterogeneity, together with its surrounding medium, must possess, like any

elastic mechanical system, some spectrum of natural frequencies. Since the oscillations of the inclusion and the surrounding medium are interconnected, the damping of the oscillations due to the emission of elastic waves will occur and, therefore, the natural frequencies will be complex [11]. From a physical point of view, attenuation in an ideal elastic medium is explained by energy radiations excited by natural oscillations due to diverging elastic waves. The behavior of complex self-frequencies depending on the geometric and physical-mechanical parameters of the system is investigated. The interest in studying the self-frequencies of the system elastic inclusion - medium is also due to the following circumstance. When a heterogeneity is detected by seismic waves either from weak earthquakes or from pulsed artificial sources such as pneumatic emitters, the scattering problem must be solved in an unsteady setting. Such a body is characterized by a linear unambiguous relationship between stress and strain over the entire period of alternating stress. It follows that stress and strain are always in phase. The energy dissipation of the elastic wave will occur if the stress and strain are not uniquely related during the period of oscillation. The absence of such an unambiguous relationship between stress and strain arises when time derivatives appear in the equation connecting them [12].

As is well-known, in this case, for calculating the wave field, the stationary solution should be integrated over the frequency along with the spectrum of the given incident pulse. The resulting integral can, in general, be calculated by any direct numerical method. In some cases, however, preference should be given to the method of integration using theory of residues in the form of an expansion at the poles of the integrand, since it is this method that can reveal a number of useful physical features of the diffraction process. We note that the poles of interest to us coincide with the roots of the self-frequency equation and, therefore, in order to be able to deal with the problems of unsteady diffraction of elastic waves in the future, a thorough study of the behavior of the roots of the frequency equations depending on the ratio of the elastic-density parameters of the medium and inclusion is necessary [13]. This article discusses the oscillations of spherical bodies in a deformable medium. The main attention in the work will be given to the study of low-contrast heterogeneity. In this case, we were guided by the following considerations. The physical nature of such heterogeneities is closely related to convective currents in the earth's interior, as well as to various areas of faults and fragmentations. Such inclusions are very common and, therefore, have a significant effect on the scattering of seismic waves.

Basic relationships and equations.

The basic equations of motion of deformable (elastic or viscoelastic) spherical inclusions in an

infinite viscoelastic medium with linear self-oscillations have the form

$$(\tilde{\lambda}_j + 2\tilde{\mu}_j)graddiv\vec{u} - \tilde{\mu}_j rotrot\vec{u} = \rho_j \frac{\partial^2 \vec{u}}{\partial t^2}, \quad j=1,2 \quad (1)$$

Where,

$$\tilde{\lambda}_j \phi(t) = \lambda_{0j} \left[\phi(t) - \int_0^t R_{\lambda_j}(t-\tau) \phi(\tau) d\tau \right];$$

$$\tilde{\mu}_j \phi(t) = \mu_{0j} \left[\phi(t) - \int_0^t R_{\mu_j}(t-\tau) \phi(\tau) d\tau \right]. \quad (2)$$

$\tilde{\lambda}$ and $\tilde{\mu}$ -operators modulus of elasticity [14,15], $\phi(t)$ —arbitrary function of time; ρ_j —density, $R_{\lambda}(t-\tau)$ and $R_{\mu}(t-\tau)$ —relaxation core and λ_{01}, μ_{01} —instant modulus of elasticity. We take the integral terms in (2) small, then the function $\phi(t) = \psi(t)e^{-i\omega_R t}$, where $\psi(t)$ —slowly changing function of time, ω_R —real constant. Further, applying the freezing procedure [16], we replace relations (2) with approximate forms

$$\tilde{\lambda}\phi = \lambda_{01} [1 - \Gamma_{\lambda}^C(\omega_R) - i\Gamma_{\lambda}^S(\omega_R)];$$

$$\tilde{\mu}\phi = \mu_{01} [1 - \Gamma_{\mu}^C(\omega_R) - i\Gamma_{\mu}^S(\omega_R)]\phi, \quad (3)$$

where

$$\Gamma_{\lambda}^C(\omega_R) = \int_0^{\infty} R_{\lambda}(\tau) \cos \omega_R \tau d\tau; \Gamma_{\lambda}^S(\omega_R) = \int_0^{\infty} R_{\lambda}(\tau) \sin \omega_R \tau d\tau,$$

$$\Gamma_{\mu}^C(\omega_R) = \int_0^{\infty} R_{\mu}(\tau) \cos \omega_R \tau d\tau, \Gamma_{\mu}^S(\omega_R) = \int_0^{\infty} R_{\mu}(\tau) \sin \omega_R \tau d\tau,$$

—the cosine and sine Fourier images of the core relaxation material, respectively. As an example of a viscoelastic material, we take three parametric relaxation nuclei $R_{\lambda}(t) = R_{\mu}(t) = Ae^{-\beta t}/t^{1-\alpha}$. On the function of influence $R(t-\tau)$ imposed the usual inerrability requirement, continuity (except $t = \tau$), sign-definiteness and monotony:

$$R)0, \frac{dR(t)}{dt} \leq 0, 0 < \int_0^{\infty} R(t) dt < 1.$$

Our task is to study periodic processes in a continuous elastic medium with a spherical inclusion that differs in its elastic-density and rheological characteristics from the corresponding characteristics of the enclosing medium. Therefore, we take the time dependence in the form $\vec{u} = \vec{U}(r, \theta, \varphi)e^{i\omega t}$. Spatial coordinate function $\vec{U}(r, \theta, \varphi)$ can be represented as the sum of potential $\vec{U}_p = grad\phi$ and solenoid $\vec{U}_s = rot\vec{\psi}$ parts: $\vec{U} = \vec{U}_p + \vec{U}_s$, which satisfy the following equations

$$(\Delta + k_p^2)\vec{U}_p = 0; (\Delta + k_s^2)\vec{U}_s = 0,$$

$$div\vec{U}_p = 0; div\vec{U}_s = 0 \quad (4)$$

Where

$$k_p^2 = \omega^2/\Gamma_{pk}c_p^2; k_s^2 = \omega^2/\Gamma_{sk}c_s^2,$$

$$\Gamma_{pk} = 1 - \Gamma_{pk}^C(\omega_R) - i\Gamma_{pk}^S(\omega_R);$$

$$\Gamma_{sk} = 1 - \Gamma_{sk}^C(\omega_R) - i\Gamma_{sk}^S(\omega_R), c_p^2 = \frac{\lambda+2\mu}{\rho};$$

$$c_s^2 = \mu/\rho$$

— the propagation velocity of longitudinal and transverse waves in an elastic body.

On specified two bodies, the conditions of continuity (hard contact) of displacements and stresses are set at $r = R$:

$$\sigma_{rr1} = \sigma_{rr2}; \quad \sigma_{r\theta 1} = \sigma_{r\theta 2}; \quad \sigma_{r\varphi 1} = \sigma_{r\varphi 2};$$

$$u_{r1} = u_{r2}; \quad u_{\theta 1} = u_{\theta 2}; \quad u_{\varphi 1} = u_{\varphi 2}, \quad (5)$$

where index 1 refers to a decision within the inside sphere and 2—interfering medium. It is known [17] that a vector displacement field can be decomposed into three vector fields in spherical coordinates, each of which is determined by only one scalar function $\vec{U} = \vec{U}_p + \vec{U}'_s + \vec{U}''_s$. In this view \vec{U}_p —longitudinal, \vec{U}'_s and \vec{U}''_s —transverse parts of the solution. Their expressions through scalar functions have the form

$$\vec{U}_p = \frac{1}{k_p} grad\psi_0; \vec{U}'_s = rot(\vec{r}\psi_1);$$

$$\vec{U}''_s = \frac{1}{k_s} rotrot(\vec{r}\psi_2),$$

So each of the scalar functions ψ_i ($i=0,1,2$) satisfies the equation

$$(\Delta + k_i^2)\psi_i = 0; k_i = \{k_p, i = 0; k_s, i = 1,2\}. \quad (6)$$

Where Δ - second order operator in spherical coordinates. The solution of the scalar Helmholtz equation (6) for each of the functions $\psi_i(r, \theta, \varphi)$ has the form

$$\psi_{0l} = \sum_{n=0}^{\infty} \sum_{m=n}^n A_{mnl} h_n(k_{pl}r) P_n^m(\cos \theta) \exp(im\varphi);$$

$$\psi_{1l} = \sum_{n=0}^{\infty} \sum_{m=n}^n B_{mnl} h_n(k_{sl}r) P_n^m(\cos \theta) \exp(im\varphi);$$

$$\psi_{2l} = \sum_{n=0}^{\infty} \sum_{m=n}^n C_{mnl} h_n(k_{sl}r) P_n^m(\cos \theta) \exp(im\varphi),$$

where $h_n(z)$ - Bessel spherical function; $l=1,2$; $l=1$ —refers to the medium, and $l=2$ to the spherical body; $P_n^m(\cos \theta)$ – the adjoint Legendre function of the first kind of the n -th degree and m -th order. In calculating the Legendre function $n \gg 1$, we used the asymptotic formulas from [18]

$$P_{n-\frac{1}{2}}(\cos \theta) = \left(\frac{2}{\pi n \sin \theta} \right)^{\frac{1}{2}} \left[\cos \left(n\Delta - \frac{\pi}{4} \right) + \frac{ctg\theta}{8n} \sin \left(n\theta - \frac{\pi}{4} \right) + \theta(1/n^2) \right].$$

For an external problem (fluctuations in the medium, $l=1$) we will take as $h_n(z)$ Hankel function of the second kind

$$h_n(z) = \sqrt{\frac{\pi}{2z}} H_{n+1/2}^{(2)}(z),$$

Which sets off at infinity ($r \rightarrow \infty$) diverging waves. For an internal problem (switching oscillations, $l=2$) we will take as $h_n(z)$ Bessel function of the first kind

$$h_n(z) = \sqrt{\frac{\pi}{2z}} J_{n+1/2}(z) = j_n(z),$$

which satisfies the condition of roundedness at zero. As a result, we obtain the following expression for the bias

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\vec{u} , describing the oscillatory process in the enclosing medium and spherical heterogeneity:

$$u_{r,l} = \sum_{n=0}^{\infty} \sum_{m=-n}^n \left[\frac{A_{mnl}}{k_{pl}r} D_1(k_{pl}r) + \frac{B_{mnl}}{k_{sl}r} n(n+1)h_n(k_{sl}r) \right] \Phi_n^m$$

$$u_{\theta,l} = \sum_{n=0}^{\infty} \sum_{m=-n}^n \left\{ \left[\frac{A_{mnl}}{k_{pl}r} h_n(k_{pl}r) + \frac{B_{mnl}}{k_{sl}r} D_2(k_{sl}r) \right] \frac{\partial \Phi_n^m}{\partial \theta} + C_{mnl} h_n(k_{sl}r) \frac{\partial \Phi_n^m}{\partial \phi} / \sin \theta \right\} \quad (7)$$

$$u_{\phi,l} = \sum_{n=0}^{\infty} \sum_{m=-n}^n \left\{ \left[\frac{A_{mnl}}{k_{pl}r} h_n(k_{pl}r) + \frac{B_{mnl}}{k_{sl}r} D_2(k_{sl}r) \right] \frac{\partial \Phi_n^m}{\partial \phi} \frac{1}{\sin \theta} - C_{mnl} h_n(k_{sl}r) \frac{\partial \Phi_n^m}{\partial \theta} \right\}$$

Where

$$\Phi_n^m = P_n^m(\cos \theta) \exp(im\phi),$$

$$D_1(z) = nh_n(z) - zh_{n+1}(z),$$

$$D_2(z) = (n+1)h_n(z) - zh_{n+1}(z).$$

Stresses $\sigma_{rr}, \sigma_{r\theta}, \sigma_{\theta\theta}$ are written out through displacements in spherical coordinates according to the following formulas:

$$\sigma_{rr} = \lambda \operatorname{div} \vec{u} + 2\mu \frac{\partial u_r}{\partial r}, \sigma_{r\theta} = \mu \left(\frac{1}{r} \frac{\partial u_r}{\partial \theta} + \frac{\partial u_{\theta}}{\partial r} - \frac{u_{\theta}}{r} \right),$$

$$\sigma_{r\phi} = \mu \left(\frac{1}{r \sin \theta} \frac{\partial u_r}{\partial \phi} + \frac{\partial u_{\phi}}{\partial r} - \frac{u_{\phi}}{r} \right). \quad (8)$$

Substituting (7) in (8), we obtain for stresses inside and outside the heterogeneity

$$\sigma_{rr,l} = \frac{2\tilde{\mu}}{r} \sum_{n=0}^{\infty} \sum_{m=-n}^n \left[\frac{A_{mnl}}{k_{pl}r} D_3(k_{pl}r) + \frac{B_{mnl}}{k_{sl}r} n(n+1)D_4(k_{sl}r) \right] \Phi_n^m,$$

$$\sigma_{r\theta,l} = \frac{2\tilde{\mu}}{r} \sum_{n=0}^{\infty} \sum_{m=-n}^n \left\{ \left[\frac{A_{mnl}}{k_{pl}r} D_4(k_{pl}r) + \frac{B_{mnl}}{k_{sl}r} D_5(k_{sl}r) \right] \frac{\partial \Phi_n^m}{\partial \theta} + 0.5 C_{mnl} \frac{D_4(k_{sl}r)}{\sin \theta} \frac{\partial \Phi_n^m}{\partial \phi} \right\}, \quad (9)$$

$$\sigma_{r\phi,l} = \frac{2\tilde{\mu}}{r} \sum_{n=0}^{\infty} \sum_{m=-n}^n \left\{ \left[\frac{A_{mnl}}{k_{pl}r} D_4(k_{pl}r) + \frac{B_{mnl}}{k_{sl}r} D_5(k_{sl}r) \right] \frac{\partial \Phi_n^m}{\partial \phi} \frac{1}{\sin \theta} - 0.5 C_{mnl} D_4(k_{sl}r) \frac{\partial \Phi_n^m}{\partial \theta} \right\},$$

where

$$D_3(z) = (n^2 - n - \frac{1}{2}z^2) \cdot h_n(z) + 2zh_{n+1}(z), D_4(z) = (n-1) \cdot h_n(z) - zh_{n+1}(z),$$

$$D_5(z) = (n^2 - n - \frac{1}{2}z^2) \cdot h_n(z) + zh_{n+1}(z),$$

Coefficients $A_{nm1}, B_{nm1}, C_{nm1}, A_{nm2}, B_{nm2}, C_{nm2}$ must be determined from the boundary conditions (6) on the surface of the sphere. This system leads to two important classes of natural oscillations: torsional and spheroidal.

Radial oscillations.

Determine the complex frequency of radial oscillations of a spherical cavity in an unbounded viscoelastic medium for which $c_p \gg c_s$, $u_r = u = \partial \phi / \partial r$. The oscillation equation (1) in the potentials (longitudinal waves) of displacements, taking into account the periodicity of the oscillations, reduces to the Helmholtz equation

$$\Delta \phi = \frac{1}{r^2} \frac{\partial}{\partial r} \left(r^2 \frac{\partial \phi}{\partial r} \right) = -k_p^2 \Gamma_{pk}. \quad (10)$$

We are looking for a solution to equation (10) in the form of a diverging spherical wave

$$\phi = A e^{ik_p r} / r.$$

Radial stresses

$$\sigma_{rr} = \rho [(c_p^2 - 2c_s^2) \Delta \phi + 2c_s^2 \phi''_{rr}]$$

or using the equation (10):

$$\frac{1}{\rho} \sigma_{rr} = -\omega^2 \phi - 4c_s^2 \phi' / r.$$

Boundary condition $\sigma_{rr}(R) = 0$ leads to the equation

$$\left(k_p R \frac{c_p}{c_s \sqrt{\Gamma_s}} \right)^2 = 4(1 - ik_p R / \sqrt{\Gamma_p}). \quad (11)$$

Hence, for

$$R_{\lambda} = R_{\mu} = 0, c_p \gg c_s \Rightarrow \omega = \frac{2c_s}{R} (1 - i \frac{c_s}{c_p}).$$

For Poisson's medium

$$c_p / c_s = \sqrt{3} \text{ then } \omega = \frac{2c_s}{R} (1 - i\sqrt{3}).$$

It can be seen that for the Poisson medium, the wave is attenuated intensely. Real part ω gives its own oscillation frequency, and the imaginary part is the attenuation coefficient. In an incompressible medium ($c_p \rightarrow \infty$) attenuation would naturally be absent. As the radius of the hole increases, the corresponding frequencies and attenuation coefficients decrease with a hyperbolic law. In the study of the radial oscillations of a spherical inclusion in a viscoelastic medium, is necessary $n = 0$, then

$$u_r = A_{00} h_1(k_p r),$$

$$\sigma_{rr} = \frac{\mu}{r} A_{00} \left[4h_1(k_p r) - \frac{k_s}{k} (k_s r) h_0(k_p r) \right]$$

Using the boundary conditions $\sigma_{rr1} = \sigma_{rr2}$, $u_{r1} = u_{r2}$ for $r = R$, we arrive at the frequency equations of radial oscillations of a spherical inclusion

$$z_p z_{sp} z_{\omega} \operatorname{ctg}(z_p z_{sp} z_{\omega}) = 1 - \frac{z_{\omega}}{z_p} \frac{1 + iz_{sp} z_{\omega}}{z_{\omega}^2 + 4(\frac{1}{z_{\mu}} - 1)(1 + iz_{sp} z_{\omega})} \quad (12)$$

Here, similarly, there are two limiting cases: the radial oscillations of the full sphere ($z_{\mu} \rightarrow 0$) and cavities ($z_{\mu} \rightarrow \infty$).

Accordingly, we obtain

$$z_{\omega} \operatorname{ctg}(z_{\omega}) = 1 - \frac{z_{\omega}^2}{4z_{sp}^2} z_{\omega}^2 - 4iz_{\omega} - 4 = 0.$$

Torsional oscillations.

