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THE NONLINEAR DYNAMIC CALCULATION OF DEFORMED STATE OF VARIOUS TYPES OF SPRINGS

***Abstract**: The results of the computer simulation of the process of constant force loading of the cylindrical and conical compression springs, the tension and torsion springs, and the disc spring are presented in the article. The calculated color contours of equivalent stress, displacement and deformation of material are obtained on the springs models. The most loaded volume of material was determined at deformation of the tension spring. The first coil on the side of the tension spring fixing is deformed as much as possible.*

***Key words**: a spring, load, a coil, stress, deformation.*

***Language**: English*

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Introduction

The spring is the standard elastic element that restores its the original geometric shape after load removing. Special steel provides the spring elasticity. The springs are used depending on the performed action (compression, tension, torsion, displacement) [1-4].

The coils of the springs are subjected to compression, tension or torsion deformations under the action of loads. Since load acts in one direction on one of the several coils, then deformation that occurs in the volume of the spring will be uneven. Deformation of the spring occurs in cycles (when acting and removing load). In this case, the some coils of the spring will constantly be subjected to maximum deformation, which will lead to critical fatigue of material. The some researches of stress-strain state of various types of the springs are presented in the works [5-10]. Predicted partial destruction of material can be determined by the results of the computer simulation of the spring deformation process in the dynamic mode.

Materials and methods

Stress-strain state of material of the cylindrical and conical compression springs, the torsion and tension springs, and the disc spring in the conditions of acting same constant force with duration of 1 s was researched. The calculation was performed in the SolidWorks software package. All springs were made of 51CrV4 steel. The physical and mechanical properties of 51CrV4 spring steel are presented in the table 1. The general views of the spring models and applied loads to them are presented in the Fig. 1.

Table 1. The properties of 51CrV4 steel.

Parameter	Measure unit	Value
Mass density	kg/m^3	7800
Poisson's ratio		0.28
Yield strength	N/m^2	7×10^8
Tensile strength	N/m^2	9×10^8
Elastic modulus	N/m^2	2.1×10^{11}
Shear modulus	N/m^2	7.9×10^{10}
Thermal expansion coefficient	K^{-1}	1.1×10^{-5}

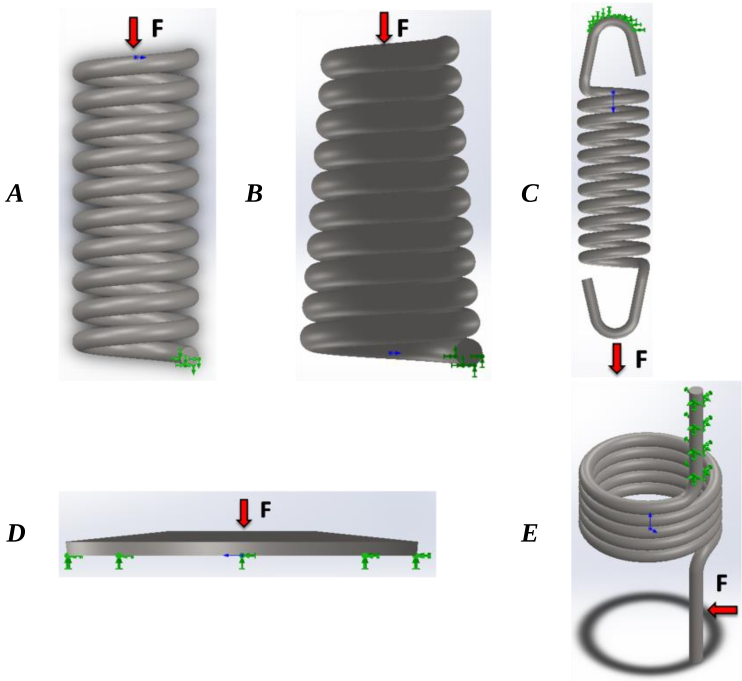

Figure 1 – The springs models and applied loads: *A* – the cylindrical compression spring; *B* – the conical compression spring; *C* – the tension spring; *D* – the disc spring; *E* – the torsion spring.

The following parameters of the researched parts were accepted for the calculation:

1. The compression spring. The class – 4; the category – 2; relative inertial gap – 0.1; the outer diameter of the spring – 20 mm; the wire diameter – 3 mm; the number of the working coils – 10; the number of the pre-loaded coils from one side – 0.75; the number of the grinded coils from one side – 0.75;

working stroke of the spring – 6.25 mm; the spring length – 40 mm; the spring constant – 16.178 N/mm; critical speed of the compression spring – 0.64 m/s; the spring pitch – 3.7 mm.

2. The conical spring. The spring type is the conical spring with the constant pitch; the spiral form is Archimedean; the class – 3; the category – 2; the small outer diameter of the spring – 15 mm; the outer diameter of the spring – 20 mm; the wire diameter – 3 mm; the number of the working coils – 10; the total number of the coils – 11.5; the number of the pre-loaded coils from one side – 0.75; the number of the grinded coils from one side – 0.75; relative inertial gap – 0.25; force at which landing the spring coils begins – 46.8 N; the spring length – 36.09 mm; working stroke of the spring – 3 mm; the uncoiled length of the spring – 524 mm; the spring pitch – 3.309 mm.

3. The tension spring. The class – 2; the category – 3; relative inertial gap – 0.1; the outer diameter of the spring – 20 mm; the wire diameter – 3 mm; the number of the working coils – 10; working stroke of the spring – 6.25 mm; the spring length without the hooks in free state – 33 mm; the uncoiled length of the spring without the hooks – 544 mm; the spring constant – 16.178 N/mm.

4. The disc spring. The spring class – 2; type of the spring design – 2; the assembly scheme is single; the spring number according to GOST 3057-90 – 468; the outer diameter of the spring – 200 mm; the inner diameter of the spring – 80 mm; the spring thickness – 8 mm; the spring height – 14 mm; the width of the reference plane – 1.2 mm; the spring constant – 1878 N/mm; working stroke of the spring – 2 mm.

5. The torsion spring. The class – 2; the category – 3; gap between the spring coils – 0.1 mm; the outer diameter of the spring – 50 mm; the wire diameter – 5 mm; the spring index – 9; the number of the working coils – 10; the angle of working stroke – 91 degrees; the spring length without the hooks in free state – 56 mm; the uncoiled length of the spring without the hooks – 1440 mm; the spring pitch – 5.1 mm.

The calculation was performed using the NR repeat method and the Newmark integration method.

Results and discussion

Stress-strain state of the loaded springs was visually displayed by the color contours on the volumes of the models. Stress-strain state of the compression spring is presented in the Fig. 2. Stress-strain state of the conical spring is presented in the Fig. 3. Stress-strain state of the tension spring is presented in the Fig. 4. Stress-strain state of the disc spring is presented in the Fig. 5. Stress-strain state of the torsion spring is presented in the Fig. 6. The color scale on the right is the values range of equivalent stresses and displacements of the springs coils from minimum to maximum.

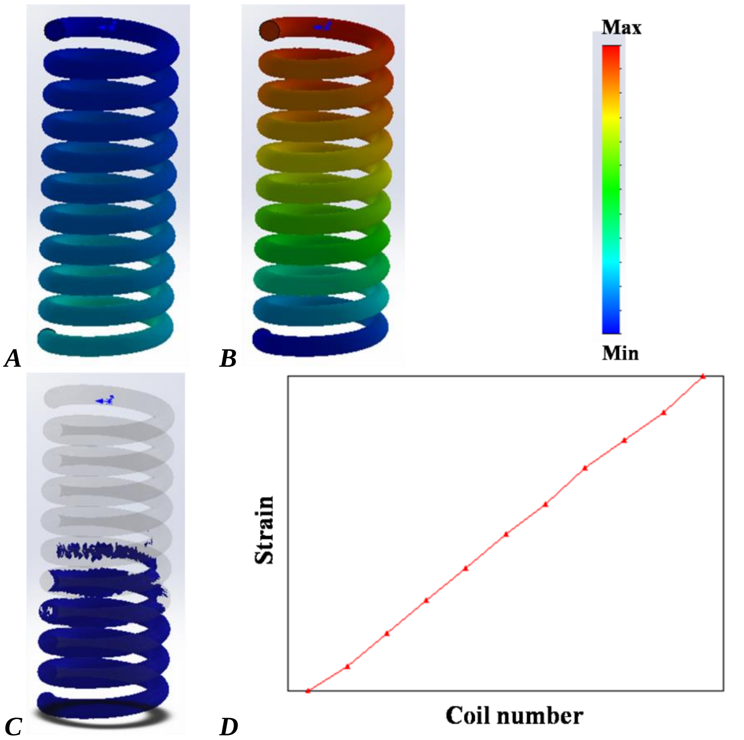

Figure 2 – Stress-strain state of the compression spring: *A* – equivalent stress; *B* – displacement; *C* – the most loaded volume of material; *D* – the dependence of strain change from the number of the spring coil.

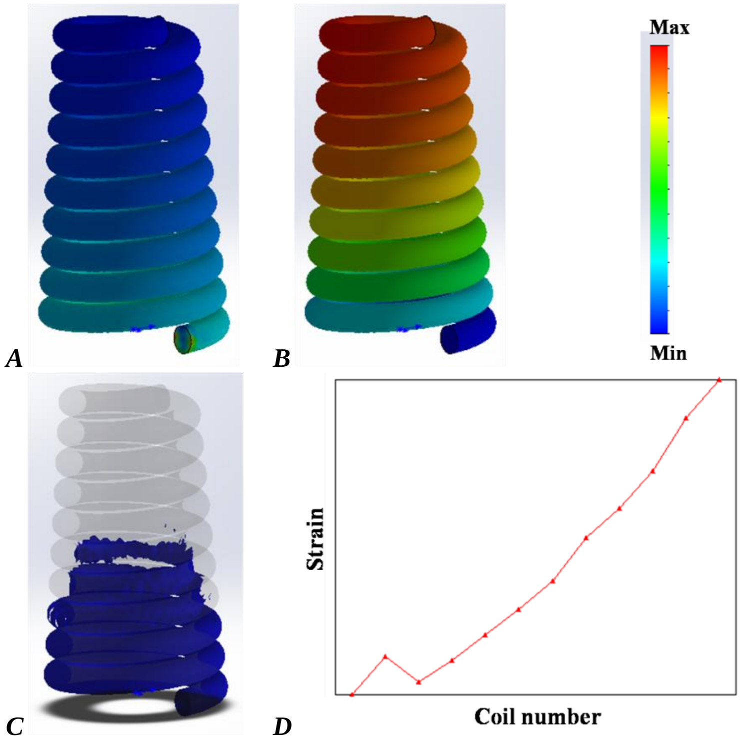

Figure 3 – Stress-strain state of the conical spring: *A* – equivalent stress; *B* – displacement; *C* – the most loaded volume of material; *D* – the dependence of strain change from the number of the spring coil.

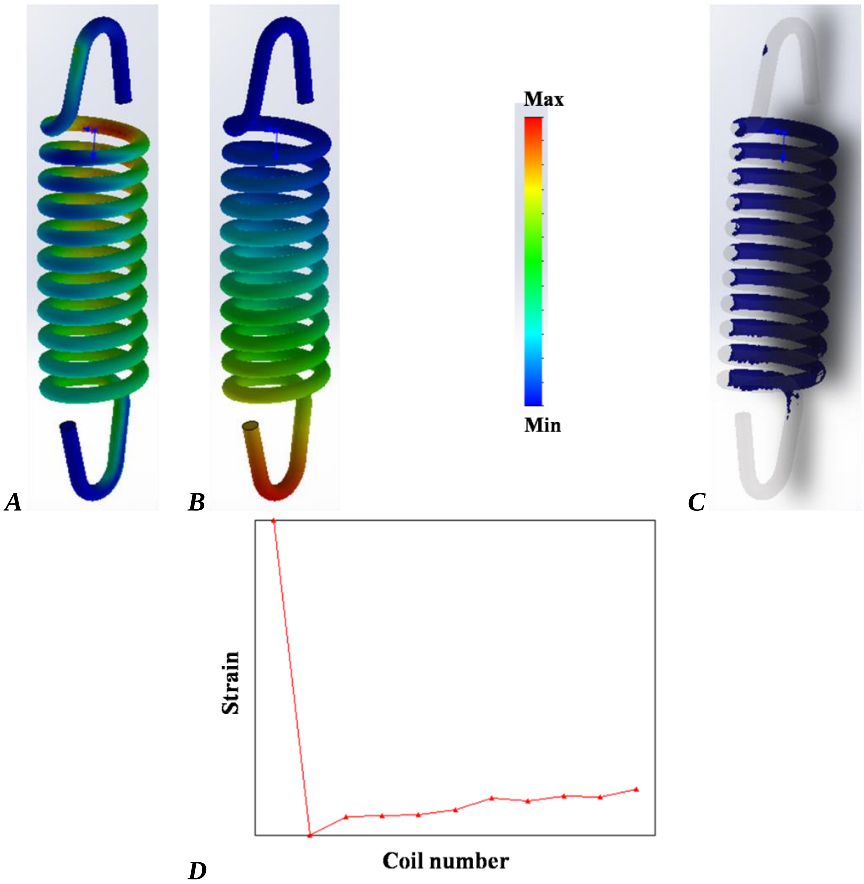

Figure 4 – Stress-strain state of the tension spring: *A* – equivalent stress; *B* – displacement; *C* – the most loaded volume of material; *D* – the dependence of strain change from the number of the spring coil.

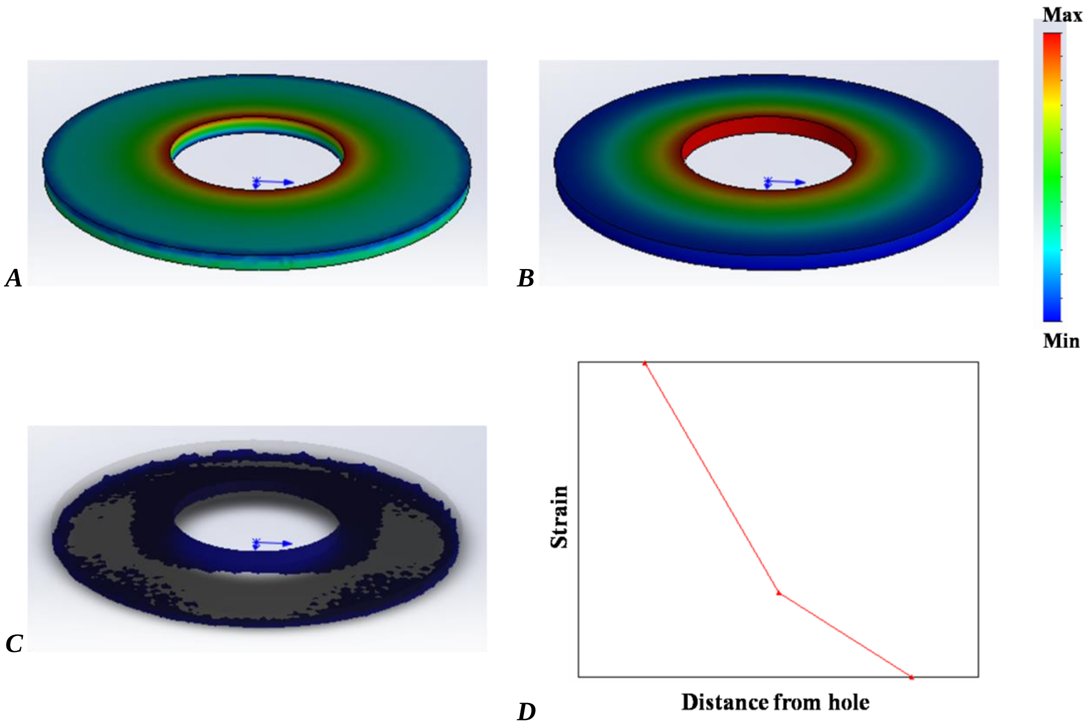

Figure 5 – Stress-strain state of the disc spring: *A* – equivalent stress; *B* – displacement; *C* – the most loaded volume of material; *D* – the dependence of strain change on the distance from the hole to periphery of the spring.

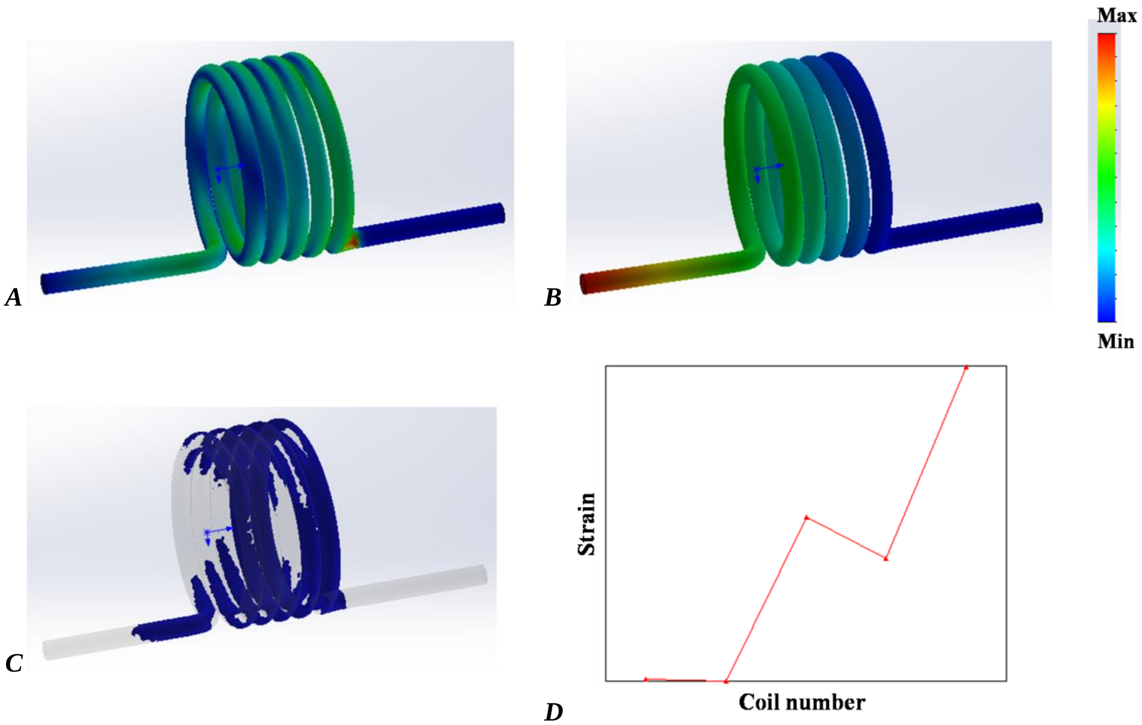

Figure 6 – Stress-strain state of the torsion spring: *A* – equivalent stress; *B* – displacement; *C* – the most loaded volume of material; *D* – the dependence of strain change from the number of the spring coil.

Equivalent stress increases in the direction from application of load to the fixing place for the compression, tension, and torsion springs. In this case, the first coil of the tension spring on the fixing side is subjected to significant equivalent stress. Taking into account the specific geometry of the disc spring, maximum stress occurs on the surface where load was applied. The coils displacement of the compression springs (cylindrical and conical) occurs from the side of load application. The smaller pitch of the spring leads to maximum compression. The hook is stretched from the side of load application (the tension spring). Similar displacement of the coils occurs when loading the torsion spring. Material of the disc spring is subjected to maximum displacement in the hole area.

The most uniform deformation of material was determined when loading the compression spring. Material is deformed according to the linear law. Deformation of the first coil of the tension spring from the fixing side is several times more than deformation of the remaining coils. Calculated deformation of the third and fifth coils of the torsion spring is more than deformation of the other coils. Deformation of the disc spring material from the hole to periphery was determined from the side of load action.

The most loaded volumes of material of the researched springs are presented in the table 2.

Table 2. The most loaded volumes of the springs material in the percentage.

The spring type	Compression	Conical	Tension	Disc	Torsion
The loaded volume, %	34.25	36.24	46.11	43.66	45.96

Conclusion

Based on the results of the computer experiment to determine of stress-strain state of the springs of various types, we can draw the following conclusions:

1. Possible break of the tension spring may occur at the first coil on the fixing side. Optimal material deformation occurs when loading the compression springs.

2. The disc spring has high rigidity. Distributions of equivalent stress and displacement of the disc spring material coincide.

3. The tension and torsion springs are the most deformed (46.11% and 45.96% of the total volume of these springs); the cylindrical compression spring is the least deformed (34.25% of the total volume of this spring).

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ON THE THEORETICAL ASPECTS OF THE RELATIONSHIP HISTORY AND POLITICS, PAST AND PRESENT OF UZBEKISTAN

***Abstract**: The article outlines some general methodological issues of the historical science of Uzbekistan, mainly in relation to society, politics, ideology, as well as in a close connection between the historical past and the present.*

***Key words**: History, Uzbekistan, methodology, past, present*

***Language**: Russian*

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***Scopus ASCC**: 1202.*

К ТЕОРЕТИЧЕСКИМ АСПЕКТАМ СООТНОШЕНИЯ ИСТОРИИ И ПОЛИТИКИ, ПРОШЛОГО И НАСТОЯЩЕГО УЗБЕКИСТАНА

***Аннотация**: В статье обозначены некоторые общеметодологические вопросы исторической науки Узбекистана, главным образом, во взаимосвязи с обществом, политикой, идеологией, а также в тесной смычке исторического прошлого и современности.*

***Ключевые слова**: история, Узбекистан, методология, прошлое, настоящее.*

Введение

Общеизвестно, что методология исторической науки представляет собой не только сложный по содержанию комплекс проблем, но и недостаточно разрабатываемое историографией проблемно-тематическое направление.

Нет необходимости доказывать, что историческая наука отличается от многих других дисциплин, главным образом, пристальным вниманием к собственной истории. Она располагает большим объемом аккумулируемой научной информации, требующей системного теоретического изучения. А сами историки проявляют устойчивый интерес к методологическим проблемам научного познания как по причине их же «методологической инертности», так и потому, что методология является одним из необходимых условий совершенствования исследовательских работ. И, конечно же, к результативности и социальной полезности исторической науки проявляет заинтересованность само общество.

Основная часть

Все это вместе взятое должно сказываться на качестве стиля научного мышления, способах видения проблем прошлого, стандартах изложения научных знаний - то есть на всем том, что входит в круг научной методологии. Однако, как отмечали Д.Алимова и Э.Каримов, «в сфере отечественной исторической и других общественных наук накопилось немало нерешенных проблем, особенно в методологической работе. Принято считать, что историк-исследователь, как правило, слишком поглощен своими специальными вопросами, чтобы всерьез заняться более общими и широкими проблемами исторического познания, которыми, дескать, должны заниматься методологи и социологи. Но надлежащих кадров у нас еще нет, и никто из историков пока не осмеливается брать на себя решение вопросов методологического характера» [1].

Целью статьи является обозначение некоторых важных, на наш взгляд, общеметодологических вопросов исторической науки Узбекистана, главным образом, ее взаимосвязи с обществом, политикой, идеологией, а также тесной смычки исторического прошлого и современности.

В контексте исследуемых в настоящей статье аспектов, прежде всего нельзя не сказать, что историческая наука вполне естественно «подвержена» исторической конъюнктуре [2-10]. Задаваясь вопросом, - чем для Узбекистана является историческая конъюнктура, сформулируем следующую обобщенную «формулу». В процессе своего общественно-исторического развития узбекскому народу предстоит полностью осознать, а затем реализовать на практике задачи духовно-просветительского, нравственного определения смысла Жизни и смысла Истории[1] [11-12].

Данный процесс, имеющий как объективно-онтологический, так и прагматический смысл, «приводит в движение» принципиально новые для республики идейные конструкты - независимость, суверенитет, собственный путь развития, возрождение духовно-нравственных ценностей, рыночные реформы, политическая либерализация, демократия и т.д. Без их практического воплощения невозможно с высоких идеалистических позиций говорить о существовании нации, как таковой. Иными словами, без переосмысления и категориальной переоценки собственного исторического прошлого народ Узбекистана в условиях динамично меняющегося мира не сможет не только развиваться, но и, по большому счету, полнокровно существовать - наравне с другими членами международного сообщества.

Вышеприведенный посыл можно подкрепить положениями основоположника немецкой классической философии Г.В.Ф.Гегеля (1770-1831): «История совершается в духовной сфере...» и «субстанциональным [в контексте Истории] является дух и ход его развития» [13].

