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METHODOLOGICAL BASIS OF PLANNING EXERCISE OF FEMALE FOOTBALL PLAYERS

Abstract: *This article deals with the role and value of prospective planning of exercise for female football players. In particular, the development of a effective plan will include trainings, exercise planning and competition.*

Key words: *Prospective plan, control, planning, annual cycle, exercise, training, skill.*

Language: *English*

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Introduction

According to the Decree of the President of the Republic of Uzbekistan dated on March 5, 2018 Number PD-5368 "On measures to radically improve the system of public administration in the field of physical training and sports" and The Decree of the President of the Republic of Uzbekistan dated March 16, 2018 Number PD-3610 "On Measures for Further Development of Football" has created great opportunities for the development of physical culture and sports in our country, including giving high opportunity to football players. As a result of implementing these decrees, perspective changes are being made in the sports of our country, especially in football. [1]

From the first years of independence, this noble goal, that is, involving women in sports, has reached the level of state policy. Because the future of our people depends on the health of our children. Upbringing of the harmoniously developed generation is one of the priorities of consistent policy in our country.

Our country pays great attention to women's sports. In the development of women's sports in our country, the government's attention to sports and decisions and decrees aimed at the development of our sports are important.

When we talk about the Uzbek female footballers, we think of unique qualities. The modern Uzbek woman has a special responsibility, along with her family's responsibility, her own wisdom, education, talent and hard work.

Strengthening the nation begins with the promotion of women's health in our country. In particular, the development of children's sports in the countryside and in the neighborhoods have been a priority in many sports, involving children of school age, especially girls.

First of all, we pay attention to the fact that the conditions created by the government for the regular involvement of women in physical education and sports, can reveal new opportunities for sports facilities being built. Health issues of every developed country are the priorities of state policy. Because not only healthy people can contribute to the development of society, but also the mind, spirituality and ideology of physically healthy people are healthy. That is why the President pays special attention to the protection of health of the population, especially women, who are the basis of our future. However, it is important for the population, even mothers, to keep their own health, not just a healthy lifestyle, a healthy diet, dressing, walking, working and resting, maintaining a healthy lifestyle, especially in sports, they do not fully understand how many diseases can be prevented.

Analysis.

In a time when physical culture and sports have become an important factor in the social development of the country, government decisions to support this area are crucial. Decrees and decrees of the country are being implemented in the sphere of physical culture and sports, systematic changes, all measures on renewal of the sphere are for the future and future of our athletes. [5]

The importance of scientific and methodological work in preparing, improving and ensuring the effectiveness of women's football in our country is invaluable. Therefore, in recent years, there has been a growing interest in the training of women as highly qualified and skilled players. Special attention is paid by the specialists of physical training and sports.

The importance of scientific and methodological work in preparing, improving and ensuring the effectiveness of women's football in our country is invaluable. Therefore, in recent years, there has been a growing interest in training of women as highly qualified and skilled players. Special attention is paid by the physical training and sports professionals. Focusing on the exercises to be done, the movement is one of the prerequisites for aesthetic experiences of personal activity. Attentiveness, elegance, reaction speed and team spirit are all the hallmarks of the players. The idea that a woman is engaged in traditional men's sports, gives her the confidence and gives her the chance to succeed in her voluntary life activity.

There are different ways to build a sporting activity over the years. The construction of sports throughout the annual cycle plays a central role in the theory and methodology of physical education. [3] Especially in the middle of the 20th century, intensive research has been carried out in this direction. This situation in sports science has led to a sufficiently harmonious presentation of the system of cycling of the learning process as a result of summarizing the research findings of many experts who have made the scientific and practical basis of sports activities. A comprehensive presentation of these results is reflected in a number of generalizing studies. Their peculiarities are reflected in the manuals, textbooks, including research and practice, taking into account the nature of the competition.

Discussion.

Regular hands-on experience and training provided by sports professionals and coaches show that the role and importance of a promising plan in preparing highly qualified women is crucial. This type of promising plan will allow women in the future to acquire high level of skills. [4]

The baseline data for the development of long-term cycles of sports training include the optimal age limit, the duration of training, the rate of growth of sports results from the discharge to the grade, the individual characteristics of the athletes, the conditions for training, and other important information.

Based on the individual characteristics of women-players and the goals and objectives of many years of training, sports and technical indicators for the coming years will be determined, the main training facilities, the load and the intensity, and the number of competitions.

The focus of the coach and athlete on the individual needs of the athlete is to take into account the specificity of the athlete's training in order to achieve the planned performance.

Planning is one of the elements of exercise control. The concept of coaching from system to position in terms of the coach and athlete's responsibilities has been defined as sport management.

The following issues need to be addressed in order to successfully manage the training process of women football players:

1) defining purpose for each stage of the training;

2) Develop a technique for controlling the condition of the trainer;

3) Identify the tools and techniques to optimize the exercise routine. Prospective plan (for several years), current (one year), operative (one month, weekly). A successful plan is the basis for comprehensive training of the athlete. Practice shows that the player can achieve a high level of female skills after an average of 7-8 years of systematic training. The success rate of athlete achievement, the success of the training in annual cycles will depend on the accuracy of its development prospects, the effective selection of exercises, loadings and control norms.

In order to plan a promising plan, it is important to know at what age period the highest results can be achieved. Scientific observations suggest that the functionality of the female body, its adaptation to loadings, and the recovery of energy consumed are often optimal until the age of 21. In connection with changes in the sportsmanship regime, the age-related disadvantages of adolescents are attributable to occasional or permanent impairments in the health and performance of an athlete. For this reason, a young adult player should have a clear standard of exercise and tournament load for girls. All of this must be taken into account when designing a prospective workout plan for the team and each individual player individually.

Team and individual perspective plans should be interconnected. The terms of the prospective plan are based on the age of the player, his / her level of training, and the timing of the tournaments.

The individual prospect of women-players is reflected in the individual performance of an athlete - an analysis of previous training practices and individual characteristics of an athlete.

Typically, an adult team plans for a 4-year plan (the interval between one Olympics and the next), for a group of juniors and children - for the entire period of training and training.

Preparation of perspective plans should not result in mechanical duplication of several years' plans. Given the athlete's training year, it should be taken into account that his / her workout, workload, and other parameters are effectively altered.

The main requirement of the plan is to strengthen the physical, technical, tactical, functional readiness and willpower of women players.

The following sections should be included in the prospective women's soccer plan [2]:

1) The purpose and objectives of many years of practice

2) sports and technical indicators for different years of preparation;

3) the nature and extent of the exercises;

4) community gathering;

5) places of training and competition, equipment and inventory;

6) medical and pedagogical supervision;

7) Improvement of professional skills of coaches.

- In the first section, the main goals and objectives of the exercise are disclosed separately for each year or for specific stages of learning and training.

- In the second part, games that are supposed to be held in one or the other, the team's average control over the years is planned.

- The third section lists all types of training and their percentage, expressed in years of study and practice. Exercise volume is usually planned with the time allocated for a particular activity.

- The fourth section will address issues related to the organization of the team.

- In section five, it is planned to purchase sports equipment and equipment (columns, portable gates, walls, etc.). In the same section, there will be training and tournaments.

- The sixth section opens the general medical and pedagogical control (the adoption of control norms, the timing of training, the provision of dispensary services, etc.).

- In the seventh section, there is a systematic improvement of the skills of female coaches, specialists, coaches and assistants.

The following should be done to determine the changes in physical development and sports skills that may occur during exercise:

1) carrying out control checks on the basis of scheduled tests;

2) reviewing and evaluating women's match games;

3) Receive questionnaires from football players to identify changes in exercise and daily routine. The data collected will be processed at the end of each year and compared with each other. This will allow you to make specific conclusions and make the necessary adjustments to your training process and plans. The training process is divided into several stages: the first stage is selection and training. It usually lasts 1-3 years and ends after the trainees master the technical bases. The second stage - training, usually takes about 5-6 years. It is contingent upon joining a team of sports masters. The third stage is the development of sports. This phase will continue until the end of the regular matches and matches.

In addition to the prospective plan, there is also planning to train women-players in the annual cycle. In the annual planning, an annual plan is drawn up for each training group, and year-round educational activities according to the approved thematic plan. Annual planning is based. Focus on long-term plans and their implementation. The curriculum detailed in the plan (the ratio of training and competitive workloads, their size, size and specialty, time allocation by types of training, current and supervisory tests, etc.) conditions, results of implementation of the plan for the last year, etc. It is important to consider this.

The laws of the development of sports form are the basis of annual planning, which is closely related to the problems of cyclical training. Proper use of these proverbs in the annual cycle can prepare players to achieve high performance. In working with young players, the timing is determined at the youngest, the senior - the main age. The main focus of training is teaching. From the middle of an in-depth study (age 13-14), each year there are three stages of the cycle: preparation, competition and transition. [6]

Preparation period. The mission of the era is to maintain diversity training young players and, on that basis, improving their technical and tactical skills. Training should be varied depending on the content and load. The preparatory phase is divided into two stages: general training and special training. The main directions of the general preparatory phase are characterized by the creation and development of the necessary conditions for the purchase of sportswear.

Conclusion.

All-round development of the necessary physical qualities of the body aimed at increasing the overall functional level of physical training; technical and tactical training - restoring and improving motor skills and tactical actions. At this stage, the specific level of General physical training volume slightly exceeds the volume of Special physical training exercises. Advantages of these methods are not to impose on the body any more stringent requirements (repetitive, uniform, variable, play).

Direct formation of a sports form in which the training process is closely related to the preparatory phase. The goals of physical training are to develop and enhance the functionality of young players with special physical qualities (taking into account the specifics of the game). Technical and tactical training is aimed at profound improvement of special skills and their expansion.

The main means of preparation is special exercises with the ball. More interval and more competitive methods are widely used. But game teaching should not replace academic work.

The period of competition. The goal of this period of training is to maintain the uniform and maximize it. Physical training is concerned with maintaining and maintaining the highest level throughout the entire period. Improvements to previously learned techniques are in progress.

Tactical training aims at raising the level of tactical thinking of young people. Tactical connections between players, interconnections, lines, skill. The share of general and special physical training equipment should not be. Significant decrease in the level of special training. The most commonly used game inside is competitive and retraining techniques. It is advisable to provide a range during the competition. Preparation week lasts 4 weeks. It is advisable to do so. Health and Sports Camp or training camp. The intermediate level is more general or specific than the level of training for younger players.

Transition. During this period, the gradual transition is a massive burden of high-intensity sports activities. Changes in purposeful tools and techniques will preserve existing physical training and enhance motor skills (development of flexibility will be an advantage).

The main tools are outdoor and sports games, swimming, skiing, acrobatics. At the same time, technical and tactical gaps are eliminated.

The training noted in the competition continues to improve the most effective individual technical and tactics, skills.

In our opinion, the popularization and development of women's football in our country leads to the training of talented girls in clubs and national teams. This, in turn, will help to protect the honor of our country at international games, the Asian Championship, the World Cup and the Olympic Games.

In conclusion, it is important to note that the planning of the women's player should take into account the training, the physical state of the athlete, the individual characteristics of the athlete, the training process and the competitions. This, in turn, has a positive effect on the training of highly qualified female players.

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QR – Issue **QR – Article**

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A REVIEW OF SOME WEDDING CUSTOMS IN THE SURKHANDARYA AREA

Abstract*: Ethnography is a mirror of the people's way of life. They are studied in several disciplines. In this article, we would like to draw ethnographicisms to a scientific analysis, focusing on linguistics and linguoculturology as they apply to weddings in the Surkhandarya region. They are words that represent traditions, customs, and values of people, and tribes. According to the use of costoms used in wedding ceremonies: 1) Rituals / Wedding ceremonies of girls; 2) ceremonies which does during girl's wedding / rituals; 3) rituals after the wedding of the girls // rituals. In order to cover the aforementioned species, about one hundred ethnographies were analyzed, and their linguocultural features were also examined.*

Key words*: ethnography, customs and traditions, traditions and values, tradition "sakchilik", tradition "non sindirish", sep (daughter in law's clothes) // seb, hijab, fotikha wedding (agreement ritual before wedding), "yuz ochar" (face-to-face), "uchak kurar" "make a new cattle kit", dresses, "sarpo" (complect man's or woman's clothe), "qiz oshi" (girl's soup or palov), shoglok // shogulok, "kampir ulli" (old woman dead).*

Language*: English*

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Introduction

Until now, ethnography has been explored on a theoretical basis by several disciplines, including linguistics, history, ethnology, linguoculturology, ethnography, and many other disciplines. Because they have language and history along with the lifestyle of the people; The individual features, such as social, political, and economic status, are hidden.

In this article, we want to draw them into scientific analysis, focusing on linguistics and linguoculturology. The term ethnography is a word that expresses the essence of customs, traditions, life, culture and values that are used in the discourse of tribes, people, and individuals. This term, that is, the interpretation of several terms related to ethnography, but not related to the five-volume Uzbek Dictionary, is as follows:

"Ethnographer - ethnography specialist. Historians, ethnographers, archaeologists. From the newspaper.

Ethnographic it is about ethnography. Ethnographic material. An ethnographic essay.

Ethnography [Jun. Ethnos - tribe, people + grapho - write].

1. A section of history that often studies the origins, structure, location, life, customs, material, spiritual and social culture of the peoples.

2. A set of peculiarities of life, culture, customs and traditions of one nation or several peoples in the same area. Ethnography of Central Asia. An Exhibition of History and Ethnography. "[1, 62-63].

It is clear from the foregoing that the term ethnography, although partly in its content, is characteristic of ethnography. This is clear from the fact that ethnography is one of the three disciplines, namely linguistics (onomastic, traditional and systematic), which expresses the essence of customs, traditions, life, culture and values used in the discourse of tribes, people, and local people. structural disciplines), folklore studies (based on folk texts) and history (historians, ethnographers, archeologists).

More precisely, they are words that represent traditions, customs, and values of people, tribes, and tribes. Therefore, Z. Khusainova was engaged in

"Onomological research of the names of weddings" [2], actually she searched for onomastically wedding customs.

Ethnographies, as mentioned above, are a kind of onomastic lexicon that expresses customs, customs, traditions, values, life and culture of the people, that is, the words that signify the relevance of this article. However, in their research, ethnographies have been studied in general, lexicographic and lexicon systems, as well as in folklore from the linguistic perspective [2-8]. Ethnography can still be analyzed from different scientific perspectives and from different scientific theoretical concepts.

Until now, ethnography in Uzbekistan, in particular wedding ethnography, has been studied by scholars of folklore. Uzbek Wedding Songs Alavia, O. Sabirov, O. Safarov, M. Mirzaeva, A. Musaqulov, M. Jurayev, O. Written and published by Ismonova and other folklore scholars.

Problems of the Uzbek wedding ceremony folklore, genre composition, classification and artistic features of ritual songs have been researched scientifically by M.Alaviya, B.Sarimsokov, N.Kurbonova, M.Juraev, S.Davlatov, N.Kurbonboeva, O.Ismanova, G.Mardonova. In the field of linguistics N. Mirzaev [3] has a general overview of the ethnographic lexicon in the Uzbek language, while the works of researchers such as A. Jurabaev [4] and Z. Khusainova explored various aspects of wedding ethnography. A number of ethnographies are also mentioned in the work of Khayitova Feruza Bafojonova, “Linguistic interpretation of wedding songs” [2,11-12].

During the years of independence researchers such as S.Davlatov[9], N. Kurbanbayeva[5], L.Khudaikulova [6] studied the folklore at the wedding ceremony, while Sh.Nurillaeva[8], M.Kakharova[10] reflect the scientific theoretical and practical views on the subject.

Also in the study of Y.Babajanov "Ethnographic lexicon of Khorezm" focuses on ethnography on a variety of topics, interpreted, described and analyzed on the ethnography of wedding ceremonies on pages 8-13.

This shows that ethnography is a combination of three disciplines, namely linguistics (onomastic, traditional, and systemic), which combines the traditions, customs, traditions, lifestyle, culture and national values used in the speech of tribes, people, and individuals. thesis, folklore studies (based on folk texts) and history (historians, ethnographers, archeologists). Such a study cannot be repeated. Each discipline, based on its goals and objectives, examines them on a scientific basis.

Below we examine ethnographies of wedding ceremonies in Surkhandarya region from the linguistic perspective and, if necessary, classify them into several groups.

It is appropriate to divide ethnographies lexically and semantically into the following groups, depending on how or who (s) are engaged:

1. Weddings for or for little boys “sunnat” (circumcision wedding).

2. Weddings for girls. In this article, we plan to focus on the ethnographism that is based on the customs and traditions of girls' weddings.

Weddings or circumcision weddings are also one of the national festivals where ethnographic processes and ethnographies are actively used, involving different tribes, tribes and peoples. Weddings in Surkhandarya region are attended by weddings based on proximity, that is, working together in a community, being friends, brothers and partners, and generally based on humanity, Uzbek, Tajik, Turkmen, Tatar. That is why Masharib Saparov, in his book Interaction of the Turkic Languages in the Khorezm Region, notes that "Historically neighboring or mixed neighborhoods of Khorezm and Turkmen have created commonalities in the ethnographic lexicon of both peoples", which is understood and actively applied by both Uzbeks and Turkmen in Khorezm. cited ethnographies [11,97-88.]

Wedding rituals used in wedding ceremonies are also expressed in double dialogues in the form of rituals, and interactions between people. “Sunnat” weddings also have a long history of traditional rituals, customs, traditions, and ethnographies, which are widely used in such ceremonies, and at the same time, the names of the game in the form of “kuchkar urushtirish, arkon tortish and oltin tabak” (ram or sheep fights, pull ropes, and gold tabs" [12,152]. Ethnography is also actively used.

First of all, we classify the ethnography used in girls’ by pre-wedding, during and after the wedding ceremonies:

1 Girls’ pre-wedding rituals.

1. [Mauritius // movrid] - wedding // wedding.

2. [“Sovchilik”//Jovchilik (Mediation // Horticulture)] - The foundation for a family building begins with mating. Traditionally brides do not agree until three times they arrive. After the men agree, two women come to the table. Women on both sides talk about the description of the groom and the bride. The bride's side will keep the patties and sweets they bring with them (the first cheesecake in the Uzun district will be served with desserts and sweets). This is an official sign of the family. In this ethnography, s // j occurs phonetic variation.

3. [“Non sindirish” (Symbolical bread breaking)] - Bread breaking ceremony is also called “Fatiha wedding” in the Yangi uy, Yangi kuch, and Mekhnat makhallas (self-controling administration of uzbek people) of Uzun district (Surkhandarya). During the “Bread break” ceremony, the bridegroom was accompanied by patirs, crumbs, sweets and a sheep. The girl's hosts had dinner and invited guests. A single, married, wealthy, elderly man broke a pair

of bread and distributed it to all. It is well-known that two young people are involved in this ceremony. The arrangement is sacred to the youth, and breaking it is a sin throughout our oasis.

4. [Fatikha Wedding] - The ritual of 'Bread breaking' is also known as the 'wedding of the Fatiha' in the Yangi uy, Yangi kuch, and Mekhnat makhallas (self-controling administration of uzbek people) of Uzun district (Surkhandarya).

5. [“Sutpuli”], [Kalin puli], [“Sarpo olish puli”] (giving the financial aid to girl’s family) - In the "Bread Breach" ceremony, “Sutpuli”, " Kalin puli " and " Sarpo olish puli " are agreed. In some areas of the district (Yorhakimov, Yangi shakhar) the bridegroom does not receive a “Sutpuli”. In these areas considered that mother's milk and child's affection are unacceptable.

6. [Tukkiz tavak], [Tavak kaytatar] (sharing sweets and meals with each other) - After the "Fatiha wedding" there will be "Nine plates" and "Return of plates". It will include bridesmaids, four sheeps, shoglok, materials for the blanket, ornaments and shoes.

7. [Shoglok] - a little goat which brought with the sheep to the bride's house. It means that mediators come to the girls’ home for asking them to their son. According to the customs one of the neighbor of the girl must catch sent domestic animals.

8. [Tavak kaytatar] - The bride's party will return to the groom the same day or a few days later. This is precisely what it means, that is, to return the tray that was left by the groom.

9. [Kurpa solar] (Covering with blanket) - The wedding ceremony takes place in the bride's house. The bride's party invites the bridegroom and they will add cotton for making blanket. Youth will sew it.

10. [Chimildiq bichar] (place which lives just married couple) - The bridegroom's mother and the bride's mother make a picnic for the elderly mother. Mothers sew white cloths on top of the chimildiq.

11. [Beshikketti // beshikketty] (cradle) - Besikketti (Shurchi, Baysun, Kumkurgan).

12. [Atashtirish] (Engage from youth) - Making a engage when he was young.

13. [Etak djirtish] - The father or mother of the boy tearing the skirt of the baby's (girls) shirt to bride.

14. [Yeshik shupurdi] (clean up the house yard) - In the morning the boy's mother comes to the bride's house and sweeps away the house.

15. [Non sindirish] (breaking the bread)- to commit about wedding.

16. [Sep] (special clothes of bride) - dresses prepared by the bridegroom for the bride and bride's relatives.

17. [Uchak kazdirar] - Dig a furnace to cook a meal the next day before wedding.

18. [Uchak kumdi], [Kozon tuntarma] (burying furnace) (Boysun, Termez districts) - After the wedding, will be held burying al of the furnaces.

19. [Khatim // Hoti: m] - Is a celebration which dedicate of the ghost of the dead before the wedding and Eid, and a religious small feast for the elderly. In this ritual will read Holy of Koran and people pray to God about asking their wishes come true.

20. [Maslakhat ash // Maslakhat oshi] - a small banquet for the body of elders before the wedding.

21. [Utinosh // utin osh] (Boysun, Shurchi) - a feast for the wedding cooks.

Hence, pre-wedding lexical units are actively used in the interactions of both the groom and the bride.

2. Customs and traditions which held at the Girls’ wedding.

The following ethnographies are actively used in this process:

1. [Jalukizartar] - is a loner (Jarkurgan, Shurchi, Kumkurgan) – cutting the bull and sending it to bride’s house from son in law before wedding.

2. [Patiya toy] - Fatikha wedding (Boysun, Jarkurgan, Saraosiyo) - to inform people that they are getting married. (ar. Fatikha + wedding).

3. [Khayillik] - Eid (Boysun, Jarkurgan) - clothes and one sheep that are sent to the girl’s on the eve of Eid. Nowadays this customs are continuing on holidays as well.

4. [Idish (Dishes)] - one sheep, clothes and sweets (60 loaves, 4 folds, bridesmaids, parents clothes, 10 handkerchiefs, belts, 10 skulls, one box) sent to the groom after the wedding candy, one sheep which cooked earlier, (now the sheep is brought alive0, because the bridegroom slaughtered the sheep in front of the visitors and cooks it.

5. [Qara] - is a black cow (body) attached to a girl's pen.

6. [Idjap // ijab] - (Boy., Sailor.) // ijab, Nike // marriage (Jar., Sand. Rich.) - religious marry.

7. [Idjap toy // Ijib wedding] // (Boy.) - wedding party. Another name for a wedding is also called a "idjap wedding." There are a number of ceremonies related to the wedding day in the district, which are based on long-term experiences and wishes of the population. On the day before the wedding, the wedding is held at the girl's house.

8. [Idjaplik tokkuz] - Nine Responses (Boysun) - Camel items sent to the girl just days before the wedding from son in law.

9. [Karidjilik] – Tasty bone which puts to son in law’s meal at the wedding day.

10. [Tokkuz ta:bak // Tokkuz tabak] - Nine plates - a feast (brunch) for the groom's friends at the bride's house. The bride's mother, father, brother, sister, friend, aunt, uncle, grandmother, and neighbor will be given bridal suits. That is why it is called the tokkuz tabak. The next day, when the bridegroom is at the bridegroom's house, a plate of dishes is placed in front of the bride, but no clothes are provided.

11. [Payondoz tortish (pull the path cover)] - In the morning the bridegroom, relatives, friends visit the

bride's house. There is a ramp. After the bridegroom passes over, the bridegroom argues with the rider. It gives evidence of their intention to be the bridegroom.

12. [Kizapkachar // Kizapka:char] - Girlfriend (Boysun, Shurchi) - She sits outside the girl's house before asking for a representative. That is why they give the girlfriends some money to the guy. After that the girl and her friends go home. Then a representative asks.

13. [Vakilata] - The person requesting the girl's consent on the wedding night. Ask a representative for trace. That day the girlfriends come to the bride and ask her to tell her representative. The bridegroom's party will give them rings, bracelets, and miscellaneous jewelry. According to the custom of the district, the bride does not tell her representative until dawn. Traditionally, the representative is the bride's uncle. This is related to the religious viewpoint and is considered a “mahram” for the uncle in Islam. The bride's uncle was supported by the bride's uncle. The bride is bestowed with a rhino and a knife sheath for the bride to please the bride.

14. [Pilig solish] - Before the bride is taken out of the house, all of her hair is cut into pieces.

15. [Yul tusar // Yul tusish] - When the bride is taken away, the "barrier" ritual is performed by the young men. It is the desire of the bride to overcome the obstacles and obstacles of life. In Uzun district, this custom is an expression of the bride's dignity, honor and dignity in the community. The bridesmaids will be given belt and handkerchiefs worn by the bride herself.

16. [Olliga ona chikarr // Oldiga ona chikar] - When the bridegroom arrives at the bride's house, the custom to "bring the mother to the first" is followed. The bride, usually appointed by the bridegroom's mother, unlocks the sweetheart and puts a pair of bread and glass under her arm. It is a symbol of the bread that is precious and brings light to the house. This ceremony is held in almost all areas of Uzun district, so that the bride is not alone in the home where the bride is. Later on, the bride's mother holds the wedding in high esteem (Uzun).

17. [Burning fire and throwing isirik (medicinal plant)] - A fire is thrown at both ends of the gate. This ritual means to protect the bride from evil eyes. The habit of burning the fire started with Avesto and has not lost its significance to this day (Uzun district).

18. [Ayahbasar], [Chach Siypatar], [Aynekoreter], [Kolushlatar], [Yelka tikar] (Boy, Soup, Sand.) оёқбосар // соч силатар // ойна кўрсатар // қўл ушлатар, “елка тикар” oyoqbosar (first leg touching)// soch silatar (rub the hair) // oyna kursatar (showing mirror) // qul ushlatar (handling each other), // yelka tikar (shoulder touching)- marriage first night rituals. A room is put into a pinch, and the bride and groom are followed by “big hair”, “footsteps”, “mirror”, “shoulder stitching” by grandmothers (Uzun district).

19. [Kampirulli], [Itirillatar] - old woman dies (Boysun, Shurchi, Jarkurgan, Kumkurgan.) - As the bride is brought down to the bridegroom's house, an old woman lays down the door and sounds like a dog issues. During that time, she will be given a quilt and pillows. Then the bride steps over the old woman. As the bride enters the threshold, the elderly mother of the house lies beneath her feet. This is called the "old woman died." The bride puts a pillow under her head and slowly raises it. The custom is to respect the bride for the elderly. Then a dog is brought to the door and deliberately roared. The ritual is called “Itirillatar” (dog whoof), so that the bride can get used to the new apartment quickly and not be afraid of anything (Uzun district).

20. [Sokchi chochish // Shirinlik sochish (throwing sweets) - The bride is sprayed by sweets on her head before entering the house.

21. [Poyondaz (covering carpetlike track)] - white and other colored materials are covered in the door when the bride is brought home. The bride enters the house across the material (Uzun district).

22. [Jipak iluv (Silk warming)] - the custom of the bride which include itself to go to the bride's father-in-law's house and hang this material to their door (Uzun district)

23. [Yeshigiluv (hanging material to the door) - newly arrived bride throws something on the door before entering the house (Uzun district).

24. [Betachar] (Opening bridges face) - The next day of the wedding is a bet. At the same time, a boy of 3-4 years old receives a bridal mask with a bullet in his hand. Then the bridegroom's relatives come and give clothes one after another (Uzun district).

25. [Yelakboshi] - flour milling, sacking - bridal preparation of women after page opening (Uzun district).

26. [Urchuk yigiruv (Seedling)] - spinning (Uzun district).

27. [Jowtoguv] - Oil spill (Boysun, Shurchi, Jarkurgan, Kumkurgan) - pour three tablespoons of oil into a burning furnace.

28. [Juz kurimchi] (face wonder) - a gift brought by women to see the new bride. Also this ritual will take part when baby will born in new family.

29. [Kuyovutirgizar] (Muzrabad, Boysun, Kumkurgan) - on the wedding day, the bridegroom is not at the bride's house. Then the brother-in-law, or someone by the bride, promises something to the groom. Then the groom sits.

30. [Kuyov utirmadi (The bridegroom is not sitting)] - The practice of 'the bridegroom did not sit down'. The bride's father or close relative is invited and asked for a gift for the bridegroom. From time immemorial, in this district the groom is given a calf cow. It is the intention of the bride to have sustenance and have children (Uzun district).

31. [Kuyov juralarga ziyofat] - After the bridegroom's custom, the bridegroom is given a feast (Uzun district).

32. [It yaloqqa ovqat kuyar (Giving meal to the dog)], [Uchokka moy tomizar (The oil pours on the stove)] "Putting food in the dog lounge" is an expression of the bride's commitment to the home. "Filling the furnace" means to be sustained and to take on the household chores (Uzun district).

33. [Chimildik tutish (covering material to the bridegroom)], [Soch siypatar (hair rubbing], [Oyok bosar (Foot press)], [Oyna kursatish (Shawing to mirror], [Yelka tikish - Shoulder thick] - rituals which shows in bridegroom (Uzun district).

34. [Kuyovtabok (giving present by bride's mom)] – "Kuyovtabok" ceremony is held. In this ceremony, the bride's mother presents the groom with a skullcap, belt and chapan. In the region, it all has a special meaning. Mother-in-law puts a skullcap on her head to be crowned. His belt is girded with a belt around his waist to be strong. His countryman wears a cloak to raise the fist of life and the ups and downs of life. The bridegroom is thankful to put the money in the tray with the above gifts (Uzun distrcit).

35. [Karidjlik - Bride's relatives brought karidjlik to the bridegroom. The bouquet is made of one fried or tanned leg of the sheep, and it is named after the bridegroom's age. The groom bites it and gives to his friends.

36. [Sarponi ulok kilar (Throwing special clohtes] - The ritual is being done on the wedding day. The bridegroom's grandmother or one of the old mothers runs round the bride's mattress. It is a joy to be brought home (Uzun district). This ethnography was formed in the form of a verb compound.

37. [Sarpo alla // Allotment of Sarpo (Special clothes)] - "sarpo allalatar" ceremony is exclusively for weddings in Surkhandarya and reflects the ancient oasis culture (typical of Changak village, Uzun district). At that, the bridegroom's grandmother or one of the elderly mothers gather round the bride's beds and run around. The other women in the circle try to pull the sarpa out of her hands. It is a joy to see how many girls have been separated from the bride and brought to this apartment. Then the mother sits in the middle of the circle and prepares the baby for the baby, which is the custom for the bride and groom. The mother puts her handmade baby in the bride's house (Uzun district). This ethnography is formed as a verb compound.

38. [Sep tarkatish (Sep – special clothes of the bride will give to the relatives // Sep Distribution] - The bride's relatives give gifts to the bride for this. The bride holds a "Sep dissemination" ritual in return. From the earliest times there have been such articles as "Kelinni kelganda kur, sepini yoyganda kur (See the bride when she comes and spreads out her special clothes", "Sepli kelin epli kelin (Bride with special clothes is the best bride)". The bride's sewing is handmade. The bride's profession is based on the word sep (Uzun disctrict). This ethnography is derived from the verb combination.

39. [Supra yoydi, (Supra spread)], [Un elatar (Making floor)], [Kuyruk kesar (dough cuts)] - This is a broom spreading, flour milling, and dough cutting ceremony (Uzun district). This ethnography is also formed in the form of a verb compound.

40. [Yuz ochti // Yuz ochar (Face to face, opening face cover] - face-to-face ceremony. A four-five years old boy is given a cotton wrap in his hand. presents a skullcap and a belt (Uzun district). This ethnography was formed in the form of a verb compound.

41. [Ota chakirdi (The father calling)], [Kelin chakirdi (The bride calling)] - Days after the wedding, bride's father will call to her new house. "Father called" means that the daughter is no longer a housewife, but the "bride" ritual means that the girl can only enter the home (Uzun district). These ethnographies are formed in the form of verb compounds.

42. [Otani yupatar // Otani ovutish (Father consolation)] - On the day the girl gets married, her father stays at home, where the "father calms down" tradition. According to the tradition, friends, relatives, and friends of the father come to the house and talk to him about various matters (Uzun district). This ethnography is derived from the verb combination.

43. [Kelin salom (bride's greeting) - The next stage is after the wedding ceremony, and the next morning, the newlyweds perform the "Bride's Greetings" ceremony (Uzun district).

Tog-u toshni gul kilgan, (Who created mountains and grows from them flowers)

Ikki yoshni bir kilgan, (Who joined two youth each other)

Salom-salom kelin salom, (Hello, first of all Hello (like greeting))

Avval Xudoga salom (Firstly "Salam" (Hello) to the God)

Firstly, people honor to the creator and to the bridegroom's relatives.

44. [Sovrin // sarpo (gift – special clothes)] is a wedding gift brought by a relative.

In short, wedding day differs depending on the active use of ethnographies, which express the attitude of the people, including two young people to the wedding. This indicates that tribes and peoples living in the area have their own cultural funds.

3. Rituals which held after girls wedding marriage.

There are a number of rituals in Surkhandarya that are held after the wedding of a girl. These include:

1. [Kiz oshi (Girls palov)] (Boysun, Shurchi, Jarkurgan, Kumkurgan) - After the wedding, the girl's mother goes to see her daughter with food and clothes (Uzun district). This ethnography was formed in the form of adaptive compounds.

2. [Tor kunlatar // tur kunlatar (Bride's parents will call groom and her to the bride's house)] (Shurchi, Kumkurgan) - Invitation of the bride and groom after the wedding (Uzun district). This ethnography is formed as a verb compound.

3. [Kiyit // Keyit] - wedding and wedding gift (Uzun district). This ethnography is a special word form.

As we know, counterfeit units in the vocabulary of the Uzbek language, which are not yet actively used in the Turkic vocabulary, are formed on the basis of the Uzbek methods of speech. They are: grammatical (affective and compositional) words, lexical-semantic words and phonetic words. The ethnographic lexicon of our dialects is the most commonly used form of word-formation, and the method of affixation is the second most active in the formation of ethnographic lexical material. The use of lexico-semantic methods for ethnography is rarely used. Also, the results of the process of making ethnography using the phonetic method of speech are rare.

Observing ethnographic vocabulary and research that is not found in literary language, it is clear that the ethnographic expressions of a particular sub-region or cultural heritage of the tribes and tribes are unique. A certain amount of them should be included in the literary language vocabulary.

Historically different vocabulary, sometimes articulated from lexical units, and sometimes from different language elements, may be synonymous with literary language, but with subtle differences. This is because they have historically etched in the ethnographic lexicon of the dialects of the region where the Arabic, Persian-Tajik words and phrases are studied, and adapted to the phonetic, lexical, grammatical, and stylistic requirements of the Uzbek language. This will be discussed in more detail in the following articles.

Thus, each nation's own culture, as well as its cultural heritage, is the inner form of the language, which is formed and settled on the roots of historical traditions. The manifestation of this inner form is reflected in the ethnography of one of the nation's linguistic pearls. These examples show the great role of ethnography in both dialectal vocabulary and onomastic units, and have great scientific value in terms of linguoculturology (language and culture).