They are characterized by the vanishing of the radial component ($u_r = 0$) displacement vectors as well as dilatations $\operatorname{div} \vec{u}$. It is easy to see that in the general solution (7) they correspond to the part including the C_{mn} coefficients. Substitution of this part in the boundary conditions (5) leads to the following system of equations for determining the C_{mn1}, C_{mn2} coefficients:

$$C_{mn1} h_n(k_{s1} R) = C_{mn2} j_n(k_{s2} R)$$

$$\mu_1 C_{mn1} [(n-1)h_n(k_{s1} R) - (k_{s1} R)h_{n+1}(k_{s1} R)] = \mu_2 C_{mn2} [(n-1)j_n(k_{s2} R) - (k_{s2} R)j_{n+1}(k_{s2} R)]$$

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From equating the determinant of the system to zero, we obtain the transcendental equation for the natural frequencies of torsional oscillations of a spherical inclusion:

$$[n - 1 - G_i(z_s)] - z_\mu [n - 1 - G_h(z_\omega)] = 0, \quad (13)$$

Where

$$G_i(t) = t j_{n+1}(t)/j_n(t), G_h(t) = t h_{n+1}(t)/h_n(t),$$

$z_\omega = \omega R/c_{s2}$ - dimensionless frequency reduced to transverse velocity in a medium,

$z_s = ((c_{s2}\sqrt{\Gamma_{sk2}})/(\sqrt{\Gamma_{sk1}c_{s1}}))$, $z_\mu = \bar{\mu}_2/\bar{\mu}_1 = \rho z_s$ - the ratio of the shear moduli of the enclosing medium and the inclusion, $\rho = \rho_2/\rho_1$ - density ratio. It is easy to see that equation (13) has a solution of a set of complex frequencies $z_\omega = z_{\omega R} + iz_{\omega I}$. The real part $z_{\omega R}$ determines the natural frequency and the imaginary part $z_{\omega I}$ corresponding attenuation coefficient. If $z_\mu \rightarrow 0$, then we naturally come to the real frequency equation of torsional oscillations of the full sphere

$$n - 1 - G_i(z_s) = 0.$$

Since there is no radiation, this equation defines the real discrete spectrum $z_\omega^{(k)}$. For $z_\mu \rightarrow \infty$ we obtain a complex equation for determining the natural frequencies of the damping coefficient of torsional oscillations of a spherical cavity.

Spheroidal oscillations.

This class of oscillations is characterized by the vanishing of the radial components $rot\vec{u}$. In the general solution (7), a part corresponds to this class, includes A_{mn} , B_{mn} coefficients. Substitution of this part in the boundary conditions (5) gives a homogeneous algebraic equation for determining the A_{mn1} , B_{mn1} , A_{mn2} ,

$$\begin{vmatrix} n^2 - n - \frac{1}{2}(z_\omega)^2 + 2G_i(z_{spi}z_\omega) & n(n+1)[n-1-G_i(z_\omega)] \\ n-1-G_i(z_{spi}z_\omega) & n^2 - n - \frac{1}{2}(z_\omega)^2 + 2G_i(z_\omega) \end{vmatrix} = 0$$

where

$$z_{spi} = ((c_{s2i}\sqrt{\Gamma_{sk2i}})/(\sqrt{\Gamma_{pk2i}c_{p2i}})).$$

$$\begin{vmatrix} n^2 - n - \frac{1}{2}(z_\omega)^2 + 2G_h(z_{sph}z_\omega) & n(n+1)[n-1-G_h(z_\omega)] \\ n-1-G_h(z_{sph}z_\omega) & n^2 - n - \frac{1}{2}(z_\omega)^2 + 2G_h(z_\omega) \end{vmatrix} = 0.$$

Summation of series.

When calculating the scattering coefficient by the formula (14), the summation is carried out until the ratio of the current term to the current particular sum becomes less 10^{-10} , convergence of series (14) shows numerical experiments. For complex roots, the Müller method of I. Burstow simplifies calculations and provides faster convergence than the Newton method and Burstow simplifies calculations and provides more if the roots are close to each other. Table 1 shows

and B_{mn2} coefficients. The fact that the determinant of the system is equal to zero leads to a transcendental equation for the self-frequencies of spheroidal oscillations

$$\begin{vmatrix} c_{11} & c_{12} & c_{13} & c_{14} \\ c_{21} & c_{22} & c_{23} & c_{24} \\ c_{31} & c_{32} & c_{33} & c_{34} \\ c_{41} & c_{42} & c_{43} & c_{44} \end{vmatrix} = 0, \quad (14)$$

Where elements c_{ij} ($i=1,2,3,4; j=1,2,3,4$):

$$c_{11} = n - G_i(z_p z_{sp} z_\omega), c_{12} = n(n+1),$$

$$c_{13} = n - G_h(z_{sp} z_\omega), c_{14} = n(n+1),$$

$$c_{21} = 1, c_{22} = n+1 - G_i(z_s z_\omega),$$

$$c_{23} = 1, c_{24} = n+1 - G_h(z_\omega),$$

$$c_{31} = n^2 - n - \frac{1}{2}(z_s z_\omega)^2 + 2G_i(z_p z_{sp} z_\omega), c_{32} = n(n+1)[n-1-G_i(z_s z_\omega)],$$

$$c_{33} = n^2 - n - \frac{1}{2}z_\omega^2 + 2G_h(z_{sp} z_\omega), c_{34} = n(n+1)[n-1-G_h(z_\omega)],$$

$$c_{41} = n-1 - G_i(z_p z_{sp} z_\omega) c_{42} = n^2 - 1 - \frac{1}{2}(z_s z_\omega)^2 + G_i(z_s z_\omega),$$

$$c_{43} = n-1 - G_h(z_{sp} z_\omega) c_{44} = n^2 - 1 - \frac{1}{2}z_\omega^2 +$$

$G_h(z_\omega)$ Here, $z_p = ((c_{p2}\sqrt{\Gamma_{pk2}})/(\sqrt{\Gamma_{pk1}c_{p1}}))$ - ratio of longitudinal velocities outside and inside the sphere, $z_{sp} = ((c_{s2}\sqrt{\Gamma_{sk2}})/(\sqrt{\Gamma_{pk2}c_{p2}}))$ - the ratio of transverse and longitudinal speeds for the enclosing medium, and the remaining notation has the same meaning as when considering torsional oscillations. Transcendental equations (13) for $z_\mu \rightarrow 0$, goes over into the real equation of the spheroidal oscillations of the full sphere

For $z_\mu \rightarrow \infty$ we arrive at the complex transcendental equation for the complex self-frequencies of the spheroidal oscillations of the cavity:

examples of errors determined by the formula and the required number of members of the series. It is seen that to calculate the attenuation coefficient and natural frequencies, it is necessary to take 11-16 members of the series. In this case, the rounding error is up to 1% ($\rho_m/\rho_0 = 0,02; \bar{C} = 0,5; a=1; 2. \rho_m/\rho_0 = 50; \bar{C} = 0,5; a=1$).

Table 1. Error in determining the frequency and damping coefficients for different numbers of rows.

Inclusions in the medium	Ω	η	Error, %	Number of member
Germanium to Aluminum	1.0	0,46321	1	4
	5.0	2,86653	0,5	11
	10.0	3,51241	0,5	16
Aluminum to Germany	1.0	0,21235	1,8	4
	5.0	1,24673	0,7	11
	10.0	2,323573	0,5	16

Conclusion.

1. The theory and methods for calculating the complex self-frequencies of oscillations of an elastic spherical heterogeneity in an elastic medium are constructed. Such oscillations are classified into radial, torsional and spheroidal. Problems come down to finding those $\Omega = \Omega_R + i\Omega_i$ (Ω_R - real and Ω_i - imaginary parts of complex natural frequencies), in which the system of equations of motion and shortened radiation conditions have a nonzero solution in the class of infinitely differentiable functions. It is shown that the problem has a discrete spectrum.
2. Detailed numerical calculations of self-frequencies and Q factors were performed for the radial and first several oscillation numbers of the torsion and

spheroidal classes. The case was considered when the viscoelastic and elastic characteristics of the inclusion and the host medium differ (not too much and too much).

3. It was found that at some values of viscoelastic density parameters, low-frequency self-oscillations arise. These oscillations are essentially some aperiodic motion, since the imaginary part of the natural frequency is large.
4. The obtained numerical results for plane mechanical systems in a particular case are compared with known values. In short waves ($h/\lambda > 0,5$) results differ up to 10-15%, and in long waves ($h/\lambda > 0,5$) up to 25%.

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UNSTEADY OSCILLATIONS OF CYLINDRICAL SHELLS UNDER THE INFLUENCE OF INTERNAL EXPLOSIVE LOADS

Abstract: This paper considers the vibrations of cylindrical shells when exposed internal explosive loads. Explosive load applied to the axis of symmetry of the cylindrical body. The problem is reduced to the study of the bending of the transverse oscillations relative to the element sheath. An analytical expression for the radial displacement and the corresponding numerical results.

Key words: Shell, explosive load, transverse vibrations, displacement, normal force, element, problem, vibrations, transverse.

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Introduction

The study sewn construction in the form of rods and shells is considered in [1, 2]. Calculation sewn construction is often based on field and laboratory experiments [3].

In this paper we consider the cylindrical protective structures [4, 12]. Under dynamic stress in the wall of the cylindrical protective structure having transverse vibrations of bending. Explosive load applied to the axis of symmetry of the cylindrical body. The problem is reduced to the study of the bending of the transverse oscillations relative to the element sheath.

II. Statement of the problem.

Fig. 1 shows an element with the current in it internally. The figure shows the bending moments along the generator shell M_x , annular M_0 , normal ring of force N_0 and transverse forces Q_x , and the directions of the axes of coordinates and transverse forces Q_x , and the directions of the axes of coordinates and the corresponding displacement. The equilibrium equation shell element is the sum of the projections of all efforts on the axis Z. It can be written in the form

$$mad\phi dx \frac{\partial^2 w}{\partial x^2} + \frac{\partial Q_x}{\partial x} dx ad\phi + 2N\phi dx \sin \frac{d\phi}{2} = p(x, t) ad\phi dx$$

Given, that

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$$\sin \frac{d\phi}{2} \cong \frac{d\phi}{2},$$

have

$$\frac{\partial Q_x}{\partial x} = \frac{\partial^2 M_x}{\partial x^2}$$

We denote by σ, h, ρ, u, p circumferential compressive stress, respectively, wall thickness, density, and external pressure; then the equation of the transverse vibrations can be written as:

$$m \frac{\partial^2 w}{\partial t^2} + \frac{\partial^2 M_x}{\partial x^2} + \frac{1}{a} N_\phi = p(x, t) \quad (1.1)$$

Where $N_{x0} = N_{0x}$; the torques $M_{x0} = M_{0x}$ in both sections are zero.

By the same reason, annular an effort M_0 and N_0 must be the same along the entire perimeter shell; w - transverse movements; M_x - bending moment along the generator shell; N_0 - normal ring force, m - mass per unit length; $p(x, t)$ - external load, which is attached inside the cylindrical body; ν - the Poisson coefficient

$$N_x = \frac{Eh}{1-\mu^2} (\epsilon_x + \nu \epsilon_\phi) = 0, \quad (1.2)$$

$$N_\phi = \frac{Eh}{1-\mu^2} (\epsilon_\phi + \nu \epsilon_x) \quad (1.3)$$

From (1.2) we obtain $\epsilon_x = -\nu \epsilon_\phi$; substituting this into (1.3) and taking into account that

$$\epsilon_\phi = -\frac{w}{r_0}$$

have

$$N_\phi = -\frac{Eh}{r_0} w \quad (1.4)$$

Because of symmetry conditions can be seen that the curvature of the circumference of the enclosure should be constant. Then it follows from the theory of plates, that:

$$M_x = D \frac{\partial^2 w}{\partial x^2}, \quad M_\phi = \nu \cdot M_x \quad (1.5)$$

Substituting the expressions (1.4) and (1.5) into equation (1.1), we obtain the equation of forced vibrations of a closed cylindrical shell [4,5,6,7,8].

$$w^{IV} + 4\beta^4 w + \lambda^2 w'' = p(x_1 t)/D \quad (1.6)$$

Where

$$\beta^4 = \frac{Eh}{4R^2 D} = \frac{3(1-\nu^2)}{E^2 h^2}; \quad D = \frac{Eh^3}{12(1-\nu^2)}; \quad \lambda^2 = \frac{\nu h}{gD}$$

$$w^{1\nu} = \partial^4 w / \partial x^4; \quad w'' = \partial^2 w / \partial t^2.$$

D - Cylindrical rigidity; ν - the Poisson coefficient; R - radius of the middle surface; h - thickness of the shell wall; $g = 980 \frac{sm}{sek^2}$ - acceleration of gravity; w - radial movement the shell wall.

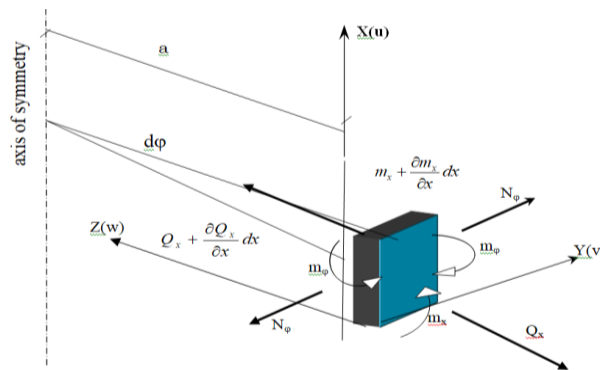


Fig.1. Settlement scheme elementary area of a closed cylindrical shell with transverse vibrations.

Equation (1.6) differs from equation shell deformation under static loading [1] member $\lambda^2 w''$, introduced to account for the inertial forces mass shell wall at a dynamic pressure is applied. This equation, as well as the equations studied [2], does not account for the effect of the rotational inertia of the cross sections and shear forces. Consider a finite shell length L (Figure 2). Influence consolidate all shell will take into account the appropriate boundary conditions.

As the origin of time t will take the start of the deformation. Thus, the problem of deformation of the cylindrical shell of the explosion is reduced to finding the solution of equation (6) satisfying the zero initial conditions and the corresponding boundary conditions.

The solution of this problem is reduced to the determination $w(x, t)$, since the forces and stresses after determining $w(x, t)$ are located.

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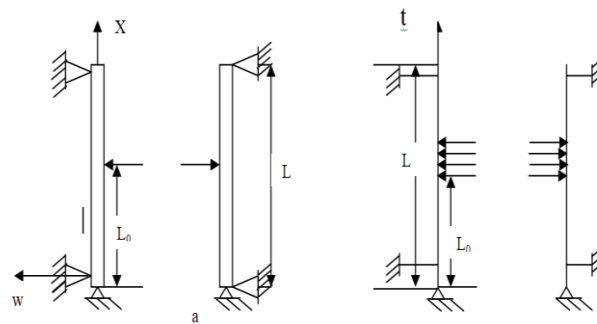


Fig. 2. Settlement scheme of a cylindrical shell.

With all the variety of loads, resulting in the explosion, the nature of deformation of the shell provided with stiffening rings can be found by solving for a single load instantly attached at a distance $x = L_0$ (Fig. 2.a).

Let us find the solution, i.e., define the movement of the shell wall at the instantaneous application of a load of the form

$$P(x, t) = \begin{cases} 1, & \text{npu } x = L_0 \\ 0, & \text{npu } x \neq L_0. \end{cases} \quad (1.7)$$

The solution of equation (1.7) at the right side of (1.8) in the form of a number of

$$w = \sum_{k=1}^{\infty} B_k(t) W_k(\beta_k x), \quad (1.8)$$

Where $w(\beta_k, x)$ - fundamental functions satisfying the equation

$$W_k^{IV}(\beta_k, x) - \beta_k^4 W_k(\beta_k x) = 0 \quad (1.9)$$

and appropriate boundary conditions; $\beta_k(t)$ - unknown coefficients to be determined. As is known, the function U_k for the boundary conditions $W_k = W_k' = 0$ at $x = 0$ and $x = L$ have the following form;

$$W_k = \sin \beta_k x - sh \beta_k x - \frac{\sin \beta_k L - sh \beta_k L}{\cos \beta_k L \operatorname{ch} \beta_k L} (\cos \beta_k x - Ch \beta_k x),$$

Where β_k - the roots of the transcendental equation.

$$Ch \beta_k L \cos \beta_k L = 1 \quad (1.10)$$

Several numerical values of the solutions of equations (1.10):

$$\beta_1 L = 4,73; \beta_2 L = 7,8542; \beta_3 L = 10,9956$$

$$Atk > 3,$$

$$\beta_k L = \frac{2k + 1}{2} \pi.$$

For the boundary conditions $W_k = W_k'' = 0$ at $x = 0$ and $x = L$

$$W_k = \sin \frac{k\pi}{L} x, \beta_k = \frac{k\pi}{L}, \quad k = 1, 2, 3, \dots$$

We expand the unit load (1.1) in a series of fundamental functions W_k . To do this, we will consider it as the ultimate load (Fig. 2)

$$P(x) = \sum_{k=1}^{\infty} A_k W_k(\beta_k x), A_k = x \frac{W_k(\beta_k, e_0)}{\int_0^e W_k^2 dx}. \quad (1.11)$$

To find the unknown coefficients A_k series (1.8), in the form we are looking for solution of the problem, put the number as well as the expression (1.11) in equation (1.1). As a result of this substitution, taking into account the equality (1.11) we obtain the following differential equation for B_k

$$\ddot{B}_k + \frac{\beta_k^4 + 4\beta_k^4}{\lambda^2} B_k - \frac{A_k}{\lambda^2 D} = 0 \quad (1.12)$$

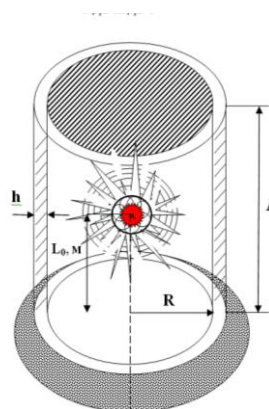


Fig.3. Settlement scheme. Cylindrical protective structure.

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A solution of these equations for zero initial conditions the following

$$B_{\kappa} = \frac{C_n(1 - \cos q_{\kappa} t)}{(\beta_{\kappa}^4 + 4\beta^4)D},$$

Where $q_{\kappa} = \sqrt{\frac{\beta_{\kappa}^4 + 4\beta^4 \lambda}{\lambda^2}}$.