Несколько в ином ракурсе, но практически в том же смысловом ключе ранее и позднее Г.В.Ф.Гегеля говорили отечественные историки и просветители Узбекистана. Так, яркий представитель передовой мысли Туркестана начала XX века М.Бехбудий в ряде публикациях неоднократно поднимал вопросы истории, бытия, исторического просвещения и образования. В одном из своих сочинений, по времени относящемся к 1914 году, он высказал не потерявшую своей актуальности и практической значимости мысль: «Надо изучать историю, чтобы знать о народах отсталых и прогрессивных, о государствах-завоевателях и об исчезнувших правительствах, чтобы быть уведомленным о причинах исчезнувших и побежденных пророков, религий и народов. Надо изучать историю, чтобы знать - каким образом развивалось и росло мусульманство и почему ныне мусульмане пришли в упадок? И что составляет возможности и средства для самоутверждения и прогресса?». То есть, как писал М.Бехбудий, «чтобы познать Мир, чтобы быть совершенным и счастливым, надо читать и знать историю» [14].

Смысл исторической конъюнктуры также можно проследить в трудах одного из идеологов младобухарского движения А.Фитрата. Сетуя на крайнее невнимание и невежественное отношение к историческому прошлому со стороны представителей мусульманского духовенства и просветительства, он отмечал: «...около двухсот лет уже прошло, ... как бухарские ученые стали заниматься только чтением написанных на полях книг объяснений (значений) слов..., они дошли в этих бесполезных занятиях до того, что совершенно забыли о названиях полезных наук» [15]. Фактически, А.Фитрат вел речь о необходимости модернизации знаний, использования позитивного научного опыта в протекавших на тот момент общественно-политических, социально-экономических и духовно-культурных процессов.

Аналогичные либо схожие точки зрения в отношении взаимосвязи истории и современности высказывали некоторые другие представители интеллектуальных кругов Туркестана и Средней Азии, в том числе И.Ибрат, М.Кори, М.Чокай, акцентировавшие внимание на важности использования в модернизации общества достижений мировой культуры и науки. По их мнению, в условиях XX века необходимо было выйти из состояния отсталости и культурной изоляции, создать соответствующие предпосылки для обретения независимости [16-18].

В этом, очевидно, и состоит смысл «исторической конъюнктуры». Каждое поколение людей «по-новому» и «по-своему» осмысливает собственный исторический путь, что называется, «с высоты прожитых лет». Однако некоторые ученые отождествляют историческую конъюнктуру с конъюнктурой политической. Хотя, в принципиальном отношении последняя

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[1] In this case, the word "Life" is capitalized, because denotes not biological life, but being, the material and spiritual state of the nation, while “History” - due to the fact that we are talking about chronology and folk memory, turned into the past. The ambiguity of the concept of “history” was once considered by E. Karr, A. Guligoy and other researchers.

применительно к истории, как к науке вряд ли должна иметь однозначно отрицательный смысл. Являясь легитимным выразителем своего социума, любая политическая система, в общем-то, «в праве» оценивать и переоценивать историческое прошлое предшествующих систем, внося необходимые изменения в традиционный, казалось бы, уклад общественных отношений [19].

На примере России и отчасти Туркестанского края начала XX века можно проследить, как происходило тесное переплетение политической и исторической мысли. Наблюдалась не только политизация исторической науки (мысли), но и «историзация» политико-идеологической борьбы[2]. Неотъемлемым атрибутом политической полемики было апеллирование к историческому опыту, интерпретировавшемуся различными политическими кругами, конечно же, по-своему. Вследствие этого усиливались различия между понятиями «историческая наука» (профессиональная деятельность) и «историческая [не научная] мысль» (практически любые высказывания и обывательские оценки прошлого)[3].

Представляется, что политики «имеют право» оперировать «историческими формулами», а историки - давать оценки общественно-политическому развитию нации, расстановке политических сил, их взаимовлиянию и, в конечном счете, воздействию политического процесса на общество, равно как и на формирование новых историко-политических концепций и соответствующих методологических воззрений. Другое дело, что между «объективностью» и «субъективизмом» существует весьма тонкая грань. Преступив ее однажды, можно вольно или невольно начать манипулировать историческими фактами, формулировать далекие от истины «исторические конструкции», обслуживающие сиюминутные политические цели.

Историческая наука, очевидно, не может оперировать так называемым принципом «политкорректности», применяемым в реальной политике, потому что он может стать «инструментом бесконечного переписывания» истории и заведомых спекуляций в политике. А, значит, в сути своей история может стать антинаучной и даже антиобщественной категорией. Наверняка, принцип «политкорректности» в истории «требует» замалчивания/сглаживания многих исторических событий, смягчения остроты общественных проблем. Насколько это необходимо? Не заденет ли это чувств отдельных (этнических, религиозных и иных) групп населения [20-22]? Тем более, как писал известный французский историк М.Блок, «когда отблески страстей прошлого смешиваются с пристрастиями настоящего, реальная человеческая жизнь превращается в черно-белую картину» [23]. Между тем, задача исследователя, по М.Блоку, состоит в том, чтобы «просто понять человека прошлого», то есть абстрагироваться от соблазна перенести историю на современные реалии [23, pp.60-82].

В свою очередь очевидной представляется корреляция прошлого и современности, в отношении чего британский историк А.Тойнби, использующий в исследовательской практике одновременно исторический и политический дискурсы, писал: «Когда изучаешь историю ушедших поколений, приходится мысленно воскрешать эти мертвые поколения в своем воображении. Представить себе, какими они были в жизни, можно только по аналогии с тем, что мы знаем о живых, то есть о наших современниках. По этой причине совершенно необходимо, чтобы всякий историк стоял одной ногой в современной истории, независимо от того, устремлен ли его научный взор в эпоху создателей пирамид или эпоху позднего палеолита... Если бы одновременно с “Обзорами” [24] я не писал “Постижение истории” [25], я был бы лишен самого эффективного инструмента, который был нужен мне для умственной реконструкции давно умерших обществ» [26].

Приведенные точки зрения убеждают, что линии «прошлое-современность» и «история-политика» в определенном смысле достаточно тесно взаимосвязаны и, очевидно, имеют общую смысловую нагрузку. Что это означает?

1. В общесистемном виде современность можно квалифицировать как политику (текущий политический момент), подразумевающую взаимоотношения между элитными и

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[2] It is about using the achievements of historical science for specific political purposes. Of course, it is incorrect to swearly assert that “politicization” at that time was an unambiguously specified manipulation of historical facts, and “historicization” was the fitting of information about the past to specific political processes, although this, of course, did take place in a number of cases.

[3] If we talk about historical, unscientific, thoughts, then, in principle, there is nothing reprehensible in the circulation of certain estimates, judgments, points of view on specific historical events. Another thing is that, in addition to the need to draw a line between “professional” (scientific) and “everyday” history, it is important that the latter does not act as a purposeful “political tool”. Torn away from scientific methods of historical knowledge, it is capable of disorienting society, introducing confusion into socio-political relations, and creating long-term sustainable risks.

общественными группами, борьбу за власть, экономические, культурно-образовательные, научные, социальные и иные стратегии, отношения внутри социума и т.п. Политика, как известно, определяет текущее и дальнейшее развитие конкретных сообществ, а история - отражает политику прошлого.

2. Как история отражает политику прошлого и формирует «идеологию современности», так и текущая политика, собственно, выстраивает отношение социума к прошлому, к бытию и духовности, преломляя все это через призму не только конкретных реалий, но и исторической реминисценции, вытекающей из современных реалий.

3. Между современностью/политикой и историей/прошлым существует система ценностных, гносеологических и многих иных коррелятивных отношений, включая ментально-психологические, идейно-духовные и организационно-функциональные связи, объективно необходимые для диалектики и практики. Историзм, познаваемость, объективность, активность творческого отображения действительности и т.п. принципы познания являются сутью указанных выше взаимоотношений, основополагающим моментом которых выступает тезис, что общество, накапливая в ходе своего исторического развития огромные пласты материальной и духовной культуры - своеобразных «носителей» результатов познания, выступает в качестве познавательного субъекта [27-30].

Некоторые исследователи выступают против политизации и идеологизации исторической науки [31-33]. Однако отсутствие политико-идеологических компонентов, несмотря на безусловную вредность их «тоталитарных» форматов и содержания, сужает функциональную нагрузку истории, сводя ее задачи к банальной фиксации, описанию фактов и событий прошлого в их логической последовательности. Но ведь история как наука посредством исследовательской практики формирует национальное самосознание и за счет «отделения зерен от плевел» в историческом фокусе объективно способствует взращиванию духовности, гражданственности, патриотизма. То есть всего того, что конструирует национальную идею. И историческая наука, и историческое образование утверждают в сознании людей определенную идеологию, преломленную, помимо прочего, через призму прошлого.

С одной стороны, если подходить к истории как к комплексу научно-мировоззренческих знаний, то это выглядит, в общем и целом, правильно. Однако в данном случае речь идет о включении исторической науки в систему государственной политики.

С другой стороны, историческая наука, несмотря на вышеуказанную позицию, принадлежит к разряду так называемых «идеологических дисциплин». От качества интерпретации исторических фактов зависит не только текущее состояние дел в политике, экономике, культуре и т.д., но и, собственно, перспектива развития, духовно-нравственного прогресса конкретного этноса (нации)/государства/сообщества людей.

В этой связи представляется, что нынешняя оценка реалий «научной и общественной ориентации» исторической науки не может быть оформлена вопреки знанию об обществе и происходящих в нем тенденций [34]. На этом фоне нонсенсом выглядят некоторые зарубежные характеристики, не учитывающие переходного состояния общества и самой исторической науки. Одни утверждают, что современная наука развивается в условиях полного развала прежнего коммунистического режима и является оплотом «антинаучных сил» [35]. Другие склонны полагать, что историческая наука «обслуживает» нынешние режимы [36]. А с точки зрения третьих авторов, «лучшей частью» исторической науки являются ее «марксистско-ориентированные разработки» [37].

Рассматривая данный аспект в более объемной плоскости (с учетом опыта прошлого и задач нынешнего этапа), очевидной представляется предельно широкая корреляция по условной и в данном случае сугубо теоретической линии: «история - идеология - политика - история - ...» [38]. Если говорить об Узбекистане, то во многом эта «линия» объясняет сущность современного периода развития республики в условиях национально-государственной независимости. Осуществлением «естественного пересмотра», казалось бы, устоявшихся в предшествующие годы духовно-исторических ценностей реализуется важная функция - «историческая коррекция» нации на долгосрочную перспективу [39].

Общеизвестно, что после распада СССР народы бывших республик Средней Азии и Казахстана (Центральная Азия) столкнулись с серьезными проблемами. Помимо социально-экономической и культурно-гуманитарной сфер, имеющих особую остроту и несомненную практическую значимость, к ним следует отнести проблемы политического характера, в том числе национализм, местничество и т.п. В отдельных странах региона это привело к дестабилизации (события 2005 г. в Кыргызстане) и даже трагическим последствиям (гражданская война в Таджикистане).

Существовавшая в бытность СССР идеология компартии или, как еще ее принято называть идеология тоталитарного режима, «подчиняла» решение практически всех вопросов, включая национальную политику, экономическое, социально-культурное развитие и т.д. Развитие так называемых «национальных республик» осуществлялось по единому шаблону, унифицировавшему, а, по сути, размывавшему самобытность многочисленных «советских» этносов и народов. Безусловно, накануне распада союза эти вопросы весьма обстоятельно дебатировались в широких научных кругах [40-44]. Однако советское обществоведение оказалось «не в силах» переломить (либо скорректировать) необратимые процессы середины 1980-х годов в рамках так называемой «перестройки» [45].

Идеология как общественное явление и в общетеоретическом смысле наука об идеях и путях их реализации в условиях истории постсоветского периода представляет собой важнейший практический конструкт, способный дать необходимую ориентировку оказавшимся в «идеологическом вакууме» этнокультурным сообществам. Заполнение возникшей после распада союза «идеологической ниши» выполняло ключевую задачу - возникновение национальной идеи, способной сплотить все этносы, проживающие в стране. Причем, осуществить это необходимо было не только в предельно короткие сроки, но и исключая «классовый подход» и «концепцию единообразия». То есть речь идет о формулировании исторически оправданной идеологии, ключевая роль в которой отводится исторической науке. Цена вопроса состоит не только в извлечении уроков прошлого для решения актуальных задач современности, но и в самом «выживании нации».

В тех условиях перед исторической наукой Узбекистана стояли задачи по воссозданию исторической памяти народа, необходимой, прежде всего, для его самосознания, самопознания и общенародного единства. В этом контексте отечественная научная историческая мысль призвана стать одним из элементов идеологии национальной независимости республики, отражающей основные цели народа и связывающей в единую «ткань» его историческое прошлое, настоящее и будущее.

Внимание развитию духовности и изучению истории в Узбекистане уделяется с самых первых лет независимости. Однако поворотным моментом в развитии отечественной историографии стало хорошо известное Постановление Кабинета Министров Республики Узбекистан «О совершенствовании деятельности Института истории Академии наук Республики Узбекистан» (1998), позволившее начать перестройку всей научно-исследовательской работы в области исторических знаний в соответствии с требованиями времени, реальными потребностями народа, страны и государства.

Заключение

Подытоживая сказанное выше, отметим, что предмет соотношения истории и политики, прошлого и настоящего остается недостаточно разработанной научной проблемой. Осмысление этих вопросов историографами и историками Узбекистана позволит не только конкретизировать сущность переживаемого страной текущего момента, но и организовать научно-исследовательскую работу в соответствии с национальной идеологией и социально-политическим заказом по созданию ясной и правдивой истории республики, формулированию оценок ее нынешнего этапа и обоснования дальнейшего развития в соответствии с концептуальной идеей: «Узбекистан - государство с великим будущим».

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FINANCIAL MANAGEMENT SYSTEM, TOOLS, SOURCES OF INVESTMENT ACTIVITIES AND FACTORS

***Abstract**: The content of the state investment policy carried out within the framework of the reforms carried out in the process of diversification and modernization of the economy in Uzbekistan also plays a special role in the issues of effective organization of financing of investment activities and achievement of its improvement in financial management.*

At the same time, the problems of developing a modern mechanism and direction of improving financial management of investment activities have not been adequately covered. This condition dictates the need to conduct scientific research in these areas, and also determines the relevance of the research topic.

***Key words**: economics, financial management, investment, investment activity, market, factors, sources.*

***Language**: English*

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Introduction

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Investment activity is the development of ideas and the justification of investment projects, their material-technical and financial provision, as a result of which the management of the restored object activity and also reflect the opportunities of investors to achieve their set goals.

Since investment activity is based on the mobilization of the investor's investment resources to the object of investment, this activity should be organized and managed according to the purpose of the investor. The need to manage investment activities is therefore explained by the fact that any investment focused on investment activities, in the end, cannot provide for the interests of the investor in itself. We know that investors are always looking to reap great benefits and benefits from the investment activities they have carried out. Through this, they want to increase their capital and protect it from loss of value under market risks. To do this, they seek to achieve their intended goal by directing their investments in the investment project of the most optimal option, by regularly managing its movement.

Accordingly, the need for the management of investment activities can be explained by the following:

- ownership of the investor in the organization of financing of investment activities;
- in aspiration of the investor to increase his capital more through investment activities;
- the fact that the organization of investment activities is not carried out efficiently without its constant management;
- the possibility of the impact of various risk factors on the effective course of investment activities;
- participation of many other participants in the investment activity, other than the investor, and the presence in it of their own interests;
- the fact that any investment activity is necessarily aimed at serving the interests and development of the state and society;
- strong competitive environment dominates the market;
- the investor's desire to make maximum use of his investment resources in a limited period of time,

therefore, in the most effective object of investment, etc.

To date, in accordance with the current legislation in Uzbekistan, investment activity is carried out in the following forms, depending on what form of property investors belong to:

- establishment of legal entities or participation in their authorized funds (authorized capitals), including acquisition of property and shares;

- Obtaining securities issued by residents of the Republic of Uzbekistan, including debt obligations;

- obtaining concessions for the exploration, development, extraction or use of natural resources, including concessions;

- obtaining the right to property in accordance with the legislation, including property objects, as well as commercial objects and objects of the service sector, along with land plots on which they are located;

- obtaining the right to own and use land and other natural resources (including on a rental basis).

Investments can also be made in other forms that do not contradict the legislation.

The current state and conditions of socio-economic development of Uzbekistan pay special attention to the active involvement of investments in the following key areas in the organization of investment activities in the country, and it is not surprising that they become objects of Public Administration:

- first, the restoration of enterprises aimed at the production of imported substitute products;

- secondly, the restoration of export-oriented product-producing enterprises. The development of such production leads to the growth of the country's export potential and the rise of international integration;

- third, the restoration of enterprises aimed at the production of quality and competitive finished products in the world market on the basis of local raw materials;

- restoration of enterprises that have mastered the production of Quaternary, energy, inexpensive and high-quality products;

-restoration of Transport-Logistics and engineering-communication infrastructure. This will lead to the elimination of the existing shortcomings of effective public administration in the industry and the effective functioning of basic production;

- economic and social development of the Golden Age, underdeveloped territories. This is achieved through effective investment activities.

Management of investment activities, not only by administrative means, but also by economic means, leads to an increase in the volume of products produced in the priority areas, the economic development of the country.

The way of economic management of investment activities is directly related to the operation of financial supports, which, in turn, has a direct impact on the profitability of investors in the implementation of an investment project. The organization and management of investment activities is always focused on the emergence of investors in projects in which their financial and economic interests are realized. Of the investment activities that arise through the financing of the Bunda investment project, like each of its participants, of course, the state and society are required to have an effect. Investment projects that can serve these purposes in full are always considered worthy of financing. When managing projects in Bunda, it is important to pay attention to its following separate signs:

- specific objectives that must be achieved with the simultaneous fulfillment of a number of technical, economic, social, financial and other requirements;

- external and internal interconnection of tasks, operations and resources that require coordination in the process of project implementation;

- to determine the start and end time of the project;

- limited resources;

- to determine the level of uniqueness of the project objectives and the conditions for their implementation;

- inability to avoid various disagreements.

The transformation of the economy and its international integration, structural and structural changes in the economy, the emergence of new economic entities, their and their existence in conditions of strong competition and high impact of various factors, and their development will continue to be more and more complicated. This situation also leads to a further increase in the demand and responsibility for the management of investment projects, which in turn will also lead to the emergence of New-new methods.

Among the factors that can affect, the following can be cited:

1. Increased customer requirements and their responsibility.

2. The private complexity of the final products of the projects.

3. Interaction and interaction of projects with the external environment (economic, political, environmental, social, cultural environment).

4. Degree of Risk and uncertainty.

5. Organizational restructuring.

6. Frequency of Technology Exchange.

7. Errors in planning and price formation, etc.

The impact of the above factors leads to a violation of the duration of the execution of projects, excessive expenditure of funds, non-fulfillment of requirements, eventually a decrease in profit and an increase in losses.

This entails the organization of regular management of investment activities and the implementation of Management in it, not only in financial terms, but also in technical, technological, social, legal, environmental, economic.

The management of investment projects can also be carried out on the basis of different schemes and it is carried out on the basis of the following systems:

1. "Basic" system. Bunda is a representative ("agent") of the client of the project manager (manager), and he does not take financial responsibility for the decisions to be made. Being a project manager can be any project participants – legal entities or individuals who have a license for professional management. In this case, the project manager can not operate on the basis of contractual relations with other participants of the project, except for the customer, and it is necessary to ensure management and coordination over the development and implementation of the project.

The advantage of this system – if the project manager has objectivity, the disadvantage-is that for the results of the project the javoobship is fully charged to burtmachi.

2. "Advanced management" system. In this system, the project manager (manager) takes responsibility for the project within the framework of a strict, limited (estimate) evaluation. The project manager ensures the management and coordination of the processes in the project according to the agreement between the project customer and the participants. Bunda can also be a project participant project manager who has a legal or natural person – professional management license, like in the "main system"and is able to respond to the customer on their own obligations.

3. "With the key" system. Bunda is the project manager (manager) of the project-construction firm, which concludes the topshirish contract with burtmachi on the declared value of the project "with the key".

The main functions of an investment manager who performs the main task in the management of investment projects will be as follows:

- provision of investment activities of the economic entity;
- determination, determination and selection of investment strategies and tactics;
- drawing up an investment project business plan;
- reduce risks and increase the profitability of various investments;
- assessment of the financial position of the economic entity in accordance with the investment objectives;
- to determine the quantity and quality of investment securities;
- achieve investment portfolio optimization;
- ensuring the accuracy of the investment portfolio;
- to assess the investment attractiveness of specific projects and forecast the acquisition of choice;
- implementation of an assessment of the effectiveness of investment projects;
- carry out the planning and operational management of a specific investment project;
- ensure compliance with the investment process.

This, in turn, requires the investment manager to be an extremely experienced, highly qualified, well-educated specialist. Accordingly, he must have a very good knowledge of taxation, including Investment Management Theory, Accounting, micro and macroeconomics, principles of technical and fundamental analysis, mathematical modeling, basic legislative and regulatory documents. It is also necessary that the manager has the experience and practice of searching, collecting, grouping information related to the project, analyzing them and on this basis making a business plan.

The investment resources that relate to the object of the investment activity will consist of:

- cash and other financial assets, including loans, stakes, shares and other securities;
- movable and immovable property (buildings, structures, equipment and other material valuables) and rights to them;
- intellekt a set of skills and production experience required for the organization of production of this or that type of objects of property, including technical, technological, commercial and other knowledge compiled in the form of technical documents, know-how;
- the right to own and use land and other natural resources, buildings, structures, equipment, as well as other property rights arising from the right to property.

The emphasis on ensuring the effective use of financial resources in the financial management of investment activities is the main one. Accordingly, it can be said that the financial management of investment activities will come to realize it at different levels depending on the sources involved in financing it. For example, if the financing of investment activities is organized with the participation of foreign investments and funds of international financial institutions, then its management is sharply different from the management of investment activities in the situation financed by a local private investor.

For this reason, it is important to determine the composition of sources of financing of investment activities, which play an important role in the financial management of investment activities.

Investors try to carry out their investment activities, mainly from the account of their own funds, and in the event that they do not have their own funds, they can borrow money from banks, enterprises and other entities. They can also issue shares, bonds and other securities, receive funds from state and local authorities, provided that they do not return. The sources of investment in microcosm are type.

In general, the sources of financing of investment activities are of type. For example, in the Russian state, financing of investments is carried out on the account of the following funds::

– investors ' own financial resources and domestic economic reserves (net profit, depreciation deductions, savings of citizens and legal entities, etc.);

– financial assets borrowed by investors (bank loans, budget ssudas, etc.);

– financial funds attracted by investors (funds received from the issuance of shares and other securities);

- budget funds provided on the basis of refund and non-refundable;

- funds from non-budgetary funds;

- funds of foreign investors .

We found it appropriate to divide the sources of financing into the following groups, having studied the scientific and theoretical views on the justification of the composition of sources of financing investment activities:

– investors' own resources (profit, depreciation allocation, monetary savings and contributions of legal entities and citizens, funds from shares, etc.));

– the borrowed resources of investors (enterprises, commercial banks, nobyudjet funds, loans, bonds, certified, promissory notes and other types of debts, budget ssudas);

- investment resources of the budget (Republican and local budget funds).

At present, in Uzbekistan, serious attention is paid to the wide and effective use of all sources of financing of investment activity. This is also evidenced by the fact that the growth rates of investments in the national economy are recording no less than the annual growth rate of the gross domestic product of the country.

Also, various factors influence the financial management of investment activities. Based on the research we conducted, we divided it into 2 groups:

One of them. Factors affecting investment activity in macrodarage (all external factors in relation to the enterprise);

Two. Factors (internal factors) affecting investment activities in the microdistrict.

The first group of factors include:

– the level of improvement of the tax system;

- regulatory and legal support of investment activity;

– degree of state participation in investment activities;

- inflation rate;

- budget deficit;

– state and dynamics of development of the country's economy;

– the level of improvement of financial and credit policy;

– the richness of the country's raw materials and resources;

– investment policy including the state's economic;

– pricing and influence on it by the state;

– priority of public attention in the development of a separate territory, sectors;

– social and political situations in society;

– the level of improvement of market relations;

- the superiority and or full validity of state property in certain sectors and sectors;

– establishment of Free Economic Zones;

– conditions created to attract foreign capital;

– preservation of the right of ownership of land in the state hands;

– the degree of risk of making (putting, placing) investments;

– the role of the public sector in the economy;

– support for small business and private entrepreneurship by the state.