***Reporter** - Hudoynazarova Chinnihol – from Uzun district, organizer of weddings and ceremonies, nowadays retired.*

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THE RELIGIOUS TOLERANCE IN MALAYSIA

Abstract*: Religious tolerance in Malaysia is acknowledged by many and disputed by few. One of the many factors contributed to Malaysian economic development and growth is the existence and maintenance of religious tolerance and harmony among Malaysian multi-religious and multi-racial citizens. This article aims at explaining the reasons or factors for the existence of religious tolerance and harmony in Malaysia although its citizens are Muslims, Christians, Buddhists, Hindus and other religious adherents. The highest leaders of Malaysia namely the Prime Minister and the King are Muslims. Malaysians are able to maintain the religious tolerance and harmony because there are reasons or factors supporting the Muslims, Hindus, Buddhists and Christians in Malaysia; these factors are the religious teachings and approaches encouraging their adherents to live in a moderate, tolerant and harmonious situation, the constitution of Malaysia which guarantees the rights of each Malaysian citizen regardless of their religious adherence and ethnicity, the Malaysian legal system provided for all Malaysians and Islamic legal system for Muslims only in relation to their personal laws, marriages and inheritances, and the Malaysian government declared policies and orientations promoting religious tolerance and harmony such as Islam Hadhari and One Malaysia.*

Key words*: Malaysia, Religious tolerance, Islam Hadhari, One Malaysia.*

Language*: Russian*

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РЕЛИГИОЗНАЯ ТОЛЕРАНТНОСТЬ В МАЛАЙЗИИ

Аннотация*: Религиозная толерантность в Малайзии признана многими и оспаривается немногими. Одним из многих факторов, способствовавших экономическому развитию и росту Малайзии, является наличие и поддержание религиозной терпимости и гармонии среди малазийских многоконфессиональных и многорасовых граждан. Эта статья направлена на объяснение причин или факторов существования религиозной терпимости и согласия в Малайзии, хотя ее гражданами являются мусульмане, христиане, буддисты, индуисты и другие религиозные приверженцы. Высшие лидеры Малайзии, а именно премьер-министр и король, являются мусульманами. Малазийцы могут поддерживать религиозную толерантность и гармонию, потому что в Малайзии есть причины или факторы, поддерживающие мусульман, индуистов, буддистов и христиан; К этим факторам относятся религиозные учения и подходы, побуждающие их приверженцев жить в умеренной, терпимой и гармоничной ситуации, конституция Малайзии, которая гарантирует права каждого гражданина Малайзии, независимо от их религиозной и этнической принадлежности, правовая система Малайзии, предусмотренная для всех малазийцев, исламская правовая система для мусульман только в отношении их личных законов, браков и наследства, а правительство Малайзии провозгласило политику и ориентиры, способствующие религиозной терпимости и гармонии, такие как «Ислам Хадхари» и «Единая Малайзия».*

Ключевые слова*: Малайзия, Религиозная толерантность, Ислам Хадхари, Единая Малайзия.*

Введение

Малайзия была образована 16 сентября 1963 года. В этот исторический день Федерация Малайзии состояла из Малайи, Сингапура, Сабаха и Саравака. Однако в 1965 году Сингапур вышел из состава федерации Малайзия. До сегодняшнего дня Малайя, Сабах и Саравак остаются в составе Федерации Малайзии. Это многоконфессиональное и многоэтническое независимое национальное государство в Юго-Восточной Азии. Этнически Малайзия была населена в основном малайцами, китайцами, индейцами и другими малочисленными этническими общинами.

Ислам широко исповедуемая религия в Малайзии с долей 61,3%. В качестве многорасовой нации были приняты другие религии: буддизм (19,8%), христианство (9,2%) и индуизм (6,3%)

В статье планируется изучить факторы, ведущие к преобладанию религиозной терпимости и согласия в Малайзии. Один из них – малазийцы, предпочитающие религиозные учения, пропагандирующие религиозную толерантность и гармонию.

В Малайзии существуют и другие факторы, поддерживающие и поощряющие религиозную толерантность и гармонию, а именно Федеральная конституция Малайзии, правовые системы Малайзии и правительственные ориентиры или направления.

Взгляды относительно терпимости и гармонии встречаются в исламе, буддизме, христианстве и индуизме. Ислам учит мусульман терпеть и сотрудничать с мусульманами и немусульманами. В Коране говорится: «Пусть в религии не будет принуждения: истина становится ясной из ошибки: тот, кто отвергает зло и верит в Аллаха, схватил самую надежную связь, которая никогда не нарушается, и Аллах слышит и знает все» (Бакара, 256). Коран однозначно запрещает мусульманам принуждать немусульман к обращению в ислам, поскольку ислам хочет, чтобы люди добровольно обращались в ислам: «Для вас ваша религия, а для меня моя религия».

Религиозная толерантность и гармония в буддизме, христианстве и индуизме также являются неотъемлемой частью их учений.

В буддизме требуется не причинять вреда людям и животным. В буддийской священной книге «Удана-Варга» (5:18) говорится: «Не навреди другим так, как ты сам считаешь вредными». Буддистов просят жить в гармонии и мире в любой местности и общине, избегая десяти направлений вредное действие, а именно:

1. Уничтожение жизни
2. Взятие того, что не дано
3. Неправильное поведение в отношении чувственных удовольствий
4. Ложная речь
5. Клеветническая речь
6. Резкая речь
7. Пустая болтовня
8. Жадность
9. Злая воля
10. Неправильный взгляд. (Бодхи, 1994).

Кроме того, в буддизме есть пять заповедей, предназначенных для поддержания мира и гармонии с собой и другими. Это:

1. Не убивать, не причинять вреда и не совершать насилие.
2. Не воровать, включая мошенничество и экономическую эксплуатацию.
3. Не врать.
4. Не прелюбодействовать.
5. Не употреблять алкоголь или другие наркотики [1. Робинсон 2007].

Как и в других религиях, так и в христианстве существуют учения, связанные с религиозной толерантностью и гармонией. Христианство энергично проповедует и распространяет любовь среди людей. Библия требует от всех христиан любить своих соседей и других людей, даже если они являются их врагами. Например, Лука (6: 27) просит всех христиан любить своих врагов и делать добро тем, кто их ненавидит. Лука (6: 30-31) подчеркивает: «Дайте всем, кто просит вас. А от того, кто забирает ваши товары, не просите их вернуть. И точно так же, как вы хотите, чтобы люди поступали с вами, вы также поступаете и с ними».

В индуизме есть индуистские учения, касающиеся религиозной терпимости, умеренности и сотрудничества. Например, Махабхарата (5:1517) объясняет: «Это сумма долга; не делай ничего другим, что ты им не делаешь». В индуизме есть некоторые моральные идеалы, которые очень похожи на некоторые исламские этические принципы, а именно: правдивость, дружба, сострадание, стойкость, самообладание, чистота и щедрость. Субхамой Дас перечисляет 5 принципов и 10 дисциплин, найденных в буддизме. Из пяти принципов есть три принципа, касающихся религиозной терпимости и сотрудничества. Это «Все люди божественны», «Единство существования через любовь» и «Религиозная гармония».

В.Джаярам, опубликовавший свою статью «Индуизм и религиозная толерантность», подчеркнул, что «вера в то, что некоторых людей необходимо принуждать, привлекать, убеждать, поощрять или угрожать им в согласии с нашими религиозными убеждениями и догмами, была и всегда будет причиной нестабильности этого мира».

В.Джаярама: «Индуизм – это религия индивида, корни которого заключены в Ведах и Бхагавад-гите. Все дело в том, чтобы человек подходил к личному Богу индивидуально в соответствии со своим темпераментом и внутренней эволюцией [2.Jayaram 2007].

Если ему не нравится Шива, он может выбрать Вишну. Если ему не нравится ни один из них, он может стать поклонником Шакты. Если ему все еще некомфортно, он может привнести несколько элементов из других религий, таких как буддизм или джайнизм или даже ислам и христианство, и добавить их в свои ритуалы или способы поклонения» [2.Jayaram 2007].

Согласно Джаяраму, индуизм очень терпим, но почему некоторые индусы в Индии нетерпимы к мусульманам и христианам? На этот вопрос он ответил так: «Концепция религиозной терпимости в индуизме очень древняя, но ее практика имеет недавнее происхождение. Сегодня в Индии индуистский фундаментализм – явное явление. И это в основном из-за возрождения исламского фундаментализма и христианской миссионерской деятельности» [2.Jayaram 2007].

В Малайзии не было возрождения индуистского, мусульманского или христианского фундаментализма. Правительство Малайзии всегда заботится и преследует религиозных экстремистов, чтобы избежать столкновений между религиозными группами из-за их религиозного фундаментализма и экстремизма. 28 апреля 2005 года, Доктор Махатхир во время своей встречи с г-ном Ли Куан Ю из Сингапура сказал, что Малайзия не станет экстремистским исламским государством или не будет управляться религиозными экстремистами, потому что мусульмане в Малайзии рациональны, и они не будут под влиянием религиозной экстремистской группы. Большинство мусульман в Малайзии знают истинные исламские учения, и на них нелегко повлияет пропаганда религиозно-экстремистских групп. [3.Shamshul Azree 2005]. Основываясь на религиозной терпимости и гармонии, обнаруженных в исламе, буддизме, христианстве и индуизме, очевидно, разумно и обоснованно сделать вывод, что мусульмане, буддисты, христиане и индусы в Малайзии предпочитают религиозную толерантность и гармонию, потому что они действительно дорожат миром и гармонией, а также стабильностью в Малайзии для многоэтнических и многоконфессиональных обществ Малайзии. Следовательно, как независимое современное национальное государство Малайзия смогла насладиться плодами религиозной терпимости и гармонии, такими как мирная жизнь, экономический рост и стабильность. Религиозная толерантность и гармония, заложенные в их соответствующих религиях, могут поддерживаться, развиваться и действовать, потому что они решительно поддерживаются конституционными и правовыми положениями о свободе и правах вероисповедания.

«Федеральная конституция Малайзии является высшей конституцией и законом по сравнению с другими конституциями и законами Малайзии. Другие конституции и законы в Малайзии ссылаются на конституции и законы штатов, поскольку Малайзия является Федерацией 13 штатов и 3 федеральных территорий», после создания федеральных территорий Куала-Лумпур, Лабуан и Путраджайя [4. Ибрагим 2003а: 21].

Малайский правитель или султан также является исламским религиозным главой в своем штате.

Федеральная конституция Малайзии предоставила власть и юрисдикцию малайским правителям и их соответствующим штатам в отношении исламских религиозных дел или вопросов. Мусульманские или исламские суды находятся под государственной юрисдикцией и полномочиями привлекать мусульманских правонарушителей к ответственности по исламским религиозным вопросам. Федеральная конституция Малайзии четко определяет статус ислама и права других религий на мир и согласие в любой части Малайзии: «Ислам является религией федерации; но другие религии могут практиковаться в мире и согласии в любой части Федерации».

На основании этой конституционной статьи все религии и их приверженцы могут исповедовать свои религиозные учения и практики в гармонии и мире в любом месте Малайзии. В Малайзии религия не является основанием или критерием для трудоустройства, за исключением работы, связанной или связанной с делами какой-либо религии или любого религиозного учреждения или органа, управляемого конкретной религиозной группой. Например, мусульманин должен стать имамом или лидером в мечети, а христианин - в церкви, буддист - в буддийском храме, а индуист - в индуистском храме. Статья 8 (2) Федеральной конституции Малайзии гласит: «За исключением случаев, прямо предусмотренных настоящей Конституцией, не должно быть никакой дискриминации в отношении граждан на основании только религии, расы, происхождения или места рождения в любом законе или в назначение на какую-либо должность или работу в органах государственной власти… » [5.Legal Research Board 1988: 153].

Федеральная конституция Малайзии проводит различие между практикой и распространением религии в Малайзии. Каждый может исповедовать свою религию, но не всем разрешено распространять свою религию среди других лиц. Налагаются некоторые ограничения на распространение религиозных учений среди представителей других религий. Эти ограничения внесены в конституцию и закон штата. Например, многие штаты в Малайзии не разрешают немусульманам распространять или распространять свои религии среди мусульман в своих соответствующих штатах. Сами мусульмане должны обращаться за разрешением в соответствующие государственные религиозные органы, если они хотят распространять исламские учения среди других мусульман за пределами членов своей семьи. Религиозные власти штата требуют, чтобы мусульмане обращались за разрешениями, чтобы избежать распространения идей вводящие в заблуждение или отклоняющиеся учения об исламе другим мусульманам. Дифференциация, проводимая Федеральной конституцией Малайзии между исповедованием и пропагандой религии, четко вытекает из статьи 11 (1), которая гласит: «Каждый человек имеет право исповедовать и исповедовать свою религию и, согласно пункту (4), распространять ее...» [5.Legal Research Board 1988: 153].

Федеральная конституция Малайзии также не обязывает малазийцев платить религиозные налоги. Статья 11 (2) гласит: «Никто не может быть принужден к уплате любых налогов, доходы от которых специально выделяются полностью или частично для целей религии, отличной от его собственной». Налоги в религиозных целях налагаются религиозными группами на их религиозных членов. Например, мусульмане в Малайзии могут налагать религиозные налоги только на мусульман. Им не разрешается накладывать религиозные налоги на немусульман. Немусульмане в Малайзии также не могут навязывать свои религиозные налоги мусульманам. Следовательно, каждой религиозной общине в Малайзии разрешено взимать любые налоги или сборы только с ее членов.

Федеральная конституция Малайзии предусматривает создание двух различных правовых систем в Малайзии. Одна правовая система предназначена как для мусульман, так и для немусульман в Малайзии, а другая - только для мусульман. Правовая система только для мусульман называется правовой, мусульманской или шариатской правовой системой, состоящей из государственных исламских законов и их актов, а также их устава, принятого законодательным собранием штата в каждом штате Малайзии. Исламские законы и правила исполняются государственным исламским религиозным советом или департаментом и судами шариата в каждом штате Малайзии. Правовая система для всех малазийцев, мусульман и немусульман называется гражданской или федеральной правовой системой, состоящей из федеральных законов и актов, принятых парламентом Малайзии.

В статье 121 (1А) Федеральной конституции Малайзии четко указано, что «суды, упомянутые в пункте (1), не обладают юрисдикцией в отношении какого-либо вопроса, подпадающего под юрисдикцию судов шариата» [5.Legal Research Board 1988]. Пункт (1) - это два верховных суда, один для Малайи, другой для Сабаха и Саравака.

Некоторые правовые проблемы в Малайзии, согласно некоторым личным взглядам, - это проблемы межрелигиозных преобразований, таких как превращение мусульман в немусульман или выходцев из мусульман в мусульманство. Согласно правовой системе Малайзии, когда немусульманин принимает ислам и становится мусульманином, он или она находятся под юрисдикцией судов шариата по ее или его исламским религиозным вопросам. Когда мусульманин хочет перейти в другие религии, он или она должны подать заявление на свое новое религиозное обращение в суд шариата в штате или федеральной территории, где он живет. Закон шариата уполномочен законом принять решение по его или ее заявлению о выходе из ислама и обращении в другую религию по любой причине. Существуют судебные дела, в соответствии с которыми высокие суды Малайзии придерживались положения статьи 121 (1А) Федеральной конституции Малайзии и приняли решение не вмешиваться в дела об исламском религиозном обращении, переданные на их рассмотрение. Эта статья уполномочивает шариатский суд принимать решения по религиозным вопросам ислама. Дело о преобразовании мусульманина в христианина, индуиста или другого религиозного человека, или о том, что мусульманин должен отказаться от ислама, должно быть рассмотрено шариатским судом. Более того, в Конституции Малайзии малаец определяется как мусульманин. В соответствии со статьей 162 (2) выражение «малаец означает личность, исповедующее религию ислама, обычно говорящее на малайском языке, соответствующее малайскому обычаю и - (а) до Дня Мердеки, родившееся в Федерации или в Сингапуре или рожденное родителей, один из которых родился в Федерации или в Сингапуре или проживает в этот день в Федерации или в Сингапуре; или (b) является вопросом такого лица; » [5.Legal Research Board 1988: 153]. Поэтому любой малайский, который хочет отказаться от ислама, должен быть решен судом шариата, расположенным на территории штата или федеральной территории, где он проживает.

Ориентация правительства Малайзии на содействие религиозной терпимости и гармонии, это официальные религиозные праздники, религиозная финансовая помощь, отказ от религиозного экстремизма, национальные столпы. Правительство Малайзии провело официальные государственные праздники для граждан, чтобы отметить свои основные религиозные праздники для мусульман, буддистов, индуистов и христиан. Для мусульман их религиозные праздники называются Днями праздников поста и Днями праздников паломничества, а их религиозные праздники определяются на основе мусульманских лунных календарей. Для буддистов их религиозный праздник называется День Весак, который устанавливается 1 мая каждого года. Для индусов их религиозные праздники называются тайпусам, которые назначаются на 1 февраля каждого года, а Дипавали - на 8 ноября. Для христиан их религиозный праздник - Рождество, назначаемое на 25 декабря каждого года. Там два дня официальных государственных праздников для китайского Нового года.

Главные религиозные праздники, отмеченные выше, отмечаются малазийцами посещениями и благодарениями. Правительство Малайзии отмечает эти религиозные праздники за счет открытых дверей, на которых мусульмане и немусульмане приглашаются в такие открытые дома, которые проводят премьер-министр, заместитель премьер-министра и другие министры и их заместители, а также главные министры на государственном уровне. Открытые дома обеспечивают еду и напитки для своих гостей. Правительство Малайзии расширило финансовую помощь для мусульманских и немусульманских религиозных целей. Правительство оказало окончательную помощь в строительстве некоторых мечетей для мусульман, некоторых храмов для индуистов и буддистов и некоторых церквей для христиан. Правительство Малайзии с 1970 года ввело «Рукун Негара» («Национальные столпы») для принятия и соблюдения всеми малайцами независимо от их религиозной принадлежности.

Национальные Столпы состоят из пяти столпов, а именно:

1. Вера в Бога.
2. Верность Королю и Стране.
3. Соблюдение Конституции Малайзии.
4. Суверенитет законов.
5. Порядочность или приличия и мораль.

Абдулла Ахмад Бадави бывший премьер-министр Малайзии (2003 - 3 апреля 2009 г.), его тенденция была умеренным подходом к исламу, и он публично объявил ислам хадхари для малазийцев. Институт Ислама Хадхари был создан в Национальном университете Малайзии (NUM или UKM на малайском языке) 10 мая 2007 года, и он был официально открыт Абдуллой 12 февраля 2008 года.

Четыре основных направления исследований этого института:

1. Наука, технологии, окружающая среда и здоровье.
2. Экономика и бизнес.
3. Социальное освещение культуры, СМИ, традиционных и исламских законов.
4. Политика и лидерство.

Видение под названием «Единая Малайзия» или «Малайзия», представленное Мохд Наджибом Абдулом Разаком, который сменил Абдуллу Ахмада Бадави на посту шестого премьер-министра Малайзии в апреле 2009 года, намеревается объединить всех малазийцев под его руководством, хотя они являются разными расами и религиями. Согласно этой концепции, представленной самим Мохд Наджибом, концепция «Единая Малайзия» предназначена для малазийцев, которые должны думать и действовать как единые малайцы, и эта концепция имеет восемь основных ценностей, а именно: «сила, смирение, принятие, королевская власть, меритократия, образование и честность». [6. Юсри и Тенгку Гани 2012: 96].

Существуют экономические, религиозные и социальные схемы, реализуемые правительством в связи с концепцией «Единая Малайзия». Экономически правительство создало самые дешевые рынки под названием “People Market of One Malaysia”, самые дешевые рестораны под названием “People Restaurant of One Malaysia”, самое дешевое медицинское обслуживание, предлагаемое в “People Clinic of One Malaysia”. Кроме того, в финансовом бюджете Малайзии правительство распределило прямую финансовую помощь для всех малазийских учащихся начальной и средней школы, студентов в государственных и частных университетах, получателями этих финансовых пособий являются малазийцы разных рас и религий.

Заключение

В статье представлены основные факторы существования и поддержания религиозной терпимости и гармонии, а именно, подавляющее большинство мусульман, буддистов, христиан и индусов в Малайзии приняли и внедрили свои собственные религиозные учения относительно религиозной терпимости и гармонии в своей религиозной жизни. общины, а также вне их собственных религиозных общин. Они могут отстаивать и практиковать свои собственные религиозные учения, потому что Федеральная конституция Малайзии гарантирует их религиозную свободу и права; две правовые системы, применяемые в Малайзии, не заставляют немусульман подчиняться законам и судам шариата; и правительственные ориентации, поощряющие религиозную толерантность и гармонию через официальные государственные праздники для религиозных праздников мусульман, индуистов, христиан и буддистов, Ислам Хадхари и затем концепцию Единой Малайзии. Правительство Малайзии поощряет мусульман, буддистов, христиан и индусов в Малайзии отдавать предпочтение и поддерживать их религиозную толерантность и гармонию, потому что все они предназначены для всех малазийцев, и они предназначены для мира, стабильности и процветания для всех малазийцев, независимо от их этнического происхождения и религиозных убеждений. принадлежности. Мусульмане и немусульмане могут свободно исповедовать свои религиозные учения в любой части Малайзии.

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IMMANENT SIGNS OF WOMEN ENTREPRENEURSHIP AND GENDER ISSUES

***Abstract**: Every human activity has its own symbols. Due to these criteria, it is different from other activities, which are organized, managed, aligned with the interests of society. This is not just a deductive approach, it is a requirement to integrate the whole society, the interests of the parts as a whole, into harmonious relationships around society. Failure to comply with this requirement creates confusion, chaos, and dysfunctional behavior among the parts. This is why it is necessary to study immanent signs of women's entrepreneurship. This article problems associated with abovementioned facts are analyzed.*

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Introduction

Entrepreneurship is a voluntary activity. The law "On guarantees of freedom of entrepreneurship" (new edition) states that citizens participate freely, voluntarily and independently in entrepreneurial activity. This principle applies to all business activities as well as women's entrepreneurship.

Immanent signs of women's entrepreneurship are as follows:

1. Voluntary, freely organized and maintained.
2. It has the potential to attract women.
3. Physically focused on easy tasks.
4. Needs external stimulation and support.
5. It has fluctuating properties.

Voluntary, free organization and conduct of business activities are guaranteed by the rights of business entities. In accordance with the above law:

- carry out any activity not prohibited by the legislation;
- to be founders (participants) of other business entities that are legal entities;
- ownership, use and disposition of property owned by it;
- independent choice of activities, suppliers of goods (works, services) and consumers of their goods (works, services);
- receiving unlimited income (profit) from entrepreneurship;
- sale of own goods (works, services), production wastes at prices and definitions independently determined on the basis of market conditions or on a contractual basis;
- to freely dispose of their incomes and benefits;
- to receive loans, to attract funds and other property of other legal entities and individuals on a contractual basis, to receive and (or) to rent, and / or to rent and lease buildings, structures, equipment and other property;
- foreign trade activities.

Volunteering comes as a reflection of the human being, above all, the inner self. "In Soviet times, there was no such thing as 'economic freedom'," S. Nurkulov said. Citizens' rights included working in a state-owned ora collective farm. In the minds of people there is a dogma that the state will decide everything, serve the people and protect the state property. Economic freedom means moving to a market economy, supporting private ownership.

Without these changes, it would not have been possible to involve people in socio-economic reforms. Therefore, the formation of entrepreneurship as a form of free economic activity is the result of the emergence of market relations and various forms of ownership.

Noting that there is a link between women's free economic activity and socio-political reality, N.Nishonova writes: "Economic activity of women in market relations affects their social and political activity, forming the right thoughts about the development of society." She also analyzes women's entrepreneurship and concludes that women today seek to establish themselves in free labor. “As in the past, women today do not want to remain dependent, remain submissive to their husbands and live their lives without fail, and are trying to make a significant difference in the management of state and public affairs, at least in the life of their neighborhoods, districts and villages. Their social and economic activity should be evaluated as well. ”

Voluntary labor is, in the words of A.G. Masslow, a "self-actualization" of the individual. "Self-actualization" is, first of all, a person's dedication to his or her life, energy, intellectual abilities to what is most important. In this case, the person is in such a high emotional state (sometimes referred to as ecstasy, imagine), which explains what "I" is capable of. A person knows what he or she is capable of, which ultimately makes his life "the ideal, the goal worth sacrificing." Entrepreneurship can also be compared to "self-actualization," the goal of which is to sacrifice one's life, time and money. First of all, the attitude of the entrepreneur to the property. He strives to preserve his property, time and money saved, use it wisely and reasonably, and increase it. “Self-actualization” is not only a sensory state, but an act of self-sacrifice. Such entrepreneurial endeavors show what the subject serves and what position they are in to achieve that goal. This socio-psychological state of the entrepreneur sometimes leads him to take risks. The Law on Guarantees of Freedom of Entrepreneurship (new edition) (Article 3) states that entrepreneurship is an initiative aimed at risking and earning income under its property responsibility. However, this risk is particularly evident among women entrepreneurs. It turns out that our women know that risks are necessary. But this risk should not leave their families and children without shelter. Therefore, they do not consider risk as something that can destroy family life and hurt their children. Real life also shows that the Uzbek women care for their family and children, for their family is a sacred place. She works day and night without rest and is engaged in entrepreneurship for her family, children, and their families to live together in peace and harmony. He adheres to this national tradition and does not follow in the pursuit of profit provided by entrepreneurship. Entrepreneurial activity as a voluntary, free type of activity is necessary for the Uzbek woman, above all, for the welfare of her family and children.

Entrepreneurial women tend to involve women in their activities. This is what motivates them to engage in specific occupations and services. The issue of gender equality may be addressed here, but we will consider it as a separate topic in the following.

According to the experts, there are certain differences between the male leader, the entrepreneur and the female leader, the entrepreneur. The following signs, in our opinion, reveal the importance of women's entrepreneurship,first, in uniting women around them.

1. “Woman and Beauty”. They must behave as a representative of beauty, purity and order in the Earth. Life needs a woman's hands. Socio-economic activity is measured primarily by the spiritual and moral values of the East. Conduct contrary to the established moral imperatives is condemned. If the beauty of femininity is glorified, it is certainly related to the expression of this requirement in her business. The aesthetic taste of their work, services, products, the art of appealing to consumers, and the elegant presentation of these artifacts are among these values.

2. “Woman is the guardian of humanity.” This universal quality of the entrepreneurial woman is consistent with the psycho-physiological structure of women. It is only the woman who is dreaming of having a baby, giving birth to a piece of flesh into a self-aware, speaking and walking person. These challenges and the mentality created by them are the factors that bring women together, regardless of their profession, interests, and status. That is why women entrepreneurs are attracted to them. It is true that business is not the psycho-physiological aspects of sex, but entrepreneurship and profitability. This approach is evident in Western business. In some cases, this is the case with Uzbek women entrepreneurs. Women who are particularly busy with PPE, who have achieved certain successes, first put up entrepreneurialism in the entrepreneurship. Consequently, as the CSL develops and succeeds, a woman will gain the skills to appreciate the qualities necessary for her entrepreneurial activity. Suchit seeks to gather women with such qualities.

3. “Women do not give up”. In order to achieve sustainable success in business, a person needs the inner strength and the ability to withstand the most difficult trials. Of the two sexes, the most resistant is the female. A woman can endure the hardest on men; In addition, we have the burden of giving birth to the most difficult jobs in life. This is the conclusion of a businesswoman who has gained experience in KBTU and who has analyzed East and West experiences in this area, and has synthesized her own ideas and business philosophy. Not surprisingly, Jin-Ning Tsun emphasizes the psycho-physiological aspects of women. The misery of childbirth brings women closer

together; they often intertwine, and find common, intimate topics.

4. It has been repeatedly emphasized that women are emotionally effective. They also seek to bring these moods into their work, giving them emotional freedom in addressing controversial topics. Risk at KBTU sometimes brings luck to such people. However, this does not mean that all issues in the CCT are solved with the help of emotions and feelings. CCT is often based on reason, likes rationality, and encourages the mind to be cunning. The paradox is that not all women entrepreneurs rely on intellect, and they rely on intuition. However, this intuition is in harmony with the power of reason, which is sometimes not fully understood by the woman. Jin-Ning Tsun says, “I tell my male clients in charge of the case if you have any doubts about your feelings or ask your wife for advice. Female innate intuition enhances strategic thinking”.

5. A woman has a strong sense of preserving, appreciating and loving life. Because of this, entrepreneurial women quickly gather and unite women with similar feelings. When such women agree to meet or work with a businesswoman, they are more than happy to meet all their friends rather than earn money.

6. Women are not weak, they can compete. No matter how strong a tendency for women to empathize, they can compete; Business women remember that when they surround themselves with business women, they have to live and work in a competitive environment. Their interpersonal qualities become a prospect in the interplay of coexistence, enlarging the range of services and encouraging them to live and work in a competitive environment. It is not because of the weakness of women, but because they are strong enough to overcome it and work with men. A businesswoman is not afraid of competition when she realizes that there are supportive women around her that they can trust and rely on. But the character of the Eastern woman is that she, as an entrepreneur, seeks to compete as a self-reliant entity, not to defeat her competitor, to bankrupt or to push her out of the market. The rigid law of business is to create a competitive product, to provide more services, more profits, lagging behind, and sometimes bankruptcy. Uzbek businesswomen do not experience this brutality of business. Even when they feel that they are a particular socio-economic force, they do not seek to win over another entity of the KBTU, bankrupt it and take over the market. Oriental morals, adherence to business ethics, reputation and hard work are typical of Uzbek women entrepreneurs.

Women do not dare to encounter KBT. They like to perform easy tasks physically. That is why women entrepreneurship is not nearly as important as industry, construction, mining and exploration, and protection services. They are mainly engaged in the provision of cultural services, educational and trade activities.

This is what women dothe provision of services, choice of activities has a specific ethno cultural and psychophysiological basis.

Respect for women, preservation of their beauty, their grandeur, elegance and sophistication of nature are embedded in the ethnography of our people. Our women themselves also try to avoid heavy physical activity and to impose on men. This is a reflection of the ethnography of the Uzbek people.

Physical work is not an activity that does not cause hard work, it does not give people spiritual and psychological pleasure. The work of a teacher, a scholar, a doctor, an educator, an artist is not inferior to that of physical labor. Intellectual labor is not time consuming, it is absorbed by human thinking and does not rest. When a certain finding is found, the physical enjoyment of light work becomes apparent, even if it does not fully satisfy the person and motivate him to search again.

The most active part of women in the socio-economic life is in the twentieth century. For example, women employed in the United States in the manufacturing sector were 33% in 1950 and 57.9% by 1993. By that time, non-working American women made up 11 percent. This process has a dramatic increase in recent years. Experts say that by the beginning of the 21st century it has exceeded 63%. The paradox is that American women tend to avoid the socio-economic sphere when they have the opportunity to engage in any type of activity and have the opportunity to do entrepreneurial activities. According to Freidan, the phrase "working woman" in the US today sounds insulting. Today, US women can represent themselves in any profession they want, enter higher education, manage corporations, and perform high-paying jobs.

In the 20th century, the socio-economic activity of women has been steadily increasing in European countries. The widespread appeal of women-feminists, in particular, has broadly affected women's activity. The UN International Convention on the Elimination of Discrimination and Gender Equality has enhanced women's economic rights and freedoms. As a result, women began to choose activities that correspond to their abilities, interests, and physiological capacities. As a result, in countries such as Germany, England, and Russia, women's aspirations for higher education and careers have risen above even men. With 41% of men having higher education, the figure was 59% for women. It is well-known that a highly educated specialist, especially a woman, does not work in the field of heavy-duty manual labor, and is looking for a comfortable, easy-to-do task. Special research on gender issues shows that at the age of 1.5-2 girls and boys start to choose their own specific activities, and there is a clear tendency for girls to engage in activities within the framework of the established norms. Allan and Barbara Piz, a US psychologist and gender expert, argue that women's vocational choices are specific to their brain structure and that each type of activity is related to brain function. According to their findings, men's brains contain more than four million tissues more than females, but women are 3 percent more likely to be mentally ill than men. This idea is most evident in the entrepreneurial activity of women engaged in intellectual or communication (verbal) services.

The entry of women to the CFMC is also becoming more common in the 20th century. Until then, business had been a male occupation. However, this does not exclude the fact that women have become entrepreneurs and businessmen. Embroidery, clothing market, home manufacture, sewing, and cultural and community services have been embedded in folk culture because of women's entrepreneurship. For example, in the Khorezm region and the Republic of Karakalpakstan, the art of Khalifah is still preserved as a form of cultural and domestic service for women. Women also play an important role in entrepreneurship, such as gold embroidery in Bukhara, embroidery and skullcaps in the Ferghana Valley. It is true that these kinds of activities have evolved as national craftsmanship, and their business as a business was formed in the 20th century, especially by Western ideas. This feature should be taken into account when it comes to the genesis of women's entrepreneurship.

As you know, handicraft was also a family business. Women took an active part in it. This craft is subdivided into male crafts and womencrafts. Craftsmen paid a certain amount of taxes, participated in neighborhood and district activities, and engaged in international trade. Handicrafts made in our country, located on the Great Silk Road, have been taken to other countries. In any case, women's entrepreneurship has become a recognized activity in the business world by the 20th century. If at the beginning of the 20th century women were among the top 10 percent of US businesses, by1990, they would reach 50 percent. Today, more than 4 million firms in the United States are owned by women, partly or fully. One-third of the new millionaires in the United States are women entrepreneurs. However, women entrepreneurs are less likely to work in low-income sectors, including women running large businesses, corporations, transnational companies. Business women are reluctant to intervene in a business that requires greater risk because they are less inclined to engage in hard work and services.

Women are entrepreneurs that need external stimulation and support. They are in constant need of moral, psychological, financial and economic support for men and those around them.

It is hardly possible to find a subject that does not need such support in the correct KBT world. However, women intuitively feel that they cannot function without this help and that they cannot remain in the competition. This is actually the result of a woman's lack of confidence in herself, her creative power, and her inner danger.

Specific research by Russian scientists E.M. Zuykova, R.I. Eruslanova, A.E. Chirikova and G.S. Matveeva shows that women have different characteristics than men, and that they are very diligent and do not pretend to do so. They are less likely to panic, seek to learn from others' experiences, and tend to rely on their support, making less controversial decisions. Women also admit that they do not succeed in business because they are mild-tempered, do not take quick action to correct mistakes, stay away from exposure to adventures, and become adventurous. Chirikova A.E. finds that women are often in conflict with top managers, and they tend to resolve those conflicts with the help of men, especially senior and reputable. Business women are admired by their ingenuity, hard work and diligence, and their hard work at times causes men to marvel and surprise, but their workmanship is admirable. But this work and diligence is not intended to radical change in labor activity, to radically renew labor relations with innovative research. This is why women entrepreneurs are said to be "supporters of conservative business."

Special research conducted in different countries shows that women who are “conservative business advocates” achieve stability, consistency, and support in socio-economic relationships. Entrepreneurial women are relying on the peace and harmony in family life, relying on each other for help in their work, avoiding conflicts and decisions. Thus, it is crucial for businesswomen to rely on certain stereotypes and focus on helping each other, and they are not as prone to egoism as men and to make arrogant decisions. About 92% of our respondents, therefore, agree with their work, the work environment, the solidarity and mutual support in the workforce. Such optimism is rare in male entrepreneurs.

Baskakova has studied the relationship between men and women in the labor market. It is precisely in the labor market that gender equality is reflected. According to the researcher, women today occupy a stable position in the labor market, offering not only their time, energy and labor, but also their high professionalism and workmanship. Unfortunately, men are generally privileged. For example, men work in the construction, industrial, security, public utilities sectors, and women are mainly employed in housework and cafes. In the labor market there is a differential approach, and there is a demand for labor resources. Most importantly, there is a great demand for female labor in the labor market, but many women do not seek to develop their potential, strength and abilities. They have a tendency to “escape from society", that is, to "return" to family life and to children. This is also happening in some parts of Uzbekistan. On the one hand, while the government is widely supported by the CSTO, on the other hand, especially in wealthy, well-off families, in areas where old stereotypes and views are commonplace, women are often hijacked, housewives are actually locked into four walls. In these cases, external stimuli do not always have a positive effect, and women must also try to rid themselves of stereotypes and save themselves.

There is a high incidence of fluctuations in the behavior of women. Although they are optimistic about life and finding a job, they tend to change their plans, decisions, and working patterns by looking around in business, imitating them, and seeking advice from men, especially experienced entrepreneurs. Business women often look at the situation, the influence of the environment, and external factors, seeks to function in which the intrinsic intuition, the feeling of emotion, causes fluid behavior. But most entrepreneurial women can act in a planned, courageous way to achieve their goals. Some of them are just as brave and strong as men. According to Bendas, when male leaders experience dominance, aggression, self-confidence, egocentrism, and aspirations for power, female leaders tend to have dialogue and teamwork, altruism, and extraverted behavior.

Women's entrepreneurship cannot be without the quick, well-behaved actions such as courage, rigor, responsibility, perseverance, risk, the ability to make the necessary decisions, and the ability to master. The above immanent signs of women's entrepreneurship also encourage gender-based research to identify these features through gender equality.