Thus, the solution of equation (1.1) we have the following form:

$$W = \sum_{k=1}^{\infty} \frac{W_k(\beta_k)(1 - \sin q_k)}{D \int_0^L W_k^2 dx (\beta_k^4 + 4\beta^4)} W_k(\beta_k x). \quad (1.13)$$

Wake assumes that $t = T_B$ load removed. Solution for $t > T_B$ we find the principle of superposition, suggesting that at the time t_1 applied to the system unit load directed in the opposite direction. In this case the decision is determined by the formula

$$W = 2 \sum_{k=1}^{\infty} \frac{W_k(\beta_k L_0) \sin \frac{q_k t_1}{2} \sin q_k (t - \frac{T}{2})}{D(\beta_k^4 + 4\beta^4) \int_0^e W_k^2 dx} U_k(\beta_k x) \quad (1.14)$$

The last formula can be obtained movement caused by the instantaneous unit impulse, i.e. when $t_1 \rightarrow 0$ $P T = 1$

$$W_m(e_0, x, t) = \sum_{k=1}^{\infty} \frac{W_k(\beta_k L_0) q_k \sin q_k \psi_k(\beta_k x)}{D(\beta_k^4 + 4\beta^4) \int_0^e W_k^2 dx}.$$

$$W = \sum_{k=1}^{\infty} \frac{\int_0^e P(L_0) W_k(\beta_k L_0) e_0 (1 - \cos q_k t) W_k(\beta_k x)}{D(\beta_k^4 + 4\beta^4) \int_0^e W_k^2 dx}$$

$$\int_0^e P(L_0) W_k(\beta_k L_0) de_0 = \begin{cases} \frac{4P}{\beta_k} & \text{at } \kappa = 1, 3, 5, \dots \\ 0 & \text{at } \kappa = 2, 4, \dots \end{cases}$$

$$\int_0^e W_k^2 dx = \frac{sh \beta_k t - \sin \beta_k L}{sh \beta_k L + \sin \beta_k L} L$$

and hence,

$$W = \frac{4P}{D} \sum_{k=1,3,5,\dots} \frac{(1 - \sin Q_k t)}{\beta_k L \beta_1} \eta_k W_k(\beta_k x)$$

At $t < T$. Introduced here the notation

$$\beta_1 = \beta_{\kappa}^4; \eta_{\kappa} = \frac{sh \beta_{\kappa} L + \sin \beta_{\kappa} L}{sh \beta_{\kappa} L - \sin \beta_{\kappa} L}.$$

Accordingly at $t > t_1$, Using (1.14) we obtain

$$W = P_1 \sum_{K=1,3,5,\dots}^{\infty} \frac{Q(t) \eta_K W_K(x)}{\beta_K L \beta_1},$$

Where $Q(t) = \sin(q_k T/2) \sin q_k (t - \frac{T}{2})$

2. The pressure

$P(x) = 0,084x + 0,72x^2 + 0,7x^3$ is applied to the shell and is valid within the time interval T . For $0 \div T$ using (14) we obtain

$$W = \sum_{K=1}^{\infty} \frac{Q_2(t) W_K(\beta_K x)}{D \beta_1 \int_0^e W_K^2 dx}$$

Where.

Now consider the load $P(t)$ as a set of pulses. The action of the force $F(t)$ at time T for a short time interval dt can be considered as a pulse $R(t)dt$. Moving the shell wall at time $t(t > T)$, caused by this pulse is equal to

$$dW = \sum_{k=1}^{\infty} \frac{W_k(\beta_k e_0) q_k \sin q_k (t - T) p(T) dT W_k(\beta_k x)}{D(\beta_k^4 + 4\beta^4) \int_0^e U_k^2 dx}.$$

$$W = \sum_{k=1}^{\infty} \frac{W_k(\beta_k a) W_k q_k \int_0^e p(T) \sin q_k (t - T) dt}{D(\beta_k^4 + 4\beta^4) \int_0^e W_k^2 dx}. \quad (1.15)$$

Thus, we obtain a formula for finding the moving wall of the sheath when the load is applied at the point $X = l_0$, varies according to an arbitrary law $P(t)$. Formula (13), (14) and (15) can be used for constructing solutions in all cases, with the explosion of the shell of loading.

Let us consider some particular cases:

1. Pressure $P(t) = P = const$. Pressure is applied instantaneously, and act on the membrane for a time t_1 . At the time t_1 pressure instantaneously is removed. We find the solution for the given case load applied to the sheath having boundary conditions $W = W' = 0$ at $x = 0$ and $x = l$.

For time interval $0 \div t_1$, using (1.13) we obtain

$$Q_2(t) = \left(0,084 \int_0^L x W_K(\beta_K L_0) + 0,72 \int_0^L x^2 W_K(\beta_K L_0) + 0,67 \int_0^L x^3 W_K(\beta_K L_0) \right)$$

3. The pressure $P(x) = \sum_{n=0}^{N_1} P_n \sin \frac{n\pi}{L} x$ applied instantaneously and is valid for the time $0 \div T$. At time T_1 pressure instantaneously withdrawn. We find the solution for the given case load, taking boundary conditions $W = W'' = 0$ at $x = 0$ and $x = L$. For the data the boundary conditions at $N = 1$:

$$W = \frac{2P_0 \sin \sqrt{\left(\frac{\pi}{L}\right)^4 + 4\beta^4} \frac{T}{2\lambda} \sin \frac{\sqrt{\left(\frac{\pi}{L}\right)^2 + 4\beta^4} (t - \frac{T}{2})}{\lambda} \sin \frac{\pi}{L} x}{D \left[\left(\frac{\pi}{L}\right)^4 + 4\beta^4 \right]}$$

III. The numerical results and their analysis are given below.

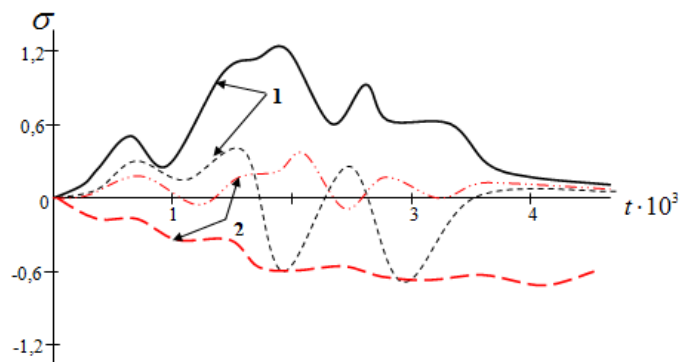
When calculating take the following initial data:

$$\frac{R_0}{h_1} = 20; \nu = 0,25, E = 2,1 \cdot 10^5 \frac{kg}{sm^2}.$$

Some solutions of particular problems identified natural frequencies, which are listed in Table 1. The results of calculations are compared with the results presented in [4,10,11]. The discrepancy between the results of up to 20%. Calculation of cylindrical shell on the effect of dynamic load.

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1 – N_0 – Annular of force $\tau = 0,05$ and $0,1$
 2 – M_0 – moments $\tau = 0,05$ and $0,1$

Fig. 4. Cross-chain and bending stresses in the shell.

Table 1. The eigenvalues.

№	Thepaper [4]	our theresults	The diffe rence
1.0	0,97394	0,97103	0,29
	1,47003	1,46996	0,007
	1,83890	1,83792	0,0068
2.0	2,89321	2,89436	0,00111
	3,14526	3,14627	0,00101
	3,76525	3,76423	0,00102

Consider a cylindrical shell (Fig. 3) clamped around the edges made of reinforced concrete and having the following dimensions and physical constants: $D = 4m$, the height $h = 4m$; elastic modulus $E = 2,1 \cdot 10^5 \frac{kg}{sm^2}$, $\nu = 0,25$; volumetric weight of the material of the dome $\gamma = 2,1 \cdot 10^3 \frac{kg}{sm^2}$.

On the inner cylinder acts uniformly distributed load, time-varying linearly (Fig. 2). Figure 4 shows the chain and bending stresses in the shell when exposed to pulsed loads as $P(x, \phi, t) = \sigma e^{-t/\tau}$ ($D = 4m$ - amplitude load).

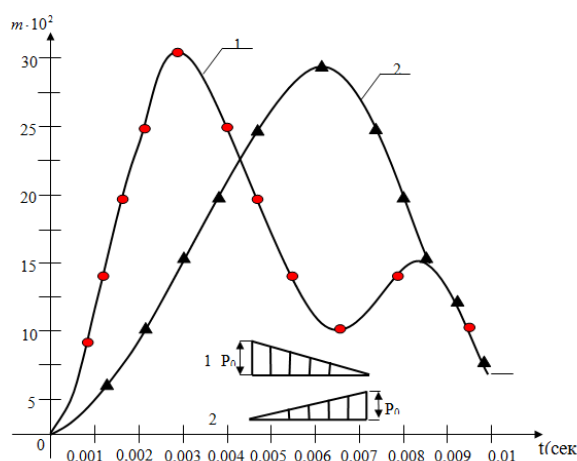


Figure 5. Change the greatest moment in time.

From Figure 5 it is clear that the time reaches its maximum value at the initial time, and then gradually decreases.

4. Dynamic stress-strain state of an infinitely long cylindrical shell when exposed to explosive load.

Moving wall infinitely long cylindrical shell with instant annexed thereto unit load found by solving for the ultimate shell passing to the limit $l \rightarrow \infty$. Form this case, the solution (2.14) takes the form

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$$W = \frac{1}{\pi} \int_0^{\infty} \frac{\cos yx_1}{(y^4 + 4\beta^4)D} \left(1 - \cos \frac{1}{x} \sqrt{y^4 + 4\beta^4} t\right)$$

This expression coincides with the expression obtained [5] with the cosine - Fourier transformation

Table 2. Estimated efforts in the wall.

X./H	X	W, MM	X''	M _X , KH. M/M
0	0	0	-11,011	-1030,68
0,1	1,773	0,063	-7,294	-682,76
0,2	6,136	0,216	-3,661	-342,69
0,3	11,856	0,419	-0,296	-27,71
0,4	17,706	0,625	2,582	241,69
0,5	22,635	0,779	4,727	442,47
0,6	25,88	0,914	5,934	555,45
0,7	27,029	0,964	6,072	568,37
0,8	26,024	0,919	5,083	475,79

X./H	M _φ , KH. M/M	N _φ , KH/M	X'''	Q _X , KH/M
0	171,78	0	6,192	0
0,1	113,79	318,8	6,15	575,67
0,2	57,11	1093,1	5,885	550,87
0,3	4,62	2120,4	5,267	493,02
0,4	40,28	30162,9	4,24	396,89
0,5	73,75	4043,5	2,835	265,37
0,6	92,58	4625,5	1,138	106,52
0,7	94,73	4827,9	-0,705	-65,99
0,8	79,3	4650,8	-2,555	-239,16
0,9	47,24	4149,8	-4,27	-399,69
1	0	3456,5	-5,75	-538,23

If the applied load instantaneously after time T will be charged, the decision in this case, was found by a superposition, will have the following form

$$W = \frac{1}{\pi} \int_0^{\infty} \frac{\cos yx_1 \sin \frac{1}{2\lambda} \sqrt{y^4 + 4\beta^2} T y_1(t)}{D_1}$$

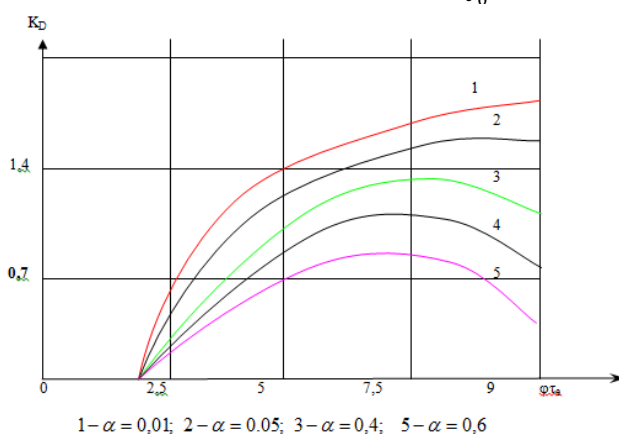


Fig. 6. Schedule to determine the values of the dynamic coefficients At $t < T$ where

$$Y_1(t) = \sin \frac{1}{\lambda} \sqrt{y^4 + 4\beta^2} \left(t - \frac{T}{2}\right)$$

$$D_1 = D(y^4 + 4\beta^4)$$

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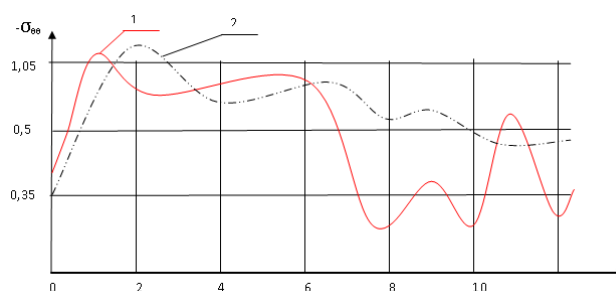
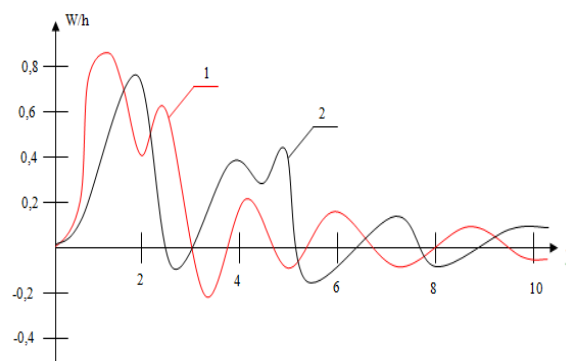


Fig. 7. Stresses in cylindrical body with a pulse Speed and load.

Figure 5 and 6 shows the stress in the cylindrical body by the action of impulse and step load. Subsequent waves effects are less and less energy, so

for practical purposes is sufficient to apply no more than two - three waves. Calculated efforts shell wall are given in Table 5.



$$1 - \lambda_1 \theta_1 = 2,5; 2 - \lambda_1 \theta = 10$$

Fig. 8 Change displacement versus time.

In view of the required accuracy of the results of calculations are presented in Figure 3.8, with

$$v = 0,25; E = 2,1 \cdot 10^5 \frac{kg \ h}{sm^2 R} = 0,1$$

$$R = 1; 2; 3. N = 10^{-4}; 1, 2, 3... 5$$

At $N = 5$ and $N = 6$ value w differs from the previous fifth decimal place. Change w depending on t shown in Figure 8

It can be seen that with increasing time ($t > 0,03$ sec) movement reaches its maximum value, and then approaches zero. There sults are presented in Figure 8.

V. Conclusions.

1. An algorithm and a program is to address the problem of the impact of shock waves on the cylindrical shell. Numerical results and to analyze their error. This technique is not very important in terms of structural strength. In the axially symmetric case, the effects of reflection are extended mainly

2. The results show that the effect of the reflected waves is significant at relatively small scales charge. The largest county deformation concentrated in the central zone of the cylinder, near the line of the meeting, and the highest - longitudinal related to edge effects - in the vicinity of the ends. Predominant among the are district deformation.

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THE MATTERS OF SCIENCE AND UPBRINGING IN AMIR TEMUR'S VIEWPOINTS

Abstract: In this article have been illuminated processes and matters of science and upbringing in Amir Temur's viewpoints by the helping historical literatures and media materials as well.

Key words: Amir Temur, science, upbringing, worldwide, Temurids, culture, education, madrasahs, teaching, private home.

Language: English

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Introduction

Amir Temur - a great statesman and politician, commander, lawyer, talented architect, orator - was a great person, a national pride, a patriotic person, who made Turkestan known worldwide. The Temurids' culture, which began with his name, created his own "Timurid upbringing. Great people such as Navoi, Ulugbek, Bobur, and the result of this upbringing were the fruit" [1, p.70].

Under Amir Temur science and culture flourished, rich spiritual values were created. They defined the main direction in the cultural and spiritual development of the peoples of the Central Asian region. During the Sahibkiran period, religious schools providing primary education for boys were increased. These schools were opened by educated people in mosques and in private homes. Mosque imams or Sufis taught in schools. In cities, schools were opened by special schoolteachers, with 20-30 students in urban schools, 10-15 in rural schools, and in some cases more. But in every village, there was a need for elementary schools to open. This proves that Amir Temur had an idea of mass education of the people. After the five-day prayers were taught and the literacy of the schoolchildren was completed, a seventh of the books Haftyak and Koran were taught.

Research methods.

Students are taught individually and are divided into small and large groups. In addition to the acquired

knowledge, a large group of students engaged in propagandizing the basics of Islam. Each student had a learning theme or when they finished a book, the teacher practiced religious rituals. Children were brought up in the spirit of national and religious traditions [2, p.199].

Schools are divided into boys and girls' schools. In many cities in Central Asia, girls' schools were available. Such schools were in the teacher's home and the teacher was called "Otin bibi" [3, p.64].

One-fourth of the total number of schools were girls. Involvement of women in education was the result of Amir Temur's understanding that knowledge is of great importance for humanity, especially for the cultural advancement of the state. In Amir Temur's time, madrasahs served as secondary and higher educational institutions. The madrasahs were the center of religious and secular knowledge, the cadres' training. The most well-known scholars, sheikhs, scholars and lecturers in madrasahs have given lectures [4, p.50].

The general oversight of the madrasahs and their activities was carried out by a high-ranking religious figure, Sheikh al-Islam and the Judges, while a separate inquiry, namely, the educational and economic affairs, was entrusted to the inspector. In Madrasah, the teacher was responsible for the teaching of all subjects, but was only responsible for academic work. The madrasahs teach law,

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jurisprudence, logic, mathematics, geometry, astronomy, medicine, history, geography, literature, science, Arabic and other secular subjects [5, p.104]. When the princes were educated, they learned the *Suluk-ul Muluk* (The King's Guide). In this booklet, they learn about the art of ruling over a future government: appointing people, diplomatic affairs, and finance. The school of family princes and princes of the state education system, schools and schools in the cities and villages, created during the Sahibkiran's era, all of them are known for their spiritual growth, science, cultural and economic prosperity, and the creation of great civilization. and its contribution to development [6, p.186].

In Herat, the art of books, that is, copying of manuscripts and associated calligraphy, painting, illustration and cover art, has been elevated. This period was a new stage in the development of fine books and calligraphy, with the tradition of making disciples by the skilled artists in the field. The elegant books, created by the long and hard work of several professions, were designed by the king, priest, emir, and others, and were kept as valuable property in special libraries and even treasures. From time to time they were taught at large gatherings, at feast-meetings, madrasa lessons, analyzed and enjoyed their contents, and taught young people their ideas and spiritual nourishment.

According to Alisher Navoi, Amir Temur is a ruler with a keen understanding of poetry and prose, with the ability to read poetry very expressively. He is not just a commanding king, he is the leader of the culture, who uses culture in his work.

Academician Ibrahim Muminov notes that one of the qualities of Timur was that he would consult with knowledgeable scientists and scholars before making a decision. His advice to scholars came in many different ways and in many different ways. According to Hilda Huckhem, an Englishman, "Timur is a person who combines the political, economic and cultural heritage that has accumulated in Central Asia in the past and is a successor of cultural traditions" [7, p.96].

Hilda Huckheim gives the following comment on Amir Temur's personality: "In the country where Temur was born, great works were made in philosophy, medicine, mathematics, astronomy, geography, history, and literature. These works were the impetus for the European Renaissance and laid the groundwork for centuries of progress in European science. Timur's grandson Ulugbek built an observatory in Samarkand and set up astronomical tables. In the seventeenth century, Ulughbek, the first astronomer of the United Kingdom, made good use of astronomical tables. The fifteenth century can be called the Timurid Renaissance." [8, p.38].

The commander, who understood that intelligence, science, and education should be the foremost factor in the development of human society,

gave deep insight to the human thinking abilities and creative possibilities of the whole inner world of man. One of his great achievements was the personality of Sahibkiran, who has the ability to think comprehensively in others. As we know, Ibn Arabshah wrote: "Timur was a man of extraordinary character and deep thinking, and the sea of thought was not deep". He emphasized that human reasoning and reasoning skills are primarily a way for a person to live in good qualities, and that man's ability to lead daily life and social events can help him to cope with any challenge through his memory and ability.