If we look at this list of factors, then most of them are interrelated with each other, which, not only, have an impact on investment activity, but also on the entire economic situation of the country. The state of the country's economy, its development is the main factor in determining the financial capabilities of the state and all economic entities, fostering investment processes.

The factors considered above have an active impact on the development of investment activity, not only in macro, but also in microdistrict.

In the development of investment activities, not only external factors, but also internal factors (factors of the second group, microdistrict) have a wide range of effects. Such factors:

- scope and financial status of enterprises;

- application of methods for calculating depreciation deductions;

– scientific and technical policy of enterprises;

- investment policy of enterprises;

-can add vs organizational and legal form of the farm.

Conclusion.

In general, macro and microdistrict factors can simultaneously affect the financial management of investment activities. If the financial management of investment activities is carried out in the microdistrict, the management of the impact of factors on it in the macrodistrict poses a serious problem. Accordingly, it can be said that omillarni control in the microwave is somewhat easier and more efficient. It is for this reason that the organization of this activity in the financial management of investment activities requires full account, study and evaluation of all before in advance.

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LEXICAL AND SEMANTIC PECULIARITIES AND PROBLEMS OF THE TRANSLATION OF ARCHITECTURAL AND CONSTRUCTION TERMINOLOGY FROM ENGLISH INTO RUSSIAN AND UZBEK

***Abstract**: Given article provides some issues of architecture and building terms,their history and implementing to the subject to architecture and building construction. Some problems of translation during the working with texts among students of high institutions.*

***Key words**: terminology, linguistics, cognitive approach, specification.*

***Language**: English*

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Introduction

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Construction translation is a separate linguistic discipline due to the high demands on the quality and accuracy of the translation, errors in which at best lead to arbitrary and subjective interpretation of the text and misunderstandings during negotiations, and in the worst, can cost someone life or incur serious material costs.This requires an impeccable knowledge of not only foreign construction terminology. but also with adequate Uzbek construction terminology, which is constantly being replenished through the introduction of new types of building construction terms, innovations in the field of materials and structures of architecture and construction, the emergence of new projects in construction.

Construction translation covers all types of translation methods, from the written translation of charters and documents to interpretation and simultaneous translation during negotiations, including two-way translation during a conversation on construction topics.

The relevance of the study is that, the importance of communication in the construction business has never diminished. Especially now, when the builders of the whole world have to communicate with each other every day. The correct translation of construction literature and articles is the key to the peaceful coexistence of all countries of the world, including Uzbekistan.

The novelty of this work lies in a holistic study of the features of the translation of English construction terminology into the Uzbek language.

The purpose of the work is the study of lexical features and methods of translation of English construction terms.

The objectives of the thesis in connection with this goal are:

1. Consider approaches to understanding terms in the lexicology system;
2. To study approaches to the translation of construction terms;
3. Explore construction terms and their scope;
4. To give structural and semantic characteristics of construction terminology;
5. Consider techniques for translating construction terms from English into Uzbek.

The object of study is the construction terms used in the English and Uzbek terminology.

The subject of the research is the ways of translating this specific vocabulary from English into Uzbek.

The theoretical significance of the work allows us to conclude on the features of the translation of construction terms. Translation methods for building texts are an important part of translation studies and need in-depth analysis.

The practical significance of the work lies in the fact that the information obtained during the study allows you to accordingly expand the linguistic and cultural training of translators, as well as people who are somehow related to construction and have a need for intercultural communication within the construction industry.

The structure of the work is determined by the subject, purpose and objectives of the study. The work consists of an introduction, three chapters and a conclusion, the Introduction reveals the relevance, determines the degree of scientific development of the topic, object, subject, goal, objectives and research methods, reveals the theoretical and practical significance of the work.

The first chapter will examine the theoretical content of the features of the translation of terms. The second chapter reveals the features of the translation of construction terminology from English into Uzbek**.**

One of the main ways of linguistic expression of special knowledge is the terms that are created in order to become a means of communication in the process of professional scientific activity and to optimize the development of human knowledge.

A great contribution to the emergence of a new scientific discipline was made by researchers like O. Vuster (1979), considered the founder of terminology as a separate science, G.O. Vinokur (1939), E.K. Dresen (1934), D.S. Lotte (1961, 1968) and A.A. Reformatskiy (1968). Their ideas were developed in the works of K.Ya. Averbukh (1986,2004), B.N. Golovin [1981, 1987], V.P. Danilenko (1986), T.L. Kandelaki (1977) , V.M. Leichik (1986,2005), S.D. Shelova (2010), etc.

In modern Russian linguistics, from the point of view of cognitive terminology, the terms are mainly considered as dynamic units (L.M. Alekseeva (2002,)). Among foreign linguists who contributed to the study of terminology problems, M.T. Cabre (2000,2003), R. Tammerman (2001).

Construction vocabulary includes a special layer of lexical units, since it serves a special branch of human activity — the organization of the construction of structures and buildings. Building vocabulary can be commonly used and act as a means of social and speech characteristics. Building terms are a word or phrases that correspond to the concepts of construction. Household vocabulary is a transitional phenomenon between construction terminology and a common vocabulary.

The most diverse definitions of the term can be found not only in numerous articles, but also in basic research on terminology. This is explained by the multifaceted concept of the term, and the different approaches of scientists to it.

All authors noted certain characteristics of the construction term and construction terminology taken into account in a further study. But the most fundamental approaches to the study of these concepts were proposed by L.L.Nelyubimon.

In the understanding of the construction term, many authors come from linguistic representations as words and phrases of a special (scientific, technical, etc.) language, created or borrowed for the exact definition of special concepts and designations of special objects in a certain field of knowledge.

In the language of building documents there is a special construction phraseology - shift-resistant and stable phrases that are rarely used in the literary language, available in the field of linguistic communication on construction topics.

The effectiveness of university training of specialists has always been in the focus of attention of scientists who have revealed various aspects and directions of ensuring the quality of professional education (Yu.K. Babansky, I.Ya. Lerner, V.A. Slastenin, etc.).

A graduate of a non-linguistic faculty must be a specialist who can communicate in a foreign language, including in the professional field. Professionally-oriented training requires considerable effort on the part of the teacher when working with the terminology of the field of activity in which the student will be engaged after graduation.

To see the content of a term, to understand its meaning in the technical field, to incorporate a concept into a system of concepts, to be able to analyze the etymology of a term to understand its essence and meaning - all this can be taught to students by developing their mental abilities. This approach to learning how to work with terminology is called cognitive and is based on the unity of the word and concept, language and thinking, linguistic and extralinguistic factors that influence the development and functioning of terminology.

Learning to work with terminology with a cognitive approach can be divided into two stages. At the first stage of training, multilevel and comprehensive training of students is supposed both to various disciplines of technical, and for some humanitarian courses. One of these disciplines is the special course “Terminology”, intended for 3-4 year students who have completed non-linguistic training.

This special course involves coverage of general and specialized lexicography, lexicographic equipment and the latest technologies for processing and searching for special vocabulary. In this regard, the researchers propose a thematic plan containing supporting blocks of knowledge on terminology and terminological systems:

1. Terminology as an educational discipline. Object of study, goals and objectives, terminology

methodology. Standardization of terminology. Basic terminological schools. The latest technology terminological research and vocabulary processing in the right way. Coordination of terminological activities.

2. The term and its definitions. The main properties of the term. Classification of terms, types of classifications of terminological systems.

3. Cognitive specificity of terms. Problems of synonymy and ambiguity in terminology.

4. Types of specialized dictionaries and their functions.

The second stage of training should be carried out in parallel with the course of scientific and technical translation, since during the classes students should get acquainted with the above topics necessary for the interpretation and translation of a technical orientation of any degree of complexity.

MN Volodina claims that the term “word or phrase of a special sphere of use, created to accurately express special concepts and based on the definition.” (2, p. 33) V.M. Leichik emphasizes that according to the cognitive interpretation, “ the term is a dynamic phenomenon that is born, formulated, deepens in the process of cognition, moving from a concept, a mental category, to a verbalized concept, associated with a particular theory, which conceptualizes a particular area of knowledge and activity ”(6, p.21-22)

The main objective of the term is to optimize the process of professional communication. In accordance with this, the terms should fairly accurately reflect the results of experience, cognitive and practical activities of people, record professional and scientific knowledge about the properties of terminated objects and reveal their most significant features. As you know, new concepts are formed by means of the language on the basis of existing concepts, and the essence of terminological information is that one object contains information about another object.

In order for a student to correctly define the concepts expressed by the term, he must have knowledge of the field of science and technology to which this terminology belongs. He must possess knowledge of the field of science and technology to which this terminology belongs. He must possess knowledge of the field of science and technology to which this terminology belongs. He must possess knowledge of the field of science and technology to which this terminology belongs. It should be noted that for the correct understanding and translation of terms, it is necessary to educate students about the morphological structure of terms.

The following morphological structures of terms are distinguished:

-simple: arc-abrasion-acoustic

-complex: staircase- staircase, roofing-roofing, casing-measurement.

collocation terms: asbestos sheets

The terms collocations are divided into:

terms of collocation, both components are words of a special dictionary. They are independent and can be used outside this combination, preserving the inherent values of each of them individually: ventilation fan-artificial ventilation.

collocation terms in which only one of the components is a technical term, and the second refers to the words of common vocabulary. Components of this type can be two nouns or adjectives + noun. Both components are independent terms: poor ventilation, roof fall

term words, both components of which are common vocabulary, and only their combination is the term: hard rock-rock, reinforced concrete.

When teaching students how to work with terms, it is important to teach them the features of the translation of scientific, technical and construction literature and terms, in particular. The success of the translation of specialized literature is directly related to an adequate translation, first of all, of its terminological part and with the condition that the translator will understand the internal cognitive structures.

Mainly it is necessary to remember that the translation of terms and phrases should begin with the translation of the nuclear component, i.e. consistently translate each semantic group, most often from right to left, for example: concrete placement scheme-scheme-scheme-concrete placement- concrete location.

In addition, there are certain methods for teaching terms in the specialty. Terms can be taught using some exercises that help students memorize new vocabulary words.

Students of non-linguistic universities prefer interactive technology to study terminology. First, you need them with pronunciation, that is, phonetic and graphic rules, then their meaning and use. If the meaning of some terms is difficult to remember or understand, the teacher should use illustrations by searching for similarities of words in their native language.

So, under the concept of the term, the author understands the word and phrase assigned to a certain concept in the system of concepts of a certain field of science and construction. Accordingly, the construction term is defined as a stable unit of synthetic and analytical nomination, which is assigned to the corresponding concept in the system of concepts of a certain area of construction business and is limited to a special scope in the meaning that is strictly regulated by its definition. The construction terminology of the English language, according to the testimony of VN Shevchuk, is replenished with new terms due to affix term formation. New construction terms are formed using word-formation models typical of the English language. The specifics of term formation in the terminology of construction business, according to VN Shevchuk, is the superiority of nouns, since the main function of the construction term is nominative-definitive, that is, the names and definitions of a special concept, which is regulated within certain limits by definition. Building terms create a wide base of derivatives. As derivatives, bases can be used terminological collocation, for example: reinforcement-plate. What is one of the specific features of building terminology.

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SOME FORMS OF REFERENCE (ADDRESSING) IN UZBEK DRAMAS

Abstract: *The article investigates the forms of reference to people in the context everyday communication based on the examples fromUzbek dramas. There is specially focused on lingua-cultural features of the forms of reference. The raised issues are explained with the example and extracts from the fiction in Uzbek Literature and the examples are interpreted through free translation trying to keep the local colour.*

Key words: *artistic speech, cultural linguistic, the language of drama, forms of reference, lexeme, aspect, intonation, lexical-semantic field, theonymy.*

Language: *English*

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Introduction

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It is well known that the main function of language is communication. Naturally, the process of conversation does not go without communication. For this reason, linguistics has always been exploring the psychological aspects of communication and the means of expression.[1,3].

In recent years, the overall role of the forms of reference has increased, focusing on learning in the communication process, which has identified some areas of research [2]. Appeal is an integral part of human speech. However, the second aspect of the speech process - the manifestation of conservative, extrathologicalist factors - has not been specifically explored in relation to the appeal, nor is the question of how fullness and diversity of the various possibilities of expression emerge are not investigated.[1,3]

Literary review.

Aristotle, Cicero, Abu Nasr Farabi, Abu RaihonBeruni, Mahmoud Zamakhshari, and AlisherNavoi also spoke about the language of speech. Specifically, Abu Ali Ibn Sina links the stability of society to the dialogue, and shows that people also need to address each other.[3.58]

Russian scientists V.V. Vinogradov, L.Y.Maksimov, N.S.Valvina, V.V.Kolesov, V.M. Alpatov, B.M.Golovin, V.D.Bondaletovin their works highlighted the role of address in the process of speech.

The role of gestures in addressing and specifically the process addressing in children's language has been investigated in A.G.Gadjiev's thesis. [1, 4]

There are a number of studies in Uzbek linguistics that have studied the form of reference. A.R.Sayfullaev's research work describes the appeal as an undesirable form, the general description of the appeal, the lexical-semantic features, the morphological-syntactic expression and structure. The separated and organized versions of the collection, their role, intonation and stylistic position are revealed.

The role and methodological features of the article in the speech process have also been investigated in the work of a number of linguists, such as B. Urinboev, A. Abdullaev, L. Abdullaeva. [5]

The social nature of the message in relation to dialogic speech is addressed in the work of D.Donorov and B. Yuldashev "Literary Language and Artistic Style". In the scientific researches of S. Muminov and Sh. B.Rahmatullaeva's dissertation was studied in the Uzbek language by comparing it with the Russian application form.[1,5]

Problem statement.

Apparently there are a number of studies in Uzbek linguistics that have examined the form of reference. However, there is not enough research related to the linguacultural nature of the form of reference, including its use in dramatic works. This article focuses on this aspect of the problem.

Materials and methods.

It is well known that in Uzbekistan the family is viewed as the main link of society. The husband and wife are the basis of the family, and they are the means by which the descendants of both parties are attached. Although the husband is the head of the family, the word “husband” is not used as a word to address in real conversation,in Uzbek casual communication between spouses, except for the official context. In this regard, the Uzbek customs and traditions are influenced, women apply to their husbands by the name of their eldest child after they have children or nouns expressing immediate relationship by adding the addition of possessive case. This is also kind of respectful attitude towards husbands and shyness which characterizes Uzbek women.

Eg:AuntyZebi(coughing):Tursun!...Hey, Tursun!(Behind the stage Father Sulaymon’s voice is heard: “Hold on!”) What are you doing ? Come here!

(Father Sulaymon comes in holding a cup and a teapot in his hands.)

Sulaymon:So impatient you are.I have made some tea. Black tea.

(UmarbekovU.Extract from the play. “Doomsday debt”)

Another characteristic of the Uzbek people is the respect for the elderly. Uzbeks have respected and appreciated older people, and they have a wealth of life experience and are an embodiment of endless wisdom and grandeur. The proverbs in our nation such as "Even the magician doesn’t know what the elderly know", "In the house where old man lives there are angels", "Respect for the elderly, honor for the little", "When the young cometo work, the old man to a meal -“ can be vivid proof of above mentioned ideas regarding respect to the old.

It is well known that the word "uncle" is used more actively in the Uzbek language of speech, while for older menthe word "father" is commonly used. It is well known that the father is a great figure, the father is the reason for the child to come to this world, greatly respected person. The role of the father in the upbringing of children is really incredible, priceless. From this point of view, in the essence of address to the old men as “father” we can see the genuineness of humanity, sincerity, respect for the elderly, inherited in Uzbeks.

Eg:*Father Sulaymon : My son… My son has gone missing in the war. He participated in Finnish war. But I am talking about whom he was as dear as my own son. I myself saw him off to the war.Maybe you have heard of? Numon ... NumonjonNazarov! Physician. He is from Tashkent.*

Anvara: No , father , I haven’t heard.

Father Sulaymon: Yes, of course. How can hear of him. If he had become a hero or so you would have heard of him, newspapers would have published about him, his pictures would have been shown on television!

(UmarbekovU.Extract from the play. “Doomsday debt”)

When in our nation family is formed, a family agreement is signed between two prospective families, which is the foundation of a new family. Relationships are considered as matchmakers to one another, but the word does not separate people by gender, by the side of bride and groom, meaning only the parents of both parties. Only after the implementation of the agreement will the two parties begin to apply the specific word in the communication etiquette as a respectful addressing word.

After the marriage is fulfilled, all the relatives of the bride and groom, even friends and relatives who attend the ceremony, can be represented by the word “kuda” in Uzbek which can be equivalent of the wordmatchmakers in English, regardless of their age and gender for both sides the same word is used as an addressing word. Although the word has many meanings, it is limited in scope: it appears in most parents' speech.

Eg: Brother Bilol: We agree, agree! (pushing his wife) Why don’t you speak as a mother! I wish only, I don’t insist. I have an only daughter.

Father Sulaymon: Welldone, you should say so, my relation, Nothing bad happens to your daughter. So, did you yourselves use to be so rich when you married?(Looking at Zarifa) Have you fed the baby? (Zarifa nods) Welldone, never leave the baby hungry. This is a strong baby boy! So, look, Ameen! For evening please prepare pilav, dear matchmaker. Tashkent pilav with quince. The bride and groom will go. I will as well. The rest of things we will talk there. Agree? Welldone,now let’s stand up. Pele needs rest.

In the case of other relatives, the word quda is used as an expression of certain kin names. For example: adding the word as a prefix to the same relation expressing words such as uncle, aunt, mother, father . Of these, the words "grandparents" and "aunts" are quite broad, and the bride's fathers and mothers, their brothers and sisters, may be used to refer to the older persons on the side of the speaker.

Eg: Kuchkar: Hey, think as you wish! Alomat is my legal wife! What can you say? Do you have anything to say?

Olimjon: Ey, You are speaking so seriously, ah, grandfather matchmaker.

Kuchkar: I am serious! Tomorrow I am going to the Registry office! If there is need I will give a wedding party next week. Do you know any artist-singers?

Olimjon: How about your own wife? She is also your legal wife, isn't she?

(Sh. Boshbekov."Ironwoman")

As we watch the dramas, we see that the heroes of the drama often use the word quda in Uzbek language in the course of communication. The word is used to describe the bride and groom's aunts, uncles, brothers and sisters, and is therefore often used in the plural. Children of these people are also often referred to with the plural addition "s" , and this is natural. In essence, the word is actively used in referring to the second person in relation to kudas. The word does not separate people by gender.

Eg:

Tesha: Welcome, "qudagay"(Uzbek word of addressing). Will you invite us to the wedding? I will recite a poem. Now I am writing better poems. I have acquaintances in Tashkent as well…

Turgun: It is not good, Zumradkhon, being in between, later there will be misunderstanding, later your work may impact on our life as well.

(Sh. Boshbekov. "disobedient horses")

The most beautiful characteristic of Uzbek women is being very respectful, extra polite and having the feeling of shyness. When a girl in Uzbek culturebecomes a new bride, she treats her spouse's family with dignity and respect. Especially her husband's parents, brothers and sisters. As we watched the characters of the drama, we saw the use of the word "mulla aka" in the characters. It is well known that the word is used actively in the bride's speech, with respect to her brother-in-law.

But sometimes we see that the word is not always used in the above sense, but in some cases it is used to refer to strangers. This case demonstrates that in the tradition of Uzbek-language communication, more and more women use the word "mullah aka" in their speech.

Eg:

Suvon: Vaaleykumassalomvorahmatullo (specific Uzbek greeting words).Good, good. Now be seated here. (says to Kuchkar.) Bring a bowl of water.

Kuchkar: (standing) Alright, Taksir (specific addressing word used for aged men).

Alomat: (Bringing a bowl of water cover over with a towel) Here it is, mulla aka (specific addressing word for men)

Suvon: welldone , (Whispers something to the bowl)

(Sh. Boshbekov."Iron woman")

Our examples from the dramas also show that in the male characters' speech there are also references to strangers in the form of 'yangamullo'. This form of appeal is most commonly used in the dialects of Bukhara and its surroundings, emphasizing that the hero of the drama is representative of the area and is used to give a local color of the hero's speech.

Eg: Jiydali: (voice).that was good the house was sold, well done ... Yangamullo(specific addressing word for women) ... Our teacher is still in Jiydali. Alright, How well is your sister Kilorakhan ? What about Luyzakhon?? I have bought for her many presents, and when they come, they will see. Give them my best regards, I look forward to seeing you all…

Lady:(Flipping from her seat to the phone) Thank you, thank you, brother! Ask your family too! Our tickets will be available next week. God willing, we'll see you soon. Goodbye,goodbye!

(E.A'zam "Where is the paradise?")

It is known that in Uzbek language, the camel's child is called a buta or butalok. At the same time, it can be used for two different meanings:

1) addressing to a child as a cherishing word:

Eg.: Pirmat:I wanted to go. I am not going without seeing her. Regardless of when she comes.I'll wait for. There cases People walked to Hadj (Holy place to go for Muslims).Kulmat, It is already evening preying time, prepare some water to get washed, Butalogim(specific cherishing addressing word)

Kulmat: Alright, dad, this way please.

(Sh. Boshbekov. Who is knocking at the door?)

2) Addressing to an unfamiliar children or younger people than you:

Turgun: Aunty, You are taking our time.

Aunty Khalima: Hold on, my dear. My grandson who is in the 5 class said:

"Somebody did some tricks to Brother Tesha's tractor, it worked wrongly and cut the cotton bushes. Now inspector are really skillful, they expose everthing."

This grandson of mine is different from others.. Quite clever. I'll stand up and see that you won't be upset with your aunt anymore. I say that they are looking for it anyway. What can I tell people if your uncle is arrested? I am doing embassadors job , butam (Specific addressing word)Turgun:Well, you're so talkative, aunty! Does anyone say I'm going to arrest your old man! All right, go home!

(Sh. Boshbekov," Disobidient horses")

From the examples, we can say that the addressing word "Butam" as a lexeme has a special role in the worldview and lifestyle of the Uzbek people, and it is also reflected in this language.

The initial appeal of a man is to the sponsored totems, the creator, as he begins his conscious life.[1,66]

It is well known that Uzbeks are also one of the numerous nations in the world who believe in Islam.

With the advent of this religion in Central Asia, the process of "Islamization" began in the thinking of our people. This process is reflected in the world of people. According to Islamic belief, the first human being partner is Allah, the Creator, the Almighty. According to this belief, our people pray to the Creator in times of trouble, people should be thankfulto the Creator, even when they are treated with happiness or happen to be in a sorrow or disaster.

Accordingly, the values of obedience and absolute love of God, the unconditional obedience to the Creator, renunciation of the prohibitions of Islam are deeply embedded in the worldview of our people.

While we watch the dramas, we observe many unique forms of addressing words in the etiquette of communication and speech in the drama of the drama heroes and heroins.

The above passage highlights the specific characters of the drama with examples of Kudrat's addressing words in his speech. It is well-known that the word for lexicon is lexeme, which is not typical of the literary language, but occurs only in dialects, and is mainly characteristic of the Surkhon (an area in Uzbekistan) dialect. The hero does not call her neighbor's wife by her name, but calls with addressing word. The word is actually a compilation of the words of the grandmother, who received a rich and diminishing addition, and is used in the dialect of the Surkhan area to appeal to both neighbor women and unknown women.

The lexeme "Momo" is the equivalent of a literary grandmother. However, this word is used in some dialects not to grandmother but to great-grandmother. In the example above, the grandmother lexeme was used to honor an elderly neighbor from the addressing language of the drama heroes and heroines.

Conclusion.

In conclusion, there is a wide variety of addressing words to people in socio-cultural context which were used in dramatics. In particular, the study of linguocultural features of these forms is one of the actual issues facing our linguistics. A thorough linguistic and cultural analysis of the reference forms will provide new scientific conclusions in this regard.