No matter how colorful and polish the social life may be, in every aspect, in the field, there are traces of women and men. The terms "Matriarchate" and "Patriarchate" represent the characteristics that exist. The words "Father Heaven" and "Mother Earth", "In and Ian", "Woman and Man", Father-Creator and Mother-in-Law can be found in the mythology, wisdom, medicine and discipline of almost all nations. In this context, entrepreneurship can also be explored from the perspective of women and men. The term "women's entrepreneurship" itself is an expression of this differential approach.

First of all, it should be noted that KBT does not aim at "discovering" an absolute and new form of entrepreneurship with gender issues. The confrontation between women's and men's business does not mean that they are antipodes. They are common social and economic activities.

In recent years, gender studies have shown that men and women are becoming more prominent in social life, in everyday life, and in every activity related to human interests and aspirations. The way they think, their approach to task, their attitudes, their acceptance of common rules, even their speech and their facial expressions differ from each other. Even Allan and Barbara Piz conclude that "men and women differ greatly." However, these differences are within the human race. Therefore, when thinking about gender issues, we need to keep this generality in mind.

When it comes to gender issues, on what basis should we differentiate between women and men in entrepreneurship? What are the characteristics that contribute to this distinction? Responding to them briefly, however, helps clarify the approach to the topic.

Gender explores the ways in which women and men live their values, relationships, and ultimately, to value, respect or disrespect one another, to love or not to love, to fulfill their social responsibilities.

Women are different from men, but are different types of human beings. They have been living in a different way from the beginning, and have struggled for survival. "The evolution of women and men was different because they lived in different environments. The man was defending. A woman gave birth and brought up a child. During the course of the evolution process, males grew to be taller and, accordingly, were much larger in their brains. They are the result of these brain-shaping effects that have lasted millions of years. That is why they respond differently to information. They think differently. Their perceptions are different in their preconceptions and behaviors." Those who forget these differences, men and women, can no longer understand each other, which can lead to conflicts.

Open or hidden social segregation and convergence in social life is reflected in the gender relations between women and men. Convergence is an attribute of social existence if the forms of segregation are condemned and even international documents and conventions adopted against it. It is true that their manifestations are different, and in some countries, discrimination has shifted from social life to family life. By special laws, segregation has been abolished, but differences in gender relations and conflicts continue. That is why marriages and divorces remain.

"Researchers estimate that a woman uses more than 20,000 words a day and a man only about 7,000 words. It is common for a woman to choose a verbal profession (teaching, secretarial, nursing, etc.), while a man seeks a profession that requires manual labor.

Although the genesis of business and gender issues has been around for a long time, it has begun to be studied in the 19th century, along with feminism, as a socio-philosophical and psychological reality. There are three scientific theoretical concepts in this regard today. According to the first concept (J.Marshall), "business is the work of men", it is a foreign activity for women. This approach is an expression of patriarchal attitudes towards women for centuries. The impact of this approach is still there. For example, V. Alimasov writes: "A woman lacks sociality, self-awareness and courage. She does not struggle to portray herself as a man. She has a strong sense of adaptation to life and relationships in the female nature. That is why there is no female reformer in history. A man is not satisfied with existing relationships, he looks at life confidently and without fear of change. In fact, inactivity in a woman makes it easier for men to reform, rationalize and target retaliation. These ideas cannot be challenged, for to say that a woman lacks sociality and courage is also a challenge to their courage. Entrepreneurial women should be considered such courage when it comes to home and family responsibilities. True, courage has its own interpretations, visions, and expressions. A woman does not consider giving birth and raising a child as a sign of courage and greatness, she considers it a divine gift and a natural duty. The man is far from these feelings, and he seeks to fill those feelings through his social duties. That is why a man cannot live without a social function, his social purpose, his dedication to it, his suffering. A businessman eagerly joins the KBTU and strives to create a social position with all his energy and resources. Yes, his courage can be admired. You can be proud of him. But this is his courage, his self-determination to achieve his purpose. An entrepreneurial woman also works hard, but never forgets about the suffering of her family and children.

The second concept (J.Landau, T.Melamed, E. Powell, R.Batterfeld) is based on the idea that when a woman aspires to be a leader, she is immediately confronted with barriers and cannot achieve her goal. As soon as a female leader emerges in a certain group, there are men, including women, who oppose her. If this leader is a man, she will not challenge the group.

Gender psychology research also notes that the male leader seeks to demonstrate his or her identity and social status. The role of the woman in the family is sometimes shifted to firms and businesses, and in some cases female leaders are proud of this position, while men in the executive role are not challenged. In this environment, specific convergence is formed.

The most important contradictions are:

1. A woman leader is perceived as a stranger. In this group, the image of a male leader is difficult to change. Discussing every step, decision, or even word of a woman leader, if the stereotype is negative, the confrontation between the female leader and the group will intensify, and sometimes the leaders of the confrontation will be men and women.

2. A woman leader seeks to imitate the qualities of a male leader. His man-of-the-way maneuvers arouse great opposition in the group.

3. The female leader's services are underestimated. When a labor team is formed, it is hesitant, does not rely on its own strength, and lacks courage. The longer this situation becomes, the greater the struggle between the female leader and her opponents. As soon as a woman-leader introduces male leadership, she loses all the necessary expertise (often men). Disorders, chaos, and bankruptcy are common in the workforce.

4. The tradition of adopting a female leader in the KBTU world has not yet been formed. Even in developed countries, such as the US, Europe, Japan, and Taiwan, the positive image of female leaders is not created. Thus, the management of socio-economic activities is always associated with the image of a male leader, and this stereotype prevents women from being leaders.

5. The persistence of a woman leader, and the attempt to reconcile with male leaders, do not always produce the desired results. A woman leader can demonstrate organizational responsibilities through the support of male leaders. These psychological factors include:

1) working together with the workforce in order to empower the female leader in accordance with existing traditions and subordinate procedures;

2) encourage people to choose a way to express their willingness to forge close and friendly relationships, especially with men.

The third concept is called by Bendas as "dominant (majority) - token (minority)". He writes that he received these terms from R. Kent.

There are few leaders in the workforce, and two or three leaders or candidates for leadership define the management system, relationships within the team. According to Kenter, the role of the female token is as follows:

1. A woman leader acts as a mother. It requires a leader to provide emotional support, not activity. Such a female leader is not unlike business, entrepreneur, but she is like a mother who is kind and friendly, who treats her employees like her children. Men respect such a leader, strive not to underestimate their shortcomings, and to give him practical assistance when needed. A woman leader and a token are valued as much as the mother is honored and respected in the family.

2. Female leader is formed as a lover, a "symbol of beauty" of the workforce. Female token is often supported by a senior male leader, whose friendly intimacy and friendly relationship enable them to lead women. In such a team, the male leader will have to adapt to the existing routine and follow the female token instructions.

3. A woman leader is a talisman who brings success. A charming, kind, friendly woman-leader, though not a businessman, can unite team members around certain ideas and goals. He is not hard-working, but he can use the rest with his kindness and tact. Such a female token can create a peaceful, stable environment in the community.

4. A woman leader is a tough leader. It is typical of male leadership. She strives to pass her decisions and orders to the rest, authoritarian rule. Such a woman consults only with those who are close to her and is not interested in the opinions of many. These

concepts and attitudes towards the female leader show the challenges faced by women entrepreneurs and how easy it is for women to find themselves in the business world.

Entrepreneurship is becoming more and more popular in socio-economic life, and it is becoming increasingly important to study sociological, economic, pedagogical, psychological, acmeological and philosophical aspects of it. Now it is not just a source of income, it is also a manifestation of human rights and freedoms, as well as a lawful entry into economic relations based on employment contracts. Registration of CLMs is one of the aspects of entrepreneurship, but it is one of the most difficult tasks.

“Small business and private entrepreneurship play an important role in the country's economy and society. Its advantage is that it has the ability to quickly adapt to changes in market conditions, with low resources, the ability to quickly introduce and disseminate news. ” Such agility, novelty, and volatility in market conditions make entrepreneurship an exciting activity, encouraging entrepreneur to constantly innovate, enrich and diversify services. In this context, gender issues are not just about women's and male relationships, segregation and convergence, they are ultimately a factor in the formation of the middle class, creating its social portrait and image. Therefore, experts conclude that the purpose of entrepreneurial activity is not only profit and profit, but also "a complex and multifaceted activity aimed at balancing the interests of subjects." Hobbies and goals are forces that motivate people, motivate them to an introspective or prospective goal. Entrepreneurship has the potential to become an overarching goal, egocentrism, which is not always prospective. There are certain interests at the core of any service, but the problem is not to give them full freedom, but to ensure consistency of interests and goals. “The basic principle of modern business philosophy is that any entrepreneurship, profit, in turn, should improve the welfare of society. Real and mutually beneficial business is the most important part of modern business is one of the functions”. This also applies to women and men's entrepreneurship. Modern business philosophy is important for deliberately deepening the segregation of women or men's business, not to emphasize differences, but to know their differential characteristics. This approach allows us to get to know more about immanent signs of entrepreneurship and to find effective mechanisms for its establishment and management.

Men and women perceive their surroundings differently, and take different approaches to practical issues and solutions. According to Allan and Barbara Piz, boys like things, girls like people. If boys compete, girls tend to cooperate. When women talk about topics that are specific to themselves, their families, their children, and their personal interests, men mainly focus on work, politics, management, sports, hunting, and car. Women like sweets, men like bitterness, alcohol and tobacco. Eating spicy garlic in the dish is mostly a male occupation, and women tend to eat cake after a meal. That is why KBTC in the field of alcohol production and tobacco production is mainly in the hands of men, and women are mainly engaged in the production of cakes and sweets. This differentiation shows that the business of women and men is different. It is true that this differentiation is not absolute. Women's entrepreneurship is also not possible without the support and involvement of men. According to the convergence requirement, the interaction between women and men depends primarily on the general social nature of socio-economic relations. These social features encourage women and men to serve the common good, to work together and to converge. Therefore, the differential features of entrepreneurship cannot be challenged and interpreted in the public interest, they are only two aspects of establishing and maintaining the PPCR. But these two parties provide a good insight into the inner immanent signs of women's entrepreneurship.

The Republic of Uzbekistan has created a general social and legal basis for entrepreneurial activity. Our state undertakes to protect the rights, freedoms and property of entrepreneurs. The benefits provided to them (new lending, registration in one window, promotion of export, reduction of reporting forms, etc.) apply equally to all businesses. At the same time, the development of women's entrepreneurship remains an international challenge. In accordance with the UN Committee on SEDAW, the Beijing Declaration and the Platform for Action, the National Program of the Republic of Uzbekistan has been developed.

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SOCIO-ECONOMIC DEVELOPMENT WITH FOREIGN TRADE (TRIO OF EMERGING MARKETS, TRANSITION ECONOMY AND INVESTMENT ATTRACTIVENESS)

Abstract: *Current article studies a research in transition economy, which presents the part of position of the foreign economic relation of Uzbekistan today. It contains analyses a number of indexes (such as gross product per capita, export-import, structure and destinations, etc.) and current aspects of a country's economic, and social life of the country. It is assumed that liberalization of the economy promotes production growth, assists in scientific and technological progress, investment attractiveness, e-commerce complies with actual development issues in social life. However, new legislation and supporting free trade with neighbors and integration into world trade network Uzbekistan intending cooperation or partnership with its potential partners. Purpose of the paper work is to clarify foreign trade development policy of the country with various aspects. Main results have been distributed in form of tabulation, diagram, map and figures with prospective statistical data presented by international recognized official platforms.*

Key words: *Trade, export-import, emerging markets, economic growth, partnership.*

Language: *English*

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Introduction

Foreign trade is the interaction of a country with foreign countries regarding the movement of goods and services across national borders. Foreign trade allows the state: receive additional income from the sale of national goods and services abroad, saturate the domestic market, overcome the limited national resources, increase labor productivity, specializing in world trade in the supply of certain products to the world market.

Foreign trade is characterized by the concepts of export and import: the first involves the export of goods and services abroad and the receipt in exchange of foreign currency, and the second - the import of them from abroad with appropriate payment. Export, like investments, increases aggregate demand in the country and drives the multiplier of foreign trade, creating primary, secondary, tertiary, etc. employment. The increase in imports limits the effect of this effect due to the outflow of financial resources abroad.

Foreign trade is organized on the principles developed in 1947 and enshrined in the General Agreement on Trade and Tariffs (GATT). In 1996, it was replaced by the World Trade Organization (WTO), which more broadly considers foreign trade, including the exchange of commodity services and the sale and purchase of intellectual property.

Now we would like to clarify definition of the research as follows:

Foreign trade - trade between countries, consisting of the export (export) and import (import) of goods and services. Foreign trade is carried out mainly through commercial transactions drawn up by foreign trade contracts. In English: Foreign trade See also: ... ... *Financial Dictionary*

Foreign trade - trade of a country with other countries. International trade is the totality of foreign trade of all countries of the world. International trade is a system of international commodity-money relations, emerging from the foreign trade of all countries of the world. ... ... *Wikipedia*

Foreign trade - trade of one country with other countries, an integral part of foreign economic relations. It is subdivided into export (export) and import (import) of goods. The sum of exports and imports forms a foreign trade turnover. Foreign trade is based on international ... *Big Encyclopedic Dictionary*

Foreign trade - (foreign trade) See: trade (trade). Economy. Dictionary. M .: INFRA M, Publishing House All World. J. Black. General Edition: Doctor of Economics Osadchaya I.M .. 2000. FOREIGN TRADE trade with other countries, export of goods from the country and import ... ... *Economic Dictionary*

Foreign trade - Trade between countries, consisting of the export (export) and import (import) of goods and services. Foreign trade is carried out mainly through commercial transactions drawn up by foreign trade contracts [Trade Facilitation: English ... ... *Technical Translator's Guide*

Foreign Trade - See Foreign Trade Glossary of Business Terms. Akademik.ru. 2001 ... *Glossary of Business Terms*

Foreign trade - FOREIGN trade, a form of foreign economic relations, sale and purchase of goods, securities on the international market. Distinguish between export (export) and import (import) of goods. Foreign trade is implemented at the level of relations of companies, corporations, …. *Illustrated encyclopedia dictionary.*[1]

Literature review

The results contribute to the broad literature on the impact of international trade on the risk exposure of firms and countries. First, greater participation into international markets, by increasing the role of large firms as well as sectoral concentration, has been shown to magnify a country's vulnerability to idiosyncratic supply shocks (di Giovanni and Levchenko, 2009, 2012). However, cross-country diversification dampens macro-economic volatility by reducing exposure to domestic demand shocks (Caselli et al., 2015). Focusing on micro-demand shocks, Kelly et al. (2013) document that firms with a more diversified customer base display a lower volatility.

Hence, to fully understand the trade-volatility nexus, the structure of exporters' sales, within as well as across destinations, must be analyzed together with the various shocks that hit firms and countries in international markets. This paper provides a step in this direction by modeling the universe of trade relationships between French exporters and their European partners, observed over a period of 15 years. The richness of the data together with a new empirical strategy allow us to provide a comprehensive decomposition of the different sources of trade volatility at various levels of aggregation. We start with an economic model of firm-to-firm sales in which the growth of firm-to-firm exports is a combination of macro shocks and micro perturbations.

French sellers' competitiveness abroad varies because of shocks to unit costs, assumed to be common across firms in an industry, and because of idiosyncratic shocks to their productivity. These supply-side perturbations are at the root of variations in the demand expressed by all foreign partners to which the firm is connected. Firm-to-firm trade also varies due to demand shocks that are either aggregate in nature (i.e. common to all buyers within a destination) or idiosyncratic, hitting the importing firm or eventually the match it forms with a particular French exporter. We show how to identify these shocks using various moment conditions dictated by the model.

The aggregation exercise is straightforward. Volatility is a weighted average of the variances and covariances in firm-to-firm growth rates. The weights depend on the structure of trade networks and the level of aggregation (firm-level or aggregate level here). Their distribution has natural hedging properties against some of the shocks hitting firms in international markets.

That microeconomic supply shocks are an important source of firm-level volatility is consistent with existing evidence and is not surprising as such shocks cannot be diversified (see eg. Comin and Mulani, 2006). What is more surprising is the substantial contribution of microeconomic demand shocks to firm-level volatility, which could have naturally faded away when the firm diversifies its portfolio of clients. These shocks are quantitatively important because i) their estimated volatility is high; and ii) exporters' sales are highly skewed towards their main partner.

As mentioned earlier, the impact of trade openness on macroeconomic volatility is an important topic in the macro-development literature, see e.g. Koren and Tenreyro (2007), Caselli et al. (2015), di

Giovanni and Levchenko (2009), di Giovanni and Levchenko (2012). By estimating a rich structure of shocks, we believe we contribute to this literature through a precise quantification of the respective contributions of various sources of risks encountered by firms in their export activities.6 In that respect, the exercise is similar to Caselli et al. (2015) who also compare the

Methodology

In this article it has been used secondary source data statistic grouping and comparative analyses methods. Main materials have been promoted by top databases of Uzbekistan international economic potentials partners.

Results

Main results of the paper work can be considered as following economic and social indicators of Uzbekistan.

Uzbekistan - Credit Rating at 40.00

Uzbekistan Employed Persons at 13273.10 Thousand

Uzbekistan GDP From Services at 135572.00 UZS Billion

Uzbekistan GDP From Construction at 50922.20 UZS Billion

Uzbekistan GDP From Agriculture at 156667.10 UZS Billion

Uzbekistan Average Monthly Nominal Wages at 1822.20 UZS Thousand/Month

Uzbekistan Gross Fixed Capital Formation at 134029.40 UZS Billion

Uzbekistan Interest Rate at 16.00 percent

Uzbekistan Fiscal Expenditure at 86482.40 UZS Billion

Uzbekistan Government Budget Value at -7323.10 UZS Billion

Uzbekistan Government Revenues at 79159.30 UZS Billion

Uzbekistan Consumer Spending at 54399700.00 UZS Million

Uzbekistan Government Spending at 16979500.00 UZS Million

Ease of Doing Business in Uzbekistan at 69.00

Uzbekistan GDP Current Prices at 361858.40 UZS Billion

Uzbekistan Imports at 17968.80 USD Million

Uzbekistan Exports at 13677.00 USD Million

Uzbekistan Balance of Trade at -4291.70 USD Million [2]

Table 1. The volume of retail trade turnover by region (in actual prices; billion soums)

Countries	2010	2011	2012	2013	2014	2015	2016	2017	2018
Republic of Uzbekistan	21872.8	28539.0	36946.4	46863.0	58136.6	71184.1	88071.6	105229.9	133195.2
Republic of Karakalpakstan	711.3	897.3	1155.2	1568.3	1977.8	2397.7	2950.4	3527.8	4496.8
regions:									
Andijan	1704.2	2230.8	2835.0	3671.1	4563.8	5564.3	6777.8	8124.9	10367.9
Bukhara	1290.2	1726.5	2259.7	2958.2	3693.8	4481.8	5611.9	6578.5	8375.1
Jizzakh	629.6	882.5	1161.9	1542.6	1904.7	2320.5	2912.3	3442.8	4373.4
Kashkadarya	1325.2	1867.1	2567.6	3443.7	4250.0	5042.8	6202.9	7187.3	8818.5
Navoi	850.6	1096.5	1469.5	1932.0	2453.2	3001.9	3684.7	4348.5	5436.3
Namangan	1297.0	1696.3	2166.2	2853.5	3440.0	4166.7	5253.4	6334.2	7829.0
Samarkand	1683.0	2208.5	3030.1	3846.7	4890.1	6078.2	7605.2	8973.5	11123.1
Surkhandarya	1321.3	1760.9	2280.0	3070.4	3894.9	4766.4	6015.1	7149.0	8846.2
Syrdarya	411.1	524.1	672.9	806.4	1022.6	1246.5	1547.4	1836.8	2295.5
Tashkent	2306.3	3137.7	4060.0	4907.5	6103.0	7663.3	9223.0	11149.5	14101.0
Fergana	1911.6	2501.8	3270.6	4117.7	4936.0	6150.8	7655.7	9020.4	11277.6
Khorezm	1005.9	1265.8	1566.6	1959.6	2343.3	2723.5	3365.9	3948.5	5269.2
Tashkent city	5425.5	6743.2	8451.1	10185.3	12663.4	15579.7	19265.9	23608.2	30585.5

Source: *stat.uz*

Main partner can be displayed Tashkent city according to the above data Table 1.

Foreign trade figures of Uzbekistan

Uzbekistan's trade represented 68.52% of GDP in 2017 (World Bank). The country exports energy products, cotton, gold, mineral fertilizers, ferrous and nonferrous metals, textiles, food, machinery, and automobiles. Imports include machinery and equipment, food, chemicals, ferrous and nonferrous metals (OEC).

Main export destinations include Switzerland, China, Russia, Turkey, Kazakhstan, Bangladesh, and Afghanistan. Imports generally arrive from China, Russia, South Korea, Kazakhstan, Turkey and Germany and Germany (OEC). As of 2019, Uzbekistan has trade relations with over 140 countries (Azer News). Uzbekistan is harmonizing its import tariffs with Eurasian Economic Union standards (The Diplomat). The UAE has also agreed to increase trade volume and investments in textiles, renewable energy, infrastructure, and agriculture.

Economic Indicators

Uzbekistan's GDP grew 5% in 2018 and is expected to grow 5% and 5.5% in 2019 and 2020, respectively (IMF). COFACE estimated 2018 GDP at 4.9% and projected 2019 GDP at 4.7%. Public investment in industrial facilities, infrastructure (gas, hydroelectric, roads, and housing) - as well as household consumption (more than 50% of GDP) - promoted growth. Abundant and varied natural resources, low public debt, solid foreign exchange reserves, aggressive investment programmers, a growing labour force, and a strategic geographic position between China and Europe further factor into Uzbekistan's economic development.

According to the IMF, government debt in 2018 fell to 19.2% of GDP in 2018 and is expected to rise in 2019 (21.7%) and 2020 (22.3%). Furthermore, the inflation rate reached an alarming 19.2% but is projected to fall in 2019 (14.9%) and 2020 (12.6%). The Uzbek Senate approved a 1.1% of GDP deficit for 2019 following a projected 1.2% deficit in 2018 (The Tashkent Times). Key economic challenges include lack of economic diversification, reliance on commodity prices, a large informal economy, low economic competition, an underdeveloped banking sector, and state intervention in credit, prices, administrative, and custom affairs (COFACE). Exports, 20% of GDP, will likely fall due to trade disputes between China and the U.S. Increasing, periodic price increases for utilities will also keep inflation high. The Government has focused on reforming public finances at a 2.5% of GDP cost in 2019. Prime Minister Shavkat Mirziyoyev won 89% of the vote in December 2016 and favors a strong state. The unemployment rate from January to June 2018 was 9.3%, although this severely underestimates the size of the informal sector. The country is threatened by radical Islamist movements and its tense relations with Kyrgyzstan.

Main Sectors of Industry

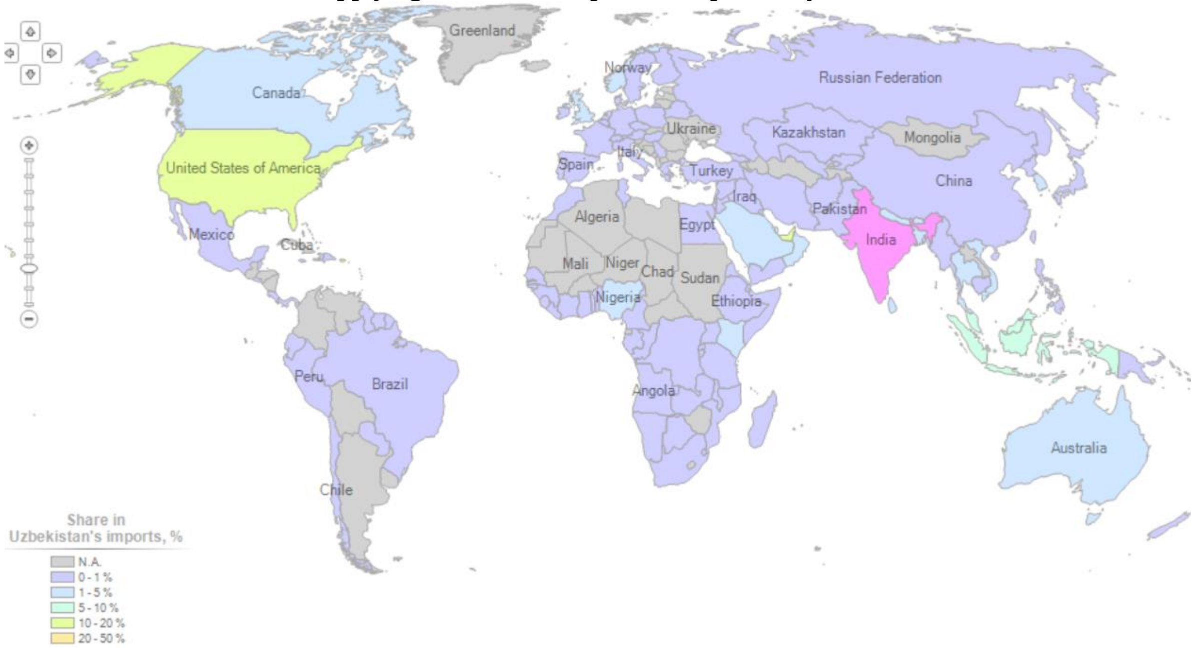
Agriculture accounted for 17% of GDP in 2017 and employed 21.37% of the total workforce in 2018. Main agricultural products include cotton, vegetables, fruits, grain, and livestock. The country also produces silk and wool and is attempting to diversify its agriculture towards fruits and vegetables. Poland, Russia, and the Netherlands have strengthened agricultural relations with Uzbekistan.

Industrial and commercial standards in Uzbekistan

Uzstandard, the Uzbek agency for standardization, metrology and ertification, represents the Republic of Uzbekistan at the following international bodies:

- International Standards Organization (ISO)
- International Organization for Legal Metrology (OILM)
- Euro-Asian Council for Standardization, Metrology and Certification (EASC)
- International Laboratory Accreditation Cooperation (ILAC) [3]

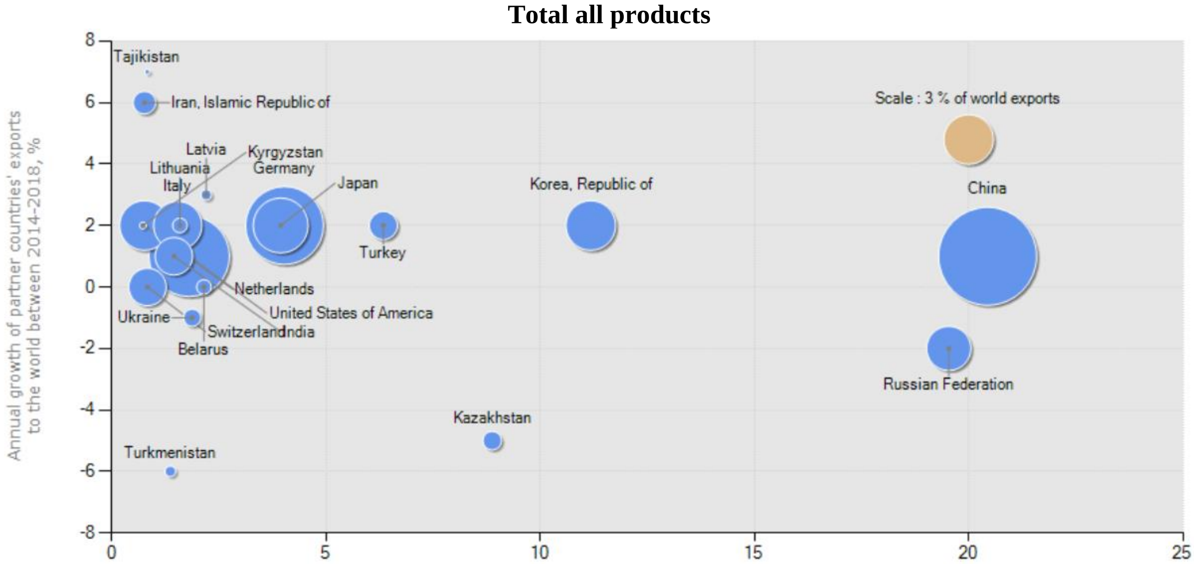
Picture 1. List of supplying markets for a productimported by Uzbekistan in 2018 [4]



Sources: *ITC calculations based on UN COMTRADE and itc statistics.*

Industry accounted for 29.47% of GDP in 2017 and employed 37.69% of the population. Manufactured products included textiles, food processing, machine building, metallurgy, mining, hydrocarbon extraction, and chemicals. The country is also rich in coal, zinc, copper, tungsten, uranium, and silver.Russia began reimporting Turkmenistan gas in 2019, which is expected to affect Uzbekistan oil prices and demand (Times of Central Asia). The service industry accounted for 38.85% of GDP in 2017 and employed 40.94% of the total workforce in 2018. Key services include transportation and tourism. The country received five million tourists in 2018.

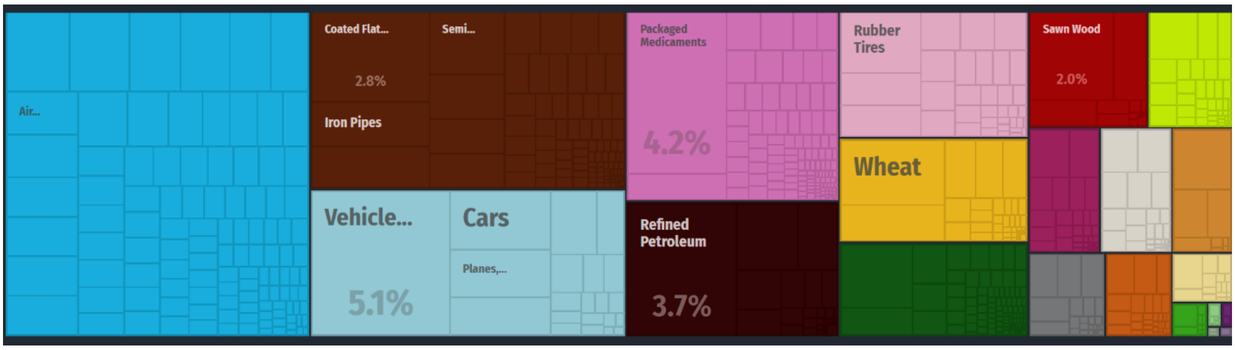
Picture 2. Prospects for diversification of suppliers for a product imported by Uzbekistan in 2018 Product: Total all products



Sources: *ITC calculations based on UN COMTRADE and ITC statistics.*

Imports in Uzbekistan increased to 17968.80 USD Million in the third quarter of 2019 from 11245.60 USD Million in the second quarter of 2019. Imports in Uzbekistan averaged 3798.57 USD Million from 2000 until 2019, reaching an all time high of 17968.80 USD Million in the third quarter of 2019 and a record low of 795.80 USD Million in the second quarter of 2007.

Picture 2. Import structure of Uzbekistan [5]



Source: *OEC.com Uzbekistan profile*

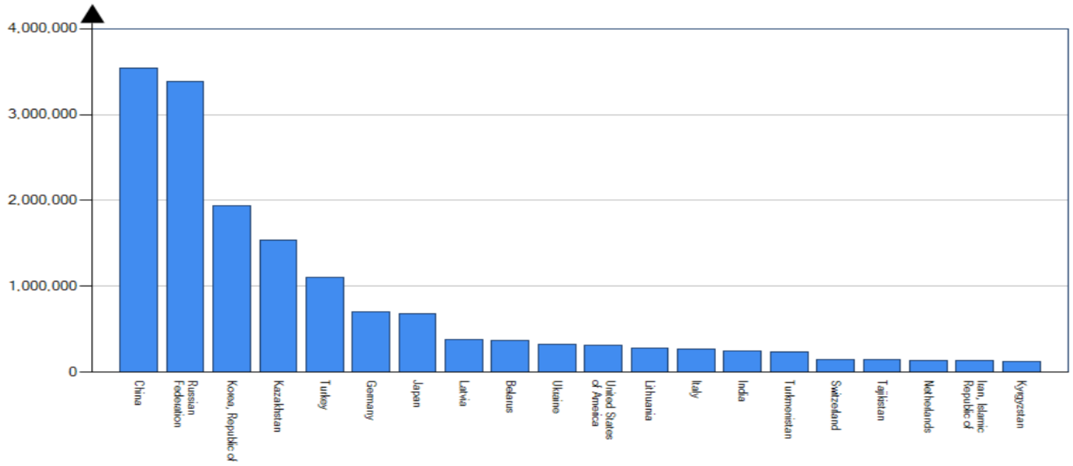
In 2017 Uzbekistan imported $11.2B, making it the 85th largest importer in the world. During the last five years the imports of Uzbekistan have increased at an annualized rate of 1.7%, from $10.3B in 2012 to $11.2B in 2017. The most recent imports are led by Vehicle Parts which represent 5.12% of the total imports of Uzbekistan, followed by Packaged Medicaments, which account for 4.18%.

Table 1. List of countries exported to Uzbekistan [6]

Exporters	Value imported in 2018 (USD thousand)	Trade balance 2018 (USD thousand)	Share in Uzbekistan's imports (%)	Growth in imported value between 2014-2018 (%, p.a.)	Growth in imported value between 2017-2018 (%, p.a.)	Ranking of partner countries in world exports	Share of partner countries in world exports (%)	Total exports growth in value of partner countries between 2014-2018 (%, p.a.)	Average distance between partner countries and all their importing markets (km)	Concentration of all importing countries of partner countries
World	17,313,952	-6,394,940	100		44		100	1		
China	3,539,488	-1,418,561	20.4		31	1	12.9	1	6,573	0.0
Russian Federation	3,382,612	-1,746,187	19.5		32	14	2.3	-2	3,485	0.0
Korea, Republic of	1,936,177	-1,902,557	11.2		68	5	3.1	2	4,926	0.1
Kazakhstan	1,537,807	-318,195	8.9		58	50	0.3	-5	4,037	0.0
Turkey	1,098,346	-232,518	6.3		85	31	0.9	2	2,997	0.0
Germany	699,128	-686,278	4		22	3	8.1	2	3,101	0.0
Japan	683,598	-681,426	3.9		385	4	3.8	2	5,968	0.0
Latvia	382,476	-347,824	2.2		88	81	0.08	3	1,595	0.0
Belarus	373,451	-335,984	2.2		145	63	0.2	0	1,817	0.1
Ukraine	326,246	-233,572	1.9		78	52	0.2	-1	2,688	0.0
United States of America	314,020	-309,202	1.8		111	2	8.6	1	6,539	0.0
Lithuania	276,546	-265,785	1.6		7	64	0.2	2	1,809	0.0
Italy	267,453	-255,896	1.5		81	9	2.8	2	3,128	0.0
India	252,026	-243,652	1.5		-9	18	1.7	1	6,379	0.0

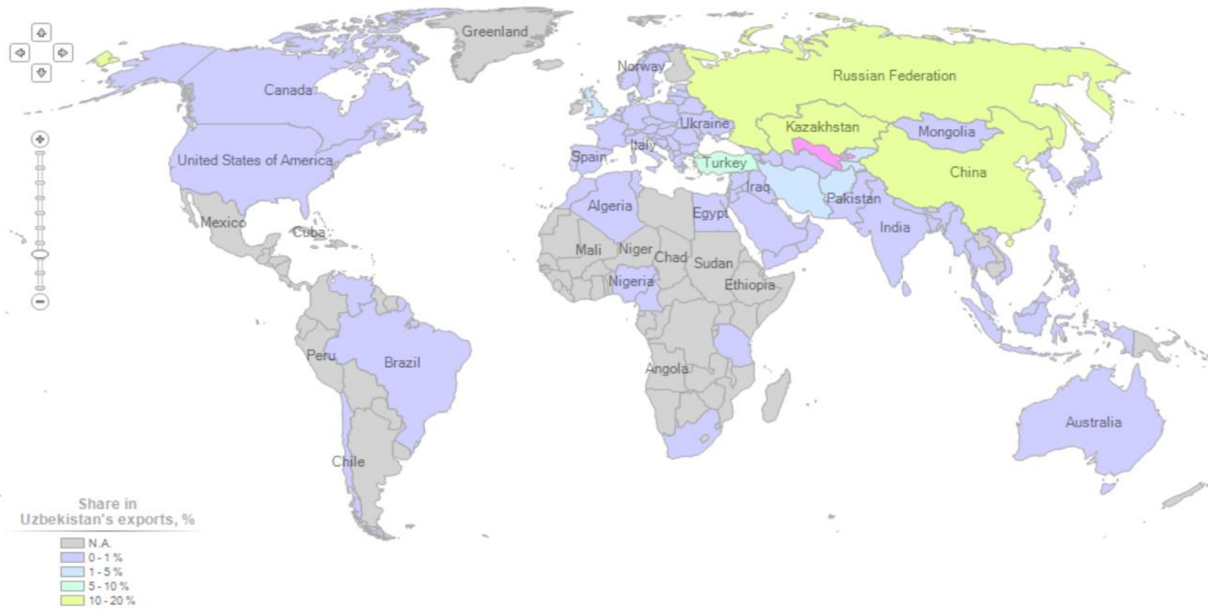
Uzbekistan's main imports are machines and equipment, chemical products, food and metals. Uzbekistan's main import partners are Russia, South Korea, China, Germany and Kazakhstan. . This page provides - Uzbekistan Imports - actual values, historical data, forecast, chart, statistics, economic calendar and news. Uzbekistan Imports - actual data, historical chart and calendar of releases - was last updated on December of 2019.