From his own experience, Sahibkiran wrote this as an example to the following generations: "When I think about the pros and cons of every piece of advice, I choose the right and the right". The ability of a person to be able to quickly and successfully deal with a problem that must be solved is a valuable feature, and that it is important for the person to achieve his or her objectives. explains how the best way to solve a problem is closely related to the search process [9, p.199].

The fact that knowledge is a virtue in a human being, from a large number of people with little or no intelligence, underscores the great importance of one human service that has improved understanding and understanding. It is noteworthy that his wise proverb, which has become a parable among our people, is: "The wrist is breaking down, and the knowledge is a thousand" [10, 27-29]. Here we are well aware that the Sahibkiran explained that intelligence, not knowledge, facilitates the human mind, but that it is necessary in every matter, that the mind has the power to develop in society.

Amir Temur has always paid close attention to the traits he left to future generations, such as thinking and reasoning, which are of great importance in the personal life and in the affairs of the state. It is clear that thinking is a means of knowing the existence of the universe, the social environment, and the power to lay the foundations of the individual's affairs in the right direction. These ideas and their views, in turn, indicate that Amir Temur's main task is to educate young people to be smarter and more thoughtful.

The Sahibkiran was deeply aware of the greatness of scientific services in the life of the state. His statement, "I am a lover of knowledge from the beginning", shows that he has chosen the right course for the development of society. Amir Temur greatly appreciates the contribution of science to the development of the human and society, and gives young people important tasks in learning the secrets of science. He envisioned that science should guide man, shape man as a person of mature mind and virtue, and understand that one of the factors that influences young people to be perfect people is his or her education. In the capital of Movarounnahr, scientists, craftsmen, and civil engineers from many countries have come to the city to flourish in science

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and culture. In the city, a lot has been done for the development of the state and the development of the state. The city of Kesh (Shakhrisabz) paid special attention to science and the development of ethics, making it the spiritual center of Central Asia. That is why the city of Kesh was renamed as “Qubbatul al-Wal adab”.

In order to educate the people and develop their cultural and educational level, Amir Temur paid attention to the education of young people, education of the people, development of science as a state policy, saying, “Mosques and madrasahs in every city, every village and every village. Let them build houses for the poor and needy, and build a hospital for the sick”.

Amir Temur paid great attention to the quality of education in these mosques and madrasahs, which he opened both nationally and personally. To teach students how to read the Qur'an and its wisdom, to teach students the principles of the state, to apply the Shari'ah, to study the Hadith of Imam Bukhari he considered the need to be guided by these three factors as the kinds of knowledge that enable young people to become perfect human beings. Sahibkiran continuously monitored the scientific problems of the Academy of Sciences established by him and other scientists in the country. He gave them advice on how to study the knowledge needed for the country and to disseminate it among the people. Amir Temur wrote: “I have always been open to scholars, honest men, and scholars” [11, p.89].

It is not an exaggeration to say that in his discussions and consultations with the talented scholars, educated people can be a great guide to the prosperity of society as well as the education of young people.

In this regard, young scholars and educators from across the country and abroad have been instructed to provide housing and labor appraisal salaries in order to improve their standard of living and create opportunities for independent learning. In order to do this more effectively, especially with the help of scholars from other countries, to improve the knowledge, knowledge and craftsmanship of the country, “If there are professions and professions, let them be employed by government enterprises”, with the view of keeping the job vacant and explained that it is necessary to find a job in the specialty.

Ibn Arabshah, who knew the works of the Sahibkiran in great detail, wrote: “No matter what profession or profession Temur had, if he had any virtue and virtue, he would greatly love the occupants” [12, p.192].

In fact, Amir Temur has always selected intelligent people for his civil service, and he is well-educated in the field of knowledge of the specialty “Magistrate - the wanderer”. He respected the intelligent, intelligent scientists in every aspect of life. “Sheikh Zaynuddin, a noble scholar, a well-educated scholar, an excellent scholar, a man of noble deeds and

a virtuous man who is able to prove his point with his generosity, bends his knee to Abu Bakr al-Khawafi. The fact that there is also evidence that this is present”[13, p.136].

This is because he always meant to use science in public affairs and use it in public life. He studied the customs of the people, how to draw them to the country, and how to deal with them, if necessary, to establish contacts and act on the basis of their scientific conclusions and advice.

Everything that happened in the country required the success of scientists and experts in this field. To this end, he wrote: “The famous men of science and religion have, with their own advice, assisted the kings”. Because of their influence in shaping people in society with an understanding of the politics and ideals of the ideals envisioned by the country, they knew that their service to the nation was great [14, p.32].

In particular, Amir Temur believes that one of the most important tools for the development of knowledge and skills in the state is scientific books written in this field. “The book or the writing of it lives far beyond what was done in memory of generations”, he said. He emphasized the book's role in educating, educating, and educating people, and asserted that “The book is the foundation of all creativity, creativity and wisdom, knowledge, and life coach”.

It is well known that Amir Temur created a large library in Samarkand, the capital of Movarounnahr, which attracted the attention of many scholars and heads of state. The state has created all necessary conditions for young people to get education, especially for scientists to work in various fields. The library has hundreds of thousands of books and manuscripts created in the East, from India to China, to countries in the West, including Russia, Armenia and Romania. For example, when Timur conquered Asia Minor, the ancient cultural center was in Bursa, an ancient and very rich library. He loaded these books with the animals and transported them to Samarkand.

The library, created by Amir Temur, includes rare natural, mathematical and religious books written not only in Oriental languages, but also in Greek, Latin, Armenian, Georgian and other languages. These have played an important role in the widespread dissemination of science and culture [15, p.94].

Therefore, firstly, the establishment of the National Amir Temur National Library in the Republic and in the regional centers. It is aimed at creating a set of visual aids for the formation of youth spirituality based on Amir Temur's educational and upbringing ideas, etc.

Secondly, it should be noted that in extracurricular activities in the education system of our Republic, the education of Amir Temur should be used by the moral, intellectual, patriotic, friendship, national pride.

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Thirdly, it is advisable to develop scientific work to determine the level and condition of the study of Amir Temur's educational and educational ideas.

In conclusion, Amir Temur's ideas and views on the development of science encompassed a wide range of issues, and the prosperity of the Timurid period was the basis for the popularization of the Temur

civilization. In his country, Amir Temur considered the development of knowledge, enlightenment and science as one of the most important factors in the peace, prosperity and justice of the people. He was well aware that intellectual education, religious and secular sciences play an important role in the comprehensive development of human beings.

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THE STUDY OF PHRASEOLOGICAL UNITS UNDER THE HEADING OF LINGUOPRAGMATICS

Abstract: *The article discusses the limitations of translating from Uzbek into English and vice versa in one area of what has been termed General pragmatics or Language in Use. The main purpose of the article is to define and explain the meaning of this term, and why we need it. The research explored comparative method in both finding the theory and suitable examples. The finding of the research shows the impact of pragmatics in real life conversation. While socializing people really need pragmatic meaning for understanding speaker's attitude, feeling and thoughts. Theoretical contributions and practical implications are presented by phraseological units, idioms and authentic dialogues, and drew a conclusion, opposite meaning of semantics argued as pragmatics.*

Key words: *simple structured units, symbolic meaning, pragmema, informema, anthropocentric, speech portrait of a person, pragmatic failure.*

Language: English

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Introduction

Everyone wants his speech to be rich, emotional and expressive. One of the main ways to achieve this is a reasonable use of different phraseological expressions, idioms, proverbs, sayings, colorful expressions.

The founder of the theory of phraseology is a Swiss linguist Charles Bally. Bally was the first who systematized the combination of the words in his books "Studies of the Stylistics" and "French Stylistics". Ch. Bally explored the sphere of linguistics and phraseology in the French language, however, his attempt to systematize and classify

phraseological units led to the series of other studies in the phraseological sphere in other languages, including English.

Even today this sphere is in the focus of many researches. So, in his book "The Course of the Modern English Phraseology", A. V. Kunin investigated a wide range of phraseological characteristics, methods of their studies, phraseological system and presents classifications of idiomatic expressions according to their features (1990). Komissarov contributed in this field by studying the methods of translating phraseological units (2004).

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Materials and Methods

The methods of investigation that are used in this work are linguopragmatical conceptual analysis including cognitive mapping and conceptual blending. Methodological basis of the given article is works of such scholars as G. Lakoff and M. Johnson, Kubryakova, V. Z. Demyankov; Chudinov, Kunin and many others. Phraseological units are considerable parts of any language. Therefore, they are studied by plenty of scholars. For example, Russian scholars V.V. Vinogradov, A.I. Smidnitoski, H. N. Asomova and Uzbek scholars Sh. Rahmatullayev, A. E. Mamatov, B. Yo'ldoshev conducted a research on this sphere of linguistics. Their works and researches play significant role in the development of phraseology. Even nowadays, this field of linguistics attracts great many of scholars' attention. A.B. Pittman defines phraseological units in his works as a group of words in a fixed order that is different from the meaning of each word understood on its own (Urantaeva N, 2017). In fact, idioms can never be translated into another language word for word. Otherwise, they lose their semantic meaning. For instance, if we translate the idiom "Lend an ear" into Uzbek word by word, it means "qulog'iniqarzgabermoq". Because, the word "lend" means to let someone borrow something that belongs to you for a short time. However, in this work you can see this kind of phraseological units with its equivalents in Uzbek language.

The modern linguistics is based on the principle of anthropocentric paradigm, which contains "human factor" in the study of language. This paradigm puts forward the new approaches to the research of language which are implemented within a number of new disciplines, such as cognitive linguistics, text linguistics, linguoculturology, linguopersonology, linguopragmatics and etc. These branches of linguistics need to be studied separately, indeed, the pragmatic meaning is also plays an important role as semantic one while overcoming pragmatic failure in the act of speech.

We admit that, in many cases, we deal with similar logical and semantic patterns in all investigated languages because of the existence of the same human universal spirit, of a resembling ontological experience, of a common European identity. We could also assert, based on the previously analyzed descriptive material, that there are unique phraseological units in the culture and mentality of each community, determined by different economic, social, historical and psychological aspects. Since phraseology in comparative linguo-cultural studies is still relatively young field of research, much more corpora are necessary to learn and understand the national spirit of the certain ethnic group through cultural concepts. This is one of the first attempts when these languages –Uzbek, English and Russian have been compared. Therefore, the prospects of further investigation are connected with the

comparison of phraseological units in the anthropocentric paradigm expanding the study by the large group of phraseological idioms. The comparison will be continued, and the conclusions of the proposed research have a premature character. As an example: "wallflower" translating word by word the meaning is flower is hung on the wall –informema.

Girl who was not invited to dance (in a party)-pragmema.

We can say that phraseological units are extremely important parts of linguistics in any language. Additionally, the usage of idioms is so common in the field of translation since it has more benefits for translators and interpreters. But while translating them from one language into another they should be careful about their meaning and pay attention to find the most suitable equivalent of these idioms instead of translating them word for word.

Speech act theory is now receiving great attention and valid theoretical proposals from cognitive linguistics. In this article we will try to describe possible approaches to the description of pragmalinguistics as a system of science of Linguistics and connection with semantics, tasks and practical role of pragmemas.

Different philosophers of language described Linguopragmatics differently.

By concluding all the views, we can point out the following aspects and approaches:

The relations between a sign and its users (Morris,1978)

Contextual conditionality, language usage, language in the context (Susov,1985)

Speech impact on the addressee, the factors influencing successful and effective communication (Kisilyova,1978)

Interpretative aspects of speech communication (Arutyunova,1989)

Language as a tool of a purposeful communicative activity (Grays,1985)

The problem of mutual understanding and appropriateness of language use (Dijk T.A van,1977)

Linguistics in pragmatics: the study of features of language use related to speakers' knowledge of the structure and expressive resources of the language itself rather than of the social context(Oxford living Dictionaries).

Findings

Linguistic pragmatics do not have a clear form. It includes a set of issues related to the speaker and the listener, their interaction in the speech process. Linguistic pragmatism includes a realistic expression of social activity. Uzbek linguistics has conducted some research on the pragmatic aspects, the relationship between the speaker and the listener, the interaction of participants in the speech act, and their influence on ethical emotions. The problems of linguistic pragmatics does not have their own interpretation. As a part of Pragmatics and a part of

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the linguistic science, the word pragmaling seems to be a natural thing to say about the category of units.

There are two pragmalingvistic units:

1. Informema.
2. Pragmema.

As an example: “wallflower” translating word by word the meaning is flower is hung on the wall – informema.

Girl who was not invited to dance (in a party)-pragmema.

Pragmalingvistic units are directly affected by language units and functional language areas. The pragmats come into opposition with the information-gathering function. Pragmembers are always pragmatic information carriers.

The phraseological idioms are determined by social and political aspects, traditions, customs, cultural values which create similar thematic domains in all investigated languages. The cultural concepts in the research will be described within a broader anthropocentric paradigm since it includes the cultural dimension; and its central assumption is that every language, especially its figurative meanings is connected with the reflection of the world-view shared by the linguistic knowledge about the reality. Cultural concepts in anthropocentric phraseology of the proposed research are abstract notions such as, for instance, intellectual ability, emotional and expressive aspects, empathy and other positive traits of human nature as well as bad sides of human nature, which construct the world-picture in a culturally specific way. Both concepts proper and sub-concepts are involved. It is noteworthy indeed that “their specificity is implemented mostly at the cognitive, not the semantic level because cultural background refers to information that is most difficult to formalize, as it is connected with semantics in a very indirect and still unexplored way” as, for instance, in the paradigm the traits of character with the positive meaning in the sub-concept smart, capable: Uzbek.: kallabor1) someone is very smart, capable; 2) to do something after proper consideration: Mening ham kallabor!;

Rus.: голова на плечах; compare: сголовой: – У тебя есть погоны и голова наплечах – иди и зарабатывай, сказал в интервью сотрудниками института один московский милиционер ; Eng.: a bright chap (girl); a person with a head on his shoulders; to use one’s head (loaf) when doing something: Matthew, the eldest, is quite a bright chap and Emma, the next one age-wise, is all right but learning the recorder .

The mentioned before subgroup also involves such feature of character as capability: Uzbek: *qo’ligul*: –Qo’ligulusta Umar yana birbor o’z mahoratini namoyon etdi; Rus.: *золотые руки*: У него золотые руки! Хотите/ он и вам такую машину сделает? Молодец! Золотые руки. Любо-дорого глядеть/ куда он за что-нибудь берётся, мастер на все руки: Он и хормейстер, и концертмейстер, и режиссёр драмкружка; играл на всех инструментах и в изобразительном искусстве разбирался, – словом, одарённая личность, мастер на все руки, энтузиаст своего дела, сумел увлечь и других; Eng.: *somebody is good hand at any job; some body can do anything with hishands*. The phraseological units of that subgroup are common to all investigated languages because of the same factors of logical and psychological nature.

We can see further examples in the table below which shows English idioms with appropriate equivalence.

The most important function of any language unit, including phraseological, is the pragmatic function, i.e. purposeful impact of the language mark on the addressee. The section focuses on the pragmatic aspect of the functioning of phraseological units, the mastery of which is a prerequisite for effective communication. According to the principle of anthropocentrism, the main factor regulating the development and functioning of phraseological units is the human factor in the language. Human speech becomes a point of reference in the analysis of the functional and pragmatic aspects of phraseological unit

Table 1.

English idioms	Meaning	Equivalents in Uzbek language
Coming out of one’s ears	In great or excess quantity	Boshidan oshiq
Wet behind theears	In experienced; not seasoned; new; just beginning; immature, especially in judgment.	Ona suti og`zidan ketmagan
Make one’s earsburn	If something makes your ears burn, you are embarrassed by what you hear, especially if the conversation is about you.	Hijolat tortmoq.
Eartothe ground	Pursuing the practice or having the characteristic of carefully gathering information; well-informed.	Ko`pn iko`rgan

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This section discusses the pragmatic potential of simple structured phraseological units. Their functional significance is beyond doubt, since they have such pragmatically relevant properties as the complexity of the semantic structure and the ability to associate. Idiom, as a rule, are used in cases where the subject of speech is necessary to express an emotional relationship to the subject of thought, to produce a certain pragmatic effect on the recipient. The term “pragmatics” was introduced into scientific use by one of the founders of semiotics — the general theory of signs — Ch. Morris, who divided semiotics into semantics, syntactic and pragmatics, understanding the latter as a teaching about attitudes signs to their interpreters, that is, to those who use sign systems (Ariel M. 2010)

Thus, pragmatics studies the behavior of signs in real communication processes. If semantics shows what a person says, what statement means, then a pragmatist seeks to reveal the conditions and the purpose for which person speaks in this case. The pragmatic potential of language and communication, according to N.I. Formanovskaya is associated with the attitude of a person to linguistic signs, with the expression of his attitudes, assessments, emotions, and intentions during the production (and perception) of speech actions in statements and discourses.

According to R.S. Stolnaker, formal pragmatics can become no less exact science than modern logical syntax or logical semantics, as it “allows you to chart a new approach to the study of some philosophical problems that cannot be solved within the framework of traditional formal semantics, and clarifies the relation of logic and formal semantics to the study of natural language”. If the syntax deals with the study of the sentence, and the semantics examines the propositions, the pragmatist studies the speech acts and the contexts in which they are implemented. According to the theory of communication, any text has a pragmatic setting. A textually finished piece of text, as a context, is a product of language communication. In the context, all attitudes and intentions implemented by the speaker in a speech strategy are most clearly manifested. The fact that the pragmatic information formulated in the text can be represented by both verbal and non-verbal means allows us to introduce the concept of a communicative-pragmatic context. In this kind of context, one can single out parameters related to the quality of the utterance, the scope of the language, the relations between the communicants, etc. The meaning of phraseological units is revealed precisely in a pragmatic context. The context is in the relation of complementarity to another pragmatic concept for the pragmatist - the speech act. According to G. Austin, a speech act is a type of action, and when analyzing it, essentially the same categories are used that are necessary to characterize and evaluate any

action, namely: subject, purpose, method, means, result, conditions, etc. The subject of the speech act - the speaker - produces a statement designed to be perceived by the addressee - the listener. The statement acts simultaneously as a product of the speech act, and as a tool to achieve a specific goal. Depending on the circumstances or on the conditions in which the speech act is performed, he can either achieve the goal and thus be successful, or not achieve it. The interaction of the speech act and the context is the main core of pragmatic research, and the formulation of the rules of this interaction is its main task. Pragmatic interests begin where the connection between the context and the speech act is as intense as possible. In recent years, interest in issues related to the functioning of phraseological units in various communicative conditions has increased. A special place here takes a communicative and pragmatic study of phraseology, aimed at the study of speech activity using phraseological units. Speech activity was considered as one of the forms of life. It was again realized that “not only language paints a picture of the world ..., but life also provides the key to understanding many phenomena of language and speech. This direction of relations became decisive for pragmatic research. The pragmatic function of phraseological units is a targeted impact on the addressee. Being implemented in context, it is closely related to the stylistic function of phraseological units. Based on the communicative and pragmatic attitudes of the texts under study, the main pragmatic parameters can be considered as expressiveness, conceptuality and subtextual information.