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PSYCHOPHYSIOLOGICAL BASIS OF COLOR SELECTION IN YOUNG PEOPLE

***Abstract**: This article provides a theoretical overview of the phenomenon of psycho-physiological effects of coloration and the types of higher nerve activity, the mechanisms and physiological factors of the effect of color on the human psyche, the mechanism of human nerve activity and its neural types. Provides information on methods of color selection and study of neuromuscular activity, methods of studying the sensory system, tips and recommendations for psychologists based on the study of color effects. It is revealed psychological characterization of coloring, its relation to the highest types of nerve activity, the study and analysis of mechanisms of physiological effects, the factors affecting human psyche. The scientific novelty of the article is a comprehensive analysis of the effect of color on the human psyche, providing the psychologists with the necessary information on the basis of physiological mechanisms and psychological characteristics. The information collected will serve as an additional resource for educational psychology, medical psychology, sports psychology, family psychology, and advertising psychology. The article summarizes the effects of color on the human psyche, namely psychology, medicine, construction, and others, and analyzed the psycho-emotional state of the person, the nervous system, the phenomenological effects of coloring. The article also describes the relationship between color and age and explains how each color affects human psychology. The fact that a person's color choices are dependent on his or her temperament has shown that these high levels of nerve activity can change with the influence of heredity (genotype) and upbringing (phenotype).*

***Key words**: selection, youth, methods, activity.*
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Introduction

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Attitudes towards youth in our republic are one of the priority directions of the state policy. In every country, there is a great need for highly qualified personnel, as it is impossible to imagine the power of the state system, its material and spiritual development without erudite people.

Such multifaceted education is a key factor in the development of high quality inherited traits in our nation. Since ancient times our parents before marrying a daughter or a son very carefully examine the ancestors of partner of their child. It may be admitted that Hazrat Amur Temur equaled it with governmental affairs. It is a symbol of great philosophy, a strong moral belief, and the wisdom that is preserved in our nation. It is the policy of our state to develop education, health care and health care systems on the basis of such life philosophy. Each nation decides the future, development and destiny of the young generation. All fraternal people, born and raised in our country, achieve all their noble goals. In this environment, national and universal values, the best traditions of our rich spiritual heritage, and the emerging new customs are brought together and become a powerful factor in our upbringing. Preserving the heritage of our people depends on bringing up a healthy and spiritually healthy generation. At the same time, the goal of family, state and society is to have a common goal and to form a perfect human personality in the 21st century.

Ancient prophecies and energyologists have shown that there is a deep similarity between different and certain colors. This is how the main colors are displayed. All black colors are soothing, and bright colors (light) are a stimulant. The first color which comes out the darkness is blue, and from the brightness is yellow. These are the main colors, and these colors are basis for other colors. Colors can have a physical and mental effect. There are also schools for color treatment. If a person gets tired of any color, then he\she needs to look the opposite. The state of the person changes in the opposite direction. Color also affects blood pressure –if to look blue to green, yellow to red blood pressure increases. Looking back, however, decreases blood pressure.

In ancient times, eyes were interpreted as the window of the body, the gate of perception. We have learned that our body only accepts colors through our eyes. But this is not the only channel in which the body receives color energy.

Except receptors, any tissue in the body may be absorbent.

The color effect is really unique. With the help of a specific music approach, colors can also help ill patients. This applies not only to organic diseases but also to serious illnesses. Color is mysterious because it reveals qualities that are sometimes unknown to people, depending on the nature of their choices. Colors depend on the cultural and spiritual world and values. It is also biologically linked to each person's psychogenetic code. All these were known from ancient times. Nowadays, it is necessary to translate the knowledge accumulated over centuries into the modern scientific interpretation.

Colors are very important to doctors and artists, psychologists and educators, builders and advertisers, scientists and politicians. Colors are inextricably linked to the emotional world and the mental processes.

Psychological perception of colors is linked to socio-cultural and ethnic factors. Each individual color choice depends on many factors, such as the spiritual outlook of the person, the spatial location of the color, the shape, the texture and so on.

Our brains are capable of receiving complex emotions. It also helps to respond to emotions. We can handle a lot of complex and difficult things. We breathe, cough, sneeze, vomit, we listen and re-read, talk and even dream, write poems and make quartets, poems, novels, we play baseball, music, we hear sound from instruments, we accept and think. Could such things make it difficult for another organ?

So the body with so many possibilities is made up of many elements. Our brains are made up of many elements, but these elements do not guarantee that our brains are complex-structured. The brain contains 10 (million) cells - an astronomical number; It would be interesting to see if the number of cells in the liver was counted by anyone, if there were less cells than our brains, and nobody would ever say that our liver is more complex than our brains. The biggest evidence is that our brain`s cells are related in a very complex way.

Our first cell is a neuron. It receives tens of thousands of data from other cells and transmits them to other cells, or to other neurons. These cells are very common, i.e. 10^{14}-10^{15}. Although these numbers are not large, they do take many processes.

The anatomical structure is characterized not by the number of elements but by what they do, and it is difficult to estimate them.

The human brain is like a giant organism, a printing machine, a telephone station, and a large computer. The main benefit of these comparisons is that the human brain works less in comparison with those things. The human brain's ability to function in order, can be beneficial to accomplish specific goals. These analogs are suitable for those who generally do not know computers or printing machines. To understand how the brain is structured, you need to look at the parts of it.

In the descriptions below, we provide readers with information on brain function, vision, and perception. It is very easy to explain and summarize the questions I have asked. When we look around we see the first light in the eye. The eyeball contains 125 million receptors. They are a rod shell. This is how their nerve cells are arranged. It helps synthesize electrical signals and protects light. The rest of the eye transfers the good parts of the radiation to the human body.

The processes that take place in the human brain include analysis and generalization. These processes of analysis and generalization are related to the activity of the highest integrated systems of the brain. In addition to specialized and unspecialized systems located in the brain, tolomonocartical associative systems, thalamoparistal, and thromofantal systems are also involved.

The mechanism for their processing depends on the presence of multisensor convergence, plasticity of brain cells, and temporary retention of integral activities in the hemispheres of the cerebral hemispheres.

The character and temperament of a person are related to the strength of the nervous processes that occur in the above integral systems, whether they are in equilibrium or unilaterally, in the form of excitation or braking, and the intensity of these processes. Due

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to the extreme combination of these nervous processes, human activity is divided into 4 types. These are the following systems of the upper nervous type.

1. Strongly balanced character - Sangvinic.
2. Strongly balanced inert - phlegmatic nervous system.
3. Strong imbalance - choleric.
4. Weak - melancholic type.

Phenotypic changes may dominate as a result of braking of genotypically invariant processes in the development of human perception. The second alarm system – speech, of course, can play an important role in such braking, as it may brush aside some of the external influences on the cognitive and thought process as an operator. However, in instinctive activities, the genotype may be more pronounced because speech does not produce such braking. Therefore, we used A. Belov's temperament study to study 50 girls who are studying at groups BT and ST at third course in the Faculty of Pedagogy at Ferghana State University, of which 18 were chosen.

A. Belovni's method is more straightforward than the Strelyau test, MMPI test, Kettel test, which, in our opinion, is more closely related to the human instinctive genotype.

The main part.

The 18 female students were tested using the A. Belov's temperament test. The test results are as follows (table # 1):

Based on the results obtained, we analyze the color spectrum and temperament dependence:

<u>Red - choleric type interactions:</u>

$$n=6 \qquad Dx=471-(49)^2/6=70.84 \qquad Dy=150.24-(28.44)^2/6=15.44$$

$$r=\frac{205.4-\dfrac{49\cdot 28.44}{6}}{\sqrt{70.84\cdot 15.44}}=-0.81$$

It was found that the person with choleric temperament dislikes red.

<u>Red - The relationship between the sangvinic type:</u>

x	**u**	**x^2**	**u^2**	**xu**
4	3	16	9	12
6	5, 66	36	32, 04	33,96
7	4,5	49	20, 25	31,5
8	5	64	25	40
9	7	81	49	63
15	7,5	225	56, 25	112, 5
49	32, 66	471	191,54	292,96 96

$$n=6 \qquad Dx=471-(49)^2/6=70.84 \qquad Dy=191.54-(32.66)^2/6=13.77$$

$$r=\frac{292.96-\dfrac{49\cdot 32.66}{6}}{\sqrt{70.84\cdot 13.77}}=+0.84$$

X	**u**	**x^2**	**U^2**	**xu**
4	4	16	16	16
6	6, 66	36	44,36	39, 96
7	5	49	25	35
8	3,66	64	13,40	29,28
9	5,66	81	32, 04	50, 94
15	4	225	16	60
49	28,98	471	146,79	231,18

A person with a sangvinic temperament is found to like red. As the balance increases, the sensitivity of the redness decreases.

Red - the relationship between the phlegmatic type:

n=6 $\quad Dx=471-(49)^2/6=70.84 \quad Dy=146.79-(28.98)^2/6=6.81$

$$r=\frac{231.18-\frac{49\cdot 28.98}{6}}{\sqrt{70.84\cdot 6.81}}=-0.25$$

It was found that a person with a phlegmatic temperament dislikes red.

<u>Red - the correlation between the melancholic type:</u>

X	u	x^2	u^2	xu
4	5	16	25	20
6	2, 66	36	7, 08	15,96
7	5	49	25	35
8	7,5	64	56, 25	60
9	4, 66	81	21,72	41,94
15	4	225	16	60
49	28, 82	471	151,04	232,9

n=6 $\quad Dx=471-(49)^2/6=70.84 \quad Dy=146.79-(28.82)^2/6=12.60$

$$r=\frac{232.9-\frac{49\cdot 28.82}{6}}{\sqrt{70.84\cdot 12.60}}=-0.08$$

It was found that the person with melancholic temperament incurious to red.

X	u	X^2	u^2	XU
3	8	9	64	24
5	5, 5	25	30, 25	27,5
6	5	36	25	30
7	2, 66	49	7, 08	18,62
8	3,33	64	11,09	26, 64
9	7	81	49	63
10	3,6	100	12, 96	36
48	35,09	364	199,37	225,76

<u>The relationship between blue and choleric type:</u>

n=7 $Dx=471-(48)^2/7=34.85$ $Dy=146.79-(35.09)^2/7=23.47$

$$r=\frac{225.76-\frac{48\cdot 35.09}{7}}{\sqrt{34.85\cdot 23.47}}=-0.51$$

It was found that the choleric temperament does not like the blue color.

Blue - The relationship between the sangvinic type:

X	u	x^2	U^2	xu
3	3	9	9	9
5	8	25	64	40
6	3, 5	36	12, 25	21
7	8	49	64	56
8	5,33	64	28,41	42, 64
9	4,5	81	20, 25	40,5
10	5, 6	100	31,36	56
48	37, 93	364	229,27	265,14

n=7 $Dx=471-(48)^2/7=34.85$ $Dy=146.79-(37.93)^2/7=23.74$

$$r=\frac{265.14-\frac{48\cdot 37.93}{7}}{\sqrt{34.85\cdot 23.47}}=+0.17$$

It was found that the person with the sangvinic temperament was indifferent to blue.

Blue - The relationship between the phlegmatic type:

X	u	x^2	U^2	xu
3	4	9	16	12
5	4	25	16	20
6	6, 5	36	42, 25	39
7	6,33	49	40, 07	44,31
8	5,33	64	28,41	42, 64
9	6	81	36	54
10	4	100	16	40
48	36,16	364	194,73	251,95

n=7 $Dx=471-(48)^2/7=34.85$ $Dy=146.79-(36.16)^2/7=7.93$

$$r=\frac{251.95-\frac{48\cdot 36.16}{7}}{\sqrt{34.85\cdot 7.93}}=+0.24$$

A person with a phlegmatic temperament was found to be indifferent to blue.

Blue - The relationship between melancholic type:

X	u	x^2	U^2	xu
3	5	9	25	15
5	2,5	25	6, 25	12, 5
6	5	36	25	30
7	3	49	9	21
8	6	64	36	48
9	2,5	81	6, 25	22,5
10	6, 8	100	46, 24	68
48	30, 8	364	153,39	217

n=7 $\quad Dx=471-(48)^2/7=34.85 \qquad Dy=146.79-(30.8)^2/7=18.22$

$$r=\frac{217-\dfrac{48\cdot 30.8}{7}}{\sqrt{34.85\cdot 18.22}}=+0.23$$

It was found that the person with a melancholic temperament was indifferent to blue.

The relationship between green and choleric type:

X	U	x^2	U^2	xu
3	8	9	64	24
5	5, 5	25	30, 25	27,5
6	3,5	36	12, 25	21
7	4,2	49	17, 64	29,4
8	4,5	64	20, 25	36
9	5	81	25	45
10	2	100	4	20
48	32,7.	364	173,39	202,9

n=7 $\quad Dx=364-(48)^2/7=34.85 \qquad Dy=173.39-(32.7)^2/7=20.63$

$$r=\frac{202.9-\dfrac{48\cdot 32.7}{7}}{\sqrt{34.85\cdot 20.63}}=-0.53$$

It was found that the person with choleric temperament dislikes green.

Green - cross-linking of the sangvinic type:

X	U	x^2	U^2	xu
3	3	9	9	9
5	5, 75	25	33,06	28,75
6	4,5	36	20,25	27
7	6, 6	49	43, 56	46,2
8	7,33	64	53,72	58, 64
9	5	81	25	45
10	3	100	9	30
48	35,18	364	193,60	244,59

n=7 $Dx=364-(48)^2/7=34.85$ $Dy=193.60-(35.18)^2/7=16.79$

$$r=\frac{244.59-\frac{48\cdot 35.18}{7}}{\sqrt{34.85\cdot 16.79}}=-0.14$$

It was found that a person with a sangvinic temperament dislikes green.

Green - The relationship between the phlegmatic type:

X	u	x^2	U^2	xu
3	4	9	16	12
5	5	25	25	25
6	6, 5	36	42,25	39
7	6,4	49	40, 96	44, 8
8	2, 66	64	7, 07	21,28
9	5	81	25	45
10	5	100	25	50
48	34, 56	364	181,28	237,08

n=7 $Dx=364-(48)^2/7=34.85$ $Dy=181.28-(34.56)^2/7=10.65$

$$r=\frac{237.08-\frac{48\cdot 34.56}{7}}{\sqrt{34.85\cdot 10.65}}=0.05$$

A person with a phlegmatic temperament is found to be indifferent to green.

Green-melancholy type relationship:

X	u	X^2	u^2	XU
3	5	9	25	15
5	3,75	25	14, 06	18, 75
6	5, 5	36	30, 25	33
7	2,8	49	7, 84	19,6
8	7	64	49	56
9	5	81	25	45

10	10	100	100	100
48	39, 05	364	251,15	287,35

n=7 Dx=364-(48)^2/7=34.85 Dy=151.15.28-(39.05)^2/7=33.3

$$r=\frac{287.35-\frac{48\cdot 39.05}{7}}{\sqrt{34.85\cdot 33.3}}=+0.57$$

A man with a melancholic temperament is found to like green.

Black - choleric type interrelationship:

X	**u**	**x^2**	**U^2**	**xu**
5	6	25	36	30
6	4,5	36	20, 25	27
7	4,5	49	20, 25	31,5
8	4	64	16	32
9	3	81	9	27
10	0	100	0	0
14	6	196	36	84
59	28	551	137,5	231, 5

n=7 Dx=551-(59)^2/7=53.71 Dy=137.5-(28)^2/7=25.5

$$r=\frac{231.5-\frac{59\cdot 28}{7}}{\sqrt{53.71\cdot 25.5}}=-0.13$$

It was found that the person in the sangvinic temperament was indifferent to black. With increasing of imbalance, the intensity of black sensation is low.

Black - The relationship between the phlegmatic type:

x	**u**	**x^2**	**u^2**	**xu**
5	5, 66	25	32, 03	28,3
6	5,5	36	30, 25	33
7	5, 5	49	30, 25	38,5
8	5,25	64	27,56	42
9	6	81	36	54
10	3	100	9	30
14	1	196	1	14
59	31,91	551	166,09	239,8

n=7 Dx=551-(59)^2/7=53.71 Dy=166.09-(31.91)^2/7=20.63

$$r=\frac{239.8-\frac{59\cdot 31.91}{7}}{\sqrt{53.71\cdot 20.63}}=-0.87$$

It was found that a person with a phlegmatic temperament dislikes black. As the blackness increases, the phlegmatic personality tends to decrease the sensitivity of the black.

Black - The relationship between melancholic type:

X	u	x^2	u^2	xu
5	5	25	25	25
6	2,5	36	6, 25	15
7	5,5	49	30, 25	38,5
8	3,25	64	10,56	26
9	3	81	9	27
10	9	100	81	90
14	8	196	64	112
59	36, 25	551 551	226, 06	333,5

n=7 Dx=551-(59)^2/7=53.71 Dy=266.06-(36.25)^2/7=38.33

$$r = \frac{333.5 - \frac{59 \cdot 36.25}{7}}{\sqrt{53.71 \cdot 38.33}} = +0.62$$

A man with a melancholic temperament is found to like black. Increasing levels of melancholy may lead to increased black sensitivity.

Yellow - choleric type interrelationship:

X	u	x^2	u^2	xu
4	5, 5	16	30, 25	22
6	4,5	36	20, 25	27
7	5, 5	49	30, 25	38,5
8	5, 66	64	32, 04	45,28
9	1, 75	81	3,06	15, 75
10	2	100	4	20
11	6	121	36	66
15	7	225	49	105
70	37,91	692	204,85	339,53

n=8 Dx=692-(70)^2/8=79.5 Dy=204.85-(37.91)^2/8=25.21

$$r = \frac{339.53 - \frac{70 \cdot 37.91}{8}}{\sqrt{79.5 \cdot 25.21}} = +0.17$$

The choleric temperament was found to be insensitive to yellow. As the imbalance increases, the sensation of yellow becomes less sensible.

A person with a sangvinic temperament was found to like yellow.

Yellow - The relationship between the phlegmatic type:

x	**u**	**X²**	**U²**	**xu**
4	5	16	25	20
6	5,25	36	27, 56	31,5
7	5, 5	49	30, 25	38,5
8	6	64	36	48
9	5,25	81	27,56	47, 25
10	6	100	36	60
11	1	121	1	11
15	4	225	16	60
70	38	692	199,38	316,25 25

n=8 $\quad D_x=692-(70)^2/8=79.5 \quad D_y=199.38-(38)^2/8=18.88$

$$r=\frac{316.25-\frac{70\cdot 38}{8}}{\sqrt{79.5\cdot 18.88}}=-0.41$$

It was found that a person with a phlegmatic temperament dislikes yellow.

Yellow - The relationship between melancholic type:

X	**u**	**x²**	**u²**	**xu**
4	2,5	16	6, 25	10
6	4	36	16	24
7	6	49	36	42
8	2, 66	64	7, 08	21,28
9	6,5	81	42, 25	58, 5
10	7	100	49	70
11	8	121	64	88
15	4	225	16	60
70	40, 66	692	236,58 *c o* 58	373,78

n=8 $\quad D_x=692-(70)^2/8=79.5 \quad D_y=236.58-(40.66)^2/8=29.93$

$$r=\frac{373.78-\frac{70\cdot 40.66}{8}}{\sqrt{79.5\cdot 29.93}}=+.036$$

According to the results obtained by the color sensitivity level of the students we have studied 1 student with "good" color vision level 1 to 0, or 29 to 25, 15 students with "average" color sensitivity the range of 6-10 or 24-20, and 2 students with "satisfactory" color sensitivity range of 11-15 or 19-15, there are common differences.

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THE IMPORTANCE OF INNOVATIVE ACTIVITIES OF YOUTH TO ENTREPRENEURSHIP

Abstract: *The culture of entrepreneurship, which today is recognized as the main direction of the development of society, is developing in harmony with innovation. This, in turn, requires a scientific and philosophical interpretation of youth entrepreneurship. Therefore, a scientific and philosophical analysis of the role of innovative youth in entrepreneurial culture has been carried out.*

Key words: *Innovative business, entrepreneurship, young entrepreneurs, society, human factor, new developments.*
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Introduction

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Where as new tools and equipments were being developed in all areas of industry, manufacture, and economics in the 20 th century, we can today observe that these changes occur hourly in the past 20-25 years. Each country has its own economy and manufacture, focusing on the use of different ideas and creative actions of new ideas, based on their own scientific and intellectual potential.

In today's fast-growing information-based society, the development and implementation of robust, well-thought-out, wide-ranging innovative and practical projects in business is one of the most important issues. At the same time, it is important to create the legal space, opportunities and guarantees for ensuring the stability and sustainability of the national economy in our country, the legal protection of equality of ownership and, especially, the support of entrepreneurship.

It should be noted that the continuous implementation of systematic measures to develop entrepreneurship in the development of society will bring the sector to a new level. This raises the need to create and improve mechanisms to ensure that the culture of entrepreneurship corresponds with the interests of the state and society. It also highlights the need to improve the culture of entrepreneurship in achieving quantitative and qualitative indicators of socio-economic and cultural transformation.

In addition, the Presidential Decree on October 5, 2016 "On additional measures to ensure accelerated development of entrepreneurship, comprehensive protection of private property and qualitative improvement of the business environment" has opened a new phase in this regard.

The introduction of the results of intellectual and creative activity of the person in production has always been and continues to be a major factor in the development of society. This in turn requires new ideas, discoveries, innovative developments that can be used in life. Innovative developments, in turn, help to reduce the cost of labor and increase the effectiveness of community.

At this new stage of development in Uzbekistan, a special emphasis is placed on innovative activities in all areas, including the introduction of innovative technologies, new methods and tools. Today, we can cite the culture of entrepreneurship as one of the fastest and most effective aspects of new innovative activities. It is clear that there is a great deal of confidence in today's youth that they will have the implementation of such innovative developments.

The phenomenon of entrepreneurship is determined by the economic sector and its financial indicators. Furthermore, it is impossible to imagine economic development without moral and cultural factors. For example, the state of social consciousness, the culture of work and communication, moral and spiritual values, national traditions and customs are undergoing profound structural changes in today's market economy. Entrepreneurship is the product of these global processes, and requires a specific economic thinking and culture. This requires the introduction of new techniques and technologies into the manufacturing sector, as well as the human factor. In the introduction of new technical and technological tools, the entrepreneur must first take into account the environmental factors, the effectiveness of economic activities, and, secondly, the economic and natural consequences of scientific and technical activities, the entrepreneurial culture.

Therefore, it is impossible to imagine and interpret the culture of entrepreneurship and entrepreneurship itself in isolation from the notions: human, individual.

Development of innovative activities and introduction of innovative technologies in business activity is a requirement of modern society. The execution of the needs of the modern society is the essential thing today.

As President of the Republic of Uzbekistan Shavkat Mirziyoev said, “Today we are moving towards innovative development aimed at radical renewal of all spheres of life of the state and society. It is not accidental, of course. Who will win in today’s fast-paced world? A state based on new ideas, innovation and new opinions will win.

Innovation is the future. If we start building our great future today, we should start with the innovative ideas, innovative approaches… The challenge of supporting talented young people, creative ideas and developments in this process will be our focus [2. 19-20.] ”.

At the same time, further development of the activities of young entrepreneurs, funding their innovative development and ideas, and their implementation have reached the level of state policy. The law on State Youth Policy, adopted on September 14, 2016, is important in this regard. This law defines the concept of youth entrepreneurship for the first time, including the following: "entrepreneurial activity carried out by young citizens without legal entity, as well as by legal entities whose founders are young citizens" [3.23]. Article 26 of the Law is entitled as “State Support of Youth Entrepreneurship”, which states that youth entrepreneurship is supported by the state in the following areas:

-assistance in state bodies to the organization of youth entrepreneurship;

-providing soft loans for the involvement of young people in entrepreneurial activities;

-training of young people on the basics of entrepreneurial activity, development of contractual cooperation between educational institutions and employers;

-development and implementation of youth entrepreneurship support programs [4. 23.].

The law provides that, in addition to supporting the economic independence of the state, the state establishes and protects in accordance with the relevant privileges, preferences and safeguards.

Well, innovative ideas are the result of innovative activities that are directly linked to entrepreneurial activity. At the same time, the development of entrepreneurial culture for the development of entrepreneurship is on demand. After all, human civilization is defined by the increasing transformation of the “creative person” into the “consumer – person”. This process, in turn, raises the need for creative thinkers and mentally developed young people. From this point of view, we consider the relevance of scientific and philosophical research of the social essence of developing a culture of innovation activity among young people, especially young entrepreneurs, in the context of civil society as follows:

-creation of conditions for the reflection of the human factor in innovative activity in entrepreneurship. This is why young people who are engaged in entrepreneurship serve their noble goals through self-awareness, and give a boost to their native land, their love for their country, and their sense of patriotism.