Figure 1. List of supplying markets for a product imported by Uzbekistan in 2018



Source: *https://www.trademap.org/Country_SelProductCountry.aspx?nvpm*

Picture 3. List of importing markets for a product exported by Uzbekistan in 2018



Uzbekistan's foreign trade turnover in the first 10 months amounted to more than $ 25,768 million. Goskomstat has published the data on foreign trade turnover of the republic in January-October this year. Foreign trade turnover of Uzbekistan reaches 25 768,3 mln. US dollars, which is 15.9% more than in the same period last year. In particular, exports amounted to 10,258.0 mln. US dollars and imports amount to 15,510.3 mln. US $ reached. Foreign trade surplus - 5 252.3 mln. US dollars. Looking at the results of January-October of this year, we can see that the share of cotton fiber in total exports decreased significantly compared to the same period of the previous year.

Picture 4. Prospects for diversification of suppliers for a product exported by Uzbekistan in 2018 Product: Total all products [7]

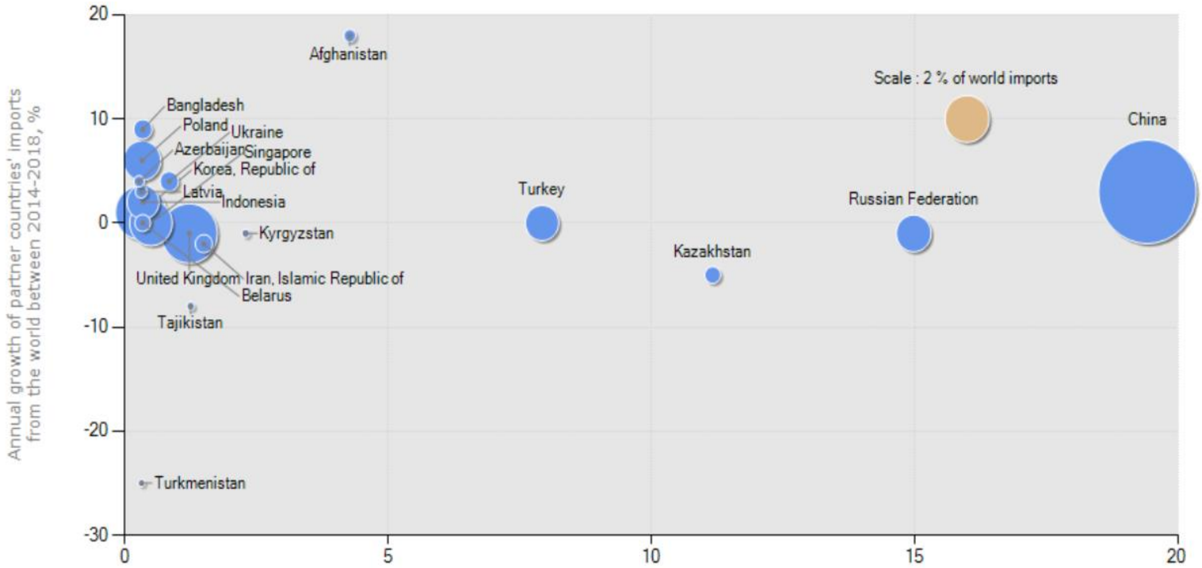
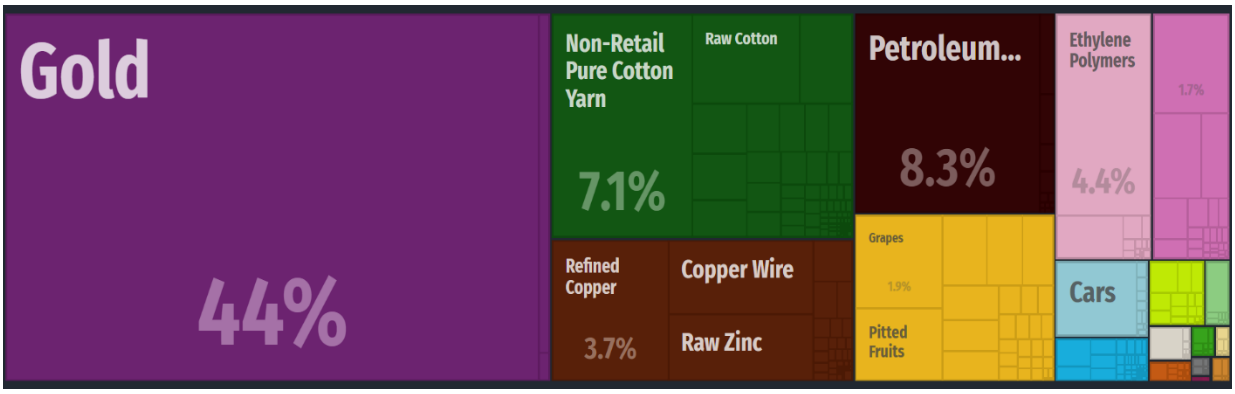


Table 2. List of countries imported from Uzbekistan

Importers	Value exported in 2018 (USD thousand)	Trade balance 2018 (USD thousand)	Share in Uzbekistan's exports (%)	Growth in exported value between 2017-2018 (%, p.a.)	Ranking of partner countries in world imports	Share of partner countries in world imports (%)	Total imports growth in value of partner countries between 2014-2018 (%, p.a.)	Average distance between partner countries and all their supplying markets (km)	Concentration of all supplying countries of partner countries
World	10,919,012	-6,394,940	100	8		100	1		
Area Nes	3,237,880	3,225,909	29.7	-11					
China	2,120,927	-1,418,561	19.4	61	2	10.9	3	6,326	0.05
Russian Federation	1,636,425	-1,746,187	15	13	22	1.2	-1	4,104	0.08
Kazakhstan	1,219,612	-318,195	11.2	25	67	0.2	-5	3,390	0.18
Turkey	865,828	-232,518	7.9	4	25	1.1	0	4,330	0.04
Afghanistan	467,086	466,198	4.3	-8	88	0.08	18	2,495	0.1
Kyrgyzstan	251,157	124,207	2.3	50	134	0.03	-1	3,155	0.23
Iran, Islamic Republic of	164,373	31,303	1.5	-36	58	0.2	-2	4,130	0.1
Tajikistan	137,027	-7,322	1.3	82	151	0.02	-8	2,964	0.17
United Kingdom	134,265	97,502	1.2	518	5	3.4	-1	3,558	0.06
Ukraine	92,674	-233,572	0.8	-7	49	0.3	4	3,083	0.07
Singapore	54,708	47,160	0.5	-3	16	1.9	0	6,234	0.07
Indonesia	38,197	27,428	0.3	45	27	1	2	5,770	0.1

At the same time, exports of goods and services in October 2018 increased by $ 102.9 million compared to September. Exports were less than USD and amounted to US $ 788.4 million. US dollars. Import of goods and services amounted to 1837.0 mln. US dollars, which is 183.9 million dollars more than in September. US dollars more. In January-October 2018, the share of CIS countries in foreign trade turnover was 38.3% and increased by 132.4% compared to the same period of the last year.

Picture 5. Export structure of Uzbekistan [8]



Source: *OEC.com Uzbekistan profile*

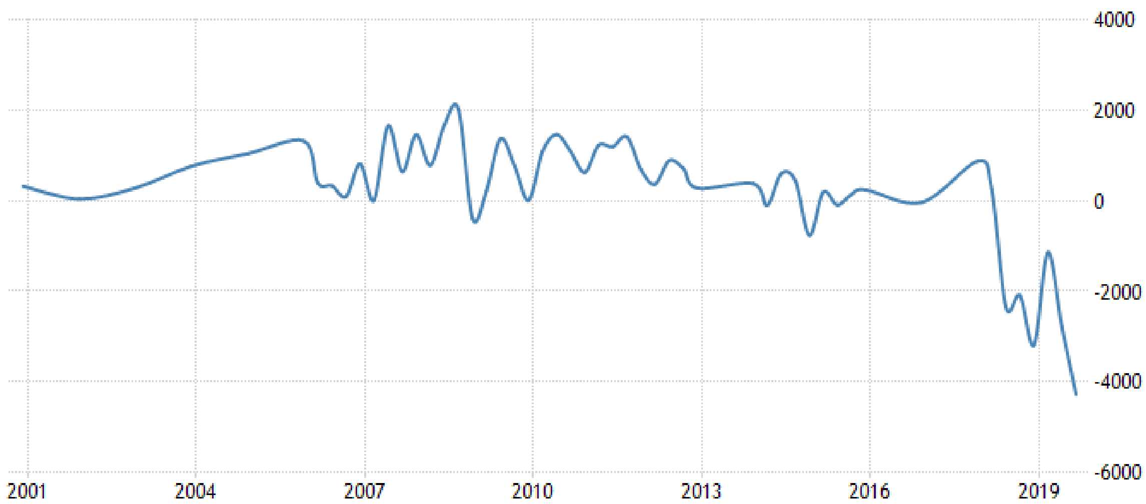
In the structure of exports, goods accounted for 75.4%, mainly groups of energy and oil products (19.9%), foodstuffs (9.0%), as well as chemical products and products (7.3%). The share of Imports for January-October this year amounted to 15,510.3 million US dollars. In the structure of imports, the largest share was accounted for by machinery and equipment - 41.1%, chemical products - 13.3%, and foodstuffs - 8.4%.

In 2017 Uzbekistan exported $8.38B, making it the 89th largest exporter in the world. During the last five years the exports of Uzbekistan have increased at an annualized rate of 9.5%, from $4.78B in 2012 to $8.38B in 2017. The most recent exports are led by Gold which represent 43.8% of the total exports of Uzbekistan, followed by Petroleum Gas, which account for 8.26%. [9]

Uzbekistan Balance of Trade

Due to the natural resources it exports, Uzbekistan consistently runs trade surpluses. Uzbekistan mainly exports oil, natural gas, gold, machines and equipment, and food. Uzbekistan imports machines and equipment, chemical products, food and metals. Uzbekistan's main trading partners are Russia, China, Kazakhstan, Republic of Korea, Afghanistan, Turkey, Ukraine and Germany. This page provides - Uzbekistan Balance of Trade - actual values, historical data, forecast, chart, statistics, economic calendar and news. Uzbekistan Balance of Trade - actual data, historical chart and calendar of releases - was last updated on December of 2019. [10]

Figure 2.



Source: *https://tradingeconomics.com/uzbekistan/balance-of-trade*

Discussion

Uzbekistan" is being implemented to ensure that the benefits derived from diversification and expansion of exports and investments extend to a large number of people, vulnerable groups and the rural population, through the creation of new jobs, ensuring high earnings and providing access to affordable goods and services.

Foreign trade and foreign investment are the main driving force of the country's economic growth and development. They help the country integrate into the global economy, specialize and gain access to more advanced technologies. The project provides assistance to the Government of Uzbekistan in the field of foreign trade, export promotion, as well as strengthening the capacity of government institutions to promote investment, protect and provide services to investors. As for the development trade policy with partners Uzbekistan collaborated with UNDP which can benefit from enhanced international cooperation in trade and business. Under the project, UNDP provides its trade facilitation services, attracts investors and develops the necessary online tools for this, provides advisory services on policy development in this area and establishes a dialogue between the Government, the private sector, investors and development partners. The project also implements the Uzbekistan component of the Trade Facilitation program.

1. Together with the Uzinfoinvest Agency, business forums were organized in Singapore and Saudi Arabia, at which business representatives had the opportunity to present their investment proposals and hold bilateral meetings;
2. The Center for the Development of Art and the Promotion of Trade has been created, which presents refrigerators for storing fruits and vegetables and a center for quality drying of fruits as part of the project component “Trade Promotion”;
3. The website www.exporter.uz includes a catalog of industrial products manufactured in Uzbekistan, in which 1412 companies are represented;
4. A multimedia disk on investment opportunities, a guide to the costs of the Doing Business in Uzbekistan publication, and an advertising video about the investment potential of Uzbekistan have been created;
5. 50 representatives of 9 national agencies familiarized with the issues of using the Single Window exporter system, as well as issues of handicraft production and trade;
6. Trainings were held for representatives of national partners on issues of Uzbekistan's accession to the World Trade Organization;
7. A draft note has been developed on the strategy of integrating Uzbekistan into the global supply chain and promoting Uzbek products in global markets.[11]

Conclusion

Current research devoted to the analysis of the degree of manufacturability of the commodity structure of exports and imports of Uzbekistan. Country's comparative advantages in trade in these goods, a more detailed examination of their commodity composition. As for the conclusion improving technological composition and increasing the international competitiveness of locally produced goods can achieve more partners in abroad. Foreign trade of the republic was identified, the dynamics of the comparative advantages of exports by technological groups was analyzed. A detailed analysis of the composition of exports and imports of the relevant groups for statistical data analyses. Detail measures are proposed for carrying out structural reforms in the republic to build capacity in the export of non-primary goods with a high degree of manufacturability. The strategy of industrial reform of Uzbekistan and the strengthening of its trade positions in foreign markets should be ensured through the consistent diversification of the commodity structure of exports with an emphasis on improving the manufacturability of exported goods.

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MATHEMATICAL MODELING OF THE PROBLEMS OF MULTIDIMENSIONAL THREE-PHASED FILTRATION

***Abstract**: The paper deals with development of mathematical model and computational algorithm for solving the problems of multidimensional three-phased filtration in porous medium. The developed mathematical software allows determining the operating time of payout bed depending on its length and thickness, the number of wells and their production rates. The developed mathematical model and computational algorithm can be used to analyze the functioning, operational management and forecasting the development of oil and gas fields under various conditions of stimulation and the adoption of specific practical recommendations.*

***Key words**: mathematical model, numerical method, numerical simulation, filtration, liquid, oil, gas, water, porous media, fluid software tool.*

***Language**: Russian*

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МАТЕМАТИЧЕСКОЕ МОДЕЛИРОВАНИЕ ЗАДАЧ МНОГОМЕРНОЙ ТРЕХФАЗНОЙ ФИЛЬТРАЦИИ

***Аннотация**: В работе приведены математическая модель и вычислительный алгоритм для решения задач многомерной трехфазной фильтрации в пористой среде. Разработанный математический инструментарий позволяет определять время эксплуатации пласта в зависимости от его длины и мощности, числа скважин и их дебитов. Разработанные математическая модель и вычислительный алгоритм могут быть использованы для анализа функционирования, оперативного управления и прогнозирования разработки нефтегазовых месторождений при различных условиях воздействия на пласт и принятия конкретных практических рекомендаций.*

***Ключевые слова**: математическая модель, численный метод, вычислительный эксперимент, фильтрация, жидкость, нефть, газ, вода, пористая среда, флюид, программное средство.*

Введение

В настоящее время все остро встаёт задача экономии энергоносителей, более точно эту проблему можно сформулировать, как создание систем управления рациональным использованием энергоресурсов. Нефтегазовые месторождения, как один из основных источников добычи энергоносителей, требуют большого внимания, изучения и управления для определения путей увеличения конечной нефтегазоотдачи.

Исследование многих из этих процессов вызывает необходимость создания адекватных математических моделей и алгоритмов расчета для определения динамического состояния и управления пластовых фильтрационных систем с учетом динамики переходных процессов.

Математическое моделирование процессов разработки нефтегазовых месторождений при совместной фильтрации трех фаз (газа, нефти и воды) в каждой точке пласта приводит к многомерным нелинейным уравнениям в частных производных с начальными внутренними и граничными условиями, решение которых даёт возможность прогнозировать состояние системы в реальном масштабе времени и оперативно управлять технологическими процессами разработки месторождения.

К настоящему времени, по рассматриваемой проблематике многими исследователями в мире получены значительные теоретические и практические результаты.

В работе [1] предлагается математическая модель течения в нано-пористых породах. Математическая модель предполагает что, фильтрационный слой состоит из двух компонентов: трещиновато-пористая среда; специфические органические включения, состоящие из керогена. Модель основана на гипотезе, что проницаемость включений существенно зависит от градиента давления.

Усовершенствованная математическая модель для неравновесных двухфазных (например, вода - масло) потоков в пористых средах приведена в работе [2]. Полученные результаты проведенных расчетов сопоставлены с эксперимента данными.

В работе [3] модель процесса фильтрации многокомпонентной среды, в которой относительная фазовая проницаемость газовой фазы заменена новым выражением, учитывающим влияние вязкости, плотности и капиллярного эффекта смеси.

Изучению капиллярных давлений, соответствующих треугольному тензору капиллярной диффузии в трехфазной жидкости посвящена работа [4]. Фильтрация с таким тензором описывается вырождающейся на решениях параболической системой уравнений. Эта система интегродифференциальная, так как искомыми являются суммарный расход и распределение фазовых насыщенностей в условиях заданного перепада давления в одной из фаз на границах области течения. Показано, что в задаче капиллярного вытеснения вырождающаяся система может быть исследована на основе специального принципа максимума.

В работе [5] приведена математическая модель для разработки нефтегазовых месторождений с учетом вероятностного распределения параметров процесса.

Проблемы построения интегрированных (комплексных) математических моделей фильтрации флюидов в пластах и течения газожидкостных смесей в нефтегазосборных сетях трубопроводов рассмотрены в работе [6]. Моделирование такой комплексной системы определяется как процесс вычисления обобщенного решения начально-краевой задачи для системы уравнений, описывающих реальные физические процессы в нефтеносных пластах, стволах (лифтах) скважин и наземных нефтегазосборных сетях трубопроводов. Предложены и исследованы методы решения систем нелинейных алгебраических уравнений, получаемых после дискретной (сеточной) пространственно-временной аппроксимации начально-краевых задач рассматриваемого класса.

Вопросы математического моделирования процесса неизотермической фильтрации в пористой среде в случае, когда задан полный расход смеси $\nu = \nu(t)$ рассматриваются в работе [7].

В работе [8] рассматривается задача о распространении поля давления в низкопроницаемой пористой среде с двумя скважинами, которые соединены техногенной трещиной гидроразрыва. Получено приближенное численное решение этой задачи, выполнен анализ влияния указанной трещины на параметры системы, смоделированы отклики давления в скважине. С использованием разработанной численной модели решена обратная задача и оценены параметры системы по промысловым данным, измеренным в процессе гидродинамического исследования методом гидропрослушивания.

В работе [9] рассмотрена задача переноса в пористой среде трехфазной смеси «вода-газ-нефть» в случае, когда вода содержит мелкодисперсную газовую фазу в виде пузырьков микро- или наноразмеров. Предполагается, что перенос пузырьков в основном определяется течением дисперсной фазы (воды). При этом крупные скопления газовой фазы в поровом пространстве, а также вода и нефть переносятся в соответствии с модифицированным законом Дарси для многофазных смесей. Построена математическая модель движения смеси, когда основные фазы (вода, газ, нефть) подчиняются уравнениям фильтрации, а мелкодисперсная газовая фаза описывается кинетическим уравнением типа Больцмана.

Задача фильтрации трех вязких, несжимаемых и взаимно несмешивающихся жидкостей в пористой среде без учета массовых сил и капиллярных давлений между фазами рассмотрена в работе [10]. Там же получено решение для трехфазного течения, аналогичное решению Баклея-Леверетта для двух фаз, а также показано, что характер распределения насыщенностей существенно зависит от начального насыщения пористого пласта и фазового состава нагнетаемой смеси. При разработке нефтяных месторождений возникает задача о совместной фильтрации нескольких фаз.

В работах [11-12] численно решается и исследуется задача одномерной трехфазной фильтрации в неоднородном пласте с учетом растворимости газа в нефтяной и водной фазах, сжимаемости фаз и пористой среды, а также силы тяжести.

Исследованию задачи двухфазной и трехфазной фильтрации флюидов посвящена работа [13]. А в работе [14] в более общем виде с учетом многих особенностей поставлена и решена задача фильтрации многофазных смесей.

В настоящее время, процессы совместного движения нефти и воды, нефти, воды и газа достаточно хорошо изучены при несмешивающемся движении фаз. Однако, недостаточно исследована фильтрация многофазных смесей со смешивающимися фазами.

Анализ вышеуказанных источников и других научных работ показал, что в исследованиях практически не рассмотрен процесс двухстороннего вытеснения нефти газом и водой, в результате которого образуются зоны чистого газа, смеси «нефть-газ-вода» и чистой нефти. В настоящей работе предприняты усилия для восполнения данного пробела.

Постановка задачи.

Рассмотрим совместное течение нефти, газа и воды в системе N_1 эксплуатационных и N_2нагнетательных скважин. При этом их количество может меняться во времени, т.е. $N = N_1(t), N = N_2(t)$. Допустим, что $N = N_1 + N_1$, месторасположение скважин (x_i, y_i) $(\overline{i = 1, N})$ известны.

Для описания уравнения состояния системы пласта используем уравнение неразрывности для каждой из фаз, обобщенный закон Дарси и уравнения состояния газа, нефти и воды, что приводит к интегрированию системы уравнений [15-17]:

$$\begin{cases} div[\frac{K_Г K}{\mu_Г}\rho_Г(gradP_Г - \gamma_Г gradz) + R_s\lambda_н(gradP_Г - \gamma_Г gradz)] = \frac{\partial}{\partial t}[m(\frac{R_s}{B_н}S_н + \frac{S_Г}{B_н})], \\ div[\frac{K_H K}{\mu_H}\rho_H(gradP_H - \gamma_H gradz)] = \frac{\partial}{\partial t}(m\rho_H S_H), \\ div[\frac{K_B K}{\mu_B}\rho_B(gradP_B - \gamma_B gradz)] = \frac{\partial}{\partial t}(m\rho_B S_B), \end{cases} \quad (1)$$

Здесь K – абсолютная проницаемость породы, $K_j, \mu_j, \rho_j, \gamma_j$ – относительные фазовые проницаемости, коэффициенты динамической вязкости, плотности и удельные веса j-ой фазы; индекс $j = Г, H, B$ означает газ, нефть и вода в пластовых условиях, R_s – коэффициент растворимости газа в нефти, B_j – объёмные коэффициенты, λ_j – проводимость.

Эта система уравнений интегрируется в многосвязной области $D = G \setminus \cup_{k=1}^{N} \gamma_k \cup b_k(x, y)$ с внешней границей $Г \cup D_1 \cup D_2$, где $D_1(x, y), D_2(x, y)$ – поверхности, соответствующие кровле и подошве пласта; $Г(x, y, z)$ – боковая поверхность области фильтрации G; $b_k(x_k, y_k)$ – вскрытая часть пласта k-ой скважины.

В начале разработки пласта система фаз находится в равновесном состоянии, т.е. при t=0 выполняется условие

$$P_j(x, y, z, 0) = P_j(x, y, z) \quad (2)$$

на внутренних границах области фильтрации задаются условия следующего вида:

1. Заданы давления

$$P_i(x, y, z, t) = P_{ic}. \quad (3)$$

2. Заданы дебиты каждой из фаз

$$\int_0^b \oint_{\gamma_{ij}} \frac{K_i K}{\mu_i}\rho_i(grad\ P_i - \gamma_i grad\ z)ds \cdot dz = Q_{ij} \quad i = 1, N;\ j = Г, \text{H}, \text{B}. \quad (4)$$

На границах области фильтрации могут быть заданы следующие условия:

на поверхностях, соответствующих кровле и подошве пласта, а также на боковой границе Г, или заданы давления

$$\begin{cases} P_i(x, y, z, t)|z \in D_k = P_i(x, y, t), \quad k = 1, 2; \\ P_i(x, y, z, t)|(x, y, z) \in Г = P_i(x, y, z, t) \end{cases} \quad (5)$$

или заданы условия непроницаемости этих границ

$$\begin{cases} (grad\ P_i - \gamma_i grad\ z)|z \in D_k = 0, \\ (grad\ P_i - \gamma_i grad\ z)|(x, y, z) \in Г = 0. \end{cases} \quad (6)$$

Кроме этих условий предполагается, что выполняются соотношения:

$$S_Г + S_H + S_B = 1; \quad (7)$$

$$P_Г - P_H = P_{cog}(S_Г),\ P_Г - P_B = P_{cBw}(S_B). \quad (8)$$

Таким образом, получены краевые задачи, описывающие процесс нестационарной фильтрации трехфазных флюидов в трехмерной постановке.

Математические модели нестационарной фильтрации трехфазных флюидов должны учитывать растворимость газа в нефти и воде, изменение проницаемости пластов по мере изменения насыщенностей содержащих фаз, поверхностные силы между ними, интерференции скважин, влияние гравитационных сил.

Метод решения и обсуждение результатов. Краевая задача (1) – (8) не имеет точного аналитического решения. Причина, кроме нелинейности этих уравнений, в том, что фазовые проницаемости для нефти, газа и воды устанавливаются в предположении присутствия всех трех фаз экспериментально. Они зависят, кроме свойств фаз, и от коллекторных свойств породы. Дать общие аналитические связи невозможно. Можно считать, что относительная фазовая проницаемость для газа зависит только от коэффициента газонасыщенности, относительная фазовая проницаемость для воды – только от коэффициента водонасыщенности, а относительная фазовая проницаемость для нефти – как от коэффициента газонасыщенности, так и от водонасыщенности. Таким образом, можно принять

$$\begin{cases} div[\frac{K_Г K}{\mu_Г}\rho_Г(gradP_Г-\gamma_Г gradz)+R_s\lambda_н(gradP_Г-\gamma_Г gradz)] = \\ = \frac{\partial}{\partial t}[m(\frac{R_s}{B_н}S_н+\frac{S_Г}{B_н})]+\sum_{i=1}^N q_{Г_i}\cdot\delta(x-x_i,y-y_i)+\sum_{i=1}^N R_s q_{H_i}\cdot\delta(x-x_i,y-y_i), \\ div[\frac{K_H K}{\mu_H}\rho_H(gradP_H-\gamma_H gradz)] = \frac{\partial}{\partial t}(m\rho_H S_H)+\sum_{i=1}^N q_{H_i}\cdot\delta(x-x_i,y-y_i), \\ div[\frac{K_B K}{\mu_B}\rho_B(gradP_B-\gamma_B gradz)] = \frac{\partial}{\partial t}(m\rho_B S_B)+\sum_{i=1}^N R_s q_{B_i}\cdot\delta(x-x_i,y-y_i). \end{cases} \tag{9}$$

Здесь $q_{K_i}=\frac{dQ_i}{dz}\delta(x-x_i,y-y_i)$ – точечные источники, описывающие работу скважин в точке (x_i,y_i); Q_i – расход жидкости через поперечное сечение скважин в единицу времени.

Если на скважинах задано давление P_{c_i}, то мощность источников определяется по формуле

$$q_{k_i}=2\pi\rho_k\frac{K}{\mu_k}\frac{\bar{P}_k-P_{ik}(z)}{ln\,R_o/R_{ci}-0.5}\delta(x-x_i,y-y_i).$$

Здесь $\bar{P}_k$ – среднее давление в расчетном элементе; R_o – фиктивный контур расчетного элемента; R_{ci} – радиус скважины ($R_o >> R_{ci}$).

Таким образом, в обоих случаях, если заданы условия (3) и (4) на скважинах, то они учитываются в уравнениях.

Заметим также, что в случае задания общего (суммарного) расхода Q_i скважины, фазовые расходы можно определить по формуле

$$Q_{Г_i}=Q_i\frac{\int_o^B\lambda_Г dz}{\int_o^B(\lambda_Г(z)+\lambda_H(z)+\lambda_B(z))dz},$$

$$Q_{H_i}=Q_i\frac{\int_o^B\lambda_H dz}{\int_o^B(\lambda_Г(z)+\lambda_H(z)+\lambda_B(z))dz},$$

$$Q_{B_i}=Q_i\frac{\int_o^B\lambda_B(z)dz}{\int_o^B(\lambda_Г(z)+\lambda_H(z)+\lambda_B(z))dz},$$

где $\lambda_Г(z),\lambda_H(z),\lambda_B(z)$ – проводимость газа, нефти и воды.

Численное решение задач (2), (5) – (9) удобно получить в безразмерных переменных, которые можно определить по формулам [15-17]:

$$x^*=x/l;z^*=z/l;P^*{}_\iota=P_\iota/P_h;P^*{}_{cow}=P_{cow}/P_h;P^*{}_{cgw}=P_{cgw}/P_h;$$
$$\tau=(KP_h t)/(m\mu_o L^2);L=max[L_x,L_y];q^*{}_\iota=q_\iota\mu_o/KH_hP_h,$$

где P_h,H_h – характерное значение давления и мощности; L_x,L_y – протяженность пласта соответственно по x и y.

Оставляя прежние обозначения, систему уравнений (9) можно описать в виде

$$\begin{cases} div[\frac{K_Г K}{\mu_Г}\rho_Г(gradP_Г-\gamma_Г gradz)+R_s\lambda_н(gradP_Г-\rho_Г gradz)] = \\ = \frac{\partial}{\partial t}[m(\frac{R_s}{B_н}S_н+\frac{S_Г}{B_н})]+\sum_{i=1}^N q_{Г_i}\cdot\delta(x-x_i,y-y_i)+\sum_{i=1}^N R_s q_{H_i}\cdot\delta(x-x_i,y-y_i), \\ div[\frac{K_H K}{\mu_H}\rho_H(gradP_H-\gamma_H gradz)] = \frac{\partial}{\partial t}(m\rho_H S_H)+\sum_{i=1}^N q_{H_i}\cdot\delta(x-x_i,y-y_i), \\ div[\frac{K_B K}{\mu_B}\rho_B(gradP_B-\gamma_B gradz)] = \frac{\partial}{\partial t}(m\rho_B S_B)+\sum_{i=1}^N R_s q_{B_i}\cdot\delta(x-x_i,y-y_i). \end{cases} \tag{10}$$

С начальными и граничными условиями

$$P_j(x,y,z,0) = P_j(x,y,z) \quad (11)$$

$$\begin{cases} P_i(x,y,z,t)|z \in D_k = P_i(x,y,t), \ \ k = 1,2; \\ P_i(x,y,z,t)|(x,y,z) \in \Gamma = P_i(x,y,z,t), \end{cases} \quad (12)$$

$$\begin{cases} (grad\ P_i - \gamma_i grad\ z)|z \in D_k = 0 \\ (grad\ P_i - \gamma_i grad\ z)|(x,y,z) \in \Gamma = 0. \end{cases} \quad (13)$$

Приближенное решение системы уравнений (10) с соответствующими условиями (11) – (13) можно получить, применяя явно-неявный и полностью неявный метод. Но для проведения вычислительных экспериментов на ЭВМ необходимы аналитический вид капиллярного давления и относительные фазовые проницаемости. Капиллярное давление неопределимо при малых насыщенностях, когда смачивающая фаза распадается на отдельные капли. В пористой среде смачивающая фаза стремится заполнить преимущественно более тонкие капилляры. Это проводит к тому, что кривизна межфазной поверхности уменьшается с ростом насыщенности смачивающей фазы и капиллярное давление оказывается убывающей функцией насыщенности $P_\Gamma - P_H = P_{cog}(S_\Gamma)$. Многочисленные исследования разных авторов показывают, что капиллярное давление можно брать в виде

$$P_{cog} = A \cdot (S_\Gamma)^\alpha,$$

где A=1106.67, $\alpha = -2.30778$.

Функцию растворимости газа в нефти также можно брать в виде следующей зависимости

$$R_s = 11.3 + 0.75P_H.$$

Кроме того, в результате экспериментов для функции фазовых насыщенностей получены следующие зависимости

$$K_\Gamma(S_H,S_B) = \begin{cases} [\dfrac{1 - S_H - S_B - 0.1}{0.9}]^{3.5}[1 + 3(S_H + S_B)], npu 0.1 \le 1 - S_H - S_B \le 1 \\ 0, npu 0 \le 1 - S_H - S_B \le 0.1 \end{cases}$$

$$K_H(S_H,S_B) = \begin{cases} [\dfrac{0.85 - (1 - S_H)}{0.85}]^{2.8}[1 + (2.4 + 6.5(S_H + S_B))], npu 0 \le 1 - S_H \le 0.85 \\ 0, npu 0.85 \le 1 - S_H \le 1 \end{cases}$$

$$K_B(S_H,S_B) = \begin{cases} [\dfrac{S_H - 0.2}{0.85}]^{3.5}, npu 0.2 \le S_B \le 1 \\ 0, npu 0 \le S_B \le 0.2 \end{cases}$$

Заключение.

Для анализа, исследования, принятия решений при разработке нефте- и газовых месторождений, определения основных параметров процесса фильтрации многофазных смесей в пористых средах, на основе разработанного алгоритма, создано программное средство для проведения вычислительных экспериментов на ЭВМ и проведены вычислительные эксперименты на ЭВМ.

Вычислительными экспериментами определены основные параметры процесса фильтрации смеси «нефть-газ-вода» в пористой среде и диапазоны их изменения, что может быть использовано с целью проектирования и разработки углеводородных месторождений при неустановившейся фильтрации флюидов в пористых средах.

Проведенными численными расчетами на ЭВМ установлено время эксплуатации пласта в зависимости от длины и мощности пласта, числа скважин и их дебитов.

Анализ результатов вычислительных экспериментов при широких изменениях фильтрационных параметров для решения различных тестовых задач, показывает адекватность построенных математических моделей, сходимость и устойчивость построенных вычислительных алгоритмов.

Результаты подтверждают пригодность алгоритма и программы для расчетов полей давлений и насыщенностей, а также показателей разработки месторождений в системах «нефть-газ-вода».

Разработанные математическая модель, вычислительный алгоритм и программное средство могут быть использованы для анализа функционирования, оперативного управления и прогнозирования разработки нефтегазовых месторождений при различных условиях воздействия на пласт и принятия конкретных практических рекомендаций.

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IDEOLOGICAL-SOCIOLOGICAL APPROACHES TO THE SPIRITUALITY

Abstract: *Politics is the participation of government, the forms, functions and content of the state, the sphere of authority relations of classes, nationalities and other social groups. Any social problem is of political significance when a class, group, layer, or nation is in the interests of it. Therefore, the process of political ideas, views, and teachings is closely linked to the differentiation and development of society.*

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Introduction

The initial political and legal opinions were formed in all peoples, both in the ancient East and in the ancient West: legends, narratives. According to them, the earthly order is universal, in terms of the origin of the universe. This understanding has shaped a stable outlook over a long period of time in the East, and later on the West, on the basis of the relationship between humans and their origin (Malikova, 2013). In ancient China, the emperor was regarded as the only person who links earth's order to divine order. The Chinese emperor was not only the son of the sky, but also the father of his own people. Confucius (551-479 BC) - his teaching has played an important role in the history of philosophy and political thought. Confucius has developed the state's patriarchal - paternalistic conception. He states that the state is a big family. The emperor's authority is just like the father of the family head, the kind of mercilessness he is to the righteous and the subordinates (Yusupova, Bugayeva, 2013). The ruling and the citizen attitude are reminiscent of the relationship of the family members: the adults obey them.

It is based on the fact that power is to be collected in the hands of the claws. Confucius power is based on justice and compassion, and citizens are encouraged to rebel against rebellions. Control is to put everyone in the place. The state power can not exist without the trust of the people, but the rulers must be an example to all. According to Confucian teachings, "The ruler should love the people as his own, and citizens should respect the ruler as their father." It is said that people can not be subdivided into "disobedient" and "low" people. This teaching has served as a dominant ideology for many centuries in China.