In short, the modern linguistics is based on the principle of anthropocentric paradigm, which contains “human factor” in the study of language. This paradigm puts forward the new approaches to the research of language which are implemented within a number of new disciplines, such as cognitive linguistics, text linguistics, linguoculturology, linguopersonology, linguopragmatics and etc. These branches of linguistics need to be studied separately, indeed. The Pragmatic meaning is also plays an important role as semantic one while overcoming pragmatic failure in the act of speech.

To conclude, we admit that, in many cases, we deal with similar logical and semantic patterns in all investigated languages because of the existence of the same human universal spirit, of a resembling ontological experience, of a common European identity. We could also assert, on the basis of the previously analyzed descriptive material, that there are unique phraseological units in the culture and mentality of each community, determined by different economic, social, historical and psychological aspects. Since phraseology in comparative linguo-cultural studies is still relatively young field of research, much more corpora are necessary to learn

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and understand the national spirit of the certain ethnic group through cultural concepts. This is one of the first attempts when these languages –Uzbek, English and Russian have been compared. Therefore, the prospects of further investigation relate to the

comparison of phraseological units in the anthropocentric paradigm expanding the study by the large group of phraseological idioms. The comparison will be continued, and the conclusions of the proposed research have a premature character.

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FORMATION OF TOLERANCE IN THE YOUTH

Abstract: In this article, the ideas of upbringing young people are widely expressed and deeply analyzed. It is known from the article that the formation of tolerance in the youth is so important while upbringing. The word “tolerance” is a Latin word and it expresses endurance, tolerance, other lifestyles and ideas of patience. So, while growing of young people, the formation of tolerance is necessary.

Key words: Tolerance, youth, globalization, mahalla, extremism, discipline, endurance, legislation, civil society.

Language: English

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Introduction

Today globalization and interdependence in the world, the strong and comprehensive migration of the population, the deepening of the social structure of the society rapidly being realized. Even in the face of such complex changes, the tension that may have triggered interethnic strife a various parts of the world have been preserved and evolved somewhat. There are important national, ethnic, interethnic relations and problems, and cannot be addressed used previously. Life puts on the agenda a new approach to the national issue and abandonment of old methods. Today it is important to create a system of tolerance and threats to interethnic relations, and peace and prosperity in the world as a whole. The role of the principles and ideas of tolerance in the state policy pursued by the Republic of Uzbekistan has been remarkable, and relations with the character of the ancient tolerance of our people have grown further in the years of independence.

This Latin tolerance is tolerance, endurance, other lifestyle, and ideas of tolerance and patience. Tolerance is the harmony of his diversity, and it is quite difficult for anyone to achieve this. It is difficult for young people to communicate with national, cultural, and other religious leaders without the quality and attributes of tolerance, patience, tolerance, endurance. Because tolerance is not an act of tolerance and patience but tolerance is primarily a result of the active attitudes that are based on the recognition of

universal freedoms. Tolerance is a multifaceted and complex expression, while at the same time educating young people in the spirit of tolerance as a social affiliation as a phenomenon of mutual sympathy, mentality, mutual help, cooperation and peace .

The most important aspect of upbringing future generations is its spiritual well-being. So it is important to broaden the issue of tolerance in education. About this, Professor R.M.Murtazayeva points out the role of tolerance in the upbringing of youth: “It is not an easy task to create a climate of tolerance everywhere. Discipline is the most effective way to prevent intolerance. So it is important now to educate young people in the spirit of tolerance. Education of young people in the spirit of tolerance is the common duty of many states and non-governmental organizations. As well as, the creation of scientific and practical centers called tolerance centers on the ground, as well as, educating young people in the spirit of tolerance play an important role in solving problems”[1]. But also the creation and implementation of educational programs and technologies aimed at educating in the educational institutions on the formation of tolerance and intercultural dialogue.

Researcher Burhanova commented on the impact of tolerance on youth education follows: “Tolerance is a fundamental concept in the formation of legal consciousness that is consistent with civil society standards. Therefore, it is important to pay

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special attention to the formation of youth from childhood“[2]. It is necessary to convey to young people that through the education and training of people, the culture of people`s lifestyle equals mutual equality, regardless of their material well-being. According to Z. R. Qodirova “The factor of tolerance should be used as a basis for preventing young people from acting decisively towards dissidents and other cultures”[3]. Modern tolerance and traditional tolerance concepts have definite ideas and should be used in their place. According to Sh. M. Madayeva, “The education of the youth, the spiritual well-being, will be reflected in the socio-political life of the state in the future. It is necessary to revitalize the youth in search of effective mechanisms of tolerance in the spirit of protecting the rights and freedoms of others”[4]. In this respect, the humanization of education and the development of creative thinking play a special role in upholding tolerance in young people. E. Karimova analyzed in her “Features of Uzbek tolerance”[5] book the theoretical foundations of the sociopolitical essence and history of the formation of tolerance and emphasized that tolerance is an important factor in the education of young people.

Based on those researchers` perspectives, it can be said that as a result of the education of young people in the spirit of tolerance, the change of their thinking will become more relevant in society and adaptation to social relations. Strengthening tolerance of tolerance in the younger generation strengthening of tolerance in the community with the participation of family, mahalla and educational institutions, it is important to build a tolerant attitude towards young people in the youth. According to which the development of society, as well as tolerance, enriches its content, which is gradually developing. The formation of tolerance in the youth serves to promote the generalization of the world towards humanity, and the development of the sense of national self-consciousness and eternal tolerance, rather than the isolation of the whole world. But there is important role of the media in the education of tolerance in the youth. Propaganda and propagandistic activities carried out by the media will increase the emphasis on tolerance.

Today`s globalization process is being tested specifically for our youth, which is being renewed on a democratic basis. The future of society is related to young people, and they are the main force of development. The role of youth in social life is intensifying in the process of democratization of society, the formation and development of civil society in the Republic of Uzbekistan. The state policy on youth, and the existing legislation, new decisions and the implementation of reforms are strong support. The successful socio-economic and political-legal reforms implemented in the Republic of Uzbekistan lead to the consolidation and strengthening of youth

protection. The issue of raising a spiritually-minded and physically developed generation is a nationwide and universal task for us, it is necessary to repeat once and for all with our consistent and persistent pursuit of our work being pursued in this noble cause.

In the Republic of Uzbekistan as a kind of care for the youth as one of the privileged sections of the society, and their state policy is consistently implemented. The socioeconomic and legal guarantees of the content of this policy to young people are provided in the Law of the Republic of Uzbekistan of 20th November, 1991 on the “Fundamentals of Youth Policy in Uzbekistan (new edition of the law on 14th September, 2016 accepted)[6]. In accordance with the law, to create and guarantee a system of socioeconomic organizational and legal measures envisaging the creation of conditions for the development of state-run youth policy.

It is important to emphasize that when implementing the state youth policy in the Republic of Uzbekistan, they are the main creative and moving force of the society, the issue of upbringing the younger generation in the spirit of tolerance is crucial. The creation of a well-thought-out moral education system in the country is important for the formation of the principles of tolerance in the minds of young comprehensively developed generation, which has become the criterion for the well-being of the people of the country through the revival of national traditions of national self-consciousness.

Indeed, in today`s globalization period, the upbringing of healthy, spiritually-minded young people and addressing their problems is an urgent task of the public. As the President of the Republic of Uzbekistan Sh. M. Mirziyoyev pointed out” We have to talk more to the young people and listen to their heart and try to help them solve their problems”[7]. And since the early days of independence, the social protection of young people in the country and elimination of their problems are paying special attention to the systematic stage-by-stage implementation of the reforms of the in the spirit of upbringing and upbringing of young people in the spirit of education. Today in the order established by the legislation of the republic of Uzbekistan young people are guaranteed to the right to:

- free medical care;
- free general secondary, secondary special and vocational education;
- free higher education within government grants ;
- creating favorable conditions for access to state sporting and cultural-enlightenment institutions;
- granting preferential loans for construction;
- provision of soft loans for studying in educational institutions;
- provision of orphans and children deprived of parental care with living accommodations;

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- post-graduate employment in secondary special, vocational or higher educational institutions;
- taking measures to ensure that benefits are provided in the labor market, and inclusion of job training;
- taking into account the needs of young people during design and construction of social infrastructure facilities;
- providing benefits to public transport. The creation of additional workplaces and specialized training programs to help young people who are unable to compete on equal terms in the labor market, as well as and who are unable to meet in the labor market in the same conditions organizing special training programs for young people. As well as employment of young people in need of social protection through the use of the minimum amount of workplaces in enterprises, institutions and organizations.

Looking at the history of the implementation and development of the state youth policy in the Republic of Uzbekistan, from 1991 to 2018, social protection of young people from the development of material and technical conditions of education and upbringing of young people's material and material resources, government policies have been set at the stage of implementing pre-emptive measures. The President of the Republic of Uzbekistan Sh. M. Mirziyoyev on July 5, 2017 in order to improve the efficiency of the youth policy and support the activities of the Youth Union of the Republic of Uzbekistan in order to radically improve and qualitatively increase the activity in this field[8]. The adoption of the decree has been crucial historical significance. The decree of the President of the Republic of Uzbekistan on creation of the Youth Union of Uzbekistan under the auspices of the Movement for the Promotion of Independence of the Republic of Uzbekistan in order to radically reform the system of protection of the rights and legitimate interests of the youth in all-round support of young people. The Youth Day of Uzbekistan was celebrated on Jun 30 as the Youth Day in our country.

The Union of Youth of Uzbekistan has identified a number of new and urgent tasks related to raising the activeness of young people in reforming the action strategy in five priority areas of Uzbekistan's development in 2017-2021. As well as the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev in his speech at the 72nd session of the UN General Assembly on 19th September 2017, emphasizes: "The role of international terrorism and extremism along with other elements of ignorance and intolerance, thus enabling people to enlighten the mindset of young people in the first place and stressed that education is the most important task"[9]. Indeed, in most countries today, most of the crimes related to extremism and violence are committed by young people under the age of 30.

Today's world's youngest is the largest generation of people in the history of mankind and it's 2 billion. The future of our planet depends on the well-being of our children. So it is necessary to develop multilateral cooperation on social support of the younger generation in the protection of their rights and interests and education in the spirit of tolerance. In this regard, Sh. M. Mirziyoyev, the President of the Republic of Uzbekistan, has invited the international conventional "UN Convention on the Rights of the Child, aimed at the formation and implementation of youth policy in the conditions of rapidly evolving globalization and information and communication technologies in Uzbekistan. Thus, the rise of various ideological threats to the upbringing of young people as a result of the development of today's globalization processes puts the emphasis on the issue of education and tolerance as a topical issue.

Being tolerant of all human beings is a foundation of progressive vision of human views, filled with such ideas as respect for their material and spiritual needs, as well as their freedom and rights. As a result of the development of society, tolerance is gradually increasing and increasing its content with respect for its development.

In addition to the above points, the following suggestions can be made to justify the fact that tolerance is an important factor in the education of young people:

- paying special attention to tolerance in the upbringing of a growing comprehensively advanced generation;
- teaching tolerance issues as a separate science at all stages of the continuous education system;
- focusing on the formation of tolerance in family, school, through communication;
- to further promote propagation and propagation of youth in the spirit of tolerance;
- in cooperation with the Youth Union, to develop recommendations on further advancement of youth in the spirit of tolerance;
- to develop guidelines for the formation and strengthening of tolerance in the youth;
- to develop legislation that has been adopted in Uzbekistan during the years of independence and shaped tolerance in society;
- how compatible the migration processes are and how much it depends on level of tolerance in society;
- the self-determination of self- it is necessary to create a feeling of thirst;

It can be concluded that the education of young people in the spirit of tolerance is a prerequisite for forming civil society formation of civil society and the growing importance of the younger generation in their development, their upbringing on the principles of tolerance reinforces the development of the country. But the effective use of our national-ethical values and

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the formation of a sense of national pride that provide tolerance for the younger generation.

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MULTIPLE INTELLIGENCES AND STUDYING SKILLS

Abstract: This article is about multiple intelligences and studying skill. This article is based on Howard Gardner's theory of multiple intelligence. According to this theory, there are nine kinds of intelligence - nine different ways to be smart.

Key words: natural, musical, logical-mathematical, existential, interpersonal, bodily-kinesthetic, linguistic, intra-personal, spatial, intelligence.

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Introduction

Multiple Intelligence Theory was developed by Dr. Howard Gardner in 1983. The school still tends to focus on two forms of intelligence.

Logical and mathematical.

Verbal linguistic.

Logical and mathematical intelligence is the child's ability to reason logically, and linguistic verbal intelligence is the ability to use words. These "skills" seem important to us for training. Indeed, it seems to us that effective teaching in reading, writing, and mathematics is necessary so that the child can study well. According to Dr. Gardner, a psychologist and professor of neurobiology at Harvard University, each person interacts with his environment in different ways.

According to this theory, there are nine kinds of intelligence — nine different ways to be smart. These are natural, musical, logical-mathematical, existential, interpersonal, bodily-kinesthetic, linguistic, intra-personal, spatial intelligence. Gardner's theory proves that all people are smart by nature and that each of us has developed certain facets of the mind. Each type of intelligence has certain features that affect the choice of profession.

We all have nine types of intelligence, but our experience, our beliefs, and our knowledge base determine their exact configuration.

These are the 9 types of intelligence that psychologist Howard Gardner highlights. This list will help you understand what type your child and you have. There are no "untalented" children. There are only teachers who believe that one type is more important than another. Save it and show your friends! Let's save the children who are taught from childhood that one is better than the other. Not better. All types are equal.

1. Naturalist (nature smart): These children can observe nature, birds, animals, trees for a long time. They like to mess around with bugs and watch the world. They can realize themselves as a veterinarian, geneticist, archaeologist, ecologist. If verbal-linguistic intelligence prevails, then most likely you have highly developed audience skills, you like reading and writing, playing games with words. You probably have a good memory for names, dates, and places. You like to tell stories, and you know how to discuss. People with a verbal-linguistic dominance often become poets, authors, speakers, politicians, lawyers, lecturers and teachers.

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2. Musical (sound smart): The most important thing for such children is rhythm and music. They love musical instruments, knock a lot, trample, sing along. Such children need to develop as a musician, singer, artist, conductor, music critic. A person who has developed musical intelligence loves music very much. He distinguishes and captures the rhythm, melody and musical keys. He hears when the musicians play out of tune, and he understands what notes and chords the song is made up of and how the instruments sound. As a rule, he likes different musical styles — any music evokes his curiosity. He likes singing and playing musical instruments; He likes to listen to music and goes to concerts. If your musical rhythmic intellect prevails, you are sensitive to sounds in the environment, you prefer to study or work to music. You appreciate the sense of rhythm and size. You like to sing. You learn best through music and melody. Musical intelligence is possessed not only by singers, conductors and composers, but also by those people who just like music, who understand and use various musical elements.

3. Logical-mathematical (number/reasoning smart): Such children are interested in numbers and numbers. They solve any mathematical problem and love to count everything, down to the steps on the stairs. It is easy for them to establish causal relationships. Professions for such a child: analyst, logistical, accountant, mathematician, scientist. Those who have developed logical intelligence, on the fly, grasp everything related to numbers and mathematical concepts. They like to look for logical patterns, they understand how causal relationships work in science, they like puzzles, puzzles and strategy games, they are interested in computers and the principles of their work, and they are fond of writing computer programs. Performing mathematical calculations in your mind, inventing your own secret ciphers, conducting scientific experiments, studying programming languages or trying to guess who committed the crime in a detective story, you use your logical intelligence. If you have a predominant logical and mathematical intelligence, then you like modeling and study of relationships, as well as strictly ordered activities. You like math and experimenting with things you don't understand. You love working with numbers, asking questions, exploring models and relationships. You are interested in solving problems and using logic. For the most effective training, you prefer to classify information, you think abstractly and try to understand the basic principles. People with perfectly developed logical and mathematical abilities are, as a rule, mathematicians, biologists, medical technologists, geologists, engineers, physicists, researchers and other scientists.

4. Existential (life smart): Such children feel good, their emotions and other people. Usually they are calm, restrained and sane. They like to generate

theories, hypotheses, ideas. They are good as psychologists, politicians, priests, philosophers.

5. Interpersonal (people smart): These children are developed communicatively, they have good oratorical abilities, they can persuade and become the soul of the company. Professions: negotiator, teacher, speaker, trainer.

6. Bodily-kinesthetic (body smart): These children love to express themselves through the body. They can have active motility, they express themselves through dancing. They like to attract attention, they love the scene. They can find themselves as athletes, artists, dancers, fashion models, mechanics. People endowed with bodily intelligence “think” and learn with the body. The body helps them express thoughts or demonstrate their abilities. As a rule, they feel comfortable “in their skin.” They do a lot of sports, love to dance, play performances, craft something with their own hands, knit, sew, sculpt, build, repair and work with mechanisms.

7. Linguistic (word smart): Oh, here are all ours! These are people who have a love of writing, words and creating meanings. For example, this is me - a person who has been writing regularly since I was 7 years old. Such children like to study poetry, listen to stories, they learn to speak and read early. Professions for such children: writer, journalist, philologist, politician, playwright.

8. Intra-personal (self smart): People with internal intelligence know exactly who they are. They understand what they are and what they are capable of. Those who have developed internal intelligence understand their inner world and know themselves much better than others. They know how to set personal goals, analyze the past, learn from their experience, make plans for the future, be aware of their strengths and weaknesses. If you constantly think about life, regularly keep a diary, analyze your life problems, are interested in psychology, understand and accept the most diverse emotions that fool you every day, then you are endowed with inner intelligence. If a child has developed internal intelligence, then such professions and books are suitable for him.

9. Spatial (picture smart): This is the ability to see and create shapes, shapes and images in your imagination. An architect, engineer, artist, designer or person who has developed the ability for clear visualization possesses this kind of intelligence. For example, an architect can first think in the mind, and then design beautiful buildings on paper, which then people with mathematical intelligence turn into accurate drawings for construction. This is the same intelligence that is used to visualize and present your goals before translating them into reality. If your intellectual orientation is visual-spatial, then you like: visual art, maps, charts and graphs. You think through images and pictures. When you think about

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something, you can imagine it in the form of a clear image, you can easily assemble puzzles. You like to imagine and dream. You also like to design and create. For the most effective training you need to: look at pictures and slides, video products and films, as well as present what is being discussed. People with well-developed visual-spatial abilities are, for the most part, sculptors, artists, surgeons and engineers.

According to Gardner, all forms of intelligence should be developed in the school. Thus, it is necessary to “reconsider” the learning model in order to allow each child to reach his or her potential.

Howard Gardner evaluates intelligence through 3 aspects.