-formation of a culture of innovative activity aimed at ensuring the creative labor and prosperity of entrepreneurs, especially youth. After all, entrepreneurship is the key to the development of society in a market economy.

-to develop the skills of a culture of innovative activity aimed at ensuring the optimal security of the relationship between nature and society, especially for young entrepreneurs. The entrepreneur must introduce the human factor into the environment through the introduction of new technological tools, firstly, the environmental issues, the effectiveness of economic activities, and, secondly, the economic and natural consequences of scientific and technical activities, and the culture of entrepreneurship. [4. 14.].

The importance of the consequences of the global crisis in our country is the development and implementation of comprehensive, well thought-out, large-scale innovative and practical projects in the field of entrepreneurship in today's rapidly advancing information society.

Not only civil society, but also the active participation of entrepreneurs in this process should represent the interests of social development in their innovative activities. The practical importance of introducing technological processes and introducing innovative processes into the processes of production of innovative ways of overcoming the ongoing global financial and economic crisis is growing. This implies the need for a scientific study of the philosophical aspects of the dialectics of cultural attitudes towards the economic factor and the innovative activities of young entrepreneurs. At the stage of national development, the theoretical and practical significance of scientific and technical values is growing, with objective and subjective conditions for the free realization of mental abilities of a fully developed and professionally mature person become and expanding. It serves as an important spiritual factor in the activity of young people in our country, which is flooded with the leading ideas of world science.

The scientific and philosophical view of our research is the philosophical study of the positive impact of young entrepreneurs on the development of innovative business culture. The entrepreneurial culture of youth innovation activities has an impact on the increasing level of innovation activity and the ability to quickly spread innovative developments created within the activities of modern information systems structures into a whole innovation space. In addition to the theoretical justification of new ideas, the emergence of effective innovative technologies to implement it will create favorable conditions for the transfer of innovation directly into the field of practical activity. As a result, implementation of innovative ideas in the context of specific technological solutions creates decent conditions for the mass introduction of innovative activities.

At the same time, the establishment of new socio-economic relations, the diversification of forms of ownership will lead to a healthy competitive environment in all areas of activity and the widespread entrepreneurship. Therefore, one of the factors contributing to competitiveness is to create innovation and strive for its effectiveness. Naturally, such changes lead to further cultural growth.

The popularization of the culture of innovation activity contributes to the enrichment of the socio-cultural values, which ultimately increases the importance of innovation as a socio-cultural value.

To sum up, creative thinking, initiative, active and responsible entrepreneurship, which is the subject of innovative activities that entrepreneurs need to develop, especially in young entrepreneurs, is crucial to fostering a culture of innovation activity in line with positive changes in society. In our view, based on the scientific, philosophical, and socio-economic objectives of our ideas, we can make the following practical recommendations:

-at the new stage of our development, the core value of social activity, focused on the welfare of society, is based on scientific and philosophical researches, as well as the development of entrepreneurial culture in the youth as a principle of development;

-to pay attention to the implementation of the concept of innovation in youth entrepreneurship, in particular, when setting the goal of innovative activities;

-providing opportunities for young entrepreneurs to identify their strategic goals, in whole or in part, by bringing innovative ideas to the community;

-formation of innovative development (manuals, brochures) aimed at correct definition of strategic goals for young entrepreneurs.

In the implementation of these recommendations, it is advisable to produce the following resources to achieve systemic and strategic effectiveness. Including:

-intellectual resources (knowledge, skills, practices);

-economic resources (banking, new equipment);

-information resources (information, processed information).

This innovative way of thinking in young people enables the rapid development of entrepreneurial activity to find positive solutions to the serious social and economic problems in the country. Creative activity, which involves the development and implementation of social and economic problems and methods that were not available at the time, is primarily related to intellectual potential. In turn, directing this mental capacity requires creative thinking, initiative, active and responsible entrepreneurial culture in the innovative activity of young people.

Economic freedom plays a key role in entrepreneurial activity. If an entrepreneur is not economically free, he or she will depend on economic decision-making, economic activity, competition, and risk. It becomes a simple employee or a small screw of control mechanism, loses its enthusiasm. An entrepreneur has the right to decide what kind of activity is acceptable and prestigious only to him (himself). When achieving economic freedom, it determines the type of individual activity (entrepreneurship, hired labor, commerce, business), what forms of ownership are appropriate for itself, which sector or sector and in what region of the country it may represent. Therefore, entrepreneurship needs economic freedom first and foremost to implement a culture of entrepreneurship. Secondly, it is necessary to be aware of modern knowledge in order to implement a culture of innovative activity. Economic freedom plays a key role in entrepreneurial activity. “If an entrepreneur is not economically free, he or she will be deprived of economic decision-making, economic activity, competition, and risk” [5. 13.]

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THE ROLE AND IMPORTANCE OF FOLK PROVERBS IN THE UPBRINGING OF A PERFECT PERSON

Abstract*: This article deals with the artistic aesthetic expression of such issues as communication culture in proverbs, ethics of communication and culture of communication. There are also comments on the role and importance of articles related to speech culture in the upbringing of human. In addition, the peculiarities, principles of creation, and norms of application of folk proverbs are given.*

Key words*: speech culture, communication culture, listening, the etiquette of keeping silence, proverbs, aphorisms, briefness, compactness.*

Language*: English*

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Introduction

Proverbs are the encyclopaedia of morality, education, and are an inexhaustible treasure. They are endless values that orally created by people. It is well known that there so many proverbs today new collected and published as a book form, so the number of books is more than thirty- five thousand. The product of people's intelligence has been collected and published by intellectuals, wise men, scientists, and professionals throughout centuries. In the twentieth century, it has been published as a book covering all areas of human activity, in various volumes, with different names and for a particular purpose. They cover all aspects of human nature and spirit. The proverbs have different content.

Since human was created, from the earliest times onward there were good and bad people. Unfortunately, it is like this. One group includes people with such features that, honest, humble, generous, hardworking, loyalty, patriotic, patient, believing, well-educated, intelligent and wise, thoughtful, kind , tantalizing, compassionate, fearful of others, respecting the little, good, warm –hearted, and conscientious, however, the second group includes people who are liar, greedy, arrogant, dishonest, mischievous, lazy, traitor, betrayer, unfaithful, unsatisfied, rude, ignorant, intolerant, ungodly, shameless, sluggish, cowardly, fraudulent, abusive, irresponsible, ruthless, senseless, impatient, impolite and combines those with a number of other negative features. Some of the first group members have a few or two - three major positive qualities, however others have all of them. These are well-educated people. Those who strive for perfection choose to combine these features, carry out their activities in this way, and try to use every opportunity they can to make no mistake. Two or three main disadvantages are present in some of the second group members, while others have all of them (one negative one leads them to have other) and they lead people to inferiority so people reach the status of evil person.

When a child is born, according to fairytails, it may have partly positive features and partly negative ones. (*"Bola boshidan ma'lum"*- there are other options of this proverb too). Nevertheless, whether a child is a perfect human being or not, his or her inferiority is all about education. It is an axiom, an unchangeable law. All the nations of the world who know this condemned and hated by the second group people. However, people commend them who are in the first group (*Boy boyga boqar, suv soyga oqar*); If the good support the good, can bad people support the bad?

All the proverbs of the Uzbek nation were created by the people, assuming the formation of a perfect personality. Therefore, when it comes to the subject matter of folk proverbs, it is observed that they cover all aspects of human activity and even create proverbs that lead to improvement within a particular profession: "*Olim bo'lsang, olam seniki*"; "*Yer haydasang, kuz hayda Kuz haydamasang, yuz hayda*"; "*Obro' topay desang, kam de, Sihat topay desang, oz ye…*"

It is well known that proverbs were grouped by researchers according to their themes: articles about modesty; articles about bullying; proverbs on the use of language and others. Folk proverbs promote, glorify, or possess good qualities; urges nation to avoid bad traits, condemns such defects. This determines their most important role in education and morality. Of course, proverbs provides the effectiveness of speech and enhances the speech. Some proverbs such as: *"Anglamay so'zlagan, o'g'rimay o'lar"; "Aravasiga tushdingmi – ashulasini ham aytasan*"; *"Ariqni suv buzar? Odamni so'z (gap)"; "Yig'inga kirganda tilingni tiy? U yog'ini o'zing bilan"* [1; 34-35.] can be example.

Uzbek national proverbs usually form a separate system of language enrichment, which is integrated and harmonized by semantic, grammatical and phonetic structure. Like phrases they can be recorded in dictionaries and take the name of phraseological units. It becomes a unit that maintains the enrichment of the language and in this way becomes the wealth of the people. It is also included in the artistic images of the language. As an artistic image it would be the focus of the speech listeners. Every speaker tries to choose them. Thus, it serves to create exemplary, effective speech and to provide effective communication. As noted by Ahmad Yugnaki in his book Hibat ul-Haquei (for example, the book contains a separate chapter on how to choose words, not to use unnecessary words), *"Bilimli kishi kerakli so'zni so'zlaydi, keraksiz so'zni ko'mib yashiradi"; "Ilmsiz kishi nima gapirsa, nodonligi sababli so'zlaydi, shuning uchun uning tili (nutqi) o'z boshini eydi"[11; 72.]*

In the artistic means of language, as we have noted, folk proverbs have a special place, and it is always important to pay attention to the proper usage of them in the speech (in all styles, in every speech). Therefore, wise men and speakers were more likely to use proverbs and sayings in their speech very carefully. A good usage of image bearing means in the language, especially usage of proverbs clarifies the skill of the speakers, orators and writers. That's why such issues as "the ability of the writer (any writer) to use folk tales"; "the writer's skill of using the synonyms " have been the subject of separate studies. For example, it is known that three candidates (I. Kuchkortoev, R. Kuchkortoyeva, H. Kakhhorova) have defended their dissertations on the topic "Abdullah Kahhor's Use of Pharmacology". Also, his skillful use of folk proverbs can also be a serious subject.

In order for a speaker to be civilized, every speaker (regardless of his or her profession) must first understand the value of the word, the value of many other language units, such as phrases and proverbs. Abdurahman Jami says:

Kimki so'zni qadrlasa har qachon,
O'zini o'zi qadrlagay begumon.

We have stated that folk proverbs are units that must be carefully selected and used in the process of communication. After all, the culture of speech is a reflection of a common culture, of a social culture, of a human culture. It is imperative that the culture of speech and the culture of communication of people of any high-cultural society be appropriate with each other. For this reason, human traits, or to be more precisely, the human culture of speech, are the main aspect that determines the culture, progress and prosperity of each social system.

Speech culture is reflected in everyone's oral and written speech. The speaker ensures that his speech is fluent, clear, understandable, logical, and accurate, and that makes his speech distinctive; written speech composer tries to make exemplary speech based on spelling rules and enhances it, in addition to this he also tries to make the speech more responsive and effective. Hence, his written speech is, first and foremost, can be distinguished by its correctness (based on rules).

From what has been said, the most important sign of the culture of speech is manifested in the skillful approach to the vocabulary that is the main unit of the language, the attitude and use of proverbs, phrases, and parems. Therefore, it is essential that every intellectual, intelligent and self-aware person should possess a high level of speech culture.

As most of the more than five thousand proverbs serve to form a perfect human being, a number of proverbs in them are explicitly devoted to the enrichment of speech culture: *"So'zlaganga qarama, so'zlatganga qara*"; *"Bemuomala birni urar, muomalali mingni urar*"; "*Odobning boshi – til*"; *"Bilgan so'zni ayt, bilmas so'zdan qayt"*; *"Befoyda so'zni aytma, foydali so'zdan qaytma"; "Tildan toygan yig'laydi, tilini tiygan gullaydi*" [2; 350; 364;]. These proverbs describe all aspects of shaping the communication culture and also the ideas, tips, advice, and ways to speech culture.

In order for a speech to be culturally speaking, it must first have the following basic characteristics: 1) it must meet the requirements of oral literary speech; 2) must meet the requirements of written literary speech (complied with the rules of literary language); 3) it must be made according to different communication situations (in a broad meaning) and traditions that are fixed and have become a value; 4) In their speech, speakers should express their respect, love, warm attitude and other personal traits (level of education, general knowledge, honesty, conscientiousness, etiquette and esthetic, etc.) for his / her native language. It is not a right thing to ask cultural speech from the person who has not got love for his mother tongue. It should be noted here that, for example, in Uzbek tradition, it is not appropriate to disturb when two people are talking without any reason; when a person speaks, it is not good to interrupt him until he finishes; talking without an excuse before the elderly is not part of the etiquette. All of these are reflected in folk proverbs and sayings. *"Tilingni tiysang, yetarsan, tilingni tiymasang, ketarsan"; "Tildan toygan yig'laydi, tilini tiygan gullaydi"*; *"Yig'inga kirganda tilingni tiy, u yog'ini o'zing bilasan"; "So'zlamasdan o'ylab ol"; "So'zlamay so'zingga boq, avval o'yla, o'zingga boq"; "Bilimlining so'zini eshit, u bunday degan: So'ramaslaridan avval so'z so'zlama"; "Odam gapirishi uchun avval so'z so'ralgan bo'lishi kerak. Agar so'z so'ralmasa, so'zlamaslik kerak"* (Yusuf Hos Hojib) [3; 938.].

It has been noted in many literary works that Uzbek literary language is one of the most developed languages [4; 5.]. Speech culture is an integral part of the national culture, and it is more than national culture, especially the language culture (the phonetic, linguistic, grammatical, orthoepic and other norms of the language; the fact that the members of the nation do not fully provide social contacts, the ability to create high quality literary literature, and the comprehensive resolution of the Uzbek people the development of people, etc.) can not remain behind. Particularly, for centuries, the most compact, most logical, meaningful, accurate, and influential proverbs that have the most unique ideas and recommendations on issues related to the formation of this characteristic and important feature of the human race have been an integral part of the human culture. As long as they are existed and committed to educating the whole community in this regard, our speech culture cannot be left behind.

The attitude towards and use of one of the most cultured languages, Uzbek literary language, should be different. This is also reflected in the proverbs and sayings of the people: *"Tilga e'tiborsiz – elga e'tiborsiz" ("Tilga ixtiyorsiz – elga e'tiborsiz")*; *"Til muncha sharafi bilan nutqning olatidir va nutqdiki, gar nopisand zohir bo'lsa, tilning ofatidir"* [7; 89.].

After all, every issue related to the culture of speech is a socio-political and economic issue that is of cultural significance. The growth of perfect people in society, the high level of speech communication, and the culture of communication have a significant impact on economic development.

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ISLAMIC LAW (FIQH) AND TARIKAT KHOJAGAN-NAQSHBANDIYA (THE PATH OF SPIRITUAL PERFECTION) INTERCONNECTION AND HARMONY

***Abstract**: the article considers the relationship and harmonies of Islamic law (fiqh) with the tarikat of Khojagan-Naqshbandiya, their interdependence with each other, as well as about crimes and punishments (had, kasos, and tazir) in Sharia.*

***Key words**: Islamic law (fiqh), Sharia, tarikat, (tasawwuf), hakikat, madhhab, crime, punishment (had, kasos, tazir), Naqshband.*

***Language**: Russian*

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ИСЛАМСКОЕ ПРАВО (ФИКХ) И ТАРИКАТ ХОДЖАГАН-НАКШБАНДИЯ (ПУТЬ ДУХОВНОГО СОВЕРШЕНСТВОВАНИЯ): ВЗАИМОСВЯЗЬ И ГАРМОНИЯ

***Аннотация**: В статье рассматриваются взяимосвязь и гармония исламского права (фикх) с барикатом Хожаган-Накшбандия, взаимообусловленность их друг с другом, а также, о преступлениях и наказаниях в шариате (хадд, касос и таъзир).*

***Ключевые слова**: исламское право (фикх), шариат, тарикат (тасаввуф), хакикат, мазхаб, преступление, наказание (хадд, касос, таъзир), Накшбанд*

Введение

Первая четверть XXI века, наряду с дальнейшим развитием процессов глобализации и информационных технологий в мире, характеризуется все большим, чем когда-либо, стремлением ученых Востока и Запада к изучению уникальных источников исламского права (фикх), внесших неоценимый вклад в цивилизацию исторического прогресса. В наши дни, в условиях жесткой идеологической борьбы между различными силовыми центрами мира, одной из самых актуальных задач при принятии мер по недопущению распространения разрушительных идей в обществе является разъяснение общественности истинной гуманистической и миролюбивой сути исламской религии, ее вклада в цивилизацию человечества. Ведь и в прошлом, и в настоящее время, исламское учение, другими словами – исламское право, как отмечает Президент Узбекистана Шавкат Мирзиёев, **призывает нас к добру и миру, сохранению подлинного человеческого начала**[1].

Объявление Организацией исламского сотрудничества города Бухары **«столицей исламской культуры»** в 2020 году, организация в областях Узбекистана школ хадиса, фикха, калама, тафсира и тасаввуфа, а в Ташкенте – Центра исламской цивилизации Узбекистана и

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[1] Выступление Президента Республики Узбекистан Шавката Мирзиёева на 72-й сессии Генеральной Ассамблеи ООН//Народное слово , 20 сентября 2017г., № 189 (6853).

Международной исламской академии Узбекистана предполагают проведение более глубоких исследований в сфере исламского учения и его неотъемлемой части – науке об исламском праве (фикх).

Известно, что согласно исламскому учению, овладение знаниями является не только правом, но и долгом, ответственностью каждого человека. Получение знаний входит в число действий, которые требуется совершать. Один из мудрецов прошлого сказал: «Ствол дерева ислама стоит в Мекке, но его урожай поспевает в центре Средней Азии – в славной Бухаре». Данное суждение не нуждается в комментариях. Именно данное мнение составляет основу научных поисков и исследований, осуществляемых в настоящее время учеными нашей страны. Ибо в результате каждого исследования мы узнаем подробные и очень ценные сведения о научном наследии ученых и мыслителей прошлого, считавших образованность большой гордостью для себя. Это наследие веками не теряет своего значения, оно служит обеспечению мира и спокойствия в обществе.

И сейчас, в глубине души любого научного работника, решившего познать историко-правовые аспекты нашей национальной государственности, заложена добрая идея – «быть достойным продолжателем великих предков». В наших ушах постоянно звучит хадис: «Ученые являются наследниками Пророка». Как в течение нескольких веков историко-правового развития нашей государственности, так и в настоящее время, исламское право является основой наших убеждений, мировоззрения и мышления, способствует тому, чтобы человек питался из чистейшего родника священной религии ислам, чтобы получал знания для достижения благих целей – установления в обществе атмосферы мира и согласия, социальной справедливости, высокой нравственности, воспитания гармонично развитого поколения. Оно побуждает нас жить, чувствуя ответственность за то, чтобы и молодежь изучала богатое научное наследие.

Проведенное нами исследование относится к первому этапу в тарикат (путь духовного совершенствования), то есть рассматривает вопросы преступления и наказания в шариате. Коротко изложим наши мысли по этому вопросу. Следует отметить, что исламское право (фикх) можно изучать, структурно разделив его на три части. Первая — это вопросы, касающиеся **ибодат** (поклонение), то есть правила и нормы об отношениях между Аллахом и верующими. Вторая – вопросы **муомалат** (взаимоотношения). Это отношения между людьми, отношения государственной власти с гражданами, взаимоотношения с представителями других религий или государств. Третья – **наказание** (икоб или укубат) или **мучение, страдание,** то есть вопросы о наказаниях за преступления, одним словом, это решение конфликтных отношений, возникающих в результате нарушений правил и норм, порядка и процедур, связанных с вышеприведенными двумя частями – ибодат и муомалат. [2]

Это означает соблюдение одного из важнейших принципов в исламском праве «**аль-касосу минал-хак**» или «***наказание неизбежно***». В соответствии с исламским правом, любой серьезный грех или преступление рассматриваются как действие, требующее наказания за нарушение запретов для мусульман. Суть исламского права отражена в правовых нормах, базирующихся на пяти принципах: религия, жизнь, разум, продолжительность поколений и владение имуществом.

В исламском праве любое нарушение закона расценивается как неподчинение воле Аллаха. Поэтому любые действия, выходящие за рамки правил для мусульман и считающиеся противозаконными по шариату, рассматриваются не только как действия, которые заслуживают «светских санкций», они признаются грехом и с религиозной точки зрения, поэтому утверждается, что повлекут наказание и в судный день. Так и проповедники направления Ходжаган-Накшбандия призывали строго соблюдать законы шариата, принимать небходимые меры по воздержанию от больших (кабир) и малых (сагир) грехов, чтобы не получить наказания. В этом и заключается непреходящее значение данного направления.

Полагаем, что преступления в исламском праве целесообразно изучать, классифицируя их на три категории по уровню общественной опасности и по характеру. В первую группу входят преступления, за которые применяется наказание **«хадд»** (удержание, пресечение) или **«худуд»** (граница или предел). К ним относится посягательство на права Аллаха: в частности, зино (интимные отношения вне брака), клеветническое обвинение в зино (разврате), кража, употребление спиртных напитков или наркотических веществ, отречение от религии (ширк), мятеж и другие. Вторая группа включает преступления в виде **мести** или нанесения убытка, которые направлены против жизни и здоровья лица. Это убийство или нанесение телесных повреждений, совершенные умышленно либо по неосторожности. В третью

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[2] Ислом энциклопедияси",Т.: "Ўзбекистон миллий энциклопедияси",2017, 670 Б.

группу входят преступления, за которые предусмотрены наказания «**таъзир»** (лишения свободы, штраф, примирения и т.д.)[3]. Преступлений данного вида очень много. В некоторых источниках говорится, что правонарушений, наказываемых мерой воздействия «таъзир» более 200.

Отличие исламского права от других правовых систем, к примеру, от англо-саксонской (Англия и США) и континентальной системы (Германия, Франция и др.) заключается в том, что в шариате правовые нормы составляют общий и целостный комплекс, т.е. носят универсальный характер. В исламском праве правовые нормы по своей структуре рассматриваются в неразрывной связи друг с другом и не разделяются на отрасли. Заслуживает особого внимания то, что правила и процедуры, связанные с наказаниями за преступления, отражены в источниках разрозненно, в зависимости от места.

Необходимо отметить, что в Узбекистане исламское право (фикх) или шариат до двадцать пятого года прошлого века применялось органами государственной власти, в частности, казиями (по-современному – судями). Поэтому, оно считается основой истории права нашей национальной государственности. Следует особо подчеркнуть, что в настоящее время роль и влияние положений исламского права, касающихся **ибодат** (поклонение), значимы в повышении национальных ценностей и духовности в обществе.

Еще один важнейший аспект исламского права состоит в том, что оно основывается на **мазхабах** (течение, толк, школа). В исламе различается два основных мазхаба – **сунна и шиа**, их приверженцы – сунниты и шииты. Течение, вобравшее в себя взгляды сунна (ахли сунна вал джамоа) обобщает правила четырех правовых школ — Ханафия, Моликия, Шофиия и Ханбалия. Каждая из этих школ помогает находить ответы на правовые вопросы жизни общества, руководствуясь правилами и нормами, разработанными их основателями. В настоящее время в Узбекистане для решения вопросов поклонения, традиционно применяются правила именно **Ханафитской** школы.

Дело в том, что стержнем и основой законотворчества в исламском праве признаются священный Коран и сунна (пример жизни) пророка Мухаммада. В данных источниках правовые положения совершенствовались с течением веков или изменением места, территории. При формировании правовых школ, также приходилось учитывать перемены общественных отношений. Особенно, после смерти пророка Мухаммада возникла необходимость принятия соответствующих мер для не допущения ошибок при поиске правовых решений возникающих новых вопросов, которые уже невозможно было регулировать с помощью двух основных источников. Поскольку исламское государство последовательно расширялось территориально и достигло Маверауннахра[4]. Естественно, объединение нескольких различных обществ в одно государство, требовало поиска правовых решений отличающихся друг от друга актуальных проблем общественной жизни. В связи с этим, внимание основателей мазхабов (течений) направлялось на разработку, на основании Корана и сунны, новых правовых норм, применяя **иджму, кияс** и другие способы. Если анализировать с правовой точки зрения, то правила и нормы мазхабов не так сильно различаются. Но есть своеобразные особенности при формулировке правового определения по какому-либо вопросу, при их классификации, при разъяснении понятий. К примеру, ворам за кражу отрубали руку, причем, для назначения этого наказания учитывали стоимость украденного. И тут наблюдались разногласия: представители школы Шофиия указывали на одну четвертую часть одного динара, а представители Моликия указывали на три дирхама. Представители Ханафитского толка устанавливали данный размер в десять дирхамов.