In the history of political thought, the most classic appearance of religious traditions was reflected in Augustin (North Africa, 354-430). The characteristic of the Christian church is based on its superiority over the state. There is an idea that "a state that does not tolerate church is no different from a bunch of avenger." People are referred to as "the divine person," "the man on the earth."

Ancient antiquity political thought pushed the Oriental ideas to the forefront of all the world's ideas and ideologies in the developed western state. Political thought sought to interpret philosophical issues of society from the legends and the narratives. Democracy was fully manifested in antiquity and gradually took place in the treasury of human and political values.

Political Perspective in Ancient West. The roles of ancient philosophers play a crucial role in the political vision of feudalism and capitalism. *Plato* (AD 427-347) is an ancient Greek philosopher. The value of his ideas about society is that he has lost some of his views on power, in particular in the field of public administration. In politics (in the "State," "Politician," "Laws," and "Sophist"), the state structure divides the three categories:

a) the state should be governed by philosophers;

b) the military must protect the state from wars;

c) Farmers and entrepreneurs should be financially viable.

Political views of medieval times. Oriental intellectuals have more and more insights into the social and moral aspects of politics. A human being is in the context of creating a material and spiritual environment suitable for him.

Abu Nasr Fârabi (873-950) links the origin of the state to the people's desire to satisfy their own needs. The state should be governed by a good, educated ruler. The abuse of power and corruption in the state is condemned. In the Middle Ages, Farabi was one of the first to seek a serious study of the social and political life. He has identified a number of issues in the area of social life learning. Farabi has about 160 works(Gafurov, 2012). There are works of direct policy "Focused on the views of urban population", "Civil policy", "Happiness", "State philanthropists", "Exemplary city".

Ibn Sina (980-1037) - a scientist who made a great contribution to world culture. Thanks to Avicenna, France learned Western Aristotle's works. He left over 200 works. The "Law of Medicine" was quickly translated into Latin and served as a textbook in some Eastern European countries. Also, his books "The Book of Salvation", "The Book of Wisdom", "Handwriting and Correction" are important. From his political point of view, Ibn Sina describes the ideal community, with three roles in the community:

1) managers - those engaged in administrative matters;

2) workers - producers;

3) soldiers - fighters.

He acknowledges material equality, but he advocates for the wealth of men, and does not have injustice in a law-abiding society that is the same for all members. Unrighteous men deserve punishment. He says if the ruler is unfair, he must justify his incitement.

Nizamul-mulk (Abu Ali Hasan bin Ali Isaak Nizomulmulk - 1017-1092) - one of the founders of the Oriental Statehood. He left an indelible mark on his work "Siyosatnoma" (or Siyar ul-mulk). The famous Isfahan Observatory is built on its own funds. The book "Siyosatnama" describes the roles of the king, the judge, the minister, the naval officer, the emperor, the treasurer, the palace officials, the commander, the chief of the army, the craftsmen, merchants, the public, the army and the armor the right to use, the proper use of the information, the hearing of the citizens, the regulation of taxes, the control of its removal, the integrity of the country, the state's holiness, good manners, charity, righteousness, goodness, enlightenment, humanism, sovereignty and sees itself as a fair-minded politician. Even some of his stories have made it clear that the law is to punish officials in their private affairs, in dealing with slaves and servants.

In the 14th century it founded the state of great Temurids. In contrast to his predecessors who ruled the state, he relied on all segments of the population, not one or two strata in governance of the state and country.

A.*Navoi's* political ideas are based on the story of Saddi Iskandari. It describes the idea of a social justice system as just a king. Navoi has described this problem as a just king - a just state - a fair law - fairly poetic (Politology, 2002). The genius poet also sings through beautiful illustrations that a wise, enlightened relationship between different peoples, social groups and classes can bring social stability.

In Navoi's political views, he wished to pursue an enlightened kingdom based on fairer laws, and try to implement it in the ministry of Hussein Suhail. Such advanced political views of Navoi were further enriched in Bobur's state-of-the-art work and his famous "Boburnoma".

The Renaissance and its ideas are the turning point in human history. Human dignity, the protection of its rights, and the creation of a worthwhile life for human beings have become a reality in the western countries, with their statehood and their practical application in politics. *Nicolas Machiavelli* (1469-1527) is Italian, and he is one of the greatest scholars of this age. He has worked for many years in state affairs. In his view, "The State itself is human beings and serves to the true purpose, essence, and noble happiness of human life." It is necessary to put the state on the shoulders of the people, not to leave it in the hands of the clergy, as it has been before. His political dream is to establish a state system that is exactly the same as that of the ancient Roman republic. "The state is a constantly changing political organization". He says the emergence of the state is the result of a contradictory movement. It is necessary to single-minded governance and strict discipline in defending the republic's best form of government. He says it is impossible to change the old order without force. Again, that's it the state work must not be included in the church work, and the church should be separated from the state. Thus, he predicted the development of statehood from the monarchy to the republic.

Jean Boden (1530-1596) is a Frenchman. In his opinion, the state should be merely monarchy. He emphasizes that the interests of the state are superior to religion. In the society, the freedom of conscience is determined by the family, whether it be a religion or not. The state is an alliance that is responsible for solving the problems of the family, preserving social property based on private property. Property inequality is natural and necessary. The state has jurisdiction over social issues. His dominion is decisive. Monarch - the only absolute source of the rule of law for the ruler.

Charles Luis Montesquieu (1689-1755) is a French philosopher, historian, author of "The Law of Law," "Persian Letters," "The Reasons for the Rulership and Causes of the Collapse." He opposed the religious and spiritual interpretation of political-historical processes in his work "The spirit of the law." In his view, the climate, the ground of the state determines the nature of the people's spirit and the nature of social development. He criticizes the tyrannical feudal political domination. It also points to the main functions of religion. Natural laws, which exist before the emergence of society, are governed by the state (republic, monarchy, despotism), and socio-economic, geographical, and climate-based governance. "If legislative and executive powers embody one person or one organization, there will be no freedom. The danger is that monarchies or senators may use tyranny laws to persecute them. Freedom can not be separated from the judiciary, the legislature and the executive. If a person or an organization collected all these three powers alone, everything would be destroyed ... "(Quranov, 2012)

Jean Jacques Rousseau (1712-1778) is a French philosopher, sociologist, educator. There are works on "The Origin of Inequality and the Fundamentals of Humanity", "Social Agreement", "Emilp or Teaching". He promoted the ideas of bourgeois democracy, the rights of citizens. The problem of inequality is private property. It opposes social equality of rights. It promoted the sovereignty and territorial integrity of the people.

John Locke (1632-1704) - Englishman. In Part 1 of his "Two Managerial Study," he criticizes the royal authority as being divine. In England, after the coup in 1688-89, he saw the public-political system. He believes that laws are a necessary condition for the protection of individual freedoms and their rights. "Where there are no laws, there is no freedom". It must carry out the political power of the state, which unites people for the sole purpose of fighting. "(Bourdieu, 1986)

Thomas Munster (1490-1525) is a German propagandist. On the surface of the world, the term of the state, which has a classless, non-controversial, privatized state, has been abolished. He says in his work "Propaganda to the Khanna", political power can be legitimate and only on behalf of the public and in the interests of the people. He was executed for leading the revolution(Social-Capital, 2003).

Thomas Jefferson (1743-1826) is an American. He rejects the monarchy in his political views and supports the rule of law based on democratic elections. In 1776, he wrote his own political view in the "Statement of Independence": "... All men are created equally, and all of them are conceived by the Creator (inherent and inalienable) without any doubt, rights include the pursuit of life, freedom and happiness. "

Adam Smith (1723-1790) is an English economist and philosopher. He writes in his "Research on the Nature and Reasons of the Riches of the Nations": "Great nations are never poor because of the way they operate, but in many cases they are poor because of the frailties and ignorance of the state power". He also writes: "A person deprived of the right to own property may only be interested in eating as much as possible and doing as little as possible."

E. Berke (1729-1797) - The conservator of England is the idea of denying the natural rights (Bourdieu, 1985). According to him, the state and society are the result of natural development, not human inventions. The main task of the state is to maintain order and law. It supports the form of power.

A. Tokville (1805-1858) - is a liberal in his work titled "Democracy in America", he created the political theory. The relationship between political equality and political freedom is more and more thoughtful. Political apathy is the beginning of political decentralization and social discrimination. It is thought that democracy can have positive and negative aspects.

Political ideas in the East in the late 19th and early 20th centuries. During this time, we see that the political views of Eastern thinkers were related to national liberation ideas. This is due to the colonialism of the West's policy toward the East. On the one hand, the policy of capturing new territories and raising wealth, on the other hand, the removal of the world, the maintenance of the people in captivity, dependence and subjugation, is a feature of the colonial policy. Initially, it had begun to study the Orient, eventually its political goals were later discovered. Ideas and actions against colonialism have begun. In Europe, it began with the slogan "For Struggle for Socialism," the emergence of the European influence in the East was manifested in connection with the ideas of independence (Portes, 1995).

Educational and political doctrines in Central Asia in the late 19th and early 20th centuries. The most prominent of this period are:

Ogahiy (1809-1874). His political views are translated into several languages. He translated 19 works from Persian into Turkish, such as "Yusuf and Zulayho", "Shohi Gado". In December 1999, the 190th anniversary of Ogahiy was widely celebrated in Urgench. There are two trends in Ogahiy's political views:

1) Enlightenment, humanism, and democratic views on the issue of state governance.

2) The role of an ideal enlightening person is difficult to find as a one-way solution.

In general, such as Muqimiy (1850-1908), Zavqiy (1853-1921), Anbar Otin (1870-1914), Avaz Utar ugli (1884-1919) were also widely known for their enlightenment ideas to support the reform of the political system (Hanifan, 1916).

Jadid ideas in the late 19th and early 20th centuries. During this period, Turkistan's "jadedism" movement emerged. This movement has a special role in the national, social and cultural history of our people. Jadidism was, in fact, a manifestation of the Enlightenment Movement, whose members showed the educative way of overthrowing the country and achieving national prosperity.

The revival of school-education, the emergence of new literature, the birth of the national theater, the birth of the media in Turkistan, a remote and colonial country of Chor Russia, are also the result of the Jadid movement.

There was no difference in the public-political views of Jadids: Jadidism was the expression of the need for this period as a system of specific views, without denying the distinctions in the constitutional monarchy and republican views of the administration, and noting that there was a significant difference in some matters.

Since 1906, the Turkestan jadids have begun to publish their own newspapers "Taraqqiy", "Hurshid". There were also articles that were harshly criticizing the charism policy, despite the fact that there were modesty, hesitations, and brutality.

The Jadid movement did not have an organizational structure and program. Because it did not rise to the level of political action from organizational point of view.

The most prominent representatives of this:

1. *Ismoilbek Gasprinskiy* (1851-1914) - a noblemen. He was educated at a Muslim religious school in Crimea and was originally from Bakhchysarai, Crimea. He received military education in the Cadet Corps in Moscow. He lived in Turkey and France for 2 years. For 20 years he published Translator magazine. In 1893, I.Gaspirinskiy refused to invite the Emir of Bukhara Abdulahad to establish a new methodology school. He was the first to spread the Jadid stream to Turkistan. In 1910, about 50 such schools were established in various parts of Turkistan. There are 16 such Jadid schools in Tashkent, 20 in Kokand. I.Gaspirinski organized the struggle for the national language, taking the culture and education of each nation on the national ground.

2. *Mahmudhodja Behbudiy* (1879-1919) - was born in Samarkand in a priestly family. He went on hajj in Mecca and Madinah and stayed in Egypt, Turkey, Petersburg, Moscow, Kazan, Ufa and Orenburg. Behbudiy joined the Jadid movement and argued that Turkistan would be separated from Russia and that it should pursue domestic and foreign policies as an independent state. After the Februaryist Revolution of 1917, Jadids began to form political institutions. In March 1917 he founded the organization "Shuroi Islamiya". He urged Muslims to unite around this organization. Behbudi praised the role of education in the pursuit of freedom.(Qurbonov, 2010)

3. *Munavvarqori Abdurashidov* (1878-1931) - one of the leaders of the Jadidicism movement in Turkistan, was born in a pedagogue and educated family. He studied at the Yunuskhan madrassa in Tashkent. In 1903, he opened schools and taught himself. She has written a textbook for these schools. He expressed the mood of the local rich. He was reforming the old schools and supporting the teaching of secular sciences. He called the people to enlightenment. He was one of the founders of the organization "Shariah Islamiya". Local officials, including priests, entered the organization. The demand of the organization was to carry out some reforms necessary for the development of national-religious autonomy within the bourgeois Russia, capitalist development in culture and education in Turkestan. He was executed on April 26, 1931 by supporters of the former Soviet regime.

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TASKS OF FORMING IDEOLOGICAL STRUGGLING QUALITIES OF YOUTH

Abstract*: One of the primary goals of education and upbringing is to educate all the members of the society, especially the young people, who make up about 65% of the population of Uzbekistan, to love their Motherland. This in turn requires the formation of patriotism in young people through modern knowledge. It was not accidental that such an urgent task was on the agenda. In the early years of independence, young people's minds were still old-fashioned, the knowledge behind the world's development, and their lost values. For example, until recently, the task of higher education was to train professionals who have a certain amount of scientific and technical knowledge, who have embodied ideological guidelines on their minds. This article discusses abovementioned issues.*

Key words*: humanization, republic, theoretical knowledge, scientific knowledge, ideology, independence.*
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Introduction

Not surprisingly, scientific communism, dialectical and historical materialism, political economy, history, law, literature and other sciences were ideologically oriented and taught young people to be superficial in XIX century.

Naturally, such a situation necessitated the formation of worthy spirituality in the young age. The main direction of the measures undertaken in the republic was humanization of education. In this regard, the Decree of the President of the country "On the abolition of the Republican State Authorities and Governing Bodies, as well as the Public Education System", issued on 17 September 1991, was an important step. The conclusion of the decree was that the education of the people were brought to the world practice, and it was to abandon the influence of the ideology that would support the idea of a single ruling party. Indeed, in the republic there was a new attitude to the role and place of social sciences in the higher education system, which is the source of theoretical, scientific knowledge for the ideology of the former Communist Party. For example, in order to implement the Law of the Republic of Uzbekistan "On Education", the Ministry of Higher and Secondary Special Education of the Republic has developed the "Higher Education Reform" Program. An important point of the Program was humanization of higher education. In particular, this program is an integral part of the training of specialists in the field of humanitarian education and the strengthening and development of the spiritual heritage of the Uzbek people, commitment to universal values, education of civic and patriotism, the basis of the national spirit of the Uzbek people which is based on the education of humanity.

One of the most important principles of humanization of education and its liberation from party ideology was the great attention paid to studying the history of the country.

An important practical step in this direction was the establishment of chairs of the peoples of Uzbekistan in higher educational institutions instead of the former departments of the KPSS. The history of Uzbekistan in the general education schools has tripled more than in previous years. Thus, the study of the history of the country has gained extensive coverage and has given its practical results.

Historical knowledge has encouraged young people to be conscious of many things. Each of them began to shape the feeling of love for the Motherland and the value of today's life in the heart. For example, at the Namangan State University biological faculty second-year students were asked, "What is the responsibility of today's youth?" Many students answered, "Responsibility for becoming an expert in Uzbekistan's independence" . It is also worth noting that young people are studying the National Anthem and the Constitution of the Republic of Uzbekistan in the system of public education in upbringing their sense of patriotism in the motherland.

The Academy of Arts of Uzbekistan, established in order to find and educate young talents, to create the best of their artistic creativity, to enrich the unique traditions of national applied, miniature art, has been operating since then. There are many exhibitions of talented artists in our country. In 2000-2006, paintings were exhibited by Uzbek artists in many countries such as Japan, France, South Korea, the United States and Germany to showcase the current development of the Uzbek Art School(Jurayev, 2001).

Fine examples of sculpture art such as Sohibkiron Amir Temur, Ferghani, Jaloliddin Manguberdi, Alpomish sculptures, complex of Mustakillik Square, created by members of the Academy of Arts serve to uplift the national pride of our people.

It should be noted that while strengthening the independence of Uzbekistan, it is important to establish individual work with young people and to build moral qualities in them. For in the past, morals were considered as the most important gifts for the human being. It is also the moral perfection that raises the dignity of the human being. It is worth remembering that Epicratus, one of the oldest Roman philosophers, was a man who was "well-trained in all discoveries." In the upbringing of such qualities in young people, attention is paid to the work on places, schools and educational institutions.

Of course, educating young people in a dignified, democratic, humane society requires, in turn, the provision of social guarantees. In this regard, after the independence of Uzbekistan, the development of a youth policy aimed at creating conditions for youth social security in the country was of great importance.

Independence gained the need for spiritual and moral upbringing of young people and the general population. The formation of high spiritual and ethical values in the minds of young people serves as a means of enhancing their spiritual development, and, on the other hand, promotes the spiritual climate in the country and ensures the consolidation of the population.

The deep socio-economic and political reforms carried out in our country require certain moral and ethical norms in all the participating countries of the reform process. Formation of these norms in young people plays an important role in their preparation for life. Especially, the formation of high moral and ethical standards in students is of great importance in their becoming a particular professional.

The National Program for Training Personnel was adopted in 1997, and the education system had not completely recovered from the effects of the Soviet regime. It was necessary to radically reform the system, create new, modern educational institutions, curricula and programs. The new educational system could not have been created on the basis of modern science achievements and advanced pedagogical experience, and on the other hand, based on ancient traditions, rich spirituality of the people. The "National Program of Personnel Training" was adopted to create the most up-to-date educational system. The creation of this system envisages the use of the latest achievements in pedagogy, rich traditions, methods and means of teaching pedagogy.

Z.Ismoilova writes that spiritual and moral education has a systemic nature: "The essence of spiritual and moral education is that it reflects the goals, dreams and aspirations of the person and his family, the past and the future of the Homeland and the people , a system of educational ideas that directly contributes to the realization of their willpower. "(Ismoilova, 2016)

Our ancestors paid particular attention to the importance of moral education in the development of personality. Especially in the work of our educators, who lived and worked in the early 20th century, the educational problems played an important role. The great educator, Abdulla Avloniy, stated that "education is a matter for us, life or death" or "loss of happiness, or calamity", that education should play an important role not only in the individual but also in society. Moreover, Abdulla Avloniy also expressed profound thoughts about moral and spiritual education: "Moral education is the most important, more honorable, and highly educated moral discipline. We say that there is a difference between teaching and the lesson in the previous lesson because the learner is knowledgeable, educated."(Avloniy, 1967)

"Ahlak" is one of the social concepts that describes the essence of behavior, lifestyle, principles of living, rules of conduct, as well as social content. Consequently, society is a social phenomenon has a special place in the spiritual life. This concept is one of the key criteria in the process of determining the identity of a particular nation, its role in personality development.

The concept of "ethics" is formed in the early stages of the personality society as a family-oriented activity. From the past; in social, philosophical, psychological, pedagogical, historical, artistic, ethnographic and cultural studies, this concept has been widely used.

Ethics is one of the forms of social consciousness (which means Arabic behavior), as a social order, which regulates the behavior of people in all aspects of social life. Ethics differs from other forms of regulation of public activity (education, production, folk traditions), based on its justification and public opinion. Moral requirements are commonly accepted, but nobody's instruction is a voluntary assignment that is not executed in any particular order. The fulfillment of ethical requirements is only possible in the context of forms of spiritual exposure.

Moral is the foundation of spiritual excellence, which is a high stage of personal development. In a word, it is a set of norms that are accepted in the society, accepted by public opinion.

In the process of becoming a human being, the degree of perfection is determined by the degree of morality, culture and spirituality in it. In recent years, the concept of "ethics" is used as an independent concept in the use of the concept of "ethics" and the definition of topics that are relevant to the scientific literature, published scientific and popular scientific publications, scientific research. Undoubtedly, immoral, ethical requirements and the lack of ideas expressed in them do not constitute a spiritual conscience, which is the harmony of the spiritual and physical maturity of a person.

Academician E.Y.Yusupov says that human morality, conscience, beliefs, ideals and ideologies are a common system that has a positive impact on the development of societies.

In our view, spirituality is a spiritual process that is reflected in the practical application of the content of the thoughts, intentions, ideas, theories and doctrines that are positive in his mind. (Agzamxodjayeva, 2017)

Establishment of spiritual and moral education is the most important factor in the success of creative education. Spiritual moral education and upbringing are interconnected, interrelated, and dialectical, and constitute the basis of moral perfection of a person. Moral education is the process of shaping the moral ethos of the students to provide students with the knowledge of moral ethics, the essence of social ethics, and the need to acquire moral ethics in them. It should be systematically organized, consistently, continuously.

Spiritual moral education aims at creating the skills and abilities of organizing social activities on the basis of the theoretical spiritual ethical knowledge acquired by the pupils, the development of moral ethics and the formation of spiritual culture. Formation of the spiritual culture of students is an important stage of the legal education and upbringing process. (Agzamxodjayeva, 2017)

Pupils' behavior and manners are the main criteria of moral culture: humanism, diligence, national pride, patriotism, kindness, faith, creativity, activity, self-control, and self-esteem. This is done through the attitude of the reader to the Homeland, his parents, his friends, to the community, his responsibilities, and his creativity. For this purpose, first of all, it is necessary to define the relationships and the place of human relationships. The spirituality of a human being is formed in his morals, behavior, and culture. Raising the spirituality of the student youth is based on intellectual, moral, legal, economic and political issues. This knowledge, on the other hand, leads to the perfection of human qualities. All of the above-mentioned positive attitudes promote the spiritual morality of the student.

Establishment of spiritual moral education of pupils is an integral pedagogical process, which is aimed at the following pedagogical tasks to be solved:

1. The essence of moral ethics and moral relationships and their meaning to pupils to give information about the importance of social and community life.
2. Creating a moral awareness of the students' need to acquire moral ethics.
3. Students will have a positive spirit of moral qualities (knowledge, diligence, humility, love, patriotism, love, respect for parents and adults, humanity, generosity, devotion to commitments, etc.).
4. Developing moral, ethical, and will-moral behaviors for students.
5. Formation of spiritual ethical culture of students. Understanding the spiritual moral attitudes of students in a historically objective environment can help the individual to maintain a positive mood in the advancement of society, the development of human interaction, rings.

- The achievement of moral ethics is based on the following general content;
- The level of moral ethics of the pupil is reflected in the process of social relations, its approach to society, the environment and nature;

- The level of moral ethics of the pupil depends on the level of socio-cultural development of the society in which it is affiliated;(Quronov, 2015)

- The spiritual moral perfection of the pupil occurs as a result of the continuous, systematic education and upbringing based on the harmonization of objective and subjective conditions;

- The student's spiritual and moral perfection leads to positive results in the establishment of social relations.

Implementing the moral and spiritual education of pupils is based on the following principles:

• Spiritually moral education has a social essence. It is based on the principle of strengthening the independence of the Republic of Uzbekistan, promoting students' idea of national ideology with the sole ideology of spiritual moral education and upbringing;

• Consistent, systematic, uninterrupted organization of moral education and upbringing. This principle is evident in the provision of spiritual ethics to students, the formation of social and practical skills and abilities, and ensuring the systematic and ethical organization of spiritual moral education and training;

• Clearly the ideas of spiritual ethical education, target orientation. The only goal of setting spiritual and moral upbringing among the students is to set moral attitudes and moral ethics.(Qurbonov, 1999)

Before undertaking activities aimed at improving the spirituality of the pupils, it is necessary to develop a plan of action. When designing a plan, you must first define the status and properties of the object. Pedagogical diagnostics are used to accomplish this task.

In the medical field, diagnose them before treatment. Starting treatment without diagnosis is like firing on a victim without knowing where the enemy is. Agronomy also recommends studying the soil before sowing seeds.

Before starting educational activities, it is necessary to study the pupil's condition, characteristics, and capacities. Pedagogical diagnostics have great potential for this task. The teacher pedagogue M.Kuronov underlines the necessity of a genuine diagnosis for young people to raise social activity (Quranov, 2000). Until now pedagogical diagnostics have been neglected in the efficiency of educational work. Most of the research on pedagogy is restricted to the use of psychodiagnosis (mental illness). (Norkulov, 2007) Of course, psychological diagnostics is also necessary for the educational process. The mental diagnosis serves to determine the will, perception, attention, sensation, memory, psychological traits and circumstances of a person. But this is the first step in the educational process.

At the beginning of educational activities, the objective of pedagogical diagnostics is to focus on the spirituality of the pupil, the values oriented, the behavior and the analysis. Starting up educational activities without studying these processes is merely a formalistic effort, and it is likely that they will be more efficient. In pedagogical diagnostics, moral and ethical qualities: respect for elderly people, care for younger children, diligence, responsibility, initiative, tolerance, education activity, creativity, love for the country, love for the people, the principles of culture, the attitude towards the national culture, the values oriented, the interest in the history of the country, respect for its team and community, teamwork, and so on. (Ibragimova, 2007)

It is difficult to achieve good results unless there is a clear understanding of the concept of national identity in the minds of the population and the youth, taking into account the specific moral and spiritual features of each particular group and individual.

Pedagogical diagnostics utilizes certain methods to achieve this, while focusing on the spiritual-etiquette of the pupils, the level of their orientation, their morals, and the culture of behavior. The main methods of pedagogical diagnostics are: interview, observation, questioning, test, study of documents. These methods are widely used in psychodiagnostics. However, in psychodiagnostics, these methods are used to study the psychological state, and the purpose of studying the level of pedagogy education.

We will talk about the ways and means of using these methods in the educational process, particularly in the promotion of national ideas.

The test of the pediatric diagnostic can be used both in group research and in individuals. One of the main difficulties in using the test method for pedagogical purposes is that the country's pedagogical diagnostic tests have not been developed yet. Not only for the practical use of pedagogical tests, but also its theoretical aspects are very limited.

The main difficulty in using the tests made by scientists from foreign countries is that the test was developed with reference to the traditions, values, morals and mentality of the people in those countries. Psychological tests developed in foreign countries can also be used in our country for the purpose of psychological diagnostic purposes. Because mental processes are the same in all nations and peoples. Only those tests need to be adapted to our circumstances, taking into account the ethnopsychological attributes.

Our country's psychologists have been extensively used to test new foreign-made tests. Along with the achievements of our country in the field of psychology, adapting our foreign experience to our country is the right way. In the field of pedagogical diagnostics, this is not the case. In many cases, the results of this approach may be negative. Because the nation forms the basis of national education. National education is carried out in national forms and methods. At the same time, this education will be aimed at shaping national values. It does not mean that foreign experience does not require absolute use in pedagogical diagnostics. (Muhamedov, 2012)

Taking into consideration the foreign experience, we need to develop national pedagogical tests using our national teaching methods. For example, in promoting national ideas, foreign experience should be used. However, because our national idea is national and it is oriented towards the people of Uzbekistan, it is best to use national educational methods and forms in promoting it.

Anonymity when using this test to diagnose the group is so important that if the student finds out that the test results are clearly discussed among members of the team, the results may move to the positive side.

Tracking and interviewing for a separate student or student's pedagogical diagnosis can be a good result. The method of tracking is widely used in natural sciences such as zoology, botany, physics, astronomy, and social sciences such as sociology, psychology, and cultural studies. The use of this technique in pedagogy is, first of all, its own goal. In addition, the object that a teacher tracks is not a plant or a planetary person in the natural world, but a living human being.

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UZBEK FAMILY IS AS THE MAIN SOURSE OF UPBRINGING

Abstract*: Current article outlines the specifications and the role of the family life and family relations in the well-being and development of Uzbek society. As well as there highlighted and explained the significance of family and family relations in the upbringing of young generations from cultural, social, political, economical, historical and educational perspectives.*

Key words*: Personality, education, learning, activity, family, family relations, society, well-being, upbringing, traditions and identity, community.*

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Introduction

Qualitative changes and high efficiency in education are largely dependent on how well students are absorbing the historical roots and modern achievements of our national pedagogy. Implementation of these requirements demands organizing educational process basing on the latest achievements of science and technology and taking into consideration modern standards. The family plays an important role in this front.

President of the Republic of Uzbekistan Shavkat Mirziyoyev speaking about the role of the family in the society, highlighted, “We must acknowledge that the family is a focal point for the preservation of our eternal traditions, the immediate impact of the tranfering of our sacred traditions to our future generations”.

The fact that the Uzbek word for family “oila” originates from the Arabic word "oyil", which means "caring for woman, caring for own people", as mentioned in the book "Farhangi Zaboni Tajiki". In the Explanatory Dictionary of the Uzbek Language, the Arabic word for the family is emphasized and its five meanings are differentiated. The first and foremost meaning is: "A community of people living together with their spouses, their children and their closest relatives”.

Family history as a category, as stated in the encyclopedic literature, shows that "natural biological (sexual relations, childbearing), economic (property relations), legal (marriage registration legally), spiritual (spouses, parents and children) is a social unit based on the relationship between love and affection, arising from the degree of spiritual and cultural development of society. In our nation, honor of the family is more important than personal well-being, prioritization of caring for close people, relatives and neighbors is the highest value and helps to connect the family with the environment. Family becomes the basis of society and lives within the community, obeys its discipline and laws and is protected by the society.

On this basis, the family itself became a "necessary school of discipline." After all, the demographic role of the family is important in this regard. As it was described in the Zoroastrian holy book "Avesto" there was appointed to applause the woman who gave birth to child, she was encouraged and awarded with a camel for every child. On the contrary, the unmarried girl was placed in a sack, 25 beating and punishing the young man with a heavy chain around his waist. Apparently, these requirements were not justified but also stimulated the public regarding building family relations.

As a result, the belief that "if ten children you have, they have their roles, and forty, their habits" has shaped the childloving spirit of Uzbek families. It is worth noting that the Uzbek people do not remain indifferent to demographic policies of the world. The goals of the struggle for a healthy generation necessitated the start of a healthy family. Although family planning means childcare, there are two areas in the global demographic policy. The first is optional family planning. The second is political family planning initiated by the state. Family planning efforts originated in Latin America, Brazil and Guatemala. During the 1950s and 1970s, it was seen in Asia, China, Singapore, Pakistan and India. In 1945, the National Association for Family Planning was established. The White Book was published. In 1965, a special department was established to oversee all family planning clinics nationwide.

Even in Muslim countries, Egypt, Iran, and the United Arab Emirates have begun to receive birth control. Propaganda and outreach, which is based on a religious understanding of the nature of the problem, has had a significant impact on this. The official permissions (fatwaa) of the Mufti of Egypt, Mohammed Saeed Tantawi, are of particular importance. In their speeches they issued a fatwa stating that in having many children, providing them properly, dressing, educating and upbringing become a problem in the family, if pregnancy is compromised by maternal health, complicates the birth of a child, and the use of available medical facilities is in line with the will of Allah.

In particular, there is no prohibition on demographic policies in Uzbekistan, but it is up to the family to have more children. However, the problem of maternal and child health is at the heart of this policy.

Our ancestors were not also indifferent to the demographic and social order in the family. In his work "Family and Family Governance," Fitrat wrote: "The happiness and honor of every nation depends on the internal discipline and harmony of the people. Peace and harmony are based on the discipline of those families. Where a family relationship is based on a strong discipline, the country and the nation are as strong and regular". Consequently, problems of family discipline determine its legal responsibilities. A person who cultivates a sense of discipline in the family also acts as the owner of the same feeling in public and social affairs. Such discipline and order becomes the honor of all people and nations. For example, there is a worldwide recognition of German and Japanese discipline.

Today, our teachers explain that the causes of family disruption are caused by the following five factors: the first is because of the spiritual and moral discrepancy between the husband and wife. The second is the result of infertility. The third is the opposite, as a result of a legacy of multiple children of a man between 3-4 different wives.

There is also an ideological factor for family solidarity, which was reflected in the neglect of national family relations during the rule of the empire. In Uzbekistan, the government has also legalized the provision of benefits to women with no children. There have been cases of orphans and elderly parents living in orphanages. Young people were encouraged to marry without the will of their parents. As a result, some of our families lost their identity.

National virtues such as honoring family dignity, preserving the traditions of the generations, and adhering to them are seen as “old-fashioned”. Fifth, some of the more virulent youths have developed anxiety about life, a lack of understanding of life, and a tendency to live up to their passions. It is not a secret that even today to some extent the Uzbek family suffers from the above mentioned matters.

In Uzbek families, devotion and loyalty to love is a special adornment. As in the West, the feeling of free love is alien to the Uzbek family. Moreover, there is a peculiarity of Uzbek families in terms of economic efficiency. The family finds a man, and the family owns a business. That is to say, in the Uzbek family, it is considered male (familyfeeder financial provider) and female (finance and household manager). If in a family man is owner and is skilled enough to provide financially but a woman is not economical, she is considered guilty. That is why our girls have been taught the art of saving and wisely managing the household.

The logic of these considerations is that the family is a social phenomenon that shapes and nurtures the mentality of the nation. In his address to the 21st anniversary of the Constitution of the President of the Republic of Uzbekistan, President Mirziyoyev addressed these concerns. “In the East, the ancient homeland has been sacred ever since. If a family is healthy and strong, the neighborhood will achieve peace and harmony. Only if the neighborhood is strong. peace and stability prevail in the country. Indeed, well-being of the family is the basis of national well-being”.

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QR – Issue QR – Article

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USING PEDAGOGICAL TECHNOLOGIES IN TEACHING PRIMARY CLASS PUPILS

Abstract: *Current article discusses the effective organization of teaching primary class pupils, the content, forms and means of pedagogical technologies, the methods for the proper and effective use of pedagogical technologies in teaching, and the innovations in education. The study outlines the scientific justification and the practical application, determines the practical significance of the work.*

Key words: *Technology, pedagogical technology, methods, approaches, tools.*

Language: *English*

Citation: Khusanova, F. Z., & Tuychieva S. J. (2019). Using pedagogical technologies in teaching primary class pupils. *ISJ Theoretical & Applied Science, 12 (80),* 454-457.

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Introduction

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In successful teacher education for primary school levels and upbringing process, it is important to teach students to think creatively, to promote various real situations, to organize activities for free competition, and to use pedagogical technologies, information technology, electronic versions, and multimedia in practical lessons. This requires students to develop independence, to think freely, to analyze academic activities, to develop their professional skills and computer literacy.

Modern pedagogical technologies increase the efficiency of the educational process, form students' independent thinking, increase the interest and motivation of students in learning, and develop skills and abilities to master the knowledge and use them in practice. In the educational process based on pedagogical technology, the activities of the teacher and the learner are clearly defined, the specific technology of the organization of education is specified, the exact technology of formation and organization of education is shown.

The importance of the teacher's ability to effectively integrate pedagogical technologies into the learning process, to find new ways and means of teaching, and to use the pedagogical experience in the early childhood as a child is developing. Therefore, preparing future prospective teachers for future work is one of the main requirements of today's teacher education.

Because pedagogical technologies provide first and foremost opportunities for students to easily and enthusiastically acquire knowledge, skills and abilities; Introduction of pedagogical technologies in education is one of the modern requirements. Collective teaching by A.G..Rivin and V.K. Dyachenko on the problems of implementation of pedagogical technologies, timely development of innovative ideas by D.B.Elkonin, V.V. Davidov, L.V. Zankov.

Other innovative educational technologies include: dialectical teaching methods (AIGoncharuk, VLZarina), individualized teaching methods (AAYarulov), heuristic teaching (AV Khutorskoy), dialogue culture (VSBibler, S.Yu.Kurganov), project self-reflection (GPShedrovitskaya) and other Russianscientists.

Nowadays, a number of our national scientists are also actively engaged in theoretical bases of pedagogical technologies and their implementation in practice. Among them are RHJuraev, NXAzizhadjaeva, UNNishonaliev, MSSaidahmedov, BLFarberman, H.Ishmatov, H.Abdukarimov, K.Zaripov, B.Ziyomuhammadov, M.Kamoliddinov, T.Gafforova, N.Kh. It is worth noting the research work of R. Ishmuhammedov, U. Tolipov, T. Nazarova, A.E.Kenjabayev.