1. The ability to solve problems in everyday life.
2. The ability to create a real product or produce a service that is valuable in a particular cultural or collective sense.
3. The ability to solve problems and find solutions for acquiring new knowledge.

Thus, the concept of “intelligence” is relative. For example, skills for the leader of a tribe living in the jungle, such as hunting for survival, will not be the same as those of the leader of a multinational state. Does this mean that the leader is “smarter”?

According to Howard Gardner, we all have all forms of intelligence at birth. They are more or less developed depending on biological characteristics, family and social environment.

In any case, your child has all the mental abilities that he can also develop throughout his life. Similarly, there are several ways to use each form of intelligence, knowing that intelligence is often used in a more or less complicated way. Understanding your child’s different ways of thinking can help them grow and learn better.

To this list, Daniel Goleman added emotional intelligence as an important aspect, very significant for learning. Emotional intelligence refers to the ability to control impulses, express their emotions, form reliable interpersonal relationships and develop intimate relationships.

The traditional teaching approaches — teaching methods, assignments, and tests — were adapted to measure the development of verbal-linguistic and logical-mathematical abilities, that is, what we usually call IQ. Very rarely, other types of intelligence and learning play an equally important role in achieving success in life. Emotional intelligence is the basis of interpersonal interaction skills, however, this is not emphasized in educational school and university programs.

The importance of different learning styles is enormous both for teaching and for teaching. For

example, if you have any problems with logical-mathematical thinking, you should not immediately conclude that you are “incapable”. You may have excellent abilities in other areas. Moreover, if you have difficulties in one area of intelligence, you can compensate for this gap with its other types in which you are strong.

We all get about the same ability from birth. Over the years, people comprehensively studied geniuses and came to certain conclusions. One of the most important conclusions was that geniuses are not necessarily people with a high coefficient of mental abilities. Often geniuses are ordinary people who simply know how to use their minds in a non-standard way, not like the average or even more capable person does. This means that you, in principle, if you want, can rise to the level of genius if you learn to think the same way they do. Scientists conducted an experiment on rats. They divided them into 2 groups. They placed one of the groups in an environment that stimulated their development: their cells were filled with all kinds of swings, ladders, squirrel wheels and other toys. Another group was placed in completely empty cells.

It turns out that everyone can become a genius, because all these skills can be developed in yourself. They become geniuses, you just need to show patience, diligence and perseverance in the application of special methods that develop your thinking.

To sum up we recommend to use all your intelligence: The combination of different forms of intelligence makes you a potential genius, or at least completely different from others. Imagine that 12 forms of your intellect are similar to 12 numbers, starting from zero and ending with 9. On the planet Earth at the moment there are about 6 and a half billion people. If you evaluate each of the ten forms of your intelligence with a number from 0 to 9, then you will get a 12-digit number (one trillion combinations) that characterizes your personal intellectual combination. This unique combination forms a kind of personalized intelligent code. It’s like your cell phone number. It is your own intellectual code that sets you apart from all other people who have ever lived on Earth. As with DNA, the likelihood that someone else has the same intellectual formula as yours is one in a trillion. In fact, your personality has many more faces, each of which can be measured by a number from zero to infinity, because our abilities have no limits. We always have where to grow. That’s why it is necessary to learn life and all life. By developing certain areas of your intellect, you can become a genius in a certain area, and if you use them in combination, you can do something incredible.

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ABOUT THE HISTORY OF SPEECH CULTURE AND ART OF ORATORY

Abstract: The article analyzes Greek and Roman speakers who made a significant contribution to the history of spoken culture and oratory, the problems of speech communication in the West, the studies of Russian linguistics, the thoughts of the great thinker of the East, and Uzbek linguistics.

Key words: Speech Culture, History of Public Speaking, Greek Speakers, Romanian Speakers, Speech Communication in the West, Studies in Russian Linguistics, Orientalist's opinions.

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Introduction

There is no period or aspect of human society where the art of speech, oratory is not felt. There is a growing need for words and oratory, which is the most powerful weapon of this invisible “battle”, especially in today’s ideological struggle where the attempt to win the hearts of men is intensified.

Speech culture is an integral part of human culture. The attainment of speech culture by the people is the demand and the needs of the developed society. Every modern man has a responsibility to know and practice the culture of speech.

Word is a great weapon of man. It will become a powerful force if left in its proper place. At the heart of every word is the spirit of the speaker. It is because of the beauty of the language, the fluency of the language, its clarity and content. Therefore, every intellectual person should be a role model in the development and development of speech culture.

Acquaintance with and learning from the history of public speaking can help each speaker improve his or her own speaking skills while not only becoming aware of the experience of the best speakers in the past.

As everything has its own history, oratory has its own rich history.

Although this art was actually originated in Egypt, Assyria, Babylon, and other ancient countries, it was developed and prospered mainly in Greece.

The main factor that led to the rise of oratory in Greece was the escalation of class struggle, including Athens and other countries. Political figures had to defend and influence their class interests in front of other social groups. The political destiny of a particular Athenian person was linked to his eloquence.

Greece is the birthplace of lucid speech. The Greeks listened to and enjoyed the laconic discourse as short as Meneley’s speech.

The names of Demosfen, Pericles, and Lysiy, the great speakers of ancient Greece, are still mentioned today. Training of Demosfen which has become a popular speaker, overcame some of his physical shortcomings - his low voice and his vague pronunciation, his nervous trembling, and left a huge mark on the history of public speaking.

The names of speakers such as Tiberius and Kay Grakch, Mark Antony and Mark Tully Tsiceren, brothers of Roman eloquence that have emerged as a continuation of Greek oratory, are still remembered today. In his lessons, Siceron said, “There are two arts that elevate a person to the highest levels: one in

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military commanding and one in public speaking. The goal of any speaker is to arouse the listener's pleasure and inclination. A man is born as a poet, but he can become a speaker. There is a story: Siceron didn't know what he was going to do one day because he couldn't finish his speech. At the same time, a slave came and reported that a meeting had to be held where he had to speak. Siceron was pleased to release that slave right away!

It is clear from the foregoing that people have long been interested in the culture of speech, which is closely related to the human psyche. The theoretical foundations of speech culture in ancient Greece and Rome were laid. Theorists such as Siceron, Demosfen, Quintilian, Aristotle grew up in these countries. In 335 BC, Aristotle's "Rhetoric" was created. At that time, Siceron's "The Speaker", "The Speaker" and "Brut" were still very valuable. These theories laid the foundations for a later science of speech culture in Europe. However, for the first time the issue of a serious scientific study of speech culture was raised by Prague linguistic circles. They have specifically mentioned this in his thesis and subsequent works, prepared for the first session of the Slavists in Prague in 1929. [1]

Researchers in high-developing America, England, Japan, Germany, and several other foreign countries are currently focusing on this issue. Examples include the works of Madeleine Berkeley-Allen, R. Brickman, R. Kershner, W. Birkenbil, Ch. Lickson, D. Carnegie, A. Piz, F. Nietzsche, L. L. Gumilov. [2,3,4]

Many special journals on Western sociology, speech, psycholinguistic and pragmatic aspects of speech communication have begun to appear in the Western countries. It should be noted that there are numerous scientific societies and associations engaged in communication and rhetoric in the United States, and they are publishing their research.

The study of this issue as an independent field of linguistics started in Russian linguistics in the 20-30s. Published monographs in Moscow in 1977 by authors under the name "National-cultural specification of speech behaviour", and later, "National-cultural specification of USSR peoples' speech attitude". A.A. Leontev, N.V. Ufimtseva, Yu.A. Sorokin, L.V. Shcherba, V.V. Vinogradov, A.N. Gvozdev, A.I. Efimov, E.M. Vereshchagin, V.G. Kostomarov, S.I. Ojegov, E.F. Tarasov, A.M. Shaxnarovich, V.D. Bondaletov, V.M. Almatov, N.I. Formanovskaya, V.V. Kolesov, Yu.D. Desheriyev, G.V. Kolshanskiy, G.A. Zolotova, Ye.S. Kubryakova, V.V. Veselitskiy, M.I. Chijevskaya, B.N. Golovin, L.M. Ryazanova, V.P. Trofimenko, and others have shown that the problem of speech activity is becoming more and more relevant.

With the advancement of artistic and scientific works in the East, including Mavorounnakh, as well as preaching, promoting the Koran, Beruni, Abu Nasr

Farabi, Ibn Sina, Abu Abdullah al-Khwarizmi, Mahmud Kashghari, Abulkasim The great scholars such as Zamakhshari, Abu Ya'qub Sakkoki, and Alisher Navoi have written works on language, dictionaries, grammar and logic, or commented on the subject in their works. The great encyclopaedist Abu Rayhan Beruni, in the introduction to his work "Geodesy", says that science has emerged and multiplied, and that every science has to meet the needs of human life. In his view, grammar, aruz (the poem measurement), and logic are also the result of these needs. Human speech, in its structure, can be both true and false. This has been the subject of much debate. The person creates a "criterion" that distorts the truth in the course of these discussions. It was logic. The logic of logic (sillogism) has become a means of distinguishing truth from falsehood. If there is any doubt in the speech of a person, they will be corrected by the known criteria. The scientist is amazed at those who blamed him for not learning logic, and pitied them: "If they had given up laziness, they would have known nahv (grammar), aruz (poem measurement), logic and nazm (poetry)" [6] Evidently, Beruni has come up with the idea of examining human speech, not in a single discipline, but in the integration of several disciplines (i.e grammar, aruz, and logic).

The great thinker of the East, Abu Nasr Farabi, writes on the importance of lexicology, grammar and logic in the ability to speak correctly, make logical judgments, and comprehend meaningful and beautiful speech. When it comes to learning, expressing, asking, and responding to the limits of knowledge, the first thing I know about it is the language that names the objects and phenomena. The second science is grammar. It teaches how to sort the names given to objects, and how to set up words and phrases that describe the location of the substance and the stock, and the results that follow. The third science is logic. It teaches how to place statements in logical formulas to draw certain conclusions. With these conclusions we learn what we do not know. And we judge what is right and what is wrong. "[7] Contemporary with Beruni, Abu Abdullah al-Khorazmi used in his book "Mafotih ul-ulum" (The Keys of Knowledge) to address some of the issues of speech culture of the time, their office documents, information about terminology. One of the masterpieces of Ancient Eastern Pedagogy, The Kabusnoma also contains examples of speech ethics and culture that have not lost their relevance today. The founder of the Uzbek classical literature, the great thinker Alisher Navoi, as the flagman of fine acceleration in the Turkic language, invented the richness of the Uzbek language, its subtle and beautiful aspects. Khorezmi, Babur, Munis, Mashrab, Uvaysi, Mukimi, Furkat, Avaz Utar, Fitrat, Behbudi, Sufizoda, Khamza and many other great thinkers also wrote about Uzbek communication behavior. They expressed their ideas in works of various genres.

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In Uzbek linguistics, it is possible to say that serious work on this issue began in the previous century. This is especially emphasized by the Uzbek language scholars S. Ibroimov, O. Usmanov, E. Begmatov, and others in their speech at the I Republican Conference on the Development of Speech in Tashkent in 1969. In particular: "... such an issue should not lead to the conclusion that the problem of speech culture in Uzbek linguistics is not at all in common. The very rules of speech ethics, however, indicate that the issue has a long history. In addition, it is important to determine how large-scale activities and measures that have been directly applied to the development of all nations and peoples languages, such as language construction, language policy in the 20s and 30s, are related to the problem of what is now known as language culture, [8] E. Begmatov writes. Unfortunately, in the case of Uzbek language culture, theoretical study has not been taken seriously. [9] Uzbek linguists S. Ibragimov, E. Begmatov, L. Khojayeva, I. Ibrahimov, B. Urinboyev, S. Inomkhojaev, R. Kungurov, S. Karimov, T. Kurbanov, A. Rustamov, A. Abdurakhmanov, N. Mahmudov, T. Kudratov, Y. Tajiyev, N. Khaenova, H. Tojimatov, O. Yuldosheva, B. Rahmatullaeva, S. Muminov, Sh. Iskandarova's works contain a number of theoretical considerations regarding the culture of speech.

From the works of the anonymous authors, it is clear that there has been much research in Uzbek

linguistics on theoretical and cultural issues of speech. However, most of these studies focus on the purely linguistic, methodological, or pedagogical coverage of speech culture, but do not approach the issue in the socio-linguistic aspect.

As American politician and businessman D. Webster said, "Take away everything I have. Just leave me the ability to speak. Soon I will get back what I lost." It's not worthless. Behind the confession is a great life experience, a continuous search.

The culture of speech as a separate doctrine was formed in ancient Rome and Athens, but it is thought to have originated in Egypt, Assyria, Babylon, India. There is also evidence that in Central Asian history, oratory has been around for a long time. An example of this is the book *Devonu lugatit Turk*, by Mahmud Kashgari. The Chapter 24 of the book by our great ancestor A.Navoi "Mahbub ul kulub" is also devoted to preaching. The Logic and Speech Culture book "What is Speech Culture?" answers that "High Speech Culture is the ability to express ideas accurately, clearly, and effectively through language."

Thus, in the history of speech culture and oratory, representatives of Greek and Roman eloquence, speeches in the West, research in Russian linguistics, the views of the great thinker of the East left a great mark in the history of speech culture and oratory.

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USING TECHNOLOGIES OF SUBJECTS' INTEGRATION IN TEACHING UZBEK CLASSIC LITERATURE

Abstract: *The article outlines ways of using interdisciplinary technologies in teaching Uzbek classical literature, and provides specific recommendations for introducing them into literary lessons and extracurricular activities (literary evenings, literary weeks, literary tours in collaboration with different teachers).*

Key words: *interdisciplinary integration, interactive methods, introductory lessons, text work, literary analysis, closing lessons, CASE - STUDY, "Cluster", seminar, conference, collaboration of various science teachers, information communication technologies, fiction, fine arts, music.*

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Introduction

At present in the life of big changes in the republic of Uzbekistan, in the educational process at the level of modern requirements, it is vital to provide students with deep knowledge, to develop their creative abilities, to bring them up to perfection in practical activities, in different subjects, to develop the skills to use their knowledge creatively and independently to solve difficult tasks of science, culture and production.

In the five important initiatives on establishing a new system of social, spiritual and educational work in our country, the importance of improving the spirituality of young people, their meaningful leisure activities, including the interest in music, painting, theater, literature, and reading can prove our opinion [1,1].

Obviously, the successful implementation of these priorities will be an important issue in ensuring that the interdisciplinary approach established in the curriculum and plans at all levels of education becomes a pressing issue.

Interest in the establishment of interdisciplinary communication dates back to ancient times and it is

worth noting that in recent years serious work has been done in this area. For example, in the United States, general courses, including elements of history, geography, and civil sciences, "Culture" in Poland, "History of culture" in Russia, have been tested in general education schools in Uzbekistan. From 2020-2021 academic year on, it is envisaged the gradual introduction of a subject called "Discipline", combining such subjects as "History of Religions" and "Sense of the Motherland". Achievements in this area in our republic include A.Zunnunov and A. Aliyev's "Study of Literature with Other Humanities" [2], "Use of Other Teaching Materials in the Lessons of the Native Language" [3] by O. Yokubjonova, "Methods of using interdisciplinary communication in the process", "Word is a great treasure" by D.Otakuziev, M.Hakimova, M.Sobirova [4], "The anthem of mother tongue" by N.Ulugov, M.Muhammadaliev's [5] and a number of articles in the "Language and literature" methodical journal.

The main body

As we begin to explore this wide-ranging, interesting issue, Uzbek classical literature explores

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interdisciplinary links, such as “The air of humanitarian knowledge – history”, “Twins of art - lyricism and music”, “Strong and Legitimate Bridge – fine art” based on new pedagogical technologies, such as CASE - STUDY, Cluster, BBB, Free Writing, Workshops, Conference, Discussion. We see that the use of all types allows us to achieve the expected results. Experience has shown that it is desirable to pay close attention to the importance of interdisciplinary communication in the organization of extra-curricular activities (Literature week with teachers of different subjects, literary evenings, literary trips, meetings, conferences, questions and answers). The study of literature in the fields of information and communication technologies, native language, biology, geography, mathematics, chemistry, physics, physical education (which can be co-operated), however, can enhance the effectiveness of education and make it interesting and relevant for research. We think it is appropriate to emphasize the subject matter.

We can use Uzbekistan’s materials, historical, artistic sources and fine arts, in contemporary lessons, in the introduction of text and in the analysis of literary work, in the work of individual characters, in the final lessons, when speaking about the period in which the writer (Alisher Navoi, Zakhiriddin Mukhammad Babur, Boborakhim Mashrab, Zokirjon Kholmukhammad ugli Furqat) lived or the time of the work of art (“Navoi”, “Starred nights”, “Descendants’s davan”, “Shayboniyoma”), literary sources (Xondamir “Makorim ul-ahloq”, Zayniddin Vosify “Badoye ul- vaqoye”, Davlatshoh Samarqandiy “Tazkirat ush-shuaro”, Gulbadanbegim “Humoyunnoma”, Oybek “Navoi”, Omon Muhtor “Navoi and asrtist Abulhayr”, Pirimqul Qodirov “Starred nights”, “Descendats’ davan” etc) They all can be found in information and communication technologies, video tapes, internet communications.

In the analysis of the text of fiction, it is desirable to turn to more music in discovery of the spiritual realm of the literary hero.

Using a combination of history materials, historical, artistic sources, fine arts and music in Uzbekistan in the organization of extracurricular activities (Literature week with literary teachers, literary evenings, literary trips, meetings, conferences, questions and answers), partnerships will be effective.

Let us turn to the concrete facts. If we use the followings during the lessons, extra-curricular activities at the right place, they can give the expected results and also make the lesson interesting and appealing: “The Nightingale with Alisher” [6,4], “The Power of a Point” [6,76], and “Ants” [6,154], “A bird in a tent” [6,155], “A garden will remain from the good person” [6,31], “Cut out one, sow ten” [6,72],

“Bring the best fragrance in the world” [6,27] “Modesty” [6,153] which are included in the collection “El Desa Navoi ... ; “Original School” [7,63-80], “Student and Teacher” [7,136-154], “Navoi - builder” [7,240-247], “The Last moments,” [7,357] included in Izzat Sultan’s “Navoi Heart Book” collection”; “Meetings in the City of Taft” [8,15-19] by Aziz Kayumov in the book “Alisher Navoi”; “Debate of the poem” [8,38-42], “The end of life” [8,147-153]; “Moral stories” from the section “Wisdom of Alisher Navoi” [9,72-86], “Remedy to the Heart” [9,135-141], “Two Wisdom Two Stories” (9,482-486) in the collection “Macro Stories and Character Wisdom”; Scientific-fiction article about great figures of the Oriental science and culture (“Pahlavon and poet” [10,78-82], “Scientist who made heaven on earth” [10,111-121]), published in H. Hamidov’s “Far-Near Stars” collection, P. Kadyrov’s “Star Nights” (“Talk to the Shepherd”), [11,232-236], excerpts from novels “Boburiynoma” (“The Birth of the Tiger” [12,12-24], “Point”) [12,433-450]) by Khairiddin Sultan; Lessons from the selected sources, such as Navoi [13,21], “Uzbekistan” (13,119), “The Great, my Motherland” [13,165] from Muhammad Yusuf’s collection “Sunflower Water”.