Здесь, подчеркивая гормонию шариата с тарикатом, уместно привести в качестве примера следующий хадис Пророка: «Шариат – это то, что я говорил (аш-шариъату акволи), а тарикат – это мои дела или то, что я делал (ват-тарикату афъоли), хакикат – это мое положение (ал-хакикату холи)». Хадис показывает, что шариат и тарикат взаимно гармоничны. Следовательно, они служат основой друг для друга или один дополняет другой[5]. Следует отметить, что учение мистиков-суфиев, состоит в глубоком "внутреннем" соблюдении законов религии, в отличие от шариата, требующего внешнего исполнения религиозных обрядов и правил.

Цель исследования состоит в обогощении нашего мировоззрения, излагая свои суждения о бесценном научном наследии семи **религиозных наставников,** т.е. основателей тариката (направления) Ходжаган-Накшбандия, которое формировалось в Бухаре в течение более двух веков и дошло до нас, причем обращая внимание

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[3] Мавжуда Ражабова "Ҳуқуқ ва адолат: Ўтмиш,бугун,истиқбол". Т."YURISN-MEDIA MARKASI",2009, 80-83 б.

[4] Зиёдулла Муқимов "Ўзбекистон давлат ва ҳуқуқ тарихи",Т.: "Адолат",2003, 62-64 б.

[5] Улуғ Авлиё.Шайх Худойдод Вали (таржимон Сайфиддин Сайфуллоҳ),Т.: "O,ZBEKISTOH" 2017, 223-224 б.

на взаимосвязь и гармонию между данным направлением и шариатом.

Примечательно, что в условиях глобализации, развитие всех отраслей науки, в частности, системное и гармоничное развитие общественных наук, связанных с суфизмом, который формировался на базе исламского права, зависит от совместных усилий ученых-исследователей данной сферы.

Обратим внимание на исторический период, когда формировалось направление Ходжаган-Накшбандийя. В XI-XIII веках общественно-политическая обстановка в Узбекистане (в то время Моверауниахр) характеризовалась острыми конфликтами, противоречиями и беспощадными войнами. Одним словом, это был очень сложный и опасный период. Он связан с монгольским нашествием. Поэтому, XI и XIII века считаются в истории тяжелым периодом, который нанес большой урон развитию нашей национальной государственности, не дал возможности двигаться вперед в общественно-политической, экономической и духовной сферах. Несмотря на огромные потери, по воле и милости Аллаха, вскоре, пока у общества не угасла вера в улучшение жизни, возрождение и будущее, к концу XII века был достигнут дальнейший подъем в сфере науки. В тот период в Бухаре последовательно занимали места на сцене истории великие умы, внесшие весомый вклад в развитие исламского учения. Это семь святых, которые и являются основателями направления Ходжаган-Накшбандия – Абдухалик Гиждувани, Ходжа Ориф Ревгари, Ходжа Махмуд Анжир Фагнави, Ходжа Али Ромитани, Боб Самоси, Мир Кулол и Ходжа Бахауддин Накшбанд[6]. Каждый из них содействовал овладению населением исламским учением и внес неоценимый вклад в утверждение принципов шариата.

Как свидетельствуют источники, при овладении основами Накшбандийского учения нужно строго соблюдать принцип «шариат – тарикат-хакикат». Согласно этому принципу, каждый человек, чтобы достичь совершенства, вначале должен хорошо освоить шариат, т.е. говоря современным языком, хорошо знать законодательство, основанное на исламском праве. Главное, человек должен строго и полностью соблюдать в повседневной жизни каждое требование шариата, жить скромно и явно не отличаться от других по степени материальной обеспеченности. Образно говоря, принцип «шариат-тарикат-хакикат» означает: чтобы пройти через трудности **тариката** (обучения, духовного обогащения) и дойти до **хакиката** (правды, истины), надо опираться **на шариат** (свод правил). Наш современник – мудрец, шейх Мухаммад Садык Мухаммад Юсуф в своей книге «Усулул фикх» пишет: «Религиозные каноны делятся на три группы. Первая группа – практические каноны, т.е. те, которые человек обязан выполнять; вторая – каноны, «касающиеся убеждения», и третья — нравственные каноны, к примеру, такие, как «нужно говорить правду и нельзя лгать». Науку, занимающуюся этими нравственными канонами, называют «**тасаввуф**» или **«тарикат»**[7].

Подробные сведения о тарикате Накшбандийя отражены в таких исторических источниках, как «Рашохати айнал хаёт» Хусейна Сафий, «Нафахотул-унс» Абдурахмана Джами, «Анисут-толибийн» Салахуддина ибн Муборак, «Рисолаи кудрия» Ходжи Мухаммада Порсо. Следует отметить, что тарикат Накшбандийя после смерти Бахауддина Накшбанда был продолжен его учениками Алоуддином Аттором и Мухамамадом Порсо, а позже был еще более усовершенствован Убайдуллох Ахрором, известным как Ходжа Ахрор Валий. Благодаря шейху Абдуллох Илохи Симови (1490) трактат дошел до Анадолу (Испания). Через полтора века Мухиддином Боки биллох Кабули был широко распространен и в Индии. Это приходится на период правления Бабура.

Пользуясь случаем, хотелось бы назвать особенности тариката Накшбандия. 1) Крепкая привязанность к шариату; 2) «Вахдати шухуд» («единство свидетельства» – учение о человеке, как единстве двух начал – божественного и человеческого); 3) Победа над душой (жадность), приобщаясь к Аллаху или Робита – духовная связь между учеником и наставником-святым; 4) Отказ от музыки как психологической силы[8].

Ходжа Бахауддин Накшбанд в исламском праве был сторонником Ханафитской школы и убеждения «Ахли сунна вал джамоа». Призывал устранять любые конфликты и разделения на группы, избегать экстремизм, ереси и суеверия. В сущности основных правил данного направления лежит принцип: «Пусть рука будет при деле, а душа с Аллахом». Основа тариката значима тем, что он направлен на защиту законов шариата. Бахауддин Накшбанд подчеркивал, что мусульманин должен не «убивать» страсть, а воспитывать ее, обеспечивать ее существование в рамках критериев шариата. Ибо именно здесь сталкивается равновесие чистоты убеждений,

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[6] Садриддин Салим Бухорий “Бухоронинг табаррук зиёратгоҳлари.Т.: “Наврўз” нашриёти,2015. 348 Б.

[7] Шайх Муҳаммад Садик Муҳаммад Юсуф “Усулул фиқҳ” Т.: “SHARQ”. 2011,574 Б.

[8] Баҳоуддин Нақшбанд Бухорий (Нашрга тайёрловчи ва изоҳлар муаллифи Йўлдош Эшбек). “Насаф”,2010,129 б.

поклонения и состава грехов, нужно только “хуфёна зикр” (тайное упоминание) [9].

Хазрат Ходжа Бахауддин Накшбанд тратил всю свою энергию и старания на соблюдение шариата, на то, чтобы жить правильно. Даже самое маленькое отклонение с пути шариата считал великой напастью. Также считал, что это убеждение составляет основу тариката.

В заключении следует отметить, что для полного осознания сущности тариката Хожаган-Накшбандия, и особенно его неразрывной связи с шариатом, целесообразно расширять масштабы исследований в области исламского права, последовательно продолжать научные изыскания в данном направлении. Чтобы хранящиеся в библиотеках зарубежных стран уникальные экземпляры трудов основателей Накшбандийского направления могли стать объектами исследований, важно увеличить число зарубежных командировок ученых Узбекистана и повысить внимание руководителей научно-исследовательских учреждений к этим вопросам. Полагаем, что есть необходимость в увеличении сроков таких научных командировок и расходов на них. Без сомнений, такой подход вскоре даст ощутимый эффект.

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[9] Баҳоуддин Нақшбанд Бухорий, Ўша китоб ,70 б.

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COMPETENT APPROACH OF LECTURER IN IMPROVING THE QUALITY OF EDUCATION IN THE REPUBLIC OF UZBEKISTAN

Abstract: *This article presents the experience of implementing the competency-based approach in preparing future lecturers at school and university. The competency-based approach in pedagogical education considered in the context of the development of value, motivational structures of the personality, its interests, attitudes, and positions, personal meanings in mastering knowledge, skills, and methods of pedagogical activity. The article shows how the possibilities of the educational discipline "Pedagogy" used in terms of developing future teachers of general cultural, professional and professional competencies. Particular attention paid to creating conditions for actualizing the subjective position of students in realizing their potential in continuous self-development and self-realization, thanks to the meanings and values that future teachers guided by in their professional choice. The article notes that the content and means of developing professional and pedagogical competencies used because of the integration of educational, cognitive, search-creative and professionally oriented activities of students, which ensures their personal and professional development as future lecturers.*

Key words: *competency-based approach, effectiveness of lecturer education professional and personal development, values and meanings of professional choice.*
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Introduction

Modern requirements for teacher training in modernization of teacher education are determined in the context of a competency-based approach and revealed through the unity of the general cultural, professional and social-moral development of the personality of the teacher.

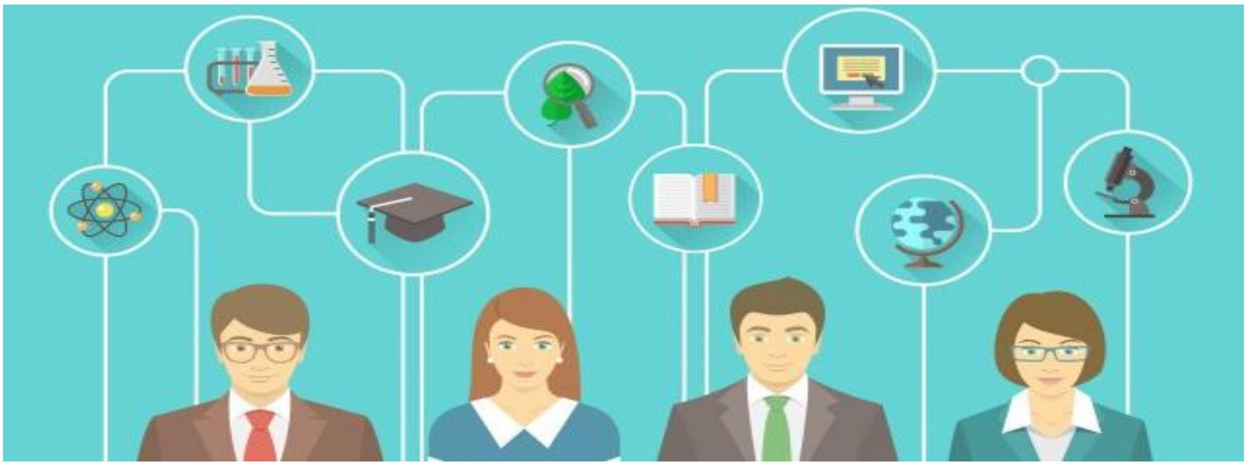

Fig.1. Complex personality of lecturers

Specialists note that the competence of the teacher is complex personality traits; includes not only cognitive (knowledge) and operational-technological (skills, experience, practice), but also its motivational, ethical, social and behavioral components [1,2,3]. A guideline for the professional and personal formation of future teachers is a complex of professional and personal qualities that characterize a modern teacher: a pronounced humanistic position in relation to children, intelligence, spiritual culture; high professionalism, pedagogical creativity, the need for constant self-education and readiness for it. The personal and professional potential of a teacher revealed in the conditions of spiritual and moral self-enrichment, creative self-realization and self-affirmation of oneself in life and profession.

Fig.2. Important competencies of teaching

Within the competency-based approach, two basic concepts distinguished competence and competence, the first of which includes a set of interrelated personality traits defined in relation certain circle of objects and processes, and the second correlates with the possession, possession of a person by the corresponding competence, including his personal attitude to it and subject of activity.

The competency-based approach to education focused on the internal change in the value, need, motivational structures of the personality, its interests, attitudes, and positions, personal meanings in mastering knowledge, skills, and ways of working. By updating the personal meanings and values of education, the competency-based approach, providing priority in the student's consciousness of personal goals and meanings, at the same time brings to the higher-level social values and social meanings of mastering the system of competencies.

We emphasize that the preparation of a modern teacher in a pedagogical university because of a competency-based approach considered as a process of formation and development of the personality of a teacher endowed with the potential for continuous self-development and self-realization, thanks to the meanings and values that guide future teachers in their professional choice.

The values that form the axiological aspect of the teacher's pedagogical consciousness are the values associated with the assertion by the person of their role in the social and professional sphere [4,5,6,7]. Orienting themselves on the self-development of creative individuality in professional activity, allowing self-realization in professional and personal formation, satisfying the need for productive humanistic interaction and communicating with students and colleagues, etc.

In accordance with the state educational standard of teacher education, in the study of pedagogical disciplines the general cultural (OK), general professional (OPK) and professional (PC) competencies of the graduate are distinguished.

We studied the experience of the competency-based approach in teacher education (Department of Pedagogy at Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan) and used it in the implementation of the competency-based approach in the preparation of primary school teachers at Yeoju technical institute in Tashkent.

We have identified the possibilities of the discipline "Pedagogy" in terms of developing future teachers of general cultural, general professional and professional competencies.

The overall goal of the "Introduction to Pedagogical Activity" course is to form general professional competence by mastering the foundations of historical-pedagogical and historical-cultural knowledge, as well as personal growth strategies in the field of pedagogical activity. The competencies of the student, formed because of mastering this course, in the program of pedagogy presented as follows:

- knowledge of modern problems of science and education in solving educational and professional problems (OK);
- knowledge of historical and cultural value and modern regulatory framework of professional pedagogical activity (OK);
- awareness of the value-semantic nature of pedagogical activity in modern society (MIC);
- knowledge of ways of professional self-knowledge and self-development (DIC);
- the ability to receive, process and master pedagogical information from various sources (including historical, monographic, educational, popular science, artistic, journalistic, etc.) (DIC);
- the ability to design an individual route in teacher education (DIC);
- Possession of ways to improve professional knowledge and skills by using the capabilities of the information environment of an educational institution, region, region, country (MIC);
- awareness of the social significance of their future profession, the possession of motivation to carry out professional activities (MIC);
- Possession of ways to solve the problems of education and spiritual and moral development of the personality of students (PC);
- the ability to apply modern techniques and technologies, methods for diagnosing students' achievements to ensure the quality of the educational process (PC);
- the ability to organize students 'cooperation, maintain activity and initiative, students' independence, their creative abilities (PC) [8,9,10].

The classroom "Introduction to pedagogical activity" course is practice-oriented in nature: the motives for entering a pedagogical university are revealed; students get acquainted with the humanistic basics of interacting with people, study themselves with the help of various diagnostics and compose a self-education program.

The general goal of the course "Theoretical Pedagogy" is the formation of general professional competence by developing the theoretical thinking of future teachers, leading to a scientific understanding of objective pedagogical reality. Hence, the student's competencies presented as follows:

- knowledge of the development trends of the world historical and pedagogical process, features of the modern stage of development of education in the world;
- knowledge of the methodology of pedagogical research of problems of education (training, education, socialization);
- knowledge of the nature and structure of educational processes;
- knowledge of the theory and technology of teaching and raising a child, accompanying subjects of the pedagogical process;
- the ability to systematically analyze and choose educational concepts;
- the ability to describe, explain, predict pedagogical phenomena, general scientific methods in solving professional pedagogical problems.

Thus, the future teacher must demonstrate competence (ability and willingness):

- use the knowledge of the modern natural science picture of the world in educational and professional activities; apply the methods of mathematical processing of information, theoretical and experimental research (OK);
- be able to prepare and edit texts of professional and socially significant content (MIC);
- use systematic theoretical and practical knowledge to identify and solve research problems in the field of education (PC);
- use in educational activities the basic methods of scientific research (PC).

The course "Practical Pedagogy" studied in the IV semester and focused on the formation of general professional competence through the development of experience in solving pedagogical problems, contributing to the formation of an individual style of pedagogical activity. Students faced with the task of mastering practical methods of activity in educational practice, gaining experience in pedagogical design, communication, development and application of modern educational technologies.

We can highlight the student's competencies, formed as a result of mastering the course "Practical Pedagogy":

- knowledge of how a teacher interacts with various subjects of the pedagogical process;
- knowledge of the methods of psychological and pedagogical study of students
- the ability to apply design, communication and organizational skills in practical pedagogical activities;
- the ability to design the educational process using modern technologies that correspond to the general and specific laws and characteristics of the age development of the individual;
- the ability to use a variety of resources in the educational process, including the potential of other educational subjects;
- the ability to communicate without conflict with various subjects of the pedagogical process;
- the ability to organize extracurricular activities of students;
- the ability to consider in the pedagogical interaction various features of students;
- the ability to use methods of psychological and pedagogical diagnostics to solve various professional problems;
- the ability to solve the problems of professional self-knowledge.

From here, the demonstrated competencies are as follows (ability and willingness):

- to develop and implement training programs for basic and elective courses in various educational institutions (PCs);
- to solve the problems of education and spiritual and moral development of the personality of students (PC);
- apply modern methods and technologies for diagnosing students' achievements to ensure the quality of the educational process (PC);
- use the capabilities of the educational environment for the formation of universal types of educational activities and ensure the quality of the educational process (PC);
- organize the cooperation of students, maintain activity and initiative, students' independence, their creative abilities"(PC);
- develop modern pedagogical technologies taking into account the characteristics of the educational process, the tasks of education and personal development (PC) [2].

We proceed from the provision that the development of the competencies of future teachers in the process of mastering pedagogical courses based on the organization of training based on personal and value-relevant educational and cognitive activities focused on the profession of a teacher, on solving tasks of a search and research nature, using personal stno and professionally oriented technologies.

Therefore, the study of pedagogical information required the use of active methods, including:

- analysis of specific pedagogical situations, involving the definition of a problem, its collective discussion, which allows students to familiarize themselves with options for solving a specific problem situational task;
- a problematic lecture in which the process of teaching students is close to search, research activities;
- a seminar-discussion, including elements of a "brainstorming", which is built on the basis of dialogue dialogue of participants in the discussion and resolution of theoretical and practical problems;
- work on projects, allowing to ensure the development of students' creative potential.

We strive to ensure that the educational process ensures the transformation of one activity (educational and cognitive) into another (professional) with a corresponding change in needs, motives, goals, actions, means, subject and result. At the same time, the educational process in a university is guided "from within" by the individual himself, opening up the most favorable conditions for self-realization.

In this regard, it seems important to emphasize that the development of students' competencies in the process of studying these courses is carried out through the formulation and implementation of not only educational, but also educational tasks, among which we highlight the following:

- development of value-semantic attitude to the profession of a teacher;
- development of the need to create yourself as a teacher and as a person;
- activation of the processes of self-education, self-education, self-creation as a future teacher;
- development of the creative potential of the person, focused on the self-development of creative individuality in pedagogical activity;
- organization of communication experience based on the values of civil law and spiritual and moral culture;
- development of professionally significant personal qualities and characteristics of a student as an individual.

Our task was to integrate direct and indirect motivation, external and internal in the process of studying pedagogical courses, which required the definition of specific tasks for teachers:

- actualization by future teachers of the installation-motivation for the development of self-esteem and personal responsibility, as qualities that determine their professional and personal development, self-development, self-education;

- focus on creative educational and professional activities related to the development of innovative projects aimed at improving the quality of modern education;

- inclusion of the student in creating an environment that helps him in the implementation of life-building abilities, creativity in educational activities;

- organization of joint activities and cooperation in various forms (business, role-playing games, discussions, situations of choice, creative design, problem solving).

Conclusion

Thus, the process of studying the discipline "Pedagogy" based on the competency-based approach considered as a process of formation and development of the personality of the teacher, endowed with the potential for continuous self-development and self-realization, manifested in the ability and willingness.

Realize the social significance of their future profession; are motivated to carry out professional activities; to determine the objectives of training, education and spiritual and moral development of the personality of students. Apply modern methods and technologies, methods for diagnosing students' achievements to ensure the quality of the educational process; identify and implement the individual educational trajectory of their professional and personal development in a pedagogical university.

The task of the teaching staff is to stimulate the development of value-semantic orientations of students, which determine the formation of the future teacher as a person of culture, citizen and moral personality with a sufficiently high level of development of professional and personal competencies.

As conditions ensuring the effectiveness of studying pedagogical courses by pedagogical students based on a competency-based approach, as our experience shows, the following can be defined:

- the realization of the personal potential of future teachers, suggesting changes in the value-semantic structures of professional identity of the person; actualization of the need for personal self-development, ensuring creative self-realization in the future profession;

- the organization of independent, search-creative, professionally-oriented activities of students, aimed at integrating educational, cognitive and professionally-oriented activities and creating conditions for the professionally-personal self-development of a modern teacher;

- personality-reflective enrichment of the motivation of educational and cognitive activities of future teachers, aimed at developing the skills of introspection of professional identity of the person;

- actualization of the personal meanings of education, development and self-development in the pedagogical process of the university;

- intensification of independent search activity through the inclusion of students in research activities in its various forms.

It can be concluded that the organization of teacher education on the basis of a competency-based approach aimed at mastering the general cultural, general professional and professional competencies of the graduate provides professional self-determination, professional development of the individual, and also actualizes the conscious expression of the future teacher’s own actions, processes, his personal and professional "I".

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COMPREHENSIVE APPROACH TO ASSESSING STUDENTS' KNOWLEDGE IN PRIMARY SCHOOL BASED ON THE INTERNATIONAL ASSESSMENT PROGRAM IN THE REPUBLIC OF UZBEKISTAN

Abstract*: The article is devoted to the problem of evaluating the results of educational activities of school students. The developed system for assessing knowledge, skills, the need to bring the Pirlis, Tinisis and Pisa systems in line with the goals of education is considered, suggests recognizing the need to evaluate the student's meaningful movement towards the goal.*

Key words*: assessment system, contradictions of quantitative and qualitative assessment, functions of the traditional assessment system, objective assessment of results, open education technology, self-assessment procedure, rating research.*

Language*: English*

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Introduction

Considerable attention paid to the problem of assessing the quality of education and the results of educational activities in all countries of the world. Assessment technologies based primarily on the concepts and strategies prevailing in one or another educational system.

To measure the degree to which educational goals achieved, it is not enough simply understand them. You need to have practical tools that will allow you to do this. The existing assessment system formed within the framework of the knowledge paradigm of education. Therefore reflects only the results of the assimilation of knowledge, and not the process of search activity of the child and the value system formed by him. For example, the set mark does not separate the task and problem levels: learning and building a new mode of action evaluated equally, although it requires completely different abilities. Therefore, today, the urgent pedagogical problem is to bring the assessment system in line with the goals of education, to develop technological indicators of the level of achievement of both substantive and active, and educational goals.