The analysis of scientific researches carried out in Uzbekistan shows that at present time the Republic of Kazakhstan considers the theoretical, practical bases of pedagogical technologies, their perfection and their implementation in educational process of the state importance. While a group of our experts acknowledge that pedagogical technologies are a requirement of the modern age, as well as a new trend, they recommend using the national education process with the introduction of national features, while the second group of specialists is expected to respond to the educational crisis. and the establishment of mechanisms for survival and adaptation, demonstrating the importance of education as a key policy.

Why is there a need to create and put into practice the theoretical foundations of pedagogical technology today? What does "pedagogical technology" mean?

Pedagogical technologies are a system of improving the educational process based on advanced tools, methods, techniques and techniques. This system is created by the teacher and helps to link the educational and training stages. It includes content and objectives, predetermination of its purpose, development of forms and means of education, planning of lessons aimed at developing the moral qualities of the student.

All aspects of education should be organized in such a way as to provide young people with a deep, grounded knowledge and a broader understanding. The main essence of pedagogical technology is that it helps students to learn and to acquire knowledge. The main purpose of the introduction of pedagogical technology is the fact that the majority of the students are thoroughly absorbed in the educational process.

Pedagogical technology is based on the existing laws of the educational process, the peculiarities of the development of the country, the experience of historical development. Creation of pedagogical technology is based on principles of nationalism and humanity, principles of humanism and democracy, creativity and initiative.

Today, with the advancement of science and technology, human activities are expanding and new technologies are being introduced. Changes in quality indicate that there are new technical, informative, audiovisual and tools that now require new techniques and are becoming an integral part of the educational process, introducing its specific features. technology has become a reality.

Pedagogical technology is essentially the same as other technologies because they have their own specific fields, methods and tools. However, pedagogical technology, as an area of knowledge related to human consciousness, differs from production and information technology, which is a complex and not understandable pedagogical process.

Pedagogical technologies increase the effectiveness of the educational process, develop students' independent thinking, increase the interest and motivation of students in learning, and develop the skills and abilities to master the knowledge and use them in practice.

Traditional teaching systems can be described as “informative learning” because of their reliance on written and spoken words, because teacher activity is not the only organizer of the learning process. but is being evaluated, noting that it is becoming a source of authoritative knowledge.

Firstly, pedagogical technology is designed for the educational process. Consequently, each society defines the purpose of forming an individual, and accordingly there is a certain pedagogical system. The social order is constantly influenced by this system, and it defines the educational content in general. The “purpose” is to make the other elements of the pedagogical system in turn necessary.

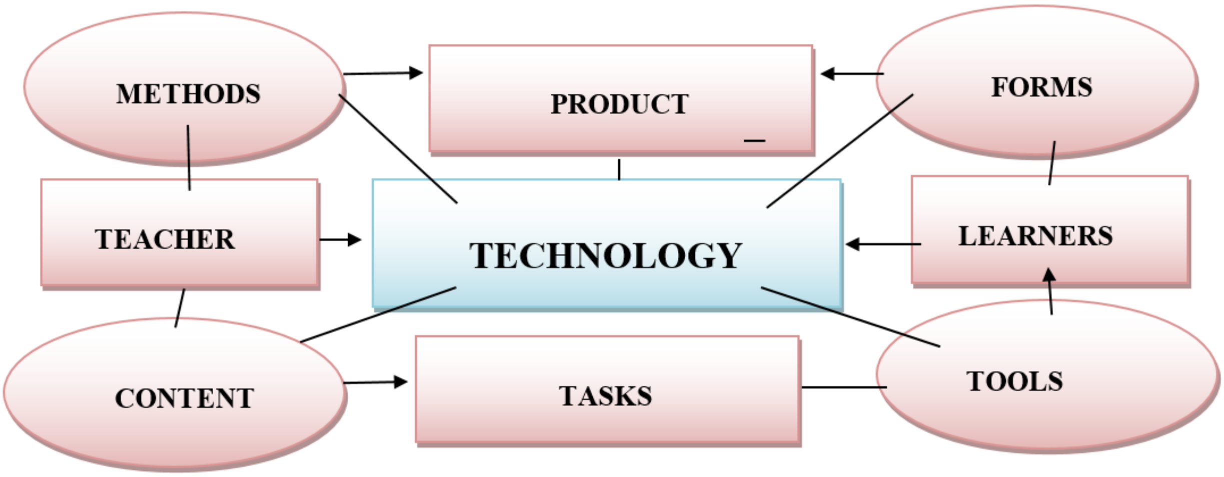
Secondly, with the rapid development of science and technology at the developing stage of scientific and technological advancement, the boundaries of human activities are greatly expanded and new technologies with greater learning opportunities are introduced into the education system, and time is limited for learning. as well as the requirements for the best preparation of young people for life demands the introduction of new technologies in the education system. There are new technical, informative, audiovisual tools that require new techniques and become integral parts of the educational process, and have introduced some of their specific features that have transformed the new pedagogical technologies into reality.

Third, the continuous infiltration of industrial and other technologies into the classroom and the transformation of live learning into the teaching environment necessitates the departure of the teacher from the traditional methodology and, of course, the use of technological approaches.

Every educator of today aims to bring up a well-rounded, harmoniously developed generation and to provide a worthy specialist to our state. Therefore, it should be remembered that one of the key tasks is to organize lessons based on pedagogical technologies and to contribute to improving the quality and effectiveness of education.

The structure of pedagogical technology can be described as follows:

Picture 1.



The Uzbek people have many centuries of methods, tools, events, traditions and customs, ideas and life experience in preparing young people for life. This legacy is the basis of many scholars and wise men in the past. Today, the creative use of this legacy is very important.

Our ancestors were highly attentive to the work of a teacher and appreciated. This attentiveness in its turn created responsibility for pedagogical activity, was one of the main requirements for teaching. Abu Nasr Farabi, a great Eastern Renaissance thinker, says of those who are smart, wise, and sharp-minded: has great talent in the invention; they refrain from evil deeds. Such people are wise. " In his view, “Education is only through words and teaching. Upbringing is the study of practical work and experience, that is, the commitment of the people and the work to the profession. If they are interested in a job, a profession, a profession, and if that interest really draws them to the profession, then they are truly professional”.

Pedagogical technology in its essence is subjective in nature, meaning that every teacher should be creative in the process of education and training based on their abilities and professionalism.

As a conclusion, we can say that this is due to the high level of development of information and communication systems in today's world, which, along with other areas, has also influenced the quality of education. It is important that a primary education teacher can have a thorough knowledge, analysis and analysis of technologies, and be knowledgeable, self-reflective, and competent at the level of innovation. To do this, be able to select and apply methods that are understandable, easy, and interesting to all learners during the course, to use visual aids, to introduce new techniques, to encourage learners to work creatively and independently; It is advisable to use the pedagogical technologies correctly and effectively.

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INTEGRATION OF DISCIPLINES IN PRIMARY EDUCATION

Abstract: *Current article outlines the peculiarities and benefits of the integration of primary education disciplines. The idea of continuous development for each learner means constant support for the skills gained in a particular lesson. Some of these skills are the result of working with different sources of information, and some of them are the result of working together with different interdisciplinary knowledge, fiction, and integrated learning activities.*

Key words: *integrated lessons, interconnection of subjects, collaboration, solidarity, reading, domestic animals, wild animals, poultry.*

Language: *English*

Citation: Kirgizov, N. (2019). Integration of disciplines in primary education. *ISJ Theoretical & Applied Science, 12 (80),* 458-460.

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Introduction

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As it is known, educational procedures today should be seen as a complex process that promotes comprehensive development of students. Therefore, this process should help ensure that students of all ages interact with mental development, learning activities, and the development of their personality in the learning process. In this context, integrated learning envisages the interconnection of students' quality of knowledge. Providing optimal development of the student in special educational activities, focused on the individual characteristics of each pupil, their pedagogical support, recognition of their abilities and talents, adaptation to specific conditions important. If teaching and development issues are aligned with the learner, pedagogical support of its identity is of paramount importance.

Each of the integrated lessons is a well-thought-out system designed to work through individual work and teamwork within a specific discipline, taking into account the didactic and psychological requirements and the difficulty of tasks at different levels of complexity. The development of a theme requires specific pedagogical conditions.

The learner is often able to complete a self-fulfilling task in small groups as a result of mutual support and understanding. Exercises and tasks that are difficult for a small group can be easily and qualitatively performed by students as a team. Depending on the level of differentiation of questions and tasks, and the assignments on a particular subject, their quality requires that each student has an identity. At the same time, in the performance of such tasks, the learner determines his / her own development and level of knowledge and individual behaviour.

The choice of content of education should be tailored to each student's unique ability and skills. The principle of continuous development of each child requires the integration of learning materials and the creation of textbooks that incorporate integrated learning materials. The consistency of the knowledge provided, the overall level of development of the learner, is initially based on the goal. Therefore, the content of the learning materials is presented in different colors, symbols, their meaning and size. As a result, the pupil has an observation activity. Because observation and curiosity is the main activity of the person. This in turn stimulates thinking.

The teaching materials in the integrated lessons should be designed to support the learner's comprehensive development, and should be tailored to that level of development. It is important that each student is given the opportunity to learn independently and to develop consistent skills in each classroom.

Prior to gaining some of these skills, the learning process should be extended to multi-disciplinary procedures. Some of them are independent works and some are created by information sources. We should not use any technology, but we must also provide opportunities for students to work independently. At the same time, independent work should mean that we do not understand the student's uncontrolled activity but also to improve his or her self-awareness. The learner needs to be able to choose which tasks he is interested in and which he is able to solve. It is important to take into account the student's wishes and knowledge quality.

The idea of continuous development for each learner means continuous support for the skills acquired in a particular lesson. Some of these skills are the result of working with different sources of information, and some of them are the result of working together with different interdisciplinary knowledge, fiction, and integrated learning activities.

In continuing education, it is important to ensure that knowledge, skills and abilities are viewed as means and not the purpose of student learning. All students must master the content provided by the SES (State educational standards) at the skill level. After that, it is necessary to provide a number of more complex learning materials, taking into account the individual capabilities and wishes of the learner, to be reflected in the optimal curriculum, textbooks and study guides. It also raises the quality of knowledge of the learner and the requirements for learning a particular subjects.

It is important to integrate the content of education in the development of students' knowledge, to present all concepts included in the content of education as knowledge in the natural, scientific and social sciences. This is because integrated lessons help students to develop a holistic view of the integrity of the world. Therefore, there is a strong need to integrate a number of academic disciplines. Integrated lessons build confidence in students. Provides the success of the educational process and high quality of knowledge, the lessons are covered by the specifics of psychological comfort, and the training sessions are organized to effectively organize student activities. The following are some of the activities that can be used to enhance students' quality of knowledge, including: The rune holds. Therefore, native language is related to all disciplines, because language is a necessary means for describing all disciplines. Through the language, all aspects of the truth are revealed.

It is impossible to mentally activate the language without learning the language. Language as a weapon is one of the conditions in which a student of any subject should get knowledge. Not only is the native language taught as a multidisciplinary subject in school education, it also relates to other disciplines in terms of content and tone. The study of the requirements and objectives of science in the integration of native language and reading classes in elementary school. The goals must be relevant to both disciplines. In the accompanying lesson, it is difficult to find suitable topics, but the implementation of exercises in the native language can be tailored to the relevant topics in the textbook.

The opportunities for learning and the integration of natural sciences are very broad, and in the general education and upbringing classes that are ahead of these lessons, students learn about the nature of their country, seasonal changes in nature, domestic and wildlife, and insects

The reading lesson shapes learners' emotional perception of the nature in more colourful way and teaches students to express their aesthetic attitude to nature through language. In the lessons of nature, learner observes and watches with his eyes. The existence of common interdisciplinary themes aims to combine these methods and make them more accessible to students. If the two disciplines are combined, the lesson should be planned in such a way that the information from the other disciplines is complementary to that of the other subjects.

Effective perception of natural phenomena in the integration of native language and natural sciences is always associated with children's speech work. The teacher teaches students to tell the plants, animals, and the human body to speak correctly, and suggests observations. Much of the content of the exercises written in the native language is related to natural events. So it is good to have a short conversation about the environment and others.

Essays can be used when learning a 'text' topic, while remembering that speech is a key factor in the development of native language. When choosing an essay, you will need to choose some of the topics that are specific to nature. These essays can be held up to 5-20 minutes, 5-15 words per week. The essay fosters a love of nature for children and helps them to understand the moral demands of the time. It also teaches story writing or fairy tale writing.

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QR – Issue QR – Article

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"DEVON LUGATIT TURK" AS A SOURCE OF PRAMOCAINE

***Abstract**: the Article is devoted to the analysis of the concept of "diligence" in the outstanding monument of Turkic lexicography of the XI century "Devon-u lugatit-Turkic" by Mahmud al-Kashgari. The author considers the work of al-Kashgari as one of the sources of Uzbek folk pedagogy, the study of which is fruitful for modern pedagogical thought.*

***Key words**: Mahmuda al-Kashgari, encyclopedia "Devon-u lugatit-Turkic", folk pedagogy, diligence, conceptual space.*

***Language**: Russian*

***Citation**: Kuchkarov, B. A. (2019). «Devon lugatit turk» as a source of pramocaine. *ISJ Theoretical & Applied Science, 12 (80)*, 461-464.

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«ДЕВОНУ ЛУГОТИТ ТУРК» КАК ИСТОЧНИК ПРАВОУЧЕНИЯ

***Аннотация**: Статья посвящена анализу концепта «трудолюбие» в выдающемся памятнике тюркской лексикографии XI века «Девон-у лугатит-тюрк» Махмуда ал-Кашгари. Автор рассматривает труд ал-Кашгари как один из истоков узбекской народной педагогики, изучение которого плодотворно для современной педагогической мысли.*

***Ключевые слова**: Махмуда ал-Кашгари, энциклопедия «Девон-у лугатит-тюрк», народная педагогика, трудолюбие, концептуальное пространство.*

Введение

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Нравственность включает в себя поведение человека во всех сферах жизни, состоит из комплекса правил, норм, критерий, нравоучений, регулирующих действия личности в обществе; она сложилась исторически и является отражением национальных идеалов, представлений и воззрений.

Как всё наследие земного шара, народы тюркского племени испокон веков значительное внимание придавили воспитанию подрастающего поколения трудолюбивым, честным, правдивым, уважающим старших, любящим. Ярким примером таких источников может служить «Девону луготит турк» Махмуда Кошгарий. В произведении прославляются высокие нравственные качества, осуждаются отрицательная качества.

Махмуда ал-Кашгари (1029-1101) родился в правление династии Караханидов и происходил из высших кругов караханидской знати. Его отец управлял городом Баласагун. Махмуда ал-Кашгари – выдающийся тюркский филолог и лексикограф XI века, известен как автор уникального памятника тюркской диалектологии и лексикографии раннего периода «Девон-у лугатит-тюрк» («Собрание тюркских наречий»).

Эта книга представляет собой энциклопедию, в которой собран и обобщён обширный историко-культурный, этнографический и лингвистический материал, отражающий этические ценности и нормы поведения, специфическое мировосприятие тюркских народов XI века. Книга ал-Кашгари – единственный памятник тюркской диалектологии раннего периода, дающий представление о фонетических и морфологических явлениях и специфике диалектный форм. «Девон-у лугатит-тюрк» содержит также тексты устно поэтического творчества тюркский племен и народов Средней Азии, Восточного Туркестана, Поволжья, Приуралья. Труд Махмуда Кашгари, написанный с применением научных методов арабской филологии, имеет и сегодня исключительную ценность для языковедов, фольклористов и литературоведов.

Народ Узбекистана чрезвычайно трепетно относится к богатому культурному и историческому наследию своих предков, что находит свое отражение и в современном векторе развития культуры Узбекистана, нацеленном на национальное возрождение и приобщение молодежи к высокой духовности. Именно поэтому, на наш взгляд, актуальными задачами современной педагогики являются анализ и творческое освоение богатого духовного наследия предков, в том числе, важнейших достижений узбекскй (тюркской) народной педагогики.

Как известно, стихийное народное сознание призвано генерировать важнейшие духовно - нравственные ценности, принимаемые данным народом за жизненные ориентиры и лежащие в основе воспитания молодых поколений. Основной (хотя и не единственной) формой репрезентации народной аксиологии и важнейшим средством народной педагогики является фольклор, ибо стихийно-эмпирическое знание, полученное опытным путем, способно передаваться исключительно в виде пословиц, поговорок, сказок, преданий, загадок и т.д. В пользу этого говорит само определение народной педагогики как феномена, предлагаемое справочными изданиями: «Народная педагогика-это совокупность знаний и навыков воспитания, сохранившаяся в этнокультурный традициях, народном этическом и художественном творчестве, национально-специфических устойчивых формах общения и взаимодействия представителей различных поколений друг с другом и являющаяся важнейшим средством обеспечения единства и преемственности поколений, целостности этноса. Народная педагогика сохраняет в себе общие черты национальной культуры, методы и навыки воспитания, накопленные собственным народом и традициями других этносов. Источниками изучения народной педагогики является фольклор, этнографические и антропологические материалы, археологические находки, мемуарная литература и т.д. Нормативные требования народной педагогики преимущественно извлекаются из народного творчества (фольклорной педагогики). Представленная в фольклорных текстах и обрядности народная педагогика в совокупности составляет целостную воспитательную концепцию» {2,с.154}.

С этой точки зрения, энциклопедия Махмуда Кашгари «Девон-у лугатит-тюрк» является бесценным источником для исследования истоков узбекской народной педагогики и для определения ее важнейших концептов.

Сам автор так характеризует свой труд: «За много лет я обошел много городов, селений и кочевий тюрков, огузов, чигилей, ягма, киргизов, собирая словари» {3,с.135}. Помимо собственно слов и их толкований, в книге широко представлены собранные и записанные автором тюркские пословицы, поговорки, пески и т.д., отражающие народное видение основ воспитания нравственности, т.е. дающие представление о народной педагогике тюркских народов XI века. Одним из значимых концептов, воплощенных в собранных ал-Кашгари фольклорных материалах, по нашим наблюдениям, является трудолюбие.

Трудолюбие является одним из высших достоинств человека, и, как подчеркнул Президент Республики Узбекистан И.А.Каримов в своей книге «Узбекистан – свой путь обновления и прогресса», «необходимо внедрить эту мысль в сознание каждого человека, особенно молодежи, шагающей в современную жизнь…» {1,с.23}.

В самом широком смысле слова, трудолюбие – есть черта характера, заключающаяся в положительном отношении личности к процессу трудовой деятельности. Это готовность отдавать своё время, свои силы и энергию для производства общественно-полезного продукта, способность заниматься трудом и работой с удовольствием, необходимо длительное время.

Культурный концепт «трудолюбие как ментальное образование в узбекском языковом сознании имеет особый статус. Труд играл важную роль в формировании узбекского национального характера. Ценность труда обеспечивалась, прежде всего, самим образом жизни предков узбекского народа, и всегда рассматривался как проявление духовной жизни, причем трудолюбие было характерным выражением духовности.

Так, из анализа взглядов на труд и трудолюбие, изложенных в книге Махмуда ал-Кашкари «Девон-у лугатит-тюрк», можно вывести, что наши предки с самой глубокой древности в процессе воспитания детей уделяли большое внимание обучению труду, проявлению интереса к какой-либо профессии. Предусмотрительность, тесно связанная с трудолюбием, также с давних времен является достоинством, возвеличивающим человека. Махмуда Кашгари высоко ценил это качество и разъяснял свое понимание важности труда для каждого человека в своей энциклопедии следующим образом: «Труд в посеве не останется» {3,с.126}, то есть «труд не пропадет впустую». Действительно, профессия человека хорошо сказывается на нем. Земледелие, садоводство, шитье, прикладная живопись, гончарство, лепка на протяжении многих веков были основной трудовой деятельностью нашего народа. При этом основным достоинством нашего народа исконно считается трудолюбие.

Искренне следуя подобным пословицам, любой человек может быть уверен, что труд, начатый им, не останется без результата. В связи с этим, большой интерес вызывает позиция самого ал-Каашгари, который, рассуждая о результативности труда, нередко дает свою интерпретацию приводимых пословиц. Он призывает руководствоваться воодушевлением, смелостью, трудолюбием, стойкостью и терпением, но при этом разумно соизмерять свои усилия с масштабами решаемых задач: «Тагиг укрукин эгмас, тенизни кажгикин букмас» {3,с.126} – букв. «Гору веревкой не наклонишь, море лодкой не перекроешь».

В произведении ал-Кашгари также можно усмотреть высокую оценку значения труда для процесса воспитания. Утверждается, что каждое движение, каждый шаг человека есть труд и потому необходимы тщательное продумывание и взвешивание их перед осуществлением. По мысли автора, отношение ребенка к труду воспитывается прежде всего в семье, причем родители в этом отношении должны быть образцом для детей. Рекомендуется возлагать на каждого молодого члена семьи ответственность за исполнение какого-либо дела, с проверкой его исполнения, объяснением его важности и моральным поощрением.

«Огут – угут, насихат.
Алгил огут мендин, огул эрдам тила,
Божда улуг билга булиб, билгин ула.
Угил, мендан угит ол, фазилат тила,
Эл юрт орасида улуг олим булл, илмингни таркат» {3,с.86}.

Букв. «Эй, сынок, получи от меня наставление, ободрение, чтобы в старости стать добрым, трудолюбивым и воспитанным, надо стать ученым в народе и раздать другим доброту и знание».

С понятиями «труд», «трудолюбие» в концептуальном пространстве «Девон-у лугатит-тюрк» тесно связаны эсон – благополучие и арт – вершина горы (т.е. достижение).

Эсон - благополучие. «Эсонда эвак жок» {3,с.107}. Букв. «При достижение благополучия нельзя торопиться». Это выражение используется для разъяснения необходимости неторопливости, невозмутимости в работе. При пояснении этого выражения автор, вместе с возвеличиванием трудолюбия, порицает лень, безделье.

Арт – вершина горы (в знач. «свершение, достижение»). «Эрмагуга эшик арт болур» {3,с.78} – «Лентяю и порог кажется вершиной горы».

В наши дни, в условиях мирового экономического кризиса благодаря мудрой политике, активно ведутся восстановление национальных исторических и культурных памятников, строительство новых домов, возведение и реконструкция учебных заведений с учетом мирового опыта в этой области. Самое главное, что трудовая деятельность нашего народа протекает в условиях мира и согласия, достигнутых нашей страной благополучия и процветания.

При этом важно подчеркнуть, что в современном Узбекистане чрезвычайно ответственно относятся к качеству производимой продукции. Это можно сказать как о работниках частных фермерских хозяйств, так и о рабочих промышленных предприятий. Ясно, что такое положение возможно благодаря практикующемуся в наши дни и имеющему тысячелетние традиции воспитанию трудолюбия.

В нашем народе есть пословица: «Полезное дело не распадется». Человеку же, который выполняет какую-либо работу, бывает трудно успеть все необходимое для жизни. Именно поэтому бывают необходимы согласие и взаимовыручка. Объединившись, люди помогают друг другу и во взаимной помощи и установлении отношений находят пути, решения насущных проблем. Махмуд Кашгари отдельно останавливается на этом:

«Кенгашлик билик узрашур, кенгашсиз билик упрашур» {3,с.134} – то есть «В согласии дело идет хорошо, без согласия дело ведет к разрушению».

Таким образом, трудолюбие, по ал-Кашгари, является одним из признаков совершенного человека. Оно избавляет его от нужды, подавленности, невежества. Труд украшает жизнь. Благодаря труду повышается авторитет человек, его жизнь становится содержательной, многодетной, изобильной, а после смерти о нем остается хорошее воспоминание.

В «Девону луготит турк» отражены философские воззрения в форме касиды и маснави, свойственных тюркским народам. В них пропагандируется изучение науки, усвоения знаний; высмеиваются-зазнайство, лесть, гнусость, чванство, трусость, в тоже время прославляются такие качества, как послушность, бдительность, уважение к родителям:

Билга эран савларин алгил угит,
Эзгу сави эзласа узга сингар.
Андаги тила урганинг,булма куваз
Ардашсизин-угинса ангма ангар (1,205)
Учись жизни у ученого
Доброе слово займёт душу
Не будь упрямым, учи науку

Без знаний – что без дороги.

Эти строки содержат призыв к учению, изучению основ науки.

Следующие строки восхваляют гостеприимство:

Келса кали йаглиг булиб, йунгиг ума

Келур аниг булиши аниг тутма ума (11.102)

Если к тебе пришел гость, будь великодушен к нему, угощай его, чем можешь.

Взгляды Махмуда ал-Кашгари, изложенные в «Девон-у лугатит-тюрк» имеют важное значение и в наши дни. Педагогические мысли, изложенные в этом произведении, безусловно, служат обогащению духовности современного поколения и по этой причине могут и должны быть востребованы современной научной педагогикой.

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ON THE CONCEPT OF NONEQUIVALENT VOCABULARY

Abstract: *This article is devoted to the study of non-equivalent vocabulary as one of the factors of language change. The author gives a General description of the language situation in modern linguistics against the background of Informatization of society and the process of integration of languages and cultures. On the basis of the analysis of cases of the use of non-equivalent vocabulary in oral and written speech, the author States its significant impact on the process of democratization of literary norms.*

Key words: *non-equivalent vocabulary, words-realities, language, term, words, historicism, calculus transcription, transliteration of semantics.*
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О ПОНЯТИИ БЕЗЭКВИВАЛЕНТНОЙ ЛЕКСИКИ

Аннотация: *Данная статья посвящена исследованию безэквивалентной лексики как одного из факторов изменения языков. Автор дает общую характеристику языковой ситуации в современном языкознании на фоне информатизации общества и процесса интеграции языков и культур. На основе анализа случаев употребления безэквивалентной лексики в устной и письменной речи автор констатирует ее существенное влияние на процесс демократизации литературной нормы.*

Ключевые слова: *безэквивалентная лексика, слова-реалии, язык, термин, слова, историзм, калькирование транскрипция, транслитерация семантики.*

Введение

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Человечество пользуется различными языками, которые отличаются своими лексическими, фонологическими, грамматическими системами. Объяснить некоторые различия часто бывает невозможно с точки зрения лингвистики, поскольку те или иные особенности входят в компетенцию лингвокультурологии включающей в себя своеобразные для каждого народа характеристики социального, исторического, этнического и культурного плана. Всем, кто имеет дело с оригинальной художественной и публицистической литературой или общается с носителями языка, знакомо чувство неполного понимания, когда речь вдет о национально-специфических особенностях культуры, быта, нравов, обычаев. Сопоставляя словарный состав одного языка с другим, мы отбираем, прежде всего, эквивалентную лексику, которая соотносится с одними и теми же обозначениями, характерными для других языков, то есть предметами, явлениями, понятиями. Этот зона - самая обширная, ибо человечество обладает общими закономерностями мышления, позволяющими адекватно именовать предметы.

Но особой трудностью при восприятии иноязычной литературы является так называемая безэквивалентная лексика, носящая национальную окраску и являющаяся маркером культуры, традиций и истории другого народа.

Понятие безэквивалентной лексики является широким по своему содержанию. К референциально безэквивалентной лексике относятся: реалии, термины, фразеологизмы, авторские неологизмы, сложные слова различных типов, междометия, звукоподражания, аббревиатуры, обращения, отступления от литературной нормы. Эти лексические единицы не имеют эквивалентов аналогичного уровня и для передачи их значения требуется применение различных переводческих трансформаций. Рассматривая процесс перевода с одного языка на другой как процесс познания и отражения действительности, уже отраженной в тексте на другом языке, можно сказать, что именно сложность процесса отражения действительности в сознании и содержании языковых форм и объясняет необязательность совпадения структур значения от языка к языку и тем самым неизбежность расхождений между переводом и оригиналом.

Поскольку с языком знакомятся через слово, за которым стоит определенное явление в жизни, культуре народа, обусловленное историческим процессом: социального и духовного развития наций и нашедшее художественное отражение в литературе, то этнокультуроведческая лексика должна стать объектом повышенного внимания при изучении языка.

Проблема безэквивалентной лексики довольно широко освещалась в научной литературе по теории перевода, а также лингвоетрановедению.

Безэквивалентная лексика - лексические единицы исходного языка или диалекта, не имеющие регулярных (полных или частичных) словарных соответствий в языке перевода. Е.М. Верещагин и В.Г. Костомаров определяют слой безэквивалентной лексики как «слова, план содержания которых невозможно сопоставить с какими-либо иноязычными лексическими понятиями» (Верещагин, Костомаров, 1983, с. 56).

Сам термин «безэквивалентная лексика» обоснованно возводится к работам Г. В. Шаткова, анализировавшего способы перевода безэквивалентных лексических единиц в русской публицистике советского периода на норвежский язык и относившего к безэквивалентной лексике имена собственные, национальные реалии, слова с национально-экспрессивной окраской, лексику с суффиксами субъективной оценки. Под безэквивалентной лексикой Г. В. Шатков понимал слова или отдельные значения полисемантов (прямые или переносные), не имеющие в данный исторический период «готового» точного соответствия в лексике другого языка [3. С. 11].

За более чем 60-летнюю историю активного употребления термин «безэквивалентная лексика» подвергся существенному уточнению. Так, современные исследователи феномена лексической безэквивалентности достаточно строго подходят к его дефиниции, полагая, что издавна бытующее в языкознании «определение безэквивалентной лексики как *слов, отсутствующих в иной культуре и ином языке,* неудачно, потому что это можно сказать практически о любом слове исходного языка» [2. С. 80]. В связи с этим, одни исследователи отождествляют ее со словами-реалиями, другие понимают ее как слова, отсутствующие в иной культуре и в ином языке, третьи – как слова, непереводимые на другой язык. Наиболее близкой нам является точка зрения С. Влахова и С. Флорина, которые помимо слов-реалий (географических, этнографических, общественно-политических) включают в состав безэквивалентной лексики термины, междометия, звукоподражания, экзотизмы, аббревиатуры, обращения и отступления от языковой нормы [1. С. 43]. Кроме того, слова с национально-экспрессивной окраской и субъективно-оценочные производные, причислявшиеся к безэквивалентной лексике еще Г. В. Шатковым, также, на наш взгляд, находятся в этом ряду. Несмотря на столь расширительное понимание парадигмы рассматриваемого явления, мы далеки от того, чтобы смешивать безэквивалентное и просто непереводимое, ибо последнее может включать в себя не только собственно лексику данного языка, но и иноязычные вкрапления, окказионализмы и другие неузуальные явления.

К разряду безэквивалентной лексики прежде всего относятся слова, обозначающие специфические предметы и явления в жизни данного культурно-языкового сообщества - реалии и историзмы. Так, слова спикер, эсквайр, крикет прочно ассоциируются с Англией, Америкой и английской и американской культурой; слова икебана, сакура, гейша - с японской; декхан, дил, барг, нав, бекорчи, якка, овоз, чорраха - с персидской; слова стрелец, ясак, армяк - с историческим прошлым России (Виноградов, 2001; Мечковская 2000).

Проблема безэквивалентной лексики слов, план содержания которых невозможно сопоставить с каким-либо иноязычным лексическим понятием и выделяемых только при сопоставлении лексического состава одного языка с лексическими единицами другого языка, неоднократно рассматривалась в работах по теории перевода и лингвострановедению, но содержание понятия безэквивалентной лексики трактуется неоднозначно у разных исследователей. Рассмотрим подробнее разные точки зрения на явление безэквивалентности.

Первой попыткой исследования вопросов, связанных с безэквивалентной лексики, были работы Г.В.Шаткова и Г.В.Чернова. Проблемы безэквивалентной лексики ученые рассматривали на материале конкретных пар языков - русский - норвежский и русский -английский. В состав БЭЛ они включили различные группы лексических единиц, но в основном материалом для исследования послужил наиболее очевидный слой безэквивалентной лексики - реалии.

Подробное рассмотрение вопроса о безэквивалентной лексике находим у Л.С.Бархударова в монографии «Язык и перевод». Под безэквивалентной лексике автор имеет в виду лексические единицы одного из языков, которые «не имеют ни полных, ни частичных эквивалентов среди лексических единиц другого языка» (Бархударов 1975 : 94-95). *К* безэквивалентной лексике Л.С.Бархударов относит три больших разряда лексических единиц. Первый разряд - имена собственные, географические названия, названия учреждений, организаций, газет и пр. Второй разряд - реалии - слова, обозначающие предметы, понятия и ситуации, не существующие в практическом опыте людей, говорящих на другом языке, например, названия блюд национальной кухни, виды народной одежды, то есть предметы материальной и духовной культуры. К третьей группе безэквивалентной лексике С.Бархударов относит «случайные лакуны» - лексические единицы одного из языков, которым по каким-либо причинам нет соответствий в лексическом составе другого языка Действительно, в словаре немецкого и французского языков нет лексической единицы.

Определяются следующие наиболее распространенные способы передачи данных групп безэквивалентных слов в переводных текстах: транскрипция, транслитерация; гиперонимический перевод, устанавливающий эквивалентность между единицами, находящимися в видо-родовых отношениях; поиск ближайшего по смыслу неполного эквивалента; разновидности перифрастического перевода - описательного, экспликативного, дескриптивного; калькирование (Виноградов, 2001).

Безэквивалентные слова могут заимствоваться в чужие языки, поскольку любому языку необходим пласт лексических единиц, обозначающих реалии чужой культуры. «Нужные слова» ассимилируются в других языках, как, например, заимствованные слова парламент, ацтеки, пончо в русском.

Однако полных эквивалентов в других языках не имеют также многие слова, не относящиеся к разрядам реалий и историзмов. Это происходит из-за различий в денотативной или коннотативной семантике. Например, различаются объемом значения русские существительные девочка и девушка, с одной стороны, и их английское соответствие girl - с другой. Обратный пример: двум английским словам bank «берег реки» и shore «берег моря» в русском языке соответствует одно слово берег. Эта закономерность охватывает не только существительные: так, русский язык выделяет в цветовом спектре два цвета - синий и голубой, при этом оба обозначения являются частью общенародного языка. Во многих других языках мира им соответствует по одному слову (например, англ. blue, фр. bleu /-e).

Эмотивно-оценочным компонентом значения различаются, например, существительное солнце в русском языке и узбекской слово офтоб, имеющее тот же денотат: узбеки, живущие значительную часть года под палящим солнцем, воспринимают его как желанное, несущее жизнь.

Каждое слово привносит в современную семантику историю своего употребления, свои контексты и особую роль в мировосприятии и культуре народа - носителя данного языка. Так, специфической семантикой и коннотациями обладают в разных языках наименования эмоций. Не имеет полного эквивалента в европейских языках русское слово тоска**:** например, каждое из английских наименований сходных психологических состояний лишь приблизительно передает его смысл и культурный фон.

Особую проблему представляет переводимость фразеологии, в первую очередь разряда идиом, поскольку они сосредоточивают в своей образной семантике культурную специфику, особенности мировидения и ценностные ориентации носителей языка.

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DIALECTIUMS USED IN DASTAN “ALPAMISH”

Abstract*: In this article the language development of Alpomish poem and its present developing aspects have been presented as the problems of folk dialect linguistics.*

These are the examples of rich and ancient history wick has the uzbek folk arts.

Key words*: bakhshi, poem, folk, dialect, lexica, comparative, pick, dictionary, work Alpomish.*

Language*: Russian*

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ДИАЛЕКТИЗМЫ УПОТРЕБЛЁННЫЕ В ДАСТАНЕ “АЛПАМЫШ”.

Аннотация*: В данной статье рассматриватсия факторы развития языка дастана Алпомыш в современном этапе как важнейший из вопросов лингвистика устного творчества природного диалекта. Особенно образцы устного творчества узбекского народа богатого и древнего.*

Ключевые слова*: дастан, диялект, эпик, лексика, сопоставление, отраслевой словарь, произведение, бахшиАлпомыш.*

Введение

На современном этапе развития узбекского литературного языка одним из факторов его развития является внешний источник (внешнее влияние), а вторым - диалекты диалекта, которые являются его внутренним ресурсом (1) Много было сделано в изучении литературного языка. Это потому, что изучение языка может оказать помощь в прояснении некоторых аспектов истории языка и определить возможности и будущее литературного языка.

Было бы неправильно сказать, что изучение языка фольклора, особенно его диалектической основы, и изучение взаимосвязи между узбекской литературой и фольклором является одним из важных вопросов нашей лингвистики.