Conclusion

From this point of view, it is reasonable to conclude that the rational use of the above-mentioned sources will improve the quality and effectiveness of all literary classes.

Based on our many years of experience and observations, we can summarize the following: lessons in extracurricular activities in the study of classical literature, such as Alisher Navoi, Zahiriddin Muhammad Babur, Boborahim Mashrab, Zakirjon Holmuhammad ugli Furkat, the use of this process and the collaboration of different subject teachers should be done:

- All stages of education will help to acquire the necessary knowledge, skills and abilities specified in the state standard;
- Helping students to understand more fully the materials studies;
- It forces them to think, act independently and creatively;
- Instills a love for the arts and the motherland’
- Increases the interest in literature, life, respect and imitation of poets and writers;
- Forms a spirit of devotion to national traditions and customs;
- Enhances the social life of the school;
- Consolidates the collaboration between students, teachers, parents.

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FORMATION OF SOCIO-CULTURAL COMPETENCE ON THE BASIS OF PHRASEOLOGICAL UNITS

Abstract: The paper deals with the issue of using German phraseological units by the training of country specific studies. The author of the article makes examples and identifies the effective methods at the lesson in terms of solving the issue.

Key words: phraseology, country specific studies, national-cultural semantics, types of classifications.

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ФОРМИРОВАНИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ НА ОСНОВЕ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

Аннотация: В статье рассматривается вопрос использования фразеологических единиц немецкого языка при обучении страноведению. Автор статьи приводит примеры и определяет эффективные приемы работы на занятиях с точки зрения решения данного вопроса.

Ключевые слова: фразеология, страноведение, национально-культурная семантика, типы классификаций.

Введение

На сегодняшний день лингвокультурология является одним из стремительно развивающихся

направлений языкознания в рамках европейского масштаба. Она изучает язык как феномен культуры, что является своеобразным видением

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мира через призму национальных особенностей языка и культуры.

В настоящее время основной целью преподавания иностранных языков, признается формирование коммуникативной компетенции как «способности решать средствами иностранного языка актуальные для студентов и общества задачи общения из бытовой, учебной, производственной и культурной жизни; умение учащегося пользоваться фактами языка и речи для реализации целей общения» [Азимов 1999: 109].

При разработке методической стратегии обучения немецкому языку в узбекской группе представляется целесообразным разработать лингвометодическую модель изучения фразеологии немецкого и узбекского языков в качестве важного компонента профессиональной подготовки специалиста.

Впервые понятие «компетенция» возникло в шестидесятые годы XX века в США и было использовано в рамках деятельностного образования, которое было ориентировано на подготовку профессионалов, способных выдержать конкуренцию на рынке труда [Мишенева, Ю. И. Компетентностный подход в обучении иностранным языкам [Электронный ресурс] / Ю.И. Мишенева // Научно-методический электронный журнал «Концепт»].

Первоначально все сводилось к автоматизации полученных практических навыков согласно бихевиористскому подходу, однако это было недостаточным для полноценного развития творческих и индивидуальных способностей обучаемых. В связи с этим были выделены два понятия: компетентность и компетенция (competence and competencies).

«Компетентность стала рассматриваться как личностная категория, а компетенции превратились в единицы учебной программы и составили «автономию» компетентности» [Лебедев, О. Е. Компетентностный подход в образовании [Текст] / О.Е. Лебедев // Школьные технологии. –2004. –№ 5. –С. 7–11.].

Компетентность – владение, обладание учеником соответствующей компетенцией, включающее его личностное отношение к ней и предмету деятельности. Компетентность – уже состоявшееся качество личности (совокупность качеств) ученика и минимальный опыт деятельности в заданной сфере [Хуторской, А.В. Технология проектирования ключевых и предметных компетенций [Электронный ресурс] / А.В.Хуторской// Интернет-журнал «Эйдос».].

В словаре методических терминов представлено следующее определение: социокультурная компетенция (англ. sociocultural competence) — это совокупность знаний о стране изучаемого языка, национально-культурных

особенностях социального и речевого поведения носителей языка и способность пользоваться такими знаниями в процессе общения, следуя обычаям, правилам поведения, нормам этикета, социальным условиям и стереотипам поведения носителей языка. Социокультурная компетенция входит в состав коммуникативной компетенции и является ее компонентом [1].

Большинство отечественных исследователей разделяют перечисленные положения (Е.М. Верещагин, В.Г. Костомаров, Г.Д. Томахин, И.Л. Бим, Н.Д. Гальскова) и выделяют следующие компоненты социокультурной компетенции:

лингвострановедческий (лексические единицы с социально-культурной семантикой и умение их применять в ситуациях межкультурного общения: безэквивалентные слова, фоновые слова, реалии, национальные пословицы и поговорки, фразеологизмы, являющиеся отражением менталитета народа. Они дают учащимся знания о правилах и принципах общения представителей данной нации, о ценностях, о приоритетах);

культурологический (социокультурный, историко-культурный, этнокультурный фон, знание традиций, обычаев народа изучаемого языка, сведения о национальном характере, об особенностях повседневной жизни, об уровне благосостояния населения, об основных ценностях и типичных для членов данного общества оценках, о нормах поведения);

социолингвистический (языковые особенности социальных слоев, представителей разных поколений, полов, общественных групп, диалектов: речевые стереотипы, ситуативные клише, коммуникативные клише, формулы речевого этикета, модели речевого поведения);

социально-психологический (владение социо- и культурно-обусловленными сценариями, национально-специфическими моделями поведения с использованием коммуникативной техники, принятой в данной культуре) [15].

Межкультурная коммуникация - это не только наука, но и набор навыков, которыми можно и нужно владеть. В первую очередь в этих навыках нуждаются те, чья профессиональная деятельность связана с взаимодействием между культурами, когда ошибки и коммуникативные неудачи приводят к другим провалам - в переговорах, к неэффективной работе коллектива, к социальной напряженности.

Таким образом, на фоне все повышающегося интереса к изучению культур разных народов, пристального внимания к вопросам межкультурного общения, задача преподавателя научить не только понимать иностранный язык и говорить на нем, но и дать конкретные знания об особенностях той или иной культуры в области профессиональной, социальной и отчасти

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межличностной коммуникации. Результатом эффективности таких обучающих программ является диалог культур, взаимопонимание, терпимость и уважение к культуре партнеров по коммуникации.

Несомненно, преподавание иностранных языков и межкультурная коммуникация тесно связаны и взаимозависимы. Урок иностранного языка - это практика межкультурной коммуникации, ведь за каждым словом стоит обусловленное национальным сознанием представление о мире. Преподаватель иностранного языка выступает как посредник, «полномочный представитель» культуры страны изучаемого языка. Даже владея иностранным языком, не всегда удается понять друг друга, и причиной этого нередко является расхождение культур. Только выйдя за рамки своей культуры, то есть, столкнувшись с иным мировоззрением, мироощущением и т. п., можно понять специфику, которая неосознанно определяет поведение, оценку и отношение к миру, что может быть учтено при оптимизации межкультурного общения. Все расхождения языков и культур выявляются при их сопоставлении. Иногда возникают трудности межкультурного взаимодействия и обучение их преодолению.

Многие сложности межкультурного общения вызваны неумением собеседников взаимодействовать, вести себя в соответствии с конкретными ожиданиями своего партнера и нормами его культуры. В результате каждый из партнеров бессознательно действует, руководствуясь нормами коммуникативного поведения своей родной культуры, автоматически перенося их на общение с представителями чужих культур, что приводит к срывам межкультурного взаимодействия, вызывает непонимание и конфликты.

Преодоление этих сложностей невозможно без специальной подготовки, направленной на достижение межкультурного взаимодействия - эффективного коммуникативного взаимодействия представителей разных культурных сообществ, осознающих и принимающих отличия в системе ценностных ориентаций, моделях речевого и неречевого поведения и образе жизни друг друга. Обучение межкультурному взаимодействию является одной из первостепенных задач вузовского обучения иностранным языкам на современном этапе.

Языковые, поведенческие и социокультурные помехи особенно затрудняют межкультурное взаимодействие и приводят к непониманию или даже конфликту. При этом, как отмечают многие исследователи (Гак В.Г., Ларина Т.В., Тер-Минасова С.Г. и др.), языковые ошибки (которые, безусловно, необходимо устранять и предупреждать в процессе обучения

межкультурному взаимодействию), не столь губительно отражаются на межкультурном взаимодействии. Они, как правило, легко прощаются носителями языка и не воспринимаются ими как оскорбление, в отличие от поведенческих и социокультурных помех. Последние же две группы помех (тесно взаимосвязанные друг с другом, поскольку коммуникативное поведение культурно детерминировано) могут стать причиной конфликтных ситуаций, неудач во взаимодействии представителей разных культур.

В основе поведенческих и социокультурных помех лежат различия в культурной картине мира, ценностях и коммуникативном поведении, а также неадекватное восприятие чужих культур и их стереотипизация. Условия преодоления этих трудностей заключаются в осведомленности обучающихся об объективном существовании расхождений менталитетов и национальных характеров участников межкультурной коммуникации, их ценностных ориентаций и пр.; знание того, в чем именно заключаются эти расхождения, и учет их в процессе коммуникации.

Роль социокультурной компетенции в общем образовании учащегося весьма значительна, так как она обеспечивает учащемуся возможность:

ориентироваться в социокультурных маркерах аутентичной языковой среды и социокультурных характеристиках людей, с которыми он общается;

прогнозировать возможные социокультурные помехи в условиях межкультурного общения и способы их устранения;

адаптироваться к иноязычной среде, умело следуя канонам вежливости в инокультурной среде, проявляя уважение к традициям, ритуалам и стилю жизни представителей другого культурного сообщества.

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Переход фразеологизмов с полным сохранением значений слов в их структуре, считаясь одним из самых распространенных

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способов перевода, способствует к вхождению новых фразеологических единиц в язык перевода произведения и обогащению фразеологического состава данного же языка. Это положение можно ясно обнаружить в следующих примерах: Например: В немецком языке: Gesundheit ist der groesste. В русском языке: В здоровом теле-здоровый дух. В узбекском языке: Соглик-туман бойлик.

Обратим наше внимание к примерам: В немецком языке: Der Fisch fängt am Kopfe an zu stinken. В русском языке: Рыба тухнет с головы. В узбекском языке: Балиқ бошидан сасийди. Мы можем чётко проследить идентичность составляющих эту пословицу слов-компонентов в трёх языках. Также можем проследить, как пословица в английском языке переводится со всеми аналогами в немецком, узбекском и русском языках.

Пословицы такого типа встречаются во многих языках. Например: В немецком языке: Wie die Saat? So die Ernte. В русском языке: Что посеешь, то и пожнешь. В узбекском языке: Нима эксанг, шуни ўрасан.

Нам становится ясно с вышеприведенных примеров, что полный эквивалент этой пословицы существует и в немецком, русском и узбекском языках.

Как лучше всего изучать иностранный язык, в чем распространенные ошибки и заблуждения, и что нужно учитывать при изучении.

Частая ошибка традиционных методик - требуют переводить. Однако человек может

хорошо использовать иностранный язык, но очень "коряво" переводить на свой родной. Еще чаще бывает ситуация, когда человек уже почти понимает, что сказано в иностранной фразе, но перевести еще не может. Переводить нужно учить только профессиональных переводчиков. Для остальных задача - научиться понимать, излагать мысли и **думать** на иностранном языке.

Когда смотришь в словаре перевод слова, нужно просмотреть все его значения. Это позволяет составить представление об объеме понятия, который часто отличается от аналогичного в родном языке.

Чтобы качественно перевести, нужно осознать смысл предложения целиком и потом **пересказать** его своими словами на другом языке, а не переводить по словам, словосочетаниям и грамматическим конструкциям.

Лучший способ научиться грамотно и красиво выражать мысли на иностранном языке - читать много литературы, написанной хорошим языком. Упражнения и разъяснения преподавателя - полезны, однако можно знать правила, но не быть способным быстро генерировать корректные фразы. Такую способность дает только языковой опыт. Когда много раз в тексте встречаешь конструкцию, то в какой-то момент сам непроизвольно начинаешь ее употреблять. Можно читать учебную или специальную литературу по своей специальности на иностранном языке. Убиваются сразу два зайца: и язык, и знания.

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TREATISES AND MATERIALS ABOUT SCIENCE OF TAJWEED PUBLISHED IN TURKESTAN

Abstract: At the end of the XIX and at the beginning of the XX century more than ten books and treatises about the skills of Tajweed were published in Turkestan. They were published in lithographic print houses which is considered initial form of modern printing. In that period a lot of books on Tajweed were written by different scholars. It shows that demand for them was noticeably high. In the period when the attention and interest for learning Qur'an and Tajweed increased, there is a necessity for learning them especially, methods and approaches towards teaching tajweed. This article elucidates works on Tajweed which were published in Turkish and Russian at the end of the XIX and at the beginning of XX century in the area of Turkestan.

Key words: Tajweed, recital, calligraphy, lithprinting, publishing, Turkestan, Uzbekistan.

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Introduction

Uzbekistan is not only considered as the birthplace of famous Islamic scholars but as well as popular with its hafizes and Quran reciters who made significant contributions to the science of tajweed with their valuable writings and treatises. However, those writings and treatises haven't been learnt thoroughly so far. Doing research on them, comparing with those written by representatives of other countries are the tasks that awaiting their fulfilment. Such researches reveal us how science of Karan developed in Turkistan, their writing methodology. Therefore, undertaking study on them is consequential because of purposes of implementation. To top it off, in the period when attention is drawn to Qur'anic recitation and tajweed science, the topic is becoming actual. This article is an attempt to elucidate scientific heritage of Turkistan, especially books on tajweed written during the transition from manual copy to publication, their authors as well and illumination of responses to such questions as which sources they were based on, where they were used as manual and what is their current relevance.

The publication of religious sciences in Turkistan

In the past lith printing was prevalent to publish books and writings in Turkistan. It had its own reasons. Since it is difficult to change dramatically the traditions of writing, the culture of book reading, and revamping forms of calligraphy and book-making, one can't introduce novelty to procedures concerned with books promptly. Because of abovementioned reason book publishing in Central Asia and the neighboring Muslim countries started late compared to the West. Apart from it, there were a number of other factors that prevented books from being printed in Central Asia and the Muslim world in the East. Firstly, long standing traditions of writing, handwriting, calligraphy and craftsmanship, which have existed for over two thousand years. To put it another way, technological apprehension of society. It means that people in the society didn't have enough technological culture and were not ready to accept them. Secondly, negative attitude of Muslim scholars towards new inventions, particularly book publishing

In the Muslim world the first publishing house was opened in Istanbul, 1494 year. Afterwards in XVI century Armenian and Greek publishing houses started their activity. In the early XVIII century in the territory of Ottoman Empire more than ten European,

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Greek and Armenian publishing houses were launched. In those days, religious scholars took leading role in the society of Turkey and their belief and thoughts were crucial, even they were able to make an impact on government and people. According to them Arabic letters were considered sacred and holy. Therefore, it was forbidden to publish books in Turkish and in any other eastern languages. [1, p. 115] But in 1737 on the fifth of July Ahmed III-Sultan of the Ottoman Empire (1703-1730) decreed to open lithographic print house and publish religious books. In December month of that year Ibrahim Mutafferika after 18-year attempt managed to open first Turkish publishing house in Istanbul. It was real milestone in development book publishing industry. The first publication of this lithographic print house was Arabic-Turkish dictionary with a photograph of Ibrahim Mutafferika on the first page. The demand for this dictionary was felt after the release of book [Taj al-Lugha wa Sihah al-Arabiya](#) by Abu Nasr Javhariy. 1729 year fixed in history of Turkey as the start of book printing. We should mention that it was 284-year later than first printed book in Europe (Torah in 1445 in Germany). The next publications of the printing house were Abdallah Kātib Jelebi's ((1609-1657) outstanding works and "Tarjimai tarixi sayyoh" (Translation of traveler's history) which was translated from Latin.

The thriving of manuscript and lith printed books at the same time was peculiar to Khwarazm's book development which was located in Central Asia. However, in other parts of it lith printing was wide spread. At that time lith printing played an important role in the growth of literacy in Central Asia. Furthermore, it was knock on effect on further development of printing industry. After introduction of lith printing popular books on history philosophy, scientific works on lexicography, classical didactic fictions, and as well as manuals of madrassah and schools were published. As a result of it, book reached more people. Because of these publications we have information about manuscripts which haven't been passed down to us so far.

It is essential to mention that till the second half of the XIX century, there was no national printing press in Central Asia. The khan of Khiva khanate - Muhammad Rakhimkhan was the first man who put a milestone in establishment of first printing house in this region. On his initiative, the first printing house was opened in Khiva to publish rare manuscripts that had been preserved in the palace library. After that, the national printing press began to operate in Tashkent, then in Samarkand, Bukhara and finally Kokand. At the beginning of the XX century, there were printing houses in almost all the cities of present Uzbekistan.

Among the publications of that period we cannot find interpretations of the Qur'an, collections of hadiths, large-scale of fiqh texts and publications of

fatwas because Turkestan was a Russian colony, so it was banned to publish works written by prominent Islamic scholars. Therefore, local scholars, educators, madrasah and school teachers have begun to publish textbooks and small booklets for children. Initially they published their own books under the sponsorship of wealthy merchant publishers. Unfortunately, it is difficult to find manuscripts of those published books now. Nevertheless, printed version of those books can serve as valuable source for further researches. That's why, these kinds of works are of great importance. These include treatises on Tajweed which teach us how to read the Qur'an correctly.

Treatises on Tajweed

More than 10 works on tajweed, written in Turkish and Uzbek, are stored in the manuscripts and lith printed heritage fund of the Republic and abroad. The study of these works shows that there was a great need for recitation and tajweed science at that time. One of these works of Tajweed is called Tashil ut-Tajweed [2, p. 14]. The book was published in 1912 in the publishing house owned by famous Tashkent writer Gulyam Hasan Arifjonov. This brochure, consists of only 28 pages, written in two columns in a question-and-answer format. The first column contains the questions, whereas the second one contains the responds. The brochure was written in Turkestan language and in the first page of it was written that it was intended for 2nd and 3rd grade pupils of elementary schools. It says that our educated ancestors included it in the list of books in national curriculum of primary schools. At the end of the book there was given a list of books approved by school teachers of Turkestan. It was a list of books that had already been published and included in curriculum of schools. Below of the list there is a note that the brochure was on the sale in all bookstores in Tashkent and it would be shown reverence for purchasers. From above mentioned we can deduce that the literature on Tajweed written in the local language had been published in large numbers and had also been distributed among the population. It means that not only educated people but ordinary folk were also familiar with Tajweed science which is considered obligatory in sharia. A similar fatwas were mentioned in some sources on tajweed: "الْعَمَلُ بِالتَّجْوِيدِ فَرَضٌ عَيْنٌ لِكُلِّ مَنْ يَتَرَأَّى الْقُرْآنَ" (Every Koran reader should observe tajweed). Another example with the same content can be found in "Fath ut-Tajweed" which was popular by name "Olimiya" among the populace, published in 1903 by Ilin (Ильин) printing house:

Ilmi tajwid farzu lozim erur,

Ani tark etsa qori, osim erur.