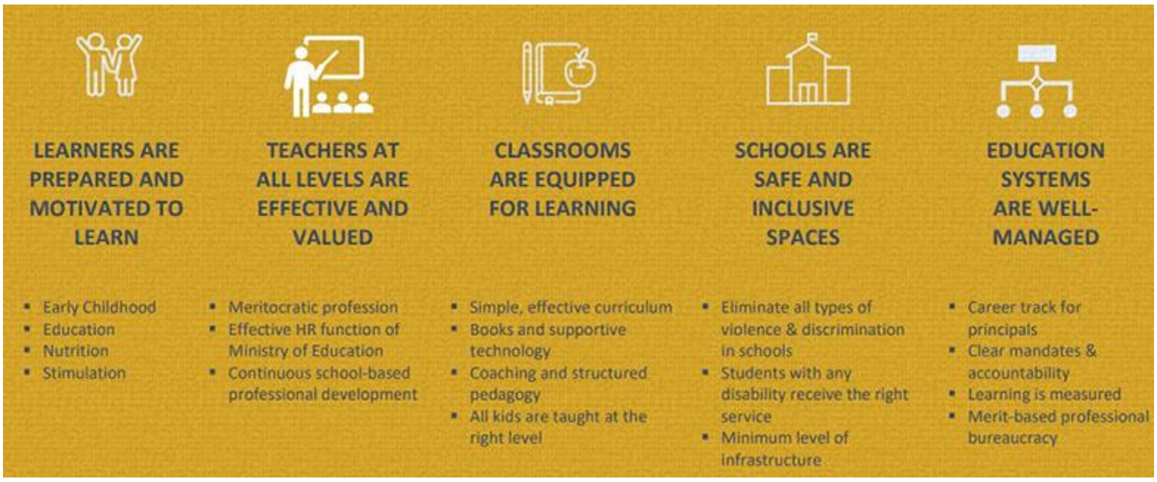

Fig.1. Assessment systems

The most developed system for assessing the knowledge and skills of students. But here, such problems as the subjectivity of the school mark remain unresolved: too deep a ranking of the results of the current and final control by means of a 5-point scale, especially since it is a 4-point scale [1,2,3,4,5]. Because of this, it is very difficult to trace the student's small but significant steps in development, to compare the learning outcomes of various teachers. For example, the "three" in one teacher sometimes means a higher level of training in the subject than the "five" in another, etc.

The central task of the assessment system is to identify the current difficulties of the student and the class as a whole for the organization of correctional work, because based on this information the teacher has the opportunity consciously manage the learning process. The current assessment system does not pretend to solve this problem, since the mark (current and final) does not contain any constructive information about what exactly causes a low and high score. The reason seems to be that only the result is evaluated, and not the student's procedural, substantive movement toward the goal, as well as the lack of clear gauges for the student to pass the "station" of this movement.

The problem has not been resolved in terms of knowledge, skills. For example, the "three" mark itself does not contain information about what was its main reason. Using a mark to determine the quality of a teacher's work cannot be objective, if only because the teachers themselves set the marks.

Teachers revealed details of the methodology for conducting written, oral, graphic and practical control of knowledge, and individual, frontal, thematic and final surveys. They formed the requirements for the quality of knowledge of students, to assess their oral and written answers in various subjects. These theoretical developments served as the basis for the creation of traditional forms of assessment, but their pedagogical potential is far from exhausted.

The traditional assessment system of a teacher is associated with the performance of two functions:

• Registration of student successes in accordance with the accepted standard;

• Motivation of students for further educational activities.

According to the first function, assessment is an indicator of the level of achievement of certain learning outcomes of a particular student. The standard for comparison is the requirements of the educational standard [6,7,8,9,10,11]. The evaluation form in this case is the mark. For a deeper understanding of the psychological, pedagogical, didactic, and educational aspects of teacher's evaluative activity, it is extremely important to clearly distinguish between the notion of assessment (the process, the assessment activity being carried out, or the result of this activity) and mark (a numerical expression of the degree to which real achievements coincide with the ideal image).

The following aspects of the evaluation function are characteristic of marking:

• Statement - captures the actual level of achievement;

• Notification - information on the results communicated to interested parties;

• control - allows you to determine the direction and scope of further work;

• direct impact - directly regulates the learning activities of students.

The latter aspect directly related to the second, assessment function, which aimed at managing the process of further education, at regulating and correcting the educational activities of students by stimulating desirable and suppressing undesirable forms of activity. In this case, it is more convenient to give an assessment not in quantitative, but in qualitative forms.

Almost all teachers use various types of informal verbal-non-verbal assessment. Here are some examples ranging from direct praise to direct censure:

1. Direct verbal praise, (for example, "Good", "Right", "Well done");

2. Indirect verbal praise, encouragement (for example, "Continue");

3. Non-verbal approval with a smile, a gesture, a nod;

4. Indirect verbal clue (for example, "Think");

5. Non-verbal warning with gestures (for example, index finger up, finger to lips);

6. Indirect verbal disagreement in the form of a question (for example, “Exactly?”, “Are you sure?”);

7. Non-verbal dissatisfaction with a strict look, frowning;

8. Direct non-verbal censure by gestures (for example, fingers clenched into a fist aimed at the student's finger);

9. Direct verbal censure (for example, “Horror!”, “This is impossible!”).

A qualitative assessment of academic achievement in its pure form used where the orientation is towards creating an educated environment that promotes the emotional, value, social and personal development of the child, preservation of individuality, providing psychological comfort in the interaction between teacher and student.

The internal contradiction of quantitative and qualitative assessment has a number of reasons:

• Initially different abilities of students;

• Unequal learning conditions;

• Discrepancy between the goals of the subjects of the educational process.

The mark is set after the end of work. Pupils (and parents) are interested in getting a good mark as a learning outcome, but the very fact of receiving it leads to the fact that interest is lost and the incentive for further activity disappears, because the mark marks the result of the work. This situation is characteristic of traditional closed education.

In secondary school, compared to primary, the proportion of pedagogical problems, including the assessment of academic achievement, is noticeably increasing. Research on the PISA International Student Learning Assessment Program aimed at assessing students' ability to apply knowledge and skills acquired in school in life situations. This reflects current trends. The traditional academic knowledge and skills of schoolchildren in academic subjects do not allow their use in situations close to everyday life in working with information presented in various forms, for example, the media.

It is impossible simply uncheck. Pupils should be able to measure each of their learning efforts and the results achieved. In addition, such an opportunity provided by the idea of open education, which is based on a fundamentally different fundamental approach. Pupils, being subjects of the educational process, are actively involved in independent cognitive activity; teachers create favorable conditions for them, providing emotional support, creating a situation of success for each student, supporting a positive emotional background; jointly conduct expert reviews of the results. Not so much the assessment methods are changing, but the whole system.

In this case, the main third evaluation function is manifested - the analysis of the two-way learning-learning process; feedback appears that allows you to identify the features of the process and make corrections accordingly. Obviously, in this case it is extremely important that he carry out the teacher’s evaluative activity in the interests of the child’s socio-psychological development. To do this, it must be adequate, fair and objective.

At the same time, numerous observations show that teachers evaluate the knowledge of the same students in different ways. Eliminating the subjective element is extremely difficult. In addition, at the same time, the absolute objectivity of the assessment is not always advisable from the point of view of an individual approach to students. Evaluation errors are not necessarily the result of unprofessionalism; often, their intentional overestimation or understatement based on a certain pedagogical, psychological or social plan.

The overestimation of the intermediate grade for a weak student can increase educational motivation, strengthen his attention to this subject, support him in moving forward, which allows us to consider this kind of bias pedagogically justified.

In order to fully manage educational activities and stimulate students, the assessment should:

1. Clearly comply with the teaching programs, that is, be valid;

2. Do not depend on external conditions (time and place of conduct, personality of the examiner, conditions of the procedure), ie, be invariant;

3. Corresponding to the capabilities of the school, ie, to be accessible.

Today, several rating scales do not fully meet the requirements of the time:

1. The quantitative scale (corresponds to the mark) the absolute evaluation scale (the assessment of the student’s knowledge and efforts looks like a certain numerical symbol);

• Relative grading scale (offers a comparison of the current state of the student with his own state some time ago);

2. The ordinal scale (expert sequential distribution of students according to a set of characteristics)

• Rating system (each student is assigned a rank, serial number);

• Descriptive system (characteristic, model).

The advantage of quantitative scales is their simplicity and certainty, lack - a noticeable loss of awareness. Ordinal scales are informative and informative, but highly indefinite, require qualified experts and are not free from doubts about the objectivity of the assessment.

The main drawback of the traditional assessment system, which impedes progress and does not allow education to move to a higher level, is not the fragmentation and partiality of the qualities being evaluated, not the cruelty and quantitative orientation of the assessment. Artificial nature of the conditions in which it carried out, but its understanding as subjective interaction, in which the student is the "suffering" side. The problem of finding and implementing new ways of evaluating activities inextricably linked with the problem of transition to new ways of teaching children - open education technologies. Significant changes in priorities in school education and in the world in recent years determine new forms and methods for assessing the educational activities of students. A new vision of assessment is to design a system of subject-object continuous assessment and self-esteem.

Such proposed assessment options as the rating model, monitoring model assign all the control and evaluation functions to teachers. This, firstly, consolidates the object-oriented approach to a student traditional for a teacher, and secondly, does not create the necessary conditions for students to understand their own progress, for reflection (study of a cognitive act) and self-esteem. The highest level of competency-based assessment is the student's awareness of his strengths and deficits. With this awareness, he himself can see the directed development and assessment criteria developed by the child and the teacher, will be integrated already by personal experience; will go into the category of his own assessment methods.

The introduction of self-esteem is much easier if schoolchildren are included in the self-esteem procedure from the first days of learning, while students experience a sense of satisfaction with the results of any level, openly talking about their miscalculations, and quickly find ways to eliminate them [12].

The introduction of the self-assessment procedure in the educational process implies:

• Joint development by the teacher and students of clear assessment steps for a specific case;

• Creating the necessary psychological attitude of students to analyze their own results;

• Ensuring a situation of independent free reference assessment by students of their results;

• Comparison and conclusions about work efficiency;

• Students compiling their own program of activities for the next stage of training, taking into account the results.

Three stages that make up the development of the self-assessment procedure:

Stage 1. The teacher demonstrates a positive attitude towards the student, faith in his abilities, a desire to help him learn by all means, applies mainly individual standards that create conditions for students reflectively evaluate their actions;

2 stage. Students develop the ability to give themselves a meaningful characterization, to regulate their educational activities by themselves; there is an activation of thought processes, the formation of a true idea of the level of one's capabilities, a more accurate state of assessment from the side and self-esteem, which will help to eliminate misunderstanding between the teacher and students;

3 stage. Work is continuing to educate students on a realistic level of aspirations, formed self-control skills, and conditions created for a stimulus situation that allows us to build a plan for further actions.

These three components are inseparable; they constantly interact with each other, their isolated analysis is necessary for the teacher to reflect on his own teaching practice.

When using the monitoring model, as an option for assessing learning outcomes, continuous monitoring of the educational process provided to identify its compliance with the desired result. There are several types of monitoring. By the nature of the methods and techniques used:

1. Static monitoring based on statistical reporting data, a well-established and regulated system of information selection;

2. Non-static, or so-called soft, monitoring is based on indicators independently developed by researchers and, accordingly, on private (unique) measurement scales, indicators with independently specified measurement periods, etc.

By focus: 1. monitoring of conditions; 2. process monitoring; 3. monitoring the results.

Ranking studies by the subject allowed determining the level of training on that silt and another volume at three levels: parallel - class-student.

• identify the degree of assimilation of individual parameters in accordance with the level of difficulty of the task;

• correlate the rating of completed assignments with the student and the curriculum for teaching;

• Compose a ranking of teachers and teachers. In addition, this form has a research resource.

This type of work allows you to teach students evaluate the results of their educational activities. It is necessary to "launch" the mechanisms of self-education, self-knowledge and self-actualization of the personality, as well as contribute to the formulation of motivation for success. Using the technology "Student Portfolio", or "Portfolio of Achievements" will help to solve problems associated with an objective assessment of the student's performance. Portfolio used as a tool for assessing academic achievement.

At the senior level of education, the profile of education is the answer to new questions posed to the general education of higher education, the labor market and perfect dynamic life. The system of specialized training creates the conditions for differentiation and individualization of the learning process, up to the creation of individual curricula and, therefore, for the ever-growing independence of the student.

The main guidelines of modern education reflect the central idea: “Take control of your own in your own hands”. “At the same time, the responsibility and independence presented to the student should be ensured by the development of such cool attitudes as self-governing goal-setting, reflection, self-control, which remain outside the scope of attention in the traditional way of assessing educational results.

In a modern school, authentic assessment is being introduced (true, real, sub lion, faithful assessment; assessing the real achievements of students), which involves assessing the formation of skills in the room and in the early stages to the form of the exam, as well as to completing tasks of increased and creative levels.

Pedagogical experience shows that today there is already a group of varieties assessment of students' achievements, and at the same time, there is room for further training and development.

In the course of specially conducted studies, scientists found that one of the reasons for students to be lagging behind in their studies is the poorly developed ability of k situation as close as possible to real life - everyday or professional. In the training on approach, such an assessment aimed at revealing the formation of ion-competences.

One of the used carvings of authentic assessment in learning-oriented, result-oriented (practical-oriented learning) and portfolio methods. Word translated from Italian means "folder with documents", "folder specialist." There are several definitions of this concept. Portfolio -

• This is a collection of student work that demonstrates his efforts or achievements in a particular field;

• A working file folder containing a variety of information that documents the acquired experience and achievements of the student;

• A systematic and specially organized collection of evidence used by the teacher and students to monitor the knowledge, skills and attitudes of students;

• A focused collection of student work that demonstrates their efforts, process, achievements in one or more areas. The collection should involve students in the selection of its content, the definition of selection criteria, should contain criteria for evaluating the portfolio and certificate of reflection of students;

• A kind of exhibition of student work, the task of which is to monitor his personal growth.

At the same time, various authors note that the goal of creating a portfolio can reduced to proving the process of learning by the results of the efforts made, by the materialized products of educational and cognitive activities, etc. Thus, the emphasis mixed with the fact that the student does not know and does not know how, on the fact that he knows and knows how to integrate a qualitative assessment on a given topic, a given subject. Finally, the emphasis shifted from learning assessment to self-esteem. At the same time, the process of interaction between teacher and student is very important. In the course of which the objectives of the work are determined in a contractual mode and evaluation criteria are developed.

Depending on the purpose for which the portfolio created and what the features of its content are, the following types of portfolio can distinguished:

1. Depending on the goal, which reflects the result for which the portfolio assembled, there is:

• Portfolio property (going for yourself);

• Portfolio report (collected for the teacher);

2. The following portfolio types can distinguished by content:

• Portfolio of achievements: includes materials and an assessment / self-assessment of achieving goals, features of the course and quality of work with various sources of information, thoughts, impressions;

• Problem-oriented portfolios about: include all materials, reflection of purpose, process and result of solving a problem;

• Thematic portfolio: includes materials reflecting the student’s work on a particular topic.

Whatever the type of portfolio, it is a collection of materials structured in a certain way. Large blocks of materials called sections; headings highlighted within them. The number of sections and headings, as well as their subject may be different and are determined in each case.

The classic portfolio consists of four sections: “Portfolio”, “Collector”, “Working Materials” and “Achievements”.

The content / table of contents (with section names, names of materials) clearly stated in the portfolio.

The “Portrait” section intended for presenting information about a student-author who has the opportunity to present himself in any way possible. The section should reflect the personality of the author, may include other people's records about him, a description, certificates. Here is an introductory article - the rationale, where the goal of creating a portfolio is formulated, and it is argued why certain materials are included, what results of activity reflect.

Section "Collector" contains, as a rule, materials whose authorship does not belong to the student. This may be materials offered to the student by the teacher (memos, diagrams, bibliographies), found by the student on their own, or materials from teammates. In other words, “Collector” is a kind of piggy bank of materials and information, some of which will used in the work, and some may go to the archive, another portfolio or not be attracted at all.

The section "Working materials" should include all those materials that created and systematized by the student.

The "Achievements" section contains those materials that, in the student's opinion, reflect his best results and demonstrate success.

Portfolio structure is consistent between students and teacher. Given that the teacher uses the portfolio to organize feedback, he can insist on the necessary structural elements for his work. However, he cannot completely set the portfolio structure for the student. A structure cannot considered definite finally. It can change as students learn how to organize a portfolio.

In terms of content, as a rule, a portfolio is a storage folder in which various materials placed - both handwritten and photocopies. The portfolio may contain brief notes related to the progress of certain work. Each material or group of materials accompanied by a brief reflective commentary by the student (what happened, what it shows, how it used, what mistakes made and what to do with them ...) Comments should not be large in volume. Portfolio elements dated so that you can track the dynamics of the student.

Portfolio is an important motivating factor in learning, because with any structure it organized in such a way that it aims the student to demonstrate progress.

We can say that any portfolio, regardless of its type, is both a form, a process of organization and technology of students with products of their own creative, research, design or educational activities intended to demonstrate, analyze and evaluate their results. Thus, the student is aware of his own subjective position.

According to a number of researchers, the student's portfolio is becoming one of the ways to form key competencies, and this is primarily a problem-solving competency, which is composed of complex skills related to the student's self-organization and self-esteem.

Changing the procedure for assessing academic achievement, we have a significant impact on the educational process itself. This means that there is not only a more adequate reflection of actual achievements, but also the quality of learning processes is changing.

Of course, the goal of assessing the quality of the student's work is that it becomes possible to help identify not only the origins of difficulties, but also the strengths, the unresolved "growth opportunities" or, as it is customary to say today, development resources.

At present, a person needs for success, including the willingness to self-education, i.e., the ability to identify problems in his activity to carry out information retrieval and extract information from various sources on any media. That allows you to flexibly change your professional qualifications, independently master the knowledge and skills necessary to solve the problem.

The transition to new principles of assessment is impossible without a lot of preparatory work both in the field of teaching pedagogical staff new methods and techniques, and in the field of psychological preparation, the formation of readiness of teachers, students and their parents for innovation in assessment. We need to work on solving these problems.

Conclusion

Consequently, portfolio structure is consistent between students and teacher. Given that the teacher uses the portfolio to organize feedback, he can insist on the necessary structural elements for his work. However, he cannot completely set the portfolio structure for the student. A structure cannot considered definite finally. It can change as students learn how to organize a portfolio.

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According to a number of researchers, the student's portfolio is becoming one of the ways to form key competencies, and this is primarily a problem-solving competency, which is composed of complex skills related to the student's self-organization and self-esteem.

Changing the procedure for assessing academic achievement, we have a significant impact on the educational process itself. This means that there is not only a more adequate reflection of actual achievements, but also the quality of learning processes is changing.

Of course, the goal of assessing the quality of the student's work is that it becomes possible to help identify not only the origins of difficulties, but also the strengths, the unresolved "growth opportunities" or, as it is customary to say today, development resources.

At present, a person needs for success, including the willingness to self-education, i.e., the ability to identify problems in his activity to carry out information retrieval and extract information from various sources on any media. That allows you to flexibly change your professional qualifications, independently master the knowledge and skills necessary to solve the problem.

The transition to new principles of assessment is impossible without a lot of preparatory work both in the field of teaching pedagogical staff new methods and techniques, and in the field of psychological preparation, the formation of readiness of teachers, students and their parents for innovation in assessment. We need to work on solving these problems.

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MANAGERIAL IDENTITY AND EMOTIONAL SELF-REGULATION OF LEADERS

Abstract: *The purpose of this research work was to study the relationship of managerial identity and emotional self-regulation of managers. In our opinion, we were able to achieve our goal, since the connection between managerial identity and emotional self-regulation achieved. It is important to stipulate that by emotional self-regulation we understood emotional intelligence and its components. The concept of "managerial identity" is a complex construct and therefore, in the framework of this work, we were only able to approach the disclosure of the contents of this concept.*

Key words: *emotional intelligence, emotional self-regulation, identity, managerial identity, self-determination, self-concept, self-reflection.*
Language: *English*
Citation: Mamadjanova, S. M. (2020). Managerial identity and emotional self-regulation of leaders. *ISJ Theoretical & Applied Science, 01 (81),* 63-65.
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Introduction

One of the main areas of social life where a person can identify and realize himself is the professional environment. A special social and professional group in the modern world is made up of managers whose professional socialization and identity has its own specifics [2,3]. Management identity is a complex system of self-representations, the elements of which are self-determination - judgments and decisions made by the subject regarding himself as a leader and his professional and managerial activities. This problem is at the intersection of several scientific areas. Thus, the interindustry status of the problem of managerial identity is due to both the complexity of the phenomenon of identity and the crosscutting nature of managerial problems in general. The problem area indicated by the need to study the reflective side of the activities of managers and the lack of sufficient data to understand the phenomenon of managerial identity. From the point of view of subjects of managerial activity, obtaining such information is important for the realization of personal and professional experience, which determines the success and the ability fully realize managerial and leadership potential. [5]. Management identity is the self-determination of a leader in terms of relating himself to a particular organization, team, self-determination in activities in choosing managerial and group, as well as in terms of professionally important qualities (i.e. those qualities that, according to the leader, are necessary for him to be effective management) [6]. As well as identity, the professional self-consciousness of the leader is an open system that formed throughout the course of life and work. Representatives of the acmeological direction in psychology agree that the subject himself makes his choice, he is responsible for it, and he decides what kind of professional he will be. U E.A. Klimova is a good figurative name for this process - "the method of a creative project" [4].

A. Maslow understands identity as the authenticity (equivalence, authenticity) of a person to his own deep nature. "If you want to find out who you should be, find out who you are." Maslow writes about the "achievement of the real Self," meaning that a person constructs and invents it, that it is not a given. The concepts of self-realization, selfhood considered as synonyms of identity. Achieving self-identity is the result of going beyond the limits of your "I", and not its destruction. The paths of movement towards revealing your identity are music, dancing, peak experiences. The discovery of identity occurs through the voices of internal motivations, through the ability to listen to them, through the reaction to them and in general through everything that happens inside us. This process is almost identical to revealing one's vocation, "that altar on which a person will entrust himself" [9].

Along with the understanding of oneself as a leader, emotional self-regulation is important, which contributes to the understanding of one's and other people's emotions, self-control and management of them. Emotional self-regulation of the personality is a rather complex category of personal development, which is an indicator of the effectiveness of the functioning of the individual in society. It is important to stipulate that by emotional self-regulation, we mean emotional intelligence and its components [1]. E.L. Nosenko and N.V. Kovrig distinguish three aspects of the formation of emotional intelligence. Speaking about the interindividual aspect of emotional intelligence, its researchers (D. Goleman, J. Meyer) argue that people with a high level of emotional intelligence demonstrate skills that enable them to harmoniously integrate into the system of human relationships, establish friendly relations, adequately interpret the emotions of others , show tolerance and social adaptability [8]. Emotional intelligence in the intraindividual plane manifests itself in the ability to exercise self-observation, to identify one's own emotions at the time of their occurrence, to find ways that help overcome fear, anger, anxiety, sadness, and exercise self-control, to postpone the satisfaction of urgent needs for the sake of more significant long-term goals, to self-motivate the activities of leaders. It assumed that the highest level of emotional intelligence enables the leader to influence other people and thereby realize meta-individual activity [10].

Having studied managerial identity and emotional self-regulation in more detail, given that managerial identity is self-reflection, self-awareness, we find the need for a more detailed study of the relationship of these phenomena.

Materials and methods

The study conducted in the city of Tashkent of the Republic of Uzbekistan. The study involved representatives of management (managers, bosses and administrators in the amount of 35 people, 21 men and 14 women) from different fields. To study the relationship between managerial identity and emotional self-regulation, methods were used, such as: Modification of the test of 20 answers by M. Kuhn and T. MacPartland "Who am I as a leader?", Modification of the methodology "Role list", Questionnaire on emotional intelligence Lyusina D.V [7]. As a result of the qualitative and quantitative analysis of the data on the test "Who am I as a leader?", Self-presentation types characterizing managerial identity were identified, a categorical grid for content analysis was formed. Answers varied in the number of statements, complexity, style and linguistic features.

A content analysis to modify the test of 20 responses by M. Kuhn and T. McPartland, "Who am I": "Who am I as a leader?" Showed a high level of representation of the categories "Personal self-characteristics", which tells us that our test subjects are oriented towards self-knowledge and self-reflection, and personal self-identification prevails in them. Perhaps this is because personal characteristics of people are more important for them than their professionally important qualities or these categories represented equally in the minds of leaders.

The results of the calculation using the Role List methodology showed a high predominance of the role of the Leader over the other roles, which were presented in the same ratio. Thus, the subject of managerial activity, who acted as subjects in our study, categorizes himself or herself as a leader responsible for the correct understanding and fulfillment of assigned tasks by subordinates, appreciates good relations at work. Resolves conflicts and focused on interaction with people. This result allows us to tell us that our subjects more focused on maintaining positive relations with subordinates and see their initial task as a leader in maintaining, maintaining and creating conditions for creating collectivist relations between subordinates. At the same time, they themselves also positioned as part of a group, and not a superior element in the structure.

The other three roles more focused on organizing activities, achieving goals, monitoring personnel, clearly delegating responsibility and new activities. These roles less present in managers' perceptions of themselves and their activities.