Диалектологи и фольклористы всегда находятся в тесном контакте, что означает, что их собранные материалы часто служат объектами исследования. Особенно богатые и давние образцы узбекского фольклора дают ценный материал для лингвистов и диалектологов. Потому что шедевры устного творчества были созданы в виде койн (2) или превосходящего диалекта (3) древнего литературного языка. Следовательно, образцы узбекского фольклора, особенно эпических стихов, созданы в общей диалектической форме, которая служит всем узбекским стихам. Кыпчакский диалект играл важную роль в качестве общего диалектического языка. Это мы ясно видим в творчестве таких народных бахшы как Фазыл Йулдаш огли, Эргаш Джуманбулбул огли, Пулкан шаир, Ислом шаир. И поэтому многие особенности (фонетические, лексико-грамматические) кыпчакского диалекта нашли свое выражение в эпических дастанах записанных в начале XX века.

Безусловно, при подготовке произведений фольклора его создатели стараются приблизить свой язык к литературной норме. В результате язык этих произведений немного отличается от языка рукописи. Тем не менее, мы можем увидеть в них характеристики диалектов, особенно кыпчакских. Потому что как представители кыпчакского диалекта, так и создатели фольклора являются представителями определенного племени (4). По этой причине язык эпических стихов отражает особенности кыпчакского диалекта, наряду с общими диалектами диалекта.

Использование диалектов на языке фольклора несколько отличается от использования письменной литературы. В писательской литературе писатель целенаправленно вводит диалекты, чтобы выполнять определенные стилистические функции на языке произведения. Кроме того, в художественной литературе диалекты используются главным образом в речи персонажей, играют роль в создании персонажа, освещают идею произведения, персонализируют дискурс персонажа и дают местные и исторические колористические знаки. Авторская речь редко используется (частично, лексические диалекты). В фольклоре, однако, авторский и героический дискурсы существенно не различаются. Поскольку его создатель – народ, певец – представитель этого народа или определенного диалекта.

Основная часть

В этой работе мы остановимся на диалектах и их особенностях, встречающихся на языке дастана “Алпамыш”(5). Поскольку создатели и исполнители дастана “Алпамыш” являются представителями кыпчакского диалекта, фонетические, лексико-грамматические особенности кыпчакского диалекта отражены в диалектах, используемых в его языке. В некоторых местах есть также элементы рта. Далее мы попытаемся проанализировать диалектический язык стихотворения на примерах.

Учитывая характер и объем нашей работы мы хотели поделиться некоторыми нашими мнениями только на счет лексических диалектизмов встречающихся на языке дастана“Алпамыш”.

Лексические диалектизмы, встречающиеся в дастане, характеризуются своими особенностями и разнообразием. Хотя слова на языке дастана составляют основу литературного языка, в кыпчакском диалекте есть много конкретных слов, а также слова, которые претерпевают определенные фонетические и морфологические изменения по сравнению с литературной версией. Лексические диалектизмы, встречающиеся в языке дастана, лексико-семантически и историко-этимологически точки зрения разнообразны.

Своеобразные слова кыпчакского диалекта не встречающиеся в литератутном языке. Но они активно используются в стихотворном языке. Такие слова относятся к широкому кругу слов, и их сбор и изучение также важны с точки зрения истории языка, диалектологии, этнографии и изучения духовного богатства нашего народа (8).

К таким словам мы можем привести следующие примеры:

Сова – кўнак – меш (для кумыса). Сравните: “Ўзбекча-русча луғат”да:(9) сова-обл. меш; кўнак – обл “большой кожанный бурдюк для хранения кумыса”: “Ўзбек халқ шевалари луғати”-да(10) саба (карнок). Описывается как большой курдюк из кожи лошади. Мы можем увидеть, что эти слова и в дастане использованы в этом смысле:

Чодирга кирдида, шунқар қаради,
<u>Сава – кўнак</u> бари бундай тулади (р).
Барини бир бошдан ичиб бўлади.
Ўзларига қимиз керак бўлади.
Қимиз турган ул чодирга киради.
<u>Сава-кунак</u> бари бўшаб қолади (319-бет).

<u>Ўтирик-ёлғон</u> маъносида (ўтирикчи - ёлғончи):

Ёлғон айтма, ростин айтгин Кўкаман.
<u>Ўтирик</u> сўз сўзламагин бу замон (51-бет).

Кыпчакском наречии это слово и до сих пор существует (в диалектах Кырк, Кыпчак, Кунграт) используется в смысле неправды и произносится “утурук”, “утрук”, “утрик”. См: УХШЛ, 205-с.

<u>Чийир</u> – в смысле следа. Мы видим что в словарях этому слову даётся два смысла. Например: в УРС чийир – фольк. Поясняется как след(43), в СДУН – чыбыр (Жўш) поясняется как след овец. А в дастане используется как в смысле

указанном выше, то есть в смысле следа. Значит между ними существует семантическая связь.

Отга солди арпа билан ийирни,
Қор ёққанда карвон солар чийирни.(26-27-ст).

А на сегодняшний день в диалектах это слово (в основном, в животноводческих землях) используется в смысле следа овцы.

Табар – в смысле топора:

Муллалар ўқийди зеру-забарни,
Усталар чопади теша-табарни (78-бет).

Слово табар одной из древних тюркских слов, в некоторых диалектах Бухарской, Кашкадарьинской областей и диалекте кырков до сих пор активно используется в смысле топора. В русском языке и этимология слова “топор” восходит к древнетюркскому языку.

Арна, Ўр.Мы можем увидеть что у этих слов тоже имеется древняя история. Например: в УРСслово “ўр” поясняется двуяко, то есть 1) в смысле высоты, 2) глубины. И в наших диалектах мы видим двуякое использование. Масалан: если в Карнабском диалекте используется в смысле “ертўла” (подвал), в большинстве кыпчакских диалектов используется в смысле “баландлик” (высота). И корень слова “ўра” в литературном языке может быть взята из слова “ўр”.

Слово Арна в произведении “Девони луғатит турк” (11) если даётся в смысле “ариқ”, в Хоремзскихдиалектахактивно применяется как “катта арик” (большой арык), “анҳор”, “канал”. А в дастанеэти словаприменены как “арык” и “баландлик” (высота). И с этой стороны слова взятые из языка дастана подходят в кыпчакскому говору:

Кир келса қилпиллатди,
Арна келса ирғитди,
Ўр келса ўмғанлатди,
Шуйитиб Ҳаким йўл тортди (83-с).

Гуппи – лоппи. В дастане эти слова использованы в смысле “мақтанчоқ” (хвастун), “ҳовлиқма” (торопливый):

Қайсардайин бордир анинг саваши,
Шундай кунда ўлмоқ гуппининг иши.
Аҳмоқ бўлиб сендай қалмоқ ўлади,
Лоппининг жазосин шундай беради (119-с).

Мы можем видеть, что эти слова также произносятся по-разному в диалектах и применяются в разных значениях. Сравните: гуппу – в диалекте кырк “ҳовлиқма” (торопливый). В диалектах гурлана, мангытов и в нескольких других применятеся в значении “короткий хлопковый чапан или хлопковый чапан в целом” (См: СУНД). Это означает, что есть случайное звуковое сходство, и нет никакой близости между значениями. С диалектом кырков на языке дастана используется именно одно значение. В УРС слово лопчи – относитя к фолькору, в СУНД слово лоппи – используется в диалекте кырк “ҳовлиқма” (торопливый), в Сайраме “мақтанчоқ” (хвастун) и в Самарканде “ёлғончи” (лгун) (СУНД, 169-с). А в литератуном языке (особенно в журнале “Муштум”) всем известно применение слова в значении “лофчи” (выдумщик).

Шулла – шавла. И это слово в разных диалектах используется в рахныз значениях. Наприме: В Кашкадарье “хўрда” (суп), то есть в значении рисовый суп; В Коканде “ёвғон хўрда”(постный суп), то есть в значении рисовый суп (без мяса и без жира); в диалектах Джизака, Бухарыпроизносится в форме “шо:лэ” в литературно-орфографическом значении “шавла”, в кыпчакских диалектах произносится в форме “шулла”, в литературно-орфографическом значении применяется шавла (рисовая каша). И в дастане мы можем видеть именно в этом значении: “Бу бўлмай, ўзимиз қидириб келсак ҳам ош бўлмасада, шулла қилиб сийлар экан...”(41-с).

Как видно из примеров, в этом дастане можно встретить много таких слов. Они связаны с различными областями, включая животноводство, род занятий, природные явления, рельеф местности, названия продуктов питания и так далее. Поскольку объем работы не позволяет нам объяснить все из них, мы кратко сравним некоторые из лексических диалектов в поэтическом языке с кыпчакским диалектом и литературным языком.

На языке дастана	В кыпчакском наречии	В литературном языке
Ангнимоқ	ангимоқ	пойламоқ (подстерегать)
Ангда қолмоқ	ангда қолмоқ	ғафлатда қолмоқ(остаться в неведении)
Гум	гум, чуқурлов кўтарилма,	дарёнинг чуқур ери (глубокое место реки)
Кўтарилма Қичамоқ	гуппи, лоппи қичамоқ	ҳовлиқма, мақтанчоқ (хвастун)
Чер	ғам	шоширмоқ (подгонять)
Кебанак	кебанак	ғам, алам, ҳасрат чекман (горе, печаль)
Боғана	боғана, боя	боя, ҳали (пока еще)
Қидирмоқ	қидирмоқ	меҳмонга бормоқ (идти в гости)

Анализ языка дастана показывает, что большинство слов в рабочем языке – это слова, относящиеся к животноводству, пастбищам и горному рельефу. Причина в том, что Бахши, создатели и рассказчики фольклора, были представителями кыпчакского диалекта и занимались в основном животноводством. Именно по этой причине слова, которые появляются в их повседневной жизни, также отражаются в создании слов. Например, мы находим во многих эпических дастанах изображение ситуации оседлания коня. И в дастане “Алпамыш” именно это изображается в нескольких местах. Бахши на протяжении применения ситуации оседлания коня Алпамыша (Байчыбар) приводят ряд профессиональных терминов касательно “седла”, многие из которых трдуно даже представить. Но большинство этих терминов все еще существуют в диалекте.

В языке дастана используется следующие 14 терминов для «седла» в процессе описания оседлания коня: терлик (потник), чирги (потник), беллик (пояс), жаҳалдирик, эгар (седло), карсон, узанги (стремя), давур (попона), айил (подпруга), пуштан (подпруга), куюшқан (подхвостник), ўмилдириқ (нагрудник), юган (узда), абзал (сбруя).

Также, в дастане очень часто встречаются родственные термины присущие диалектам. Например: чеча (в смысле снохи), ул (сын), эна (мать), ота (отец), домат (зять), енга (сноха), езна, жезна (зять), қайин (деверь, шурин) идр.

Кроме того, есть много случаев фонетических и морфологических изменений в стихотворении, в литературном языке, вариантов словарного запаса слов и терминов и законов диалекта. Хотя такие слова имеют одинаковое значение в литературном языке и диалекте, есть некоторые различия в их написании и произношении. К таким словам можно показать следующие: “Шипиртки” – супурги (веник), мушук – “пишак” (кошка), “чичқон”-сичқон (мышь), қурт-қурут (курт), эртан-эртага (завтра), довуш-товуш (звук), танқа-танҳо (один), тойрилмоқ-тоймоқ (скользнуть), магар-агар (если), лодан-нодон (неуч), шул айносда-шу аҳволда (таким образом) и др.

Выводы

Понятно, что в поэме много слов и терминов, связанных с различными сферами, связанными с историей, обычаями, профессией, культурой нашего народа.Многие из этих слов использовались в языке нашей нации с древних времен, мы также находим их в произведениях Кашгара “Девону Луготит Тюрк”, в произведениях таких классиков, как Навои, Лютфи, Бобир, Мухаммед Салих и других. Поэтому их коллекция, сравнительное изучение друг с другом и их этимология могут предоставить важный материал как для истории языка, так и для диалектологии. Это также позволяет сравнивать их, выявляя тесные и четкие различия между фольклорным и литературным языком.

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HEALTH AND SAFETY PRACTICES OF NURSES IN THE EMERGENCY ROOMS OF SELECTED SECONDARY HOSPITALS

Abstract*: This study determined the extent of manifestations of health and safety practices of Emergency Room nurses in selected secondary hospitals in Cebu City. The study utilized descriptive survey method to identify the extent of manifestations of health and safety practices of Emergency Room nurses. T-test was used to test the difference in order to obtain the basis of designing an intervention. Based on the findings of the study, Hospital A ER nurses rated aspects on health and safety practices 2.68 which means moderately extent while nurse administrators rated it 2.77 which means moderately extent that means majority of the nurses implemented and adhered to the health and safety practices while ER nurses of Hospitals B rated it 3.21 meaning great extent as well as the nurse's administrators with the rate of 3.50 which means of great extent. However, Hospital C rated it 2.82 moderately extent by ER nurses and 2.93 moderately extent by nurse administrators. With this result, a significant difference was noted among all aspects by the nurse administrators and ER nurses thus, the theory of accident causation and broken window theory holds true in this findings. The best accident prevention techniques and at the same time management should assume responsibility for safety because it is in the best position to get results. The supervisor is the key person in the prevention of industrial accidents. In the light of the findings, the researcher recommends the implementation of the Seminar Workshop: "Health and Safety Management Plan: A Development Plan for Emergency Room Nurses of Selected Secondary Hospitals" to improve its assessment from moderately extent to great extent.*

Key words*: Health, Safety Practices, Descriptive Survey Method, Cebu City.*

Language*: English*

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Introduction

Health care practitioners are one of the most delicate human resources in the workplace today because they are prone to potential acquisition of diseases and exposure to unsafe environment especially for nurses whose bedside care is a primary responsibility.

Throughout the globe, health and safety issues are one of the primary concerns, where surveys show that millions of people are suffering from illnesses that they believed to be caused or made worse by work. The Guidelines for Protecting the Safety and Health of Health Care Workers issued on September 1988 and the 1972 national survey of occupational health services in more than 2,600 hospitals reported an annual average of 68 injuries and 6 illnesses among workers in each institution (NIOSH 1974-1976). In the Philippine setting, approximately 32.4 million workers were employed in 2006; however, only some 2.2 million workers in medium and large enterprises are enjoying effective Occupational Safety and Health (OSH) protection and services. This is less than 10% of total employment. About 90% of the Philippine workforce does not enjoy such favorable working conditions. It ranges from exposure to chemicals and substandard equipment and tools to unhygienic working environment (Occupational Safety & Health Center, 2006). OSHC was created with the purpose of protecting workers through the preventive approach of reducing/eliminating occupational accidents and illnesses and the promotion of worker's welfare through the effective implementation of OSH programs that will enhance productivity and subsequently contribute to national economic development efforts. Its functions are to undertake continuing studies and researches on occupational safety and health; plan develop and implement occupational safety and health training programs; serve as clearing house for occupational safety and health training programs; serve as clearing house for occupational safety and health information, methods, techniques , and approaches; institute an information dissemination mechanism; and perform such other acts appropriate for attainment of the above functions and enforcement of the provision of Executive Order 307 (OSH-DOLE, 2003).

In addition, to safeguard the health and welfare of the Filipino workers, the Department of Labor and Employment enjoins all offices under its jurisdiction, worker's organizations, trade unions, employer's organizations, establishments, safety and health practitioners and professional organization to commemorate April 28 every year as the "World Day for Safety and Health at Work", pursuant to the mandate of the International Labor Organization (ILO), (OSH-DOLE, 2003). The observance of this event has two main objectives: to promote, enhance, and instill national awareness and appreciation on the importance of occupational safety and health; and to elicit the cooperation and support of the workers. The World Day for Safety and Health at Work is intended to focus international attention on the magnitude of the problem and how promoting and creating a safety and health culture can help reduce the number of work related deaths each year.

According to ILO estimates, 250 million work accidents occur annually while 160 million are estimated to suffer from work-related illnesses. Furthermore, about 1.2 million die due to such accidents and illnesses resulting to a 4% economic loss in the total world GNP. The key, therefore, towards preventing occupational deaths, diseases, and other globalization effect is a strong safety and health culture in all workplaces (Department of Labor and Employment, Dept. Order 44-03 s. 2003).

With this, assessment and protecting health care workers who respond to emergencies is critical because health care workers dealing with emergencies may be exposed to chemical, biological, physical, or radioactive hazards. Hospitals providing emergency response services must be prepared to carry out their missions without jeopardizing the safety and health of their own workers. Of special concern are the situation where contaminated patients arrive at the hospital for triage or definitive treatment following a major incident pause a greater risk of health and safety problems among health care providers especially among nurses.

Ironically, despite various roles and responsibilities being performed by the nurses in the hospital, sometimes health and safety measures are taken for granted by the administration or even by the immediate supervisors thus making nurses at risk for infections or communicable diseases especially those who are working in the area hospitals whose infections are its highest peak such as Emergency Rooms, Communicable Disease Ward, or Medical Wards.

With this, the researcher would like to conduct a research regarding the health and safety practice among nurses as being implemented in the selected secondary hospitals in Cebu City. Through this research, everyone is reminded of the importance of safety and health among patients, administrators and even the health workers upholding the importance of Safety First.

Methodology

This study utilized descriptive survey method to identify the extent of manifestation of health and safety practices of Emergency Room Nurses of selected secondary hospitals in Cebu City.

Hospital A, is a private secondary hospital located at Jones Ave., Cebu City and a newly acquired hospital of the University of Cebu. In just six months, its transformation has been impressive. Hospital A now offers the following services: Emergency Care, Out-Patient Care, Intensive Care, Intensive Care, Maternal & Child Care, Operating Room, Laboratory Medicine, Radiology, Ultrasound, Obstetrics and Gynecology, Pediatrics, Pharmacy, Surgery & Invasive Procedure, Laparoscopy and Cosmetic Surgery. Hospital A looks forward for more innovative goals in the near future. The acquisition of the hospital serves the school well. The College of Nursing, with its good percentage of its Level 3 and Level 4 students doing hospital duties, is accommodated in the said hospital. Health Aides and Midwifery students can also do their internship. New Licensed nursing graduates of UC seeking clinical experience do not have to look far. Employment opportunities for other graduates can also be found in Hospital A.

Hospital B in Basak, San Nicolas, Cebu City, is envisioned as a globally competitive, community-oriented specialized hospital for maternal and child health care services, as promised in the Hospital Citizen's Charter. Its mandate in primarily to provide maternity and pediatric care to region VII's urban poor, especially in Cebu City and the neighboring cities and municipalities. The hospital's services include the following: emergency room, inpatient, outpatient, medical laboratory, medical records, medical social, pharmacy, drug testing, radiology, billing & Phil Health, and cash section. In 1994, it became an independent 25-bed hospital providing obstetric, gynecologic, and pediatric care to the urban poor of the south district of Cebu and its neighboring municipalities.

Hospital C is a 500-bed hospital that is situated in Jagobiao, Mandaue City. It is a government-mandated institution tasked to administer medical care for leprosy patients. The health facility also provides medical services for non-Hansens cases. It was built by Leonard Wood Memorial in 1982, with the most contributed funds from the late American philanthropist Eversley Childs. It was officially turned over to the Philippine government on May 30, 1930, with 540 admitted leprosy patients. Hospital C has served as a home for most leprosy patients and for poor and ailing people. The hospital gives free medicines and proper medication to these people. The issuance of the Department of Health Department Order no. 72, s. 1994 led the hospital to become a general secondary hospital, including non-leprosy cases into their medical program. The institution provides care for over 3,000 in-patients and approximately 20,000 out-patients a year aside from custodial care of more or less 200 patients with leprosy.

Research Respondents

The respondents of this study were divided into two groups, namely the nurse supervisory/charge nurse and the other one are the staff nurses at the Emergency Room of Hospital A, Hospital B and Hospital C.

Table 1. Research Respondents
n=40

HOSPITAL	Hospital Population		Number of Respondents	
	ER NURSES	NURSE ADMINIS-TRATORS	ER NURSES	NURSE ADMINIS-TRATORS
Hospital A	15	10	11	5
Hospital B	9	2	9	2
Hospital C	10	4	10	3
Total	34	16	30	10

The researcher identifies first its problem and asks for the approval of the Graduate School Dean. After the approval, consultation with the dissertation adviser was done; then the researcher made a request letter addressed to the chief nurses of the selected hospitals asking for a permission to conduct a study regarding health and safety practices in their own institution. Afterwards, sample group were identified and pretest was done before actual tool was distributed to the respondents. The questions and purpose of the activity were explained to the dry-run respondents. Upon completion, the instrument was examined and the responses were note. After reviewing the validity of the research tool, the researcher then finalized its questionnaire for the emergency room nurses.

In addition, T-test was used to test the difference in order to obtain the basis of designing an intervention. This test was used in for comparing the means of two samples (or treatments), even if they have different numbers of replicates. In simple terms, the t-test compares the actual difference between two means in relation to the variation in the data (expressed as the standard deviation of the difference between the means).

Results and Discussion

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrator in the Aspect of Workplace Hazard and Risk Analysis

Presented in Table 2 is the extent of manifestation of health and safety practices in the Workplace hazard and risk analysis as assessed by the staff nurses and nurse administrators in the three different hospitals. Findings showed that Hospital A has a factor average of 3.01 interpreted as moderately extent by the ER nurses while nurse administrators rated it less extent with a rating of 2.34. Hospital B has a factor average of 2.93 interpreted it as moderately extent and 2.91 by the nurse administrators also interpreted as moderately extent. Nurse administrators of Hospital B significantly rated aspect of workplace hazard and risk analysis great extent which means implemented and practiced at all times while nurse administrators of Hospital A rated such aspect less extent which means that the aspect is adhered/practiced by nurses in few cases.

Table 2. Extent of Manifestation of Health and Safety Practices of ER Nurses and Hospital Administrators in the Aspect of Workplace Hazard and Risk Analysis

Indicators	Hospital A		Hospital B		Hospital C	
Workplace Hazard and Risk Analysis	**MEAN (ER Nurses)**	**Mean (Nurse Amin)**	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Preparing an inventory of all the substances used for production, cleaning and laboratory analysis	3.34 (GE)	3.38 (GE)	3.44 (GE)	3.00 (ME)	3.2 (ME)	3.33 (GE
2. Identifying the point of use of each material and equipment	3.34 (GE)	1.88 (LE)	3.33 (GE)	3.5 (GE)	3.4 (GE)	3.33 (GE)
3. Analyzing changes in the workplace like facilities, equipment, materials, processes, and others that impact employees at work	3.09 (ME)	3.00 (ME)	3.11 (ME)	3.5 (ME)	3.2 (ME)	3.00 (ME)
4. Conducting comprehensive health and safety surveys among various departments	2.86 (ME)	2.63 (ME)	3.00 (ME)	2.5 (LE)	2.6 (ME)	2.67 (ME)
5. Requiring the preparation of employee reports of potential and actual hazards	2.91 (ME)	1.75 (NP)	3.00 (ME)	3.00 (ME)	3.1 (ME)	2.33 (ME)
6. Administering routine examination of hazard associated with jobs, processes or phases	2.91 (ME)	2.13 (LE)	3.00 (ME)	3.5 (ME)	2.8 (ME)	2.67 (ME)
7. Conducting injury/illness analysis	2.74 (ME)	2.25 (ME)	2.89 (ME)	3.5 (GE)	2.5 (LE)	2.33 (LE)
8. Implementing engineering controls or organizational potential hazards of a task	2.77 (ME)	2.38 (ME)	2.89 (ME)	3.00 (ME)	2.5 (LE)	2.33 (LE)
9. Ensuring adequate documentation of the detailed potential hazards of a task	2.94 (ME)	2.13 (LE)	3.00 (ME)	3.5 (GE)	2.8 (ME)	3.00 (ME)
10. Designing work safe systems to minimize/control the hazards	2.91 (ME)	2.00 (LE)	3.11 (ME)	3.00 (ME)	2.17 (ME)	3.00 (ME)
11. Implementing disciplinary action or reorientation for those who break safety work rules	2.94 (ME)	2.00 (LE)	3.44 (ME)	4.00 (GE)	2.9 (ME)	3.0 (ME)
12. Ongoing monitoring and maintenance of equipment and facilities	3.09 (ME)	2.75 (ME)	3.33 (ME)	3.5 (GE)	2.7 (ME)	2.67 (ME)
13. Systematic initiating and tracking of hazard correction especially on handrails, flooring and station	2.74 (ME)	2.5 (LE)	3.22 (ME)	3.5 (GE)	2.6 (ME)	2.33 (LE)
14. Providing personal protective equipment (gloves, mask, goggle, gown) among staff nurses at no cost	3.17 (ME)	2.25 (LE)	3.56 (ME)	3.00 (ME)	3.5 (GE)	3.67 (GE)
15. Up keeping and properly cleaning the workplace	3.43 (GE)	2.13 (LE)	3.44 (ME)	3.5 (GE)	3.5 (GE)	3.00 (ME)
FACTOR Average	3.01 (ME)	2.34 (LE)	3.19 (ME)	3.3 (GE)	2.93 (ME)	2.91 (ME)
GRAND MEAN (Hospitals A,B and C)	ER NURSES 3.01 (ME)			NURSE ADMINISTRATORS 2.34 (LP)		

Legend: 3.28 – 4.00 Great Extent (GE) **2.52 – 3.27** Moderately Extent (ME) **1.72 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

It was observed in Table 2 that Hospital A and Hospital B's staff nurses and nurse administrators have difference of assessment might be contributed to the facts that each variable has different roles and responsibilities as a nurse working in the hospitals. It might be also due to the different standards by the nurse administrators and ER nurses. In Hospital C, both ER nurse and nurse administrators agree that workplace hazard and risk analysis has an evaluation of moderately extent which means that it has been adhered to by the majority of the nurses. As nurse, one must be vigilant enough in the aspect of workplace making it to be up kept for proper conduct of injury/illness analysis. The broken window theory also exemplifies that the environment in which people live or stay impacts one's behavior and furthermore it states that an ordered and clean environment sends the signal that this is a place which is monitored and peoples here conform to the common norms of non-criminal behavior. In addition, work practice controls alter the manner in which a task is performed. Some fundamental and easily implemented work practice controls include the following proper procedures that minimize exposures while operating production and control equipment: inspecting and maintaining process and control equipment on a regular basis; implementing good house-keeping procedures; providing good supervision; and mandating that eating drinking, smoking, chewing tobacco in regulated areas be prohibited.

However, aspects on injury/risk/ illness analysis got a lowest score wherein fact risk analysis is significant because industrial hygiene and anticipation as well as prospective recognition of hazardous conditions based on chemistry, physics, engineering and toxicology are ultimately important. Recognition is the detection and identification of hazards on their adverse effects through chemistry, physics and epidemiology. Evaluation is the quantitative measurement of exposure to environment hazards and the qualitative interpretation of those hazards and controls which involve the conception, education, design and implementation of beneficial interventions carried out that reduce, minimize or eliminate hazardous conditions. Furthermore, ER nurses of the hospitals rated aspects of workplace hazard and risk analysis moderately extent (3.01) which means that practice is implemented or adhered to by majority of the nurses. Though adhered by the majority of hospital administrators, they must implement additional measures to make aspect number one be practiced by all nurses. On the other hand, nurse administrators of the three hospitals rated aspect number one less practiced (2.34) which means it has been practiced/implemented by few nurses. As stressed out previously, the different perceptions might contribute to the fact that both of them have different standards since in the first place both of them have different scope and responsibilities of work.

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of information, Supervision, Training and Development

Revealed in Table 3 is the manifestation of Health and Safety Practices of emergency room nurses and nurse administrators in terms of Information, Supervision, Training, and Development. Over-all assessment was rated moderately extent by the staff nurses while nurse administrators of Hospital B rated it great extent with the rating of 3.70. It has been observed that the nurse administrators of Hospital B have a significant evaluation of great extent to the aspect of information, supervision, training and development.

Table 3. Extent of Manifestation of Health and Safety Practices of ER Nurses and Hospital Administrators in the Aspect of Information, Supervision, Training and Development

Indicators	Hospital A		Hospital B		Hospital C	
Information, Supervision, Training and Development	**MEAN (ER Nurses)**	**Mean (Nurse Amin)**	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Requiring all personnel to undergo occupational health and safety training	3.00 (ME)	2.8 (ME)	3.33 (GE)	4.00 (GE)	2.60 (ME)	2.67 (ME)
2. Ensuring that all safety training and development schemes are conducted by competent persons	2.82 (ME)	3.00 (ME)	3.44 (GE)	4.00 (GE)	2.80 (ME)	3.00 (ME)
3. Providing effective refresher training and development at appropriate intervals	2.55 (ME)	2.60 (ME)	3.11 (ME)	3.50 (GE)	2.50 (ME)	2.67 (ME)
4. Consulting employees health and safety concerns as basis for conducting training	2.55 (ME)	2.40 (LE)	3.11 (ME)	3.50 (GE)	2.90 (ME)	2.67 (ME)

5. Modifying training programs to ensure their relevance and effectiveness	2.55 (ME)	2.60 (ME)	3.22 (ME)	3.50 (ME)	2.70 (ME)	3.00 (ME)
6. Documenting the safety training and development conducted as frames of reference	2.64 (ME)	2.50 (LE)	3.11 (ME)	4.00 (GE)	2.70 (ME)	3.33 (ME)
7. Articulating the objectives and content of health and safety training	2.36 (LE)	2.70 (ME)	3.22 (ME)	3.50 (GE)	2.90 (ME)	2.67 (ME)
8. Ensuring the training of participants and organizational feedback is documented	2.45 (LE)	2.80 (ME)	3.22 (ME)	3.50 (GE)	2.60 (ME)	3.33 (GE)
9. Providing information to all personnel on available safety and training programs	2.91 (ME)	2.60 (ME)	3.22 (ME)	4.00 (GE)	2.90 (ME)	3.00 (ME)
10. Trainers and administration provided employees with updated written health and safety information	2.91 (ME)	2.80 (ME)	3.00 (ME)	3.50 (GE)	2.60 (ME)	2.67 (ME)
11. Conducting training needs assessment by identifying individual and corporate learning requirements	2.55 (ME)	2.80 (ME)	3.00 (ME)	4.00 (GE)	2.50 (ME)	2.67 (ME)
12. Conducting safety orientation to new employees	2.55 (ME)	2.20 (LE)	3.33 (GE)	3.50 (GE)	2.90 (ME)	2.25 (LE)
13. Ensuring legislated training obligations are met	2.91 (ME)	2.40 (LE)	3.22 (ME)	3.50 (GE)	2.60 (GE)	2.33 (LE)
14. Providing immediate practice and application of newly acquired skills	2.73 (ME)	2.60 (ME)	3.33 (ME)	4.00 (GE)	2.90 (ME)	3.00 (ME)
15. Providing stimulating learning experiences	2.73 (ME)	2.40 (LE)	3.22 (ME)	3.50 (GE)	2.70 (ME)	3.00 (ME)
FACTOR Average	2.69 (ME)	2.61 (ME)	3.21 (ME)	3.70 (GE)	2.72 (ME)	2.82 (ME)
GRAND MEAN (Hospitals A,B and C)	ER NURSES 3.01 (ME)			NURSE ADMINISTRATORS 2.34 (LP)		

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

The moderately extent interpretation implied that there has been lack of activities that provide stimulating learning experiences and at the same time providing an updated written health and safety information to the staff nurses. The data show that information dissemination, supervision, training and development must be enhanced so that from moderate evaluation it will become as great extent. There are many factors to be considered in this aspect thus one must be carefully asses each aspect properly.

Hospital A as noticed by both ER nurses and nurse administrators rated this aspect moderately extent which means majority of the nurse practiced/implemented it. Data revealed that both variables have the same perceptions due to the fact that trainings and seminars are given accordingly to ER nurses and nurse administrators. However, there are different perceptions by hospitals B and C since they have different standards and to note that both hospitals are owned by the government which to point out that such aspect is not fully realized. On the other hand, hospitals may be developing an in-house training course on decontamination and PPE use and measures to prevent the spread of contamination to other portions of the hospital or provide additional training in decontaminating and PPE use after sending personnel to a standard First Responder Operations Level course. Since it is in the emergency room, EMS personnel are often the first on the scene and should be given First Responder Awareness Level-training as a minimum. There is no specific hourly minimum required but the training must be sufficient or the employees must have proven experience in specific competencies with an annual refresher. Every member of the emergency room clinical staff, plus any employee who might be exposed to hazardous substances during an emergency response incident, should be familiar with how the hospital intends to respond to hazardous substance incidents, be trained in the appropriate use of PPE, and be required to participate in scheduled drills (HAZWOPER Manual). On the other hand, Magna carta for Public Health Workers (R.A. 7305) Sec. 2 states that the state shall instill health consciousness among our people to effectively carry out the health programs and projects of the government essential for the growth and health of the nation which means giving importance to the health care workers. Nurse administrators must aim to promote and improve the social and economic well-being of the health workers, their living and working condition and terms of employment; to develop their skills and capabilities in order that they will be more responsive and better equipped to deliver health care efficiently.

Providing information to all personnel on available safety and training programs got a highest rating since respondent hospitals believe in the communication as vital to the success of all coordinated efforts. Human resource remain the most important among available resources in the hospital. Personnel should be adequately prepared for emergencies and disaster.

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrator in the Aspect of Emergency Response and Preparedness

Presented in Table 4 is the extent of manifestation of health and safety practices of ER nurses in the aspect of emergency response and preparedness. ER nurses of the three respondent hospitals rated it moderately extent. While nurse administrators of Hospital B rated it great extent (3.60) and the rest of the administrators of Hospital B rated it moderately extent. The grand mean for three hospitals is 2.91 for ER nurses while 2.20 means less extent as rated by the nurse administrators.

Table 4. Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Emergency Response and Preparedness

Indicators	Hospital A		Hospital B		Hospital C	
Emergency Response and Preparedness	**Mean (ER NURSES**	**Mean (Nurse Admin)**	**Mean (ER NURSES)**	**Mean (Nurse Admin)**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Ensuring that the necessary information	2.91 (ME)	1.80 (LE)	3.33 (GE)	3.50 (GE)	2.90 (ME)	3.33 (GE)
2. Providing information to relevant competent authorities and emergency response services	3.00 (ME)	2.80 (ME)	3.22 (ME)	3.50 (GE)	3.10 (ME)	2.67 (ME)
3. Providing mechanism to properly prepare the employees in case an emergency arises	2.73 (ME)	2.80 (ME)	3.22 (ME)	3.50 (GE)	2.90 (ME)	2.67 (ME)
4. Communicating emergency preparedness procedures to all employees on a regular basis	2.64 (ME)	3.00 (ME)	3.44 (GE)	4.00 (GE)	2.70 (ME)	3.33 (GE)
5. Conducting regular exercises/drills in emergency prevention, preparedness and response	2.36 (ME)	3.00 (ME)	3.33 (GE)	4.00 (GE)	2.70 (ME)	3.33 (GE)
6. Providing first aid, medical assistance, firefighting and evacuation of all people at worksite when emergencies occur	2.73 (ME)	3.20 (ME)	3.33 (GE)	3.50 (GE)	2.80 (ME)	3.33 (GE)
7. Formulating a rapid response, workable and well controlled emergency plan	2.45 (ME)	2.80 (ME)	3.22 (ME)	3.50 (GE)	2.80 (ME)	2.67 (ME)
8. Helping employees getting back to work after an emergency	2.27 (ME)	2.60 (ME)	3.22 (ME)	3.50 (GE)	3.00 (ME)	2.67 (ME)
9. Refining plans in the light of an emergency and involving employees in drawing up emergency plans	2.55 (ME)	2.60 (ME)	3.11 (ME)	3.50 (GE)	2.80 (ME)	2.67 (ME)
10. Analyzing possible emergency situation concerning natural or man-made disasters for preventive purposes	2.27 (ME)	2.80 (ME)	3.22 (ME)	3.50 (GE)	2.90 (ME)	3.00 (ME)
Factor Average	2.59 (ME)	2.74 (ME)	3.27 (ME)	3.60 (GE)	2.90 (ME)	2.97 (ME)

GRAND MEAN (Hospital A,B and C)	**ER NURSES 2.91 (ME)**	**NURSE ADMINISTRATORS 2.20 (LP)**

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP**)**

For Hospital A, administrators have to do something on the aspect of ensuring that necessary information, internal communication and coordination are provided to protect people must be taken into consideration since it has the lowest score. One must emphasize the importance of communication in order to make it to great extent. On the aspect of Hospital B, even though nurse administrators rated it great extent still ER nurses rated it moderately extent with the lowest extent on refining plans in the light an emergency and involving employees in drawing up emergency plans. In Hospitals C, both nurses rated it moderately extent. The table points out again that there are still weaknesses in the point of emergency response and preparedness thus hospitals must emphasize its training on such aspect.