Chunki, Quronni etti Haq inzol,

Ani tajwid ila qilib irsol.

Meaning: it is obligatory to observe tajweed rules while reading Koran. Those who ignores it will be sinner because God has sent it down and instructed to recite the Koran with measured recitation.

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Our folk who have had a great reverence to Koran tried to read and recite it according to the rules of tajweed and the scholars and works on tajweed were held in high regard as well. Well-known scholar who worked on Tajweed science was Shamsiddin al-Jazari (1350-1429). During the reign of Amir Temur he conducted research in Mowarannahr in particular in Samarkand. His famous book “al-Muqaddima” devoted to Tajweed science was written in Mowarannahr. It was written in verse. According to him tajweed science is obligatory. The following lines that belong to him can affirm it:

Jazari –ul imomi dini hudo,
Qaddasallohu ruhahu abado
Buyla durfoshlik qilibdur ul,
Axzi tajweed farz debdur ul.

Meaning: Jazari is disseminator of the religion of Islam. According to his belief to learn tajweed science is our obligation, so he spread this pearl of wisdom throughout the world. May Allah be pleased with him and make his soul holy and eternal.

Our ancestors were impressed by Imom Jazari and his works because of following reasons: Firstly, they written in Turkish, that is easy to comprehend. Secondly, almost all his books were composed in genre of poetry, which is efficient to learn and remember.

Another book devoted to tajweed science is Muntahab at-Tajwid published by “Gulomiya” printing house. The compiler of the book is Haji Qari Isa ibn Muhammad. The title page of the book starts with lines with following content: I was so impressed by what I have learnt from scholars on tajweed and decided to disseminate it far and wide. Therefore, I wrote it. I enriched the book with excerpts from Jazzariyah, Shotibiya and “Thuhfatul atfaal” [3, p. 7] He also gives the following hadith about learning Koran and spreading it to others:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ وَأَفْضَلُ الْعِبَادَةِ قِرَاءَةُ الْقُرْآنِ
فَحَمَلَهُ الْقُرْآنَ الْقَائِمُونَ بِحُفُوْقِهِ نَطْقًا وَعَمَلًا أَهْلَ اللَّهِ وَخَاصَّتُهُ

“The best of you are those who learn the Koran and teach it to others.”

The next work about tajweed is “Vozih ut-tajwid” which was published in 1903 in Tashkent in the Ilin printing press. [4, 64] It is a treatise that consist of 122 couplets. The title of the book was based on abjad system to encode written year of the book, i.e. 1321. Its author is one of the most prominent scholars of that time- Abdulvahid kori Tashkandi (1855-1937). He was famous among folk by name “Quroni Abdulvohidiy” because the scientist was a calligrapher and publisher of the national written copy of the Koran, which was reprinted three times. In 1907, Abdul Vahid was elected as the only representative of the State Duma in Turkestan. According to him the treatise was written in genre of poetry. Why poetry? Because poems’ structure makes them easy to read while its rhyme makes them extremely memorable. It was translated from Arabic

and Persian to Turkish with intention to make it available for Turkish speaking countries’ readers.

This treatise was devoted to author’s four sons. At the end of the book the author mentions the names of his sons and hoped that the treatise would be as valuable source for them. “Vozih ut-tajwid” starts with the benefits of reciting and reading Koran. It proceeds with explanation of pronouncing diacritics in Arabic letters. The next chapter is about the main rules of tajweed. For instance: alqalqala, izhaar (throat letters), iqlaab, idghaam letters and their types, letters to have madd (to make letters long under some conditions). The treatise ends with two chapters devoted to rules of stopping.

Another work on tajweed is Ashal ut-Tajweed published by Mir Zia Dizahi in Samarkand in 1913. It consists of 48 pages. [5, p. 34] In addition to information in this book Mirzo Zokhid added the translation of the book “Qavoid al-Quron” in XVII century and published under name “Manzumat at-Tajweed”. In chapter Manzumat at-Tajweed diacritics of Arabic letters are explained in verse. Main part of the book (Ashal ut-Tajweed) was written in prose. This part also begins with explanations of diacritics in Arabic letters. Then peculiarities of Arabic letters and their pronunciation were elucidated. For example: rules of noon, idghaam, izhaar, ikhfaa, alqalqala, heavy and light letters, rules of maad were given in details. The treatise ends with rules of stopping. In this chapter of the book he gives information about al-muonaqah type of stopping as well. It is said that it comes 16 times in holy Koran. He explained that when muonaqah signs appear close to each other, a pause at the first place makes a pause at the second prohibited, because the meaning of the verse is incomplete. One can pause at any one of the signs, but not both. [6, p. 38-39]

In the beginning of the XX century in Uzbekistan many books on Tajweed translated from Turkish and Tatar to Uzbek. For example, the book on Tajweed written by Ismail Alawi was published by Abdussame-qari (a person who recites the **Quran** with the proper rules of **recitation** (tajweed) twice in Tashkent in 1911 and 1913. It contains 32 pages. [7, p. 28]

Conclusion

By the end of the XIX century a number of national printing houses increased in Uzbekistan. Despite the fact that they were under strict censorship, a lot of works of local scholars and thinkers were published. At the beginning of the twentieth century, the quantity of publications, especially textbooks, manuals for schools and madrasahs rose. One of these textbooks and manuals was related to Tajweed. We should mention that more than ten treatises in Uzbekistan were published in the early XIX and XX centuries. They were very important works of their time, and considered as books that have been read

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many times. Today, a number of researches have been done on them. It means that even in the colonial times Central Asian nations did not lose their zest for Koran.

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CHROMATOGRAPHIC DETERMINATION OF STEVIA IN SUGAR SUBSTITUTES WITH MEDICAL PROPERTIES

Abstract: The method for controlling the quantitative content of stevioside using high-performance liquid chromatography in the processing and separation of stevioside from plant materials has been improved. This technique allows taking the mass analysis during the selection of plant samples for the content of other sweet glycosides. The principles of the process of purification of the obtained extract from plant stevia raw materials are determined based on desalination, decolorization of the extract without the use of expensive and toxic reagents. The influence on the degree of extraction of the following parameters, such as the degree of grinding of the raw materials, the ratio of raw materials-extractant, the temperature of the extractant, the number of sequential extracts, and their duration were studied for the optimization of the extraction process of stevioside. The greatest extraction of stevioside from plant materials is achieved by triple extraction of 20 ml., by boiling water for 30 minutes. The optimum particle size of the raw materials is 0.5 mm. Significantly, the receptors for the use of stevia as a source of low-calorie sweetening components in the production of dairy products for dietary use make it possible to obtain medically valuable cocktails, yogurts, and other products with high palatability.

Key words: stevia, thin layer chromatography, high-performance liquid chromatography, stevioside.

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Introduction

Currently, one of the pressing health problems is the prevention and treatment of such widespread and intractable diseases as diabetes and hypoglycemia. In this regard, special attention is paid to the search for new low-calorie, effective and harmless sugar substitutes. Among the most promising and effective modern natural sweeteners, attention is drawn to sweet diterpenic glycosides that accumulate in the aerial part of the plant (from now on referred as stevia) in a rather large amount - 20% in terms of dry weight and having a pronounced sweet taste, which is in 250 to 300 times higher than the sweetness of sucrose.

Stevia is a perennial herbaceous plant belonging to the genus *Stevia* (sprout) of the Compositae family, consisting of a single or branched stalk 60-80 cm tall with cross-shaped elliptical leaves and small white flowers

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collected in a lush inflorescence. Stevia grows in subtropical climatic conditions with an average daily temperature of 23 ° C on sandy soils. Dry stevia extracts, appearing on the world market under the names "Steviosin," "Stevix," are used either individually or in compositions with other agents for sweetening drinks and other food products. In many countries of the world - primarily in Japan, as well as Brazil, Korea, the USA, Paraguay, Laos, China, Indonesia, Thailand, and others - stevia extract sweeteners are used in a wide range. It is used in a variety of food products: wines, soft drinks, fruit berry syrups, confectionery, in the production of toothpaste, chewing gums, and cosmetic products.

Stevioside is the main diterpenic glycoside of stevia, non-toxic, low-calorie, and stable during heat treatment (up to 120 ° C). Provided that private technology for the production of alcoholic and non-alcoholic drinks, dairy products, bakery, and confectionery products, as well as mayonnaise sauces and preservatives, is used. Stevioside is the best suited for use in mixing processes in slightly acidic environments, in high-temperature processing processes and can be added to the recipe at any stage. The growing interest in stevia processed products and the appearance of stevioside-based food products and food additives on the market necessitate the development of effective methods for controlling their quality using modern analysis methods. Due to the extraordinary organoleptic properties and biological activity of stevia diterpenic glycosides, an in-depth study of the physicochemical and biological properties of these compounds is required, as well as improvement of methods for their isolation from plant materials.

In light of the preceding, the development of a simple, reliable, and universal method for controlling the content of stevioside in plant raw materials is of particular importance. Numerous methods have been published for determining stevioside, including capillary electrophoresis, gas-liquid chromatography, thin-layer chromatography with densitometry, gas chromatography, IR spectrometry. However, due to non-specificity, these methods are not widely used. A more attractive way of controlling the content of stevioside is to use HPLC due to the specificity of the determination of individual diterpene glycosides, as well as its simplicity and reliability. [1,p.122;2,p.43;3,p.88;4,p.100;5,p.74;6,p.43;7,p.20; 8, p.12;9,p.364;10,p.333;]

The purpose of the work is to develop a method for quantitative determination in plant materials, dry purified stevia extract, and food products using TLC and HPLC.

Preparation of raw materials and quality control Isolation of stevioside from plant materials

Isolation of dry purified stevia extract was made from dried stevia leaves purchased from Status (Kharkiv, Ukraine).

The dried chopped stevia leaves were extracted with 80% ethanol. The alcohol extract was evaporated to dryness, dissolved in water, and degreased with ethyl acetate. The sum of the diterpene glycosides was recovered from butanol from a defatted aqueous extract and recrystallized from methanol. In total, five laboratory series of the dry purified extract was obtained in a total amount of 10.9 g from 250 g of plant material (Table 1.).

Using HPLC, it was found that the content of stevioside in the dry purified extract of stevia is 66 - 72%. It was established that there are compounds belonging to the class of diterpenic glycosides, presumably to rebaudioside A and C, which are characterized by stronger retention on this sorbent.

Monitoring the content of stevioside in plant materials by HPLC and TLC

As an external standard, a sample of steviosidewas used, which we obtained in laboratory conditions from the leaves of Steviarebaudiana. TLC, HPLC confirmed the purity and authenticity of the sample. As prototypes used: dried leaves of Steviarebaudiana. TLC was carried out on FertigplattenKieselgel 60 (Merck) plates. HPLC was performed on a Stayer chromatographic system (NPLF Akvilon CJSC, Russia), consisting of two Marathon Series II pumps, a dynamic mixer, a Rheodyne 7725i injector with a loop volume of 10 µl and a UV-104 spectrophotometric detector with a fixed detection wavelength. Chromatographic information was controlled, collected, and processed using the Multichrom 2.0 software and hardware complex (Ampersand Russia). The separation was performed on a Luna NH₂ column (250 x 4.6 mm, 5 µm) (Phenomenex, United States). The Security Guard Cartridge NH₂ (4 x 3 mm) pre-column (Phenomenex, USA) was installed in the line in front of the analytical column in the universal holder of pre-columns. To ensure a constant temperature of the separation column, the Therma Sphere column thermostat (Phenomenex, USA) was used. At the sample preparation stage, we used a 12-position vacuum manifold and Strata NH₂ solid-phase extraction cartridges (500 mg / 3 ml) (Phenomenex, USA), as well as anesthetized paper filters.

TLC method

1.0 g of ground (1 mm) raw material is placed in a 50 ml flask, 20 ml of 95% ethanol are added and heated in a boiling water bath under reflux for 15 minutes. The solution is filtered through a paper filter. The resulting solution is used for testing. 0.01 ml of the test solution and 1% solution of a standard sample of stevioside in methanol are applied to the starting line of the TLC plate with a micropipette or microsyringe, dried in air for 10 min and chromatographed in an ascending manner in a chamber with a solvent system: chloroform-methanol-water (in proportion of 60: 30: 6). After the front of the solvents has passed ~ 15 cm, the plate is removed from the chamber

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and dried in air for 30 minutes, then the plate is sprayed with a 50% sulfuric acid solution. After keeping the plate in an oven at a temperature of 100 ° C for 15 minutes, black spots with different R_f values were identified on the chromatogram. Stevioside corresponded to a spot with R_f = 0.37, present both in the standard and in the test sample.

When developing the TLC technique, four types of systems were used: chloroform - methanol - water (60: 30: 6), chloroform - methanol - water (30: 10: 1), chloroform - methanol - water (30: 20: 1), butano - acetic acid-water (4: 1: 1). Various reagents were used for detection: 2% solution of vanillin in methanol - phosphoric acid (1: 1), 50% solution of sulfuric acid, anisic aldehyde - sulfuric acid - glacial acetic acid (0.5: 1: 50). The best results were obtained using the system of chloroform - methanol-water (60: 30: 6) and a 50% solution of sulfuric acid as a developer. Spots on the chromatograms of the test samples were evaluated in comparison with a standard sample of stevioside. The sensitivity of the determination procedure is 0.5 µg of stevioside.

IHPLC method

Separation is carried out at a column thermostat temperature of 50 °C. Mobile phase: deionized water (pH 5.5) (A) - acetonitrile (B). Gradient program: 87-81.5% B in 12 min, 82.5 - 79% B in 8 min, 5% B - 5 min, 5% B - 5 min, 5% B - 87% B in 1 min, 87% B - 3 min. The volumetric rate is 1.5 ml / min. The detection wavelength is 210 nm.

Stevioside extracted from dried and ground (0.5 mm) samples of plant materials (1 g) by extraction with triple water at a water temperature of 100 ° C. The volume of water at each stage of the extraction is 20 ml, and the extraction time is 30 minutes. For extraction, deionized water with a specific conductivity of not more than 0.2 µS C cm is used. The extracts are combined, cooled to room temperature, filtered through a paper filter, and their total volume is adjusted to 100 ml with deionized water. A 2 ml portion of the extract is passed through a solid-phase extraction cartridge, preconditioned with 3 ml of acetonitrile and 3 ml of deionized water. The first milliliter of the extract is discarded, and the subsequent portion of the purified extract is collected and used for analysis.

Organic solvents, such as methanol, ethanol, diethyl ether, and acetonitrile, were most often used as extractants for the isolation of diterpene glycosides. However, the use of these solvents is not only economically disadvantageous but also impractical from a chemical point of view, since a large amount of organic substances, primarily pigments that impede further analysis, passes into the extract. Extraction with water allows minimizing the content of related impurities. To optimize the extraction of stevioside, we studied the influence on the degree of extraction of such parameters as the degree of grinding of the raw materials, the ratio of raw materials to extractant, extractant temperature, the number of sequential extracts, and their positivity. The most significant extraction from plant materials provides a triple extraction of 20 ml of boiling water for 30 minutes. The optimum particle size of the raw materials is 0.5 mm.

Quality control and standardization

The final products manufactured according to these specifications must have a conclusion of the state sanitary and epidemiological examination and in terms of safety for human health must meet the following requirements:

- microbiological indicators: MAFAM (KUSCH in 1g, not more): 1000; BGKP (coliforms) 1g - not allowed; pathogenic microorganisms, including bacteria of the genus Salmonella in 25g - not allowed; yeast, KUO in 1g - not more than 50 (in tablets - not more than 10) according to 3 clause 3.4 of TU U 15.6-30883300-009: 2007 "Natural sweeteners. Technical conditions.";

- allowable levels of the composition of toxic elements, micro toxins, in mg / kg, not more: lead-1.0; cadmium-0.05; arsenic-0.5; mercury-0.01; copper 4.0; Zinc-8.0 according to clause 3.5 of TU 15.6-30883300-009: 2007 Natural sweeteners. Technical conditions.";

- permissible levels of pesticide composition are standardized following the requirements of DSANPiN№8.8.1.2.3.4.-000-2001 "Permissible doses, concentrations, quantity and composition levels of pesticides in agricultural raw materials, food products";

- permissible levels of radionuclide composition, in BG/kg, not more than 137 Cs-150 and 90Sr-50, according to GN 6.6.1.1-130-2006 "Permissible levels of radionuclide composition 137 Cs-150 and 90Sr in food and drinking water".

Thus, methods have been developed to control the quantitative content of stevioside by high-performance liquid and thin-layer chromatography in the process of technological processing and the separation of stevioside from plant materials. They make it possible to carry out mass analyzes for the content of other sweet glycosides.

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Table 1. The results of obtaining of the dry purified extract from stevias leaves

Number	Weight, g	An analysis of steviozyd	Weight of the dry extract	An analysis of steviozyd in the dry extract
1	50	4,04	2,5	68,2
2	50	4,04	2,1	67,3
3	50	4,04	1,5	71,3
4	50	4,04	2,9	
5	50	4,04	1,9	
Total	250		10,9	

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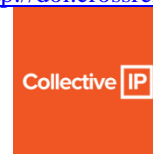
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CiteFactor (USA) Directory Indexing of International Research Journals

<http://www.citefactor.org/journal/index/11362/theoretical-applied-science>



International Institute of Organized Research (India)

<http://www.i2or.com/indexed-journals.html>



JIFACTOR

JIFACTOR

http://www.jifactor.org/journal_view.php?journal_id=2073



Journal Index

<http://journalindex.net/?qi=Theoretical+%26+Applied+Science>



Eurasian Scientific Journal Index (Kazakhstan)

<http://esjindex.org/search.php?id=1>



SJIF Impact Factor (Morocco)

<http://sjifactor.inno-space.net/passport.php?id=18062>



InfoBase Index (India)

<http://infobaseindex.com>



Open Access Journals

<http://www.oajournals.info/>



Indian Citation Index

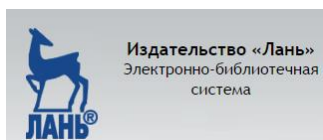
Indian citation index (India)

<http://www.indiancitationindex.com/>



Index Copernicus International (Warsaw, Poland)

<http://journals.indexcopernicus.com/masterlist.php?q=2308-4944>



Электронно-библиотечная система «Издательства «Лань» (Russia)

<http://e.lanbook.com/journal/>

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