The hospital should prepare an Emergency Response Plan even if community coordination has not been initiated or completed. The hospital's Emergency Response Plan must be prepared in writing and established prior to an actual emergency. All employees and affiliated personnel expected to be involved in an emergency response plan must be prepared in writing and established prior to an actual emergency response including physicians and nurses, as well as maintenance workers and other ancillary staff should be familiar with the details of the plan. This Emergency Response Plan is intended for hospitals involved in a community response to hazardous substance incident. The plan should address the following elements: pre-emergency drills implementing the hospital's emergency response plan; practice session using the Incident Command System (ICS) with other local emergency response organization; lines of authority and communication between the incident site and hospital personnel regarding hazards and potential contamination; designation of a decontamination team, including emergency department physicians, nurses, aides and support personnel; description of the hospital's system for immediately accessing information on toxic materials; designation of alternative facilities that could provide treatment in case of contamination of the hospital's Emergency Department; plan for managing emergency treatment of non-contaminated patients; decontamination procedures and designation of decontamination areas (either indoors or outdoors); hospital staff use of PPE based on routes of exposure, degree of contact, and each individual's specific tasks; prevention of cross-contamination of airborne substances via the hospital's ventilation system; air monitoring to ensure that the facility is safe for occupancy following treatment of contaminated patients; and post-emergency critique of the hospital's emergency response.

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Accident Investigation and Reporting

Table 5 presented the extent of manifestation of health and safety practices of ER nurses in the aspect of accident investigation and reporting. Data showed that Hospital A was rated moderately extent (2.58) by ER nurses and (2.59) by nurse administrators. Hospital B was rated moderately extent (3.26) by ER nurses and great extent (3.58) by nurse administrators. Hospital C was rated moderately extent (2.85) by ER nurses and moderately extent (3.05) by nurse administrators. The grand mean of the three hospitals is interpreted as moderately extent (2.88) which means practiced by majority of the staff nurses as rated by the ER nurse while nurse admin rated it 2.21 which means less practiced and that it is implemented/adhered to by nurses in few cases.

Table 5. Extent of Manifestation of Health and Safety Practices of Staff Nurses and Nurse Administrators in the Aspect of Accident Investigation and Reporting

Indicators	**Hospital A**		**Hospital B**		**Hospital C**	
Accident Investigation and Reporting	**Mean (ER Nurses**	**Mean (Nurse Admin)**	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Investigating the origin and underlying causes of work related injuries, ill health and others in a systematic manner	2.55 (ME)	2.80 (ME)	3.11 (ME)	3.50 (GE)	3.00 (ME)	3.00 (ME)

2. Ensuring that accident investigations are carried out by qualified people	2.82 (ME)	2.40 (LE)	3.33 (GE)	3.50 (GE)	2.70 (ME)	3.00 (ME)
3. Soliciting the participation of workers and their representatives in conducting investigations	2.64 (ME)	2.20 (LE)	3.11 (ME)	3.50 (GE)	2.70 (ME)	3.33 (GE)
4. Creating a committee to investigate work related injuries, incidents and d	2.82 (ME)	3.00 (ME)	3.00 (ME)	3.50 (GE)	3.00 (ME)	3.00 (ME)
5. Communicating the results of the investigation to the safety and health committee	2.45 (ME)	2.80 (ME)	3.11 (ME)	3.50 (GE)	3.00 (ME)	3.00 (ME)
6. Taking corrective action after the investigation as part of continual improvement of activities	2.55 (ME)	2.83 (ME)	3.44 (GE)	3.50 (GE)	2.70 (ME)	3.00 (ME)
7. Ensuring due diligence and strict liability	2.45 (ME)	2.83 (ME)	3.44 (GE)	3.50 (GE)	2.80 (ME)	3.67 (ME)
8. Establishing formal procedures for reporting worksite injuries/illness	2.45 (ME)	2.60 (ME)	3.22 (ME)	3.50 (GE)	2.70 (ME)	3.33 (GE)
9. Presenting the accident report in a manner understood by those who use	2.64 (ME)	2.60 (ME)	3.44 (GE)	3.50 (GE)	3.00 (ME)	3.33 (GE)
10. Reviewing and updating the compiled accident reports for reference purpose	2.36 (ME)	2.40 (ME)	3.33 (GE)	3.50 (GE)	2.80 (ME)	3.33 (GE)
11. Maintaining records showing the results of both active and reactive monitoring	2.55 (ME)	2.20 (ME)	3.22 (ME)	4.00 (GE)	2.90 (ME)	3.33 (GE)
12. Maintaining comprehensive records of work related injuries, ill health, diseases and other incidents	2.64 (ME)	2.40 (ME)	3.33 (GE)	4.00 (GE)	3.00 (ME)	2.67 (ME)
Factor Average	2.58 (ME)	2.59 (ME)	3.26 (ME)	3.58 (GE)	2.85 (ME)	3.05 (ME)
GRAND MEAN (Hospitals A,B and C)	**ER NURSES 2.88 (ME)**			**NURSE ADMINISTRATORS 2.21 (LP)**		

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

Most of the respondent's ER nurses and nurse administrators rated it moderately extent which means that majority of the nurses implemented and adhered to it. Such data showed that they have the same perception in such standards.

Respondent emergency room nurse show that record keeping is important in every institution and practice it in their department. A clinical record or client record is a formal, legal document that provides evidence of a client's data, and each nurse is accountable for practicing according to the standards. The use of material safety data sheets (MSDS) should also be encouraged, although different countries have different regulations regarding their use. These should also be official documents that are used to disseminate important chemical safety information to workers, emergency responders and the public. In addition, a system should be set up for regular inventory of these items to ensure that the management of patients will not be delayed by the absence of diagnostic and therapeutic tools. It is also imperative that they be periodically checked to ensure that they are ready for use during emergencies. Standard operating procedures and guidelines should include conditions related to emergencies or disasters.

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Security Practices

Presented in Table 6. Is the extent of manifestation of health and safety practices of ER nurses in the aspect of security practices Respondents showed that ER nurses grand mean is 3.01 which was interpreted as moderately extent while nurse administrators grand mean is 2.41 which was interpreted as less extent. Most of the hospitals rated it moderately extent while only nurse administrators of hospital B rated it great Extent.

Table 6. Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Security Practices

Indicators	Hospitals A		Hospital **B**		Hospitals C	
Workplace Hazard and Risk Analysis	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Providing guidance and direction with regard to the information security requirements	3.18 (ME)	3.20 (ME)	3.22 (ME)	3.50 (GE)	2.90 (ME)	3.33 (GE)
2. Assigning and communicating information security responsibilities	2.91 (ME)	2.60 (ME)	3.33 (GE)	3.50 (GE)	3.00 (ME)	3.00 (ME)
3. Implementing authentication controls to authorize and validate entry	2.73 (ME)	2.80 (ME)	3.22 (GE)	3.50 (GE)	2.80 (ME)	3.00 (ME)
4. Building a behavior to prevent unauthorized access and/or damage to facilities and equipment's	2.73 (ME)	3.00 (ME)	3.22 (GE)	3.50 (GE)	3.00 (ME)	2.67 (ME)
5. Requiring all authorized persons to be properly identified	2.73 (ME)	3.60 (GE)	3.33 (ME)	3.00 (ME)	3.00 (ME)	3.67 (GE)
6. Granting access rights to secure area reviewed periodically and updated	2.64 (ME)	2.80 (ME)	3.22 (ME)	3.50 (GE)	2.64 (ME)	3.33 (GE)
7. Identifying personnel that will control emergency situations	2.82 (ME)	3.00 (ME)	3.56 (GE)	3.50 (GE)	2.64 (ME)	3.33 (GE)
8. Maintaining a patient's and visitor's log to secure areas as well as to record time and data of entry and exit	2.82 (ME)	3.40 (GE)	3.33 (GE)	4.00 (GE)	2.60 (ME)	2.67 (ME)
Factor Average	2.82 (ME)	3.05 (ME)	3.31 (ME)	3.50 (GE)	2.87 (ME)	3.08 (ME)
GRAND MEAN (HOSPITAL A,B and C)	**ER NURSES 3.01 (ME)**			**NURSE ADMINISTRATORS 2.41 (LP)**		

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

The general mean of Table 6 interpreted as moderately extent as rated by the staff nurses of 3.01 while nurse administrators rated it 2.41 as less practiced. Data implied that security measures have been implemented and properly upheld by majority of the staff nurses. This is true since nurses are more particular in safety and security. However, nurse administrator's perception is different since they rated it less extent; this is contributed to the fact that they are into different scope and responsibilities since staff nurses are front liners of the hospitals while nurse administrators are into administrative control.

According to the Department of Health-Health Emergency Management Staff and the National Centre for Health Facility Development of the Philippines security of the building and the general safety of all the patients and personnel inside the hospitals and health facilities should also be addressed.

The functionality of hospitals and health facilities during an emergency or disaster is very crucial. There is a need to ensure that health services will continue to be provided when they are most needed. In adverse conditions, some points of entry may have to be closed off to limit and control the number of people entering the facility. This avoids unnecessary overcrowding, prevents the curious from wandering in and out and protect personnel from external hostile forces. During an emergency. Security should be tightened in certain high-risk areas of the facility such as the main entrance and exit points, storage areas for controlled substances and volatile chemicals and areas containing high- value medical equipment.

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Workplace and Hygiene

Revealed in Table 7 is the extent of manifestation of health and safety practices of emergency room nurses in the aspect of workplace health and hygiene. The general mean of the ER nurses is 2.94 which was interpreted as less practiced. Specifically, in Hospital A both ER nurses and nurse administrators rated it moderately extent while in hospital B ER nurses and nurse administrators rated it great. Hospital C has a rate moderately extent on the aspect of workplace health and hygiene.

Table 7. Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Workplace Health and Hygiene

Indicators	**Hospital A**		**Hospital B**		**Hospital C**	
Workplace Health and Hygiene	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurses)**	**Mean (Nurse Admin**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Providing routine workplace hygiene monitoring and sampling	2.55 (ME)	2.80 (ME)	3.22 (ME)	3.50 (GE)	2.70 (ME)	3.00 (ME)
2. Training people in routine cleaning and calibration of instruments	2.35 (LE)	2.80 (ME)	3.11 (ME)	3.50 (GE)	2.90 (ME)	3.33 (ME)
3. Ensuring that employees understand internationally recognized hazards protocols for industrial hygiene	2.82 (ME)	3.00 (ME)	3.44 (GE)	3.50 (GE)	2.90 (ME)	3.00 (ME)
4. Providing a work environment free from recognized Hazards that can cause death and serious physical harm	2.82 (ME)	3.00 (ME)	3.44 (GE)	3.50 (GE)	3.00 (ME)	3.33 (GE)
5. Implementing safety standards, based on preventing fire, toxic gas and vapor emission	2.91 (ME)	3.20 (ME)	3.44 (GE)	3.50 (GE)	2.80 (ME)	3.00 (ME)
6. Ensuring that threshold limit values (TLV's) and Biological Exposure Indices (BEI's) guidelines are explicitly explained to all workers	2.45 (ME)	3.00 (ME)	3.44 (GE)	3.00 (ME)	2.70 (ME)	2.33 (LE)
Factor Average	2.65 (ME)	2.97 (ME)	3.35 (GE)	3.42 (GE)	2.83 (ME)	3.00 (ME)
GRAND MEAN (Hospitals A,B and C)	**ER NURSES 2.94 (ME)**			**NURSES ADMINISTRATORS 2.31 (LP)**		

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

Data revealed that staff nurses adhered to the Occupational Safety and Health (OSH) in the promotion and maintenance of the highest degree of physical, mental and social well-being of worker. OSH stand for the protection of workers from risks and hazards that could adversely affect their health and well-being and for their placement in an occupational environment adapted to their physiological ability. Under the Philippine Constitution of 1987, OSH is a constitutional objective described as "just and humane terms and conditions of work".

Based on the data, majority of the nurses in the three hospitals rated health and hygiene moderately extent. According to the Philippine Labor Code, there must be an enforcement of OSH standards and compensation of work-related injuries and illnesses. Mechanisms must be in place to ensure cooperation between stakeholders in the private and public sectors. OSH is a human and workers right; the neglect or denial of OSH amounts to an infringement of worker's right to Decent Work. Thus the drive is for a state of economic and social well-being and conditions where all work is carried out in a safe, healthy environment and in conditions of freedom, equality, security and human dignity. Developing and setting mandatory occupational safety and health standards involves determining the extent of employee's exposure to hazard and deciding what is needed to control these hazards, thereby protecting the workers. Industrial Hygienists, or his, are trained to anticipate, recognize, evaluate and recommend controls for environmental and physical hazard that can affect the health and well-being of workers.

Hospital administrators must have Industrial hygienists that play a major role in developing and issuing OSHA standards to protect workers from health hazards associated with toxic chemicals, biological hazards and harmful physical agents. They also provide technical assistance and support to the agency's national and regional offices. Industrial hygienists analyze, identify and measure workplace hazards or stressors that can cause sickness, impaired health, or significant discomfort I n workers through chemicals, physical, ergonomic or biological exposures. Two roles of the OSHA industrial hygienist are to spot those conditions and help eliminate or control them through appropriate measures.

Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrators in the Aspect of Ergonomics

Table 8 Presented the extent of manifestation of health and safety practices of ER nurses in the aspect of ergonomics. Aspect on providing eye and eyesight test for all employees has a significant interpretation of less extent while conducting regular analysis of work station used by all employees and providing proper ventilation, lighting and good working space in the emergency room are the highest rated aspect. Nurse administrators rated aspect on providing eye and eyesight test for all employees not practiced while planning the activities of employees so that their daily exposure to toxic is at an acceptable level and ensuring that the work area is conducive to free movement between operating positions, safe access and degrees got a rate of 2.50 interpreted as less extent.

Table 8. Extent of Manifestation of Health and Safety Practices of ER Nurses and Nurse Administrator in the Aspect of Ergonomics

Indicators	**Hospital A**		**Hospital B**		**Hospital C**	
Ergonomics	**Mean (ER NURSES**	**Mean (NURSE Admin)**	**Mean (ER Nurses)**	**Mean (Nurse Admin)**	**Mean (ER Nurse)**	**Mean (Nurse Admin)**
1. Providing eye and eyesight test for all employees	2.09 (LE)	2.00 (LE)	2.67 (ME)	3.00 (ME)	2.20 (LE)	2.00 (LE)
2. Implementing adequate health and safety training for employees in the use of any workstation	2.55 (ME)	2.80 (ME)	2.78 (ME)	3.50 (GE)	2.70 (ME)	2.67 (ME)
3. Conducting regular analysis of work stations used by all employees	2.82 (ME)	2.80 (ME)	3.00 (ME)	3.50 (GE)	2.80 (ME)	3.00 (ME)
4. Planning the activities of employees so that their daily exposure to toxic is at an acceptable level	2.36 (ME)	3.00 (ME)	2.89 (ME)	3.50 (GE)	2.80 (ME)	2.67 (ME)
5. Ensuring that the work area is conductive to free movement between operating positions, safe access and degrees	2.82 (ME)	2.80 (ME)	3.11 (ME)	3.50 (GE)	2.60 (ME)	2.67 (ME)
6. Providing proper ventilation, lighting and good working space in the Emergency Room	2.73 (ME)	2.60 (ME)	3.22 (ME)	3.50 (GE)	3.00 (ME)	2.67 (ME)
Factor Average	**2.56 (ME)**	**2.67 (ME)**	**2.94 (ME)**	**3.42 (GE)**	**2.68 (ME)**	**2.72 (ME)**
GRAND MEAN (HOSPITAL A, B and C)	**ER NURSES 2.1 (ME)**			**NURSES ADMINISTRATORS 2.17 (LP)**		

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

Ergonomics. In the lights of frequently observed and reported ergonomic concerns and complaints, it is necessary to raise the number and quality of experts in ergonomics for services in areas and establishments most in need of advice or intervention. Priority should be given to the manufacturing industry because of the high reported incidence of exposure to ergonomic hazards and complaints. Also increased and focused attention should be given to the safe/unsafe use of chemicals. Based on the grand mean of the nurse administrators of the three hospitals, ergonomic was rated less extent wherein workplace safety and health in the Philippines is regulated by a wide range of laws, policies and programs. The Philippines Constitution of 1987 stipulates that "lab us shall be entitled to a humane condition of work" which in turn is translated to social and economic benefits. Second, The Philippine Labor Code upholds also the prevention and compensation of work-related injuries and illnesses. Third, The Occupational Health and Safety Health Standards (OSHS) as a set of specific rules on Occupational Health and Safety and at the same time DOLE and other government agencies have issued hazard specific guidelines, departmental orders and implementing rules.

In addition, there is a need to strengthen the regularity, nature and quality of periodic medical examinations by or on behalf of individual firms. Here, compliance with established criteria and procedures must be enforced to plan and implement preventive measures, ensure early detection of work-related diseases and undertake adequate corrective medical, organizational or ergonomic measures. Algorithms for adequate diagnostic methods and examinations could be developed further to improve the services of medical evaluators and other medical practitioners as well as the generation of information to be gleaned from physical examinations. Capability building on work related diseases and injuries should be further strengthened not only GSISI, SSS, and ECC evaluators but also for all health practitioners involved occupational health. In the absence of in in –house occupational health providers, outside source should be tapped to render correct OSH related diagnostic and treatment.

Summary on the Extent of Manifestations of Health and Safety Practices of ER Nurses and Nurse Administrators

Presented in Table 9 is the summary of extent of manifestations of health and safety practices of staff nurses of selected secondary hospitals in Cebu. The general mean is 2.92 interpreted as moderately extent. Aspect on Ergonomics was rated the lowest while security and practices and workplace hazards and risk analysis were rated the highest though all of them were interpreted as moderately manifested. The table revealed that the grand mean is 2.26 interpreted as less extent. Nurse administrators considered ergonomics as the lowest while security practices got the highest rate among the seven indicators.

Table 9. Summary on the Extent of Manifestations of Health and Safety Practices of ER Nurses and Nurse Administrators

Indicators	Mean (ER Nurse)	Interpretation	Mean (Nurse Admin)	Interpretation
1. Workplace Hazard and Risk Analysis	3.01	Moderately Extent	2.34	Less Practiced
2. Information, Supervision, Training and Development	2.90	Moderately Extent	2.20	Less Practiced
3. Emergency Response and Preparedness	2.91	Moderately Extent	2.20	Less Practiced
4. Accident Investigation and Reporting	2.88	Moderately Extent	2.21	Less Practiced
5. Security Practices	3.01	Moderately Extent	2.41	Less Practiced
6. Workplace Health and Hygiene	2.94	Moderately Extent	2.31	Less Practiced
7. Ergonomics	2.81	Moderately Extent	2.17	Less Practiced
GRAND MEAN	2.92	**MODERATELY EXTENT**	2.26	**LESS EXTENT**

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

Summary on the Extent of Manifestations of Health and Safety Practices of ER Nurse and Nurse Administrators per Hospital

Presented in Table 10 is the summary of extent of manifestation of health and safety practices of ER nurses and Nurse Administrators of Hospital A, Hospital B and Hospital C. Summary showed that Hospital B has a grand mean of Great Extent as per interpretation while Hospital A and C have an interpretation of Moderately Extent.

Table 10. Summary on the Extent of Manifestation of Health and Safety Practice of ER Nurses and Nurse Administrators per Hospital

Health and Safety Indicators	Hospital A		Hospital A		Hospital A	
	Mean (ER Nurse)	Mean (Nurse Admin)	Mean (ER Nurse	Mean (Nurse Admin)	Mean (ER Nurse)	Mean (Nurse Admin)
1. Workplace Hazard and Risk Analysis	2.92 (ME)	2.81 (ME)	3.19 (ME)	3.30 (GE)	2.93 (ME)	2.91 (ME)
2. Information Supervision Training and Development	2.69 (ME)	2.61 (ME)	3.21 (GE)	3.70 (GE)	2.72 (ME)	2.82 (ME)
3. Emergency Response and Preparedness	2.59 (ME)	2.74 (ME)	3.27 (ME)	3.60 (GE)	2.90 (ME)	2.97 (ME)
4. Accident Investigation and	2.58 (ME)	2.59 (ME)	3.26 (GE)	3.58 (GE)	2.85 (ME)	3.05 (ME)
5. Security Practices	2.82 (ME)	3.05 (ME)	3.31 (GE)	3.50 (GE)	2.87 (ME)	3.08 (ME)
6. Workplace Health and Hygiene	2.65 (ME)	2.97 (ME)	3.35 (GE)	3.42 (GE)	2.83 (ME)	3.00 (ME)
7. Ergonomics	2.56 (ME)	2.67 (ME)	2.94 (ME)	3.42 (GE)	2.68 (ME)	2.72 (ME)
GRAND MEAN	**2.68 (MR)**	**2.77 (ME)**	**3.21 (GE)**	**3.50 (GE)**	**2.82 (ME)**	**2.93 (ME)**
GRAND MEAN (Hospitals A, B and C)	**ER NURSES 2.81 (ME)**			**NURSE ADMINISTRATORS 2.17 (LP)**		

Legend: 3.28 – 4.00 Great Extend (GE) **2.52 – 3.27** Moderately Extent (ME) **1.76 – 2.51** Less Extent (LE) **1.00 – 1.75** Not Practiced (NP)

Significant Difference on the Manifestation of Health and Safety Practices Between Nurse Administrators and Staff Nurses

Table 11 Presented the significant difference on the manifestation of health and safety practices between nurse administrators and staff nurses. Furthermore, it showed that there is a significant difference in the aspects of workplace hazard and risk analysis; information, supervision, training and development; emergency response and preparedness; accident investigation and reporting; security practices; workplace health and hygiene; and ergonomics.

Table 11. Significant Difference on the Manifestation of Health and Safety Practices Between Staff Nurses and Nurse Administrators

ASPECT	GROUPS	MEAN	Computed t- value	Critical t-value	Decision on Ho	Interpretation
Workplace Hazard and Risk Analysis	Staff Nurses/ Nurse Admin	3.01 2.34	5.257	2.048	Reject Ho	Significant

Information, Supervision, Training & Development	Staff Nurses/ Nurse Admin	2.90 2.203	8.149	2.048	Reject Ho	Significant
Emergency Response and Preparedness	Staff Nurses/ Nurse Admin	2.91 2.20	4.308	2.100	Reject Ho	Significant
Accident Investigation & Reporting	Staff Nurses/ Nurse Admin	2.88 2.21	9,712	2.073	Reject Ho	Significant
Security Practices	Staff Nurses/ Nurse Admin	3.01 2.41	3.594	2.144	Reject Ho	Significant
Workplace Health and Hygiene	Staff Nurses/ Nurse Admin	2.94 2.31	4.513	2.228	Reject Ho	Significant
Ergonomics	Staff Nurses/ Nurse Admin	2.809 2.17	3.687	2.228	Reject Ho	Significant

Presented in Table 11 is the significant difference on the manifestation of health and safety practices as assessed by the staff nurses and nurse supervisors. Findings showed that there are noted differences as to their assessment which implied that both variables are independent from each other. Since staff nurses are the ones considered as the front liners in the emergency room in terms of environmental manipulation and giving care of the patients who are coming in while nurse administrators (charge nurses and nurse supervisors) are the ones overseeing the entire activity of the unit. They vary in perceptions because of their different job descriptions and responsibilities.

Table 12. Aspect in the Manifestation of Health and Safety Practices as Assessed by Nurse Administrator and Staff Nurses

Aspect	**Nurse Administrator**	**Staff Nurses**
1. Ergonomics	2.17 (Less Manifested)	2.81 (Moderately Manifested)
2. Information, Supervision, Training, and Development	2.20 (Less Manifested)	2.90 (Moderately Manifested)
3. Workplace Health and Hygiene	2.31 (Less Manifested)	2.94 (Moderately Manifested)
4. Emergency Response and Preparedness	2.20 (Less Manifested)	2.91 (Moderately Manifested)
5. Accident Investigation and Reporting	2.21 (Less Manifested)	2.88 (Moderately Manifested)
6. Workplace Hazard and Risk Analysis	2.34 (Less Manifested)	3.0.1 (Moderately Manifested)
7. Security Practices	2.41 (Less Manifested)	3.0.1 (Moderately Manifested)

Conclusion

Based on the findings of the study, Hospital A ER nurses rated aspects on health and safety practices 2.68 which means moderately extent while nurse administrators rated it 2.77 which means moderately extent that means majority of the nurses implemented and adhered to the health and safety practices while ER nurses of Hospitals B rated it 3.21 meaning great extent as well as the nurse's administrators with the rate of 3.50 which means of great extent. However, Hospital C rated it 2.82 moderately extent by ER nurses and 2.93 moderately extent by nurse administrators. With this result, a significant difference was noted among all aspects by the nurse administrators and ER nurses thus, the theory of accident causation and broken window theory holds true in this findings. The best accident prevention techniques and at the same time management should assume responsibility for safety because it is in the best position to get results. The supervisor is the key person in the prevention of industrial accidents.

The staff nurses generally perceived a moderate extent of such practices however the nurse administrators perceived it to be less extent. There was also a significant difference in the assessment of both groups as to the safety practices of the hospital in the following aspects, namely workplace hazard and risk analysis, information, supervision, training and development, emergency response and preparedness, accident investigation and reporting, security practices, industrial health and hygiene and ergonomics. In addition to the data gathered, it is also suggested to have an external identification of the factors to enhance once behavior. ER nurses and nurse administrators must plan together in a way that there is a camaraderie and a sense of belongingness in the workplace. Though responsibility of safety and accident prevention is on the management but staff nurses have also their responsibility since best accident prevention techniques are analogous with the best quality and productivity techniques.

Recommendations

Primary

In the light of the findings, the researcher recommends the implementation of the Seminar Workshop: "Health and Safety Management Plan: A Development Plan for Emergency Room Nurses of Selected Secondary Hospitals" to improve its assessment from moderately extent to great extent.

Secondary

1. Provide consultation hours for the staff nurses to identify the health and safety practices of the hospital specifically in the emergency room;
2. Conduct an annual assessment and evaluation on health and safety practices of ER nurses and nurse administrators;
3. Conduct further study to assess the extent of manifestations of health and safety practices in other areas of the hospital.

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FROM THE HISTORY OF THE IRRIGATIONAL DEVELOPMENT OF DJIZAK OASIS

Abstract: *In his scientific work (article), the researcher tried to reveal the history of irrigated agriculture of the Jizzakh oasis in his scientific work (article). This scientific article is based on material from archival documents, scientific sources and archaeological data. This work is addressed to a wide range of readers.*

Key words: *oasis, steppe, soil, reclamation, research, reconstruction, sanitization, develop*.
Language: *English*
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Introduction

The history of the development of Djizak oasis began in the second half of the 19th century. On “The irrigation project of Djizak steppe” was reported in the newspaper Turkestan news [1, p. 27].

It should be mentioned that among the most remarkable and important projects of the general-governor was the project of irrigation of the Djizak steppe by carrying a canal from the SyrDarya to Muzrabat. Everyone passing through the Djizak steppe remembers this path. The deadness of the equal and dense space of the steppe scorched by the sun makes the heaviest impression. even until recently, the Djizak steppe was in full swing with life. There is no doubt that the traces of the former huge irrigation ditches indicate that existed agriculture with the local fat soil gave a rich harvest with the help of irrigation. This vast steppe was even more suitable for sowing a cotton. When the burnt steppe gets a water, in different places of the erected canals ascends again between Chinaz and Djizak.

We are talking about the ruins of the Mirzaabad palace and other reservoirs or covered tanks resemble a huge hive from a distance. The irrigation project of the Djizak steppe deserves attention because the vast expanse of cultivable land remains completely unproductive around Tashkent city until now.

The first research of the soil reclamation conditions of the Thirsty Steppe was carried out in 1908, including the northern part of the Djizak steppe. The aim of the research was to elucidate the possibility of using the lands of the Thirsty Steppe for irrigated agriculture. N.A. Dimo (1910) gave a description of soils of the Thirsty Steppe and their genesis, salinization, depths and salinity of groundwater [2, pp. 11-12].

M.A. Pankov carried out soil reclamation researches in Thirsty Steppe to justify the project for the reconstruction of irrigation and land reclamation in 1935 (1956,1957,1962) [2, p.14]. He proposed and characterized the general hydrogeological conditions and different hypothesis of the geological past of the thirsty steppe. The events of the system are aimed at optimizing the nature and development of the Djizak steppe in Uzbekistan is a training ground where various problems related to the mutual adaptation of the landscapes of the arid belt and modern technological culture are solved.

Thanks to the efforts of such large scientists as A.G. Babaev, V.V. Bartold, L.S. Berg, I.P. Gerasimov, A.S. Kes, E.M. Muravyov, V.A. Obruchev, B.A. Fedorovich who made great strides for developing the knowledge and science on geography and history of deserts.

About major problems in an international sphere: One of the large-scaled problems was the development of the desert of Central Asia (more broadly) in entire arid zone of the Earth. Some of the approaches to its solutions can be considered on the example of natural complexes of the Djizak steppe of former Uz-SSR [3, p. 4]. Occupying only 5% of Uzbekistan's land, the newly developed lands of the Djizak city and Thirsty Steppes produced 12% of cotton, 18% of grain and 46% of melons in the Republic of Uzbekistan [3,p.171].

The Djizak steppe is a foothill plain located south of the Southern Thirsty Steppe Canal to the foothills of the Turkestan Range, from Havast (formerly Ursatyevskaya) in the east to the Koytash and Balykli Tau mountains in the west within the mentioned boundaries and it occupies an area of 3.14 thousand km 2 cube.

The main part of Djizak steppe is waterless. When entering the plain, on the needs of the population, mountain waters are fully spent to small household expenses. The average long-term flow rate is 5.28 cubic meters per second in the Sanzar River, and along the Zamin River is - 2.0 cubic meters per second. The remaining watercourses have insignificant household expenses, but sometimes mudflows reach large sizes by causing damage to the national property.

There are some artificial streams in the steppe: The Iski-Tyuya-Tartar canal, which flows to the Zarafshan River for irrigation of Djizak oasis, and the Southern Thirsty Steppe Canal flows on the northern border [4, pp.12-13]. The basis of the economy of Djizak region is an agriculture with the predominant development of cotton-growing bases and livestock breeding on the basis of grain production in non-irrigated lands. The used arable land is 103.4 thousand hectares including irrigated arable land (mainly cotton farms) - 20.8 thousand hectares and 10.3 thousand hectares are occupied for producing cotton [4, p.18]. The outline of the master plan for irrigation and development of the Djizak steppe is drawn up for the entire irrigation area, including an increase of 149.85 thousand hectares and irrigation is defined 51.4 thousand hectares, total area of growth was 87.0 thousand hectares by 1980 [4, p.25].

The research of these institutions partially related to the territory of Djizak steppe; therefore, many aspects of its soil reclamation conditions remained insufficiently. This gap was significantly filled by detailed researches. Researches were carried out by the Research Institute of Soil Science (Kamilov) 1960-1972 for studying the processes of soil formation and land reclamation conditions of Zamin removal cone, in a result, significant areas of reclamation-heavy salt marshes were identified, and Djizak (Sanzar) cone was carried out by the Sredazhydrovodkhlopok Institute (Maslennikov, 1971-1972) where soda-pickled soils were found [5, p.16].

Materials and methods

The soil and land reclamation researches were conducted by the Soil Institute named after V.V. Dokuchaev for developing of the Djizak steppe, where solonetzic soils had been discovered in recent years, special measures are required for the reclamation as well as for soda-saline soils, (Pankova, Ignatieva, Abaturova, 1973). Unlike the chute irrigation system widely used during the development of the Thirsty Steppe in Djizak and farm canals and district irrigation systems were designed with buried gravity pipes in most of the irrigated areas. Despite the additional difficulties in carrying out these irrigation works, it increased the utilization rate of irrigation systems significantly and created better conditions for complex mechanization, reduced the cost of construction, and allowed better operation of an efficient automation of the water distribution [6, pp. 354-355].

A highly effective engineering idea was to prevent and eliminate secondary salinization and loss of agricultural land by creating mainly horizontal drainage in Djizak steppe and also to create a systematic vertical drainage where conditions allowed.

The complexity of the development of the Djizak steppe is an active inclusion of land masses in agricultural production of raw cotton and it required not only high-quality engineering work to create irrigation systems but to take the conditions of cultivation of crops, agronomic, land reclamation and irrigation measures into account.

They consisted of strict observance of the regime and norms of irrigation while minimizing the filtration of water from irrigators and the introduction of cotton crop rotation, timely and high-quality agricultural machinery aimed at weakening the rising currents of ground water-chills, early spring harrowing and timely loosening of soils during irrigation during the period vegetation as well as the implementation of a wide range of other activities.

The presence of significant slopes in a large dissection of the foothills and low thickness of the fine-grained part of the soil suggests the need to combat with the erosion of irrigation as well as the choice of the most suitable directions for irrigation of land masses and ensures the uniform distribution of water used in irrigated areas and eliminates soil erosion [5, pp. 101-102].

Serious problems of the virgin and fallow lands of the Djizak steppe was the solution of tasks that were related to the social sphere. The experience in the development of the Thirsty Steppe shows that it was important not only to carry out activities to irrigate the new tracts but to develop a road construction and provide electricity and cultural services for the population of new places of the residence. Moreover, these works needed to be included in the amount of provided costs in the plans of the project for the development of new lands.

Nevertheless, the main task of conquering the Djizak steppe was the irrigation of its massifs. The main thing was to supply water to the steppe from the Syr Darya River. It was required the construction of a cascade of powerful pumping stations. The availability of cheap electricity and high-performance pumping equipment, powerful construction equipment allowed us to begin to perform this complex irrigation and land reclamation task.

In the current time, water is already being drawn from the Syr Darya through the derivation channel of the Farhad hydroelectric power station and the southern thirsty-steppe channel. In accordance with the project, an irrigation network created a high efficient act by flowing water through O.96 between-farm channels, and O.94-O.96 inter-farm channels. Inter-farm canals with a length of more than 240 kilometers are laid with concrete impervious lining. The system of inter-farm irrigation canals is created not only in the form of open channels with concrete cladding but it is also created with prefabricated reinforced concrete trays and asbestos-cement pipelines. But in general, the main method of watering in the Djizak steppe is superficial: with water supply from district distributors to irrigation furrows with the help of flexible nylon hoses.

A lot of extensive works are underway on the planning of land masses, which allows the use of high-performance irrigation equipment and provides furrows with a length of up to 400 meters.

In general, it is planned to be carried out the entire developed and irrigated land area. A lot of work is being done on drainage of irrigated territory in Djizak steppe. They are being carried out by using closed tubular drains with filtering dust. It is planned to extend the horizontal drainage length up to 4,360 kilometers. Since the territory of the Djizak steppe is distinguished by favorable hydrogeological conditions, a system of vertical permanent and linear (intercepting) drainage wells is created for pumping groundwater. The village farms and boning dams are being built in order to protect the land and the irrigation system from mudflows.

It is planned to manage the irrigation system of the Djizak steppe centrally and automatically, therefore, all structures are equipped with the latest technology with automation and telemechanism.

Conclusion

As an experience of land reclamation obtained during the development of the southern part of the SMC (Southern Mirzachul Canal) zone can be largely transferred to the land of the northern part of the Djizak steppe. The accumulated experience in the development of the land in the central massif of the SMC zone can be used in the development and land reclamation of the undivided part of the Lomakinsky plateau, etc. The available materials allow us to estimate the land fund of the Djizak steppe in the following ways: more than 50% of the area is represented by highly fertile salinization or partially slightly saline, these soils are developed in the upper and partially middle parts of the foothill plain.

With an irrigation of a large area of land that is not saline in the natural condition, the groundwater level rises above a critical depth and there may be a risk of secondary salinization. Therefore, a systematic drainage should be built in advance in these lands and the parameters should be determined on the basis of natural researches.

The question should be carefully and comprehensively considered how the continuous irrigation development of the lands of the Djizak steppe is located below lands of the SMC zone.

Will the South Canal play the role of a hydraulic barrier and prevent flooding or will the reclamation situation become even more complicated in the southern part of the SMC zone.

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