The high level of positioning oneself as a manager focused on interacting with subordinates, establishing contacts and resolving conflicts once again confirms the importance of human relationships, the value of human resources and personal characteristics of employees for our subjects. This corresponds to the results obtained by modifying the test of 20 answers by M. Kuhn and T. MacPartland "Who Am I": "Who am I as a leader?".

Correlation in Kendall's τ revealed the following relationships between content categories and EQ scales: the category "Personal Self-Characteristics" moderately positively correlates with the sub-scale "Manage your emotions" ($\tau = 0.258$; $p = 0.039$). The subscale "Understanding other people's emotions" correlates with the category "Management and group roles" ($\tau = 0.248$; $p = 0.064$). The subscales "Management of other people's emotions" ($\tau = -0.349$; $p = 0.012$), "Understanding your emotions" ($\tau = -0.297$; $p = 0.029$) and "Interpersonal emotional intelligence" ($\tau = -0.303$; $p = 0.026$), " Intrapersonal emotional intelligence "(τ = -0.262; p = 0.051)," Understanding of emotions "(τ = -0.264; p = 0.051)," Management of emotions "(τ = -0.262; p = 0.051) negatively correlates with the category" Management skills and professional tasks. " This may be because this category includes those qualities that characterize labor activity.

Leaders tend to focus on self-knowledge, they are prone to self-reflection, self-knowledge, their personal qualities and characteristics that help manage people and build their managerial activities are important to them. Focus on interpersonal relationships prevails over focus on business. Perhaps because the performance of an activity depends on a good relationship between employees. Thus, it can assumed that our subjects are leader's emotional leaders, not instrumental. Feeling like a part of the team, our test leaders do not build a hierarchy of positions in the team, their achievement not achieved through subordination, but through properly built relationships with subordinates, so that each member of the organization feels comfortable. The results of our study allow us to identify the general tendency for managers to focus on a person¸ as a carrier of certain personal qualities, regardless of the area in which the leader works.

Conclusion

Consequently, this work allows us to identify individual components of managerial identity that are possibly specific only to the culture of Uzbekistan in Tashkent city, where it is important to maintain positive relations between people. The work is aerobatic and the results serve as the basis for constructing new research hypotheses and creating new research in this area. The results of this study can be used in organizational counseling and when working with individual leaders. Also, as a module for training on the development of professionally important qualities of managers.

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OVERVIEW: EPIDEMIOLOGICAL CHARACTERISTICS OF HPV IN UZBEKISTAN

Abstract: *The purpose of this study was to study the prevalence of various phylogenetic groups of human papillomavirus infection, to compare data with studies conducted by various groups of scientists in the world. To determine the resource due to which it is necessary to influence at the population level for carrying out preventive measures aimed at the prevention of cervical cancer caused by human papillomavirus infection.*

Key words: *cervical cancer, genotype, papillomavirus infection, prevalence, phylogenetic group.*
Language: *English*
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Introduction

The Catalan Institute of Oncology (ICO) and the International Agency for Research on Cancer (IARC) have joined forces to expand the HPV Information Center as part of the WHO International Agency for Research on Cancer. According to the latest report from the HPV Information Center, there are 2.784 million women aged 15 and over at risk for developing cervical cancer in the world. According to calculations, 569847 women annually register cervical cancer and 311365 women die from it [2].

To study the epidemiological characteristics of HPV in Uzbekistan, to compare with the data of published studies to determine a strategy for combating cervical cancer.

Materials and methods

Materials: Women aged 18-65 years. 6431 women to determine the phylogenetic group of HPV. The study included the results of testing women aged 18 to 65 years. Analysis of cervical canal samples performed by PCR diagnostic.

In order to study the prevalence of human papillomavirus infection in patients who applied to the Research Institute of AiH for medical or diagnostic purposes, 6431 patients examined. The results obtained indicate a wide spread of human papillomavirus infection in patients of Republican institutions - 1162 (18.1%). At the same time, 1409 (21.9%) of the examined patients constituted the age group up to 25 years, the most active age in relation to reproductive function. This indicates the need to use HPV screening criteria for high oncogenic risk in order to prevent cancer of the reproductive system. According to the same report of the HPV Information Center [2], the prevalence of HPV among women with normal cytology varies significantly: from more than 24.6% for Eastern Europe to less than 8.9% for Asia. However, we must take into account the fact that mass screening studies, in which a systematic examination of women is carried out for a long time with coverage of the general population, has not been conducted. The calculations are based on a meta-analysis of all available literary articles. Therefore, a very large number of studies have been conducted in China, the USA, Japan and the African region. Prevalence data are based on testing of 453,184 women with normal cytology, 38,191 with minimal changes in cytology (LSIL / CIN1), 50,202 women with precancerous lesions (HSIL / CIN2 / 3 / CIS), and 58,796 women with cancer. The average prevalence of HPV in women with normal cytology was 3.9%, with minimal changes of 25.8%, with a precancerous condition of 51.9%, and with cancerous lesions 69.4%. For the

European region, these figures are 3.8 (3.7-3.9), 27.1 (26.5-27.7), 54.5 (53.8-55.2), and 74.0 (73.4-74.6), respectively, and for the Asian region 3.4 (3.3-3.5), 21.2 (20.3-22.1), 42.1 (41.3-42.9) and 68.9 (68.3-69.5), respectively. Considering that the results of HPV testing were carried out based on opportunistic screening (examination of women on the recommendation of a doctor when they found minimal changes in the epithelium or if there is suspicion), we found that the epidemiology of HPV in Uzbekistan corresponds to the intermediate position between the European Region and Asia.

Upon request in the international medical research database PubMed (the largest database of over 30 million medical articles, books and publications), the prevalence of HPV in Uzbekistan is mentioned in two articles by Rogovskaya S.I. et al., 2013 [3] and Bray F et al., 2013 [4]. In an article by Bray et al., 2013, HPV mentioned only in the context of HPV-associated diseases in Uzbekistan, and Rogovskaya S.I. et al., 2013 refers to the results presented in an article by Inamova S.T. et al., 2009, published in the Russian journal Dermatology and Reproductive Health News, No. 4 [1]. The same source used in the World HPV Report [2]. According to Inamova S.T. et al., in 2295 women aged 18–40 years, the prevalence of HPV was 37.9% (35.9–39.9).

Age and social characteristics were studied in 1409 patients with diagnosed human papillomavirus infection who had significant age differences ($p < 0.001$). With age, the detection frequency decreased, but this fact is more associated with the activation of the immune system and the body cleansing of the virus, as well as the transition to latent persistence at the epithelium level. This fact has been described in international literature, indicating that the detection of HPV is significantly reduced by 50 years [5, 6]. In our research, we continued to detect the virus until the age of 70; this is more due not to a change in the biology of the virus, but to an improvement in the quality of diagnosis [7, 8]. The highest prevalence (occurrence) of the HPV virus was found in the age group of 30-34 years - 31.5%. This contrasts with published data around the world, which indicates that all the same, the majority of cases of HPV detection occur in the age of 25 years [9, 10, 13, 16]. This shows the country feature of the manifestation of the epidemiology of HPV in Uzbekistan. The socio-moral foundations and customs of the population of our region can explain this fact.

Epidemiological studies involve large-scale studies involving a large number of observations (subjects) to ensure representativeness of the sample, which implies large material costs. In view of this, all available data used for epidemiological studies, which analyzed to obtain the results. With regard to HPV, the situation is complicated, mass campaigns are not carried out; the examination is carried out only in the direction of a doctor. PCR studies remain very expensive; therefore, often the diagnosis of HPV is limited to the determination of phylogenetic groups. Each group has a main representative. Therefore, in phylogenetic group A9, the main one is genotype 16, in-group A7 - 18 genotype, group 3 represented by genotypes 51/56. Due to the limited data, in our work we limited ourselves to determining the phylogenetic group.

So, the most often noted phylogenetic group A5 / A6 - 54.2%. This group represented by genotypes 51 and 56. This goes against internationally published data, where genotypes 16 (phylogenetic group A9) and 18 (phylogenetic group A7) prevail [16. A7 (i.e., genotype 18 group) was found in 43.6%, followed by group A9 (16 genotype) - 28.4%. However, no other differences between phylogenetic groups were noted. For example, the average age indicator for the phylogenetic group A9 was 31.4 ± 0.4 years, for the phylogenetic group A7 the average age was 32.3 ± 0.3 years, for the A5 / A6 group this indicator was $32.1 \pm 0.3\%$. Moreover, the indicators did not have a statistically significant difference between the groups. Only in relation to virus concentration, the phylogenetic group A9 was higher statistically significant.

Numerous studies show that the presence of sexually transmitted diseases is a contributing factor in the infection of other sexually transmitted infections [11, 13, 14]. In this regard, we examined the possible relationship between the levels of spread of various sexually transmitted infections and the prevalence of HPV infection. One of the factors of transmission of urogenital infection is the presence of sexually transmitted diseases. We studied the incidence of concomitant urogenital infection in women with positive HPV status. Infections were determined: ureaplasmosis, mycoplasmosis, chlamydia and gardnerellosis. The most common concomitant infections with HPV were ureoplasmosis in $85.9 \pm 1.7\%$ of cases (out of 427 in 367 positive), mycoplasmosis in $14.1 \pm 1.7\%$ (out of 425 in 60 positive); gardnerellosis in $14.9 \pm 1.7\%$ (from 423 to 63 positive); chlamydia in $6.8 \pm 1.2\%$ of cases (from 423 to 63 positive).

Conclusion

Thus, I would like to note that in Uzbekistan, as well as in many countries of the world, along with the introduction of vaccination against human papillomavirus infection, it is necessary to introduce a screening system to detect early inflammatory processes and precancerous conditions in order to prevent cervical cancer.

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ISI (Dubai, UAE)	= **0.829**	**РИНЦ** (Russia)	= **0.126**	**PIF** (India)	= **1.940**
GIF (Australia)	= **0.564**	**ESJI** (KZ)	= **8.716**	**IBI** (India)	= **4.260**
JIF	= **1.500**	**SJIF** (Morocco)	= **5.667**	**OAJI** (USA)	= **0.350**

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LAND AND WATER REFORM IN 1925-1929 AND SOCIO-ECONOMIC CHANGE IN IRRIGATED AGRICULTURE OF FERGHANA REGION

Abstract*: Based on scientific, historical and archival sources, the author of the article shows the historical picture of the land-water reform carried out in 1926-1929 and the state of irrigated agriculture in the Ferghana region. And also the article analyzes the essence of the socio-economic measures undertaken by the Soviet government on the development of irrigated agriculture in the valley.*

Key words*: Ferghana Valley, agriculture, irrigation, riverbed, aqueduct, teapot, sharecropper, ketmen, shovel, sickle, cubic meter, irrigation, land reclamation, duker, canal, dekhkan, construction, reform, government, area, wakuf lands, collective farm, tithe , large tenure, usurer, merchant, allotment.*

Language*: English*

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Scopus ASCC*: 1100.*

Introduction

In the agricultural history of the Republic of Uzbekistan, the theme of land and water reform, implemented in 1926-1929, is one of the most important scientific and practical issues in its study, and as a result of this reform there have been significant social and economic changes in the irrigated agriculture system. In our opinion, for an in-depth and in-depth analysis of the objectives and objectives of land reform, the Ferghana Valley, which is the main cotton producing region not only in Uzbekistan, but also in Central Asia, was examined in the article. it is logical.

The issue of land reform was discussed at the I Congress of the Communist Party of Uzbekistan on 5-12 February 1925 and at the II Plenum of the Central Committee of the Communist Party of Uzbekistan on 8-11 April 1925 and at the II Congress of the Communist Party of Uzbekistan on November 22-30, 1925. Relevant decisions have been made on the work to be done among the farmers "Land issues " and" Land reform"[1, pp.28-33, 67-69, 135-140].

Research methods.

Indeed, in the mid-20s of the 20th century, there was an economic inequality in the rural areas of Uzbekistan that has developed for thousands of years. In Fergana region, for example, 82.3% of irrigated land is owned by large landowners, and 42.6% by medium-sized dehkan farms. Farmers and day laborers worked on these lands on the basis of a mutual agreement, cultivated agricultural crops [2, p.46]. Farmers are farmers who have little or no land, who, by mutual agreement with the landowner, rent and cultivate some land for the future harvest.

During the period under review, the main tools of dehkan farms were plow, cotton, hoe and sickle, and even the simplest primitive labor tools were not available to all dehkan farms. For example, 35.2% of dehkan farms in the Ferghana region did not have their own plow [3, p.56]. This percentage is even higher in a number of volts in the province. For example, 91.2% of dehkan farms in Tulkiabad village of Balykchi volcano, 76.3% of dehkan farms in Kumtepa village, and 66.4% of Khodjabad village did not have their own plots [4, p.61].

Indeed, large landowners, property owners, traders, and representatives of religious institutions, who own land, labor, and animals in their hands, have begun to use them based on their material interests. Another important aspect of land and water reform is that large landowners do not use their own land suitable for farming, despite the high demand for land by farmers in the region. Examples of this are first of all objective and subjective reasons, such as the lack of confidence in Soviet policy and instability in the political situation in the valley. This attitude of the landowners in relation to the land suitable for cultivation, of course, was, to a certain extent, a negative factor in the socio-economic development of the Fergana region, where there was a large amount of cheap labor resources for the densely populated and in need of cultivated land.

In the course of land and water reform, the Soviet government set the following goals: First, to abolish the centuries-old rules of land and water use, and secondly, to confiscate large property in the form of private property, large property traders and religious institutions, and, thirdly, confiscate some of the confiscated land. Fourth, the creation of dehkan collective farms of relatively high yields, and the fifth, full-fledged economic activity of collective farms. Sixthly, to carry out the necessary organizational work for the development of the road infrastructure, including the development of new lands and agricultural turnover [4, p.89].

In the course of land and water reform, over 1,500 farms, including large landowners, traders, and foundations of religious institutions throughout the Uzbek SSR, were confiscated and seized from the state [5, p.235]. The government has set up split funds at the expense of confiscated new farmland. In the Ferghana region alone, 143,100 hectares of irrigated land were cultivated. Out of these funds, only 10% of small dehkan farms provided with land are provided with various tools of labor, livestock [6, p.34]. Dehkan farms with individual land allotted land on average 2 deciatin [7, p.61].

Research results.

Taking into account the inability of land-less, low-income farms to meet the demand for land due to land confiscated by the state during land and water reform, the Soviet government also planned to reimburse the landowners for their newly acquired agricultural land. One of the measures undertaken in the Ferghana region during the period under review was the construction and commissioning of an irrigation facility now known as the Ahunboboev Canal.

In December 1925, Yuldash Akhunboboev, chairman of the Uzbek SSR, proposed to withdraw water from the central Fergana desert between northern Kuva and Shahrikhon by expanding and extending the river leading to Asaka, built in the 60s of the 19th century [8, p.6]. At this point, it is appropriate to give some insight into the history of the saint Jesus and the history of the channel he has created. Jesus was a learned scholar, entrepreneur, financier of his time. For a time he was in charge of the financial institution of the khanate during the period of Khudoyarkhan Kokand. During the construction of the canal, Jesus was governor of Saint Shahrihan. The purpose of the canal was to minimize the risk of floods in the spring and summer months of Shahrihonsoy for Asaka and to cultivate new farmland along the canal [9, p.66].

On January 9, 1926, excavations were started on the canal under the canal to be constructed by KN Sinyavskiy, a well-known irrigation engineer in the Ferghana Valley. Landless, chamber farmers of the region are actively involved in the construction of this canal, hoping to have their land. Initially, 150 people were involved in soil works at the canal, and 1,000 by January 15, and by the end of January, about 3,000 dehkans were present [10, p.174]. In accordance with this amount, the rate of excavation was initially estimated at one cubic meter per cubic meter, followed by two cubic meters by the end of January and three meters at the end of January.

By the end of February 1926, work on the expansion and extension of the Sacred Canal was completed. Subsequently, a new canal has been dug for irrigation of the Yazan-Javanese Dash of the Central Fergana Desert. A total of 305 cubic meters of soil has been excavated at the channel. The total length of the canal was 50 km [11, p.314], with 19 bridges, 16 waterways, four dukes, 6 reinforced concrete waterfalls and other small hydro structures. The government of the Uzbek SSR allocated 440 thousand rubles for the construction of the canal [12, p.2]. For the first time the canal water was used to irrigate 7,500 hectares of new land in the Central Fergana Desert. The construction of the canal, in turn, has begun a new phase in the history of irrigated agriculture in the Ferghana Valley, namely the development of protected areas of the Central Fergana Desert. With the construction of the canal, part of the newly acquired land was distributed to poor dehkan farms of 1.78 desyatines [7, p.61].

After land and water reform, the social structure of the rural population in Fergana was changed. For example, after land and water reform, the number of low-income dehkan farms has tripled. The number of dehkan farms with 1-4 land plots in the region increased by 6 times.

As a result of the reform, large-scale farms in Ferghana region and the farms of large investors and traders, who do not directly own land but own certain land, were seized and liquidated for the state benefit. Water resources and irrigation facilities of the region are owned by the state. In the meantime, it should be noted that most of the methods of land and water reform have been implemented through violence and coercion. This situation caused serious confrontation among rural peasants. At the last stage of the reform, the situation was compounded by the need for dehkan farms to abandon their land shares and to voluntarily transfer them to kolkhozes instead of providing them with livelihoods, livestock, labor, and loans. A total of 522 collective farms were established in the Ferghana region during land and water reform. This was the case with the establishment of state-owned collective farms [4, p.236].

The kolkhozes formed during this period were mainly of laborers and landless farmers who united small farms. One kolkhoz is made up of 10-15 dehkan farms with an average of 28.8 decyats. In some areas land owned by the collective farms was even smaller. For example, in 1926 there were 116 kolkhozes in Andizhan district with an average land area of 10 decy [4, p.285].

The kolkhozes formed during this period were mainly of laborers and landless farmers who united small farms. One kolkhoz is made up of 10-15 dehkan farms with an average of 28.8 decyats. In some areas land owned by the collective farms was even smaller. For example, in 1926 there were 116 kolkhozes in Andijan district with an average land area of 10 decy [4, p.285]. At that time, most of the state-owned cooperatives were unprofitable. They have not even been able to repay soft loans by the state. For example, in the 1928 business year, the kolkhozes obtained 98 rubles of credit from the state for each member, producing 50 rubles. Some collective farms, in addition to government loans, also took loans from private self-employed and repayed their loans with their own labor or cotton. The transfer of the products of such collective farms to an individual entrepreneur indicates that they cannot be called socialist collective farms. After all, local authorities in their reports considered such collective farms as socialist farms. The value of the goods produced by the kolkhozes during the economic year was not enough to feed their members and their families. Therefore, most collective farms would be forced to feed their members with their fixed assets.

The disadvantages of the creation of collective farms and the economic inadequacy of their material resources were also reflected in their adverse impact on their production capacity. The majority of collective farms established in the Ferghana region in 1926-1929 had very low rates of cotton production compared to individual small farms. In 1928, only 8,411 tons of raw cotton had to be delivered under a contract with the Cotton Committee. However, in practice collective farms produce only 4,431 tons of raw cotton and give half of the cotton specified in the contract. During the same period, individual dehkan farms fulfilled their obligations to supply the raw cotton specified in the contract with the cotton committee by 92% [13, p.44].

Conclusion.

To sum up, the land reform carried out by the Soviet government in 1925-1929 was a logical continuation of the "new economic policy" of 1921 and the first land reform in 1921-1922. to end social and economic relations with water, to achieve socialist economic relations in every possible way in the agrarian sphere of economic life. Before the Soviet government ended its land reform, by 1929 mass dehumanization of peasant farms with a single indicator of economic profitability, by introducing a policy of collective collectivization in the region, violated the balance of agriculture in the region. began to form the cotton monopoly as a raw material base.

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GIF (Australia)	= **0.564**	**ESJI** (KZ)	= **8.716**	**IBI** (India)	= **4.260**
JIF	= **1.500**	**SJIF** (Morocco)	= **5.667**	**OAJI** (USA)	= **0.350**

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ENVIRONMENTAL MONITORING OF WOODLANDS WITH A ROTARY IP CAMERA

***Abstract**: An automated system for environmental monitoring that allows to control large forest areas in on-line mode and to timely detect the landscape fires has been developed. Each IP camera is equipped with a special swivel base with two independent (horizontal and vertical) drives. The system software enables the control of the cameras and communication with sensors and controllers in the robotic mode. The system provides for significant increase in the promptness of detection of changes in the radiation background indicators and emergence of fire outbreak areas; besides, it would save time and effort, reduce material and financial expenses on the activities to localize and eliminate radioactive forest fires and reduce the economic and environmental impact due to accidental and seasonal fires.*

***Key words**: forest fire, monitoring, radiation background, rotating video-camera, environmental impact.*

***Language**: English*

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Introduction

The current state of natural ecosystems is increasingly subjected to the ravages of devastating hazards and technological disasters. Particular risks are posed by global forest fires which cause not only destruction of large areas of forest, but also pose a significant threat to the population in these regions. In this regard, timely detection of local fire outbreaks and prompt notification of the relevant services on emergency situations are important.

The traditional method of the landscape fires detection is based on the use of special *fire lookout towers* with an observer who (using the communication and optical devices for visual control) detects a fire and correspondingly informs the control center [1]. The advantages of such approach include the towers infrastructure which has been preserved until now, simplicity, scalability and high efficiency. However, this method requires the constant use of human labor at each point of tower locations, as well as an exposure of the forest workers carrying out fire-prevention and radiation measuring monitoring to the increased radiation exposure.

The methods of fire detection from air using various kinds of *airborne vehicles* [2] which fly over the fire-prone territories at regular intervals and, upon detection of the fire, determine its coordinates and communicate the information on the fire to the control center allow to carry out monitoring of large territories. The main disadvantage is the high cost of a flight hour and lack of opportunity to exercise constant radiation control of a specific site. The use of unmanned flying vehicles (drones) may significantly reduce the flight hour cost, however their usage is hampered due to many reasons so far [3].

The global approach to forest fire monitoring is based on the use *of special satellites* located at geostationary orbits which are making pictures of the land surface in IR-range [4]. The picture is sent to special centers from where the concerned users may get the required data via Internet. The advantages of this method are: automatic remote data acquisition, possibility to monitor any terrain, easy access to information via the Internet. The main limitations of the satellite monitoring method are: large area of the smallest detectable fire source (1–50 hectares), low frequency of data acquisition (several times a day) and strong effect of weather conditions. In windy weather, the 4–6 hours delay in detection of even small fire may have serious consequences and may increase the costs associated with its elimination several-fold. However, in spite of all disadvantages, the satellite monitoring is essential to control large forest territories when other methods of monitoring are impossible. Besides, the cost of satellite monitoring is very high.

Video monitoring systems

Since the early 2000s, video monitoring systems for forest fire detection have started to emerge [5, 6]. The main feature of the video monitoring system is its high degree of automation and possibility to use the existing infrastructure of fire lookout towers. The available video systems represent rotary cameras mounted on towers when the video image is sent to the operator's console (in this case, the operator shall be near the video monitoring post and carry out round-the-clock monitoring of the territory). However, this approach requires the constant use of human resources at each point of tower locations and does not allow to remotely determine the fire source coordinates. Besides, it is not possible to scale up such system.

The forest fire monitoring system "Lesnoy Dozor" ("Forest Watch") is somewhat devoid of these drawbacks [7, 8]. The system includes the equipment required to exercise monitoring from high-rise structures (dome rotary cameras, infrared cameras, thermal imaging devices) and ensures high efficiency of forest fire detection with the possibility of remote calculation of the fire source coordinates. The disadvantage of the system is that the complete horizon sweep (360 degrees) with one dome rotary camera is impossible (Figure 1). "Dead zones" necessitate the use of at least two rotary cameras on one tower to guarantee the detection of all fire sources (which results in the increase of the system price). Another disadvantage is the necessity to manually specify the fire source point in the operator's monitor, following which the system calculates the direction (azimuth) of the fire site. Besides, the system does not envisage the possibility of remote radiation control and communication of information on the radiation background change to the operator console.

Automated video monitoring system

We have developed an IP-camera-based system without the mentioned drawbacks [9, 10]. Each IP-camera is equipped with a special swivel base with two independent (horizontal and vertical) drives. The design ensures free rotation of IP-camera in the horizontal plane (360 degrees) and allows to monitor the forest condition without "dead zone" (Figure 2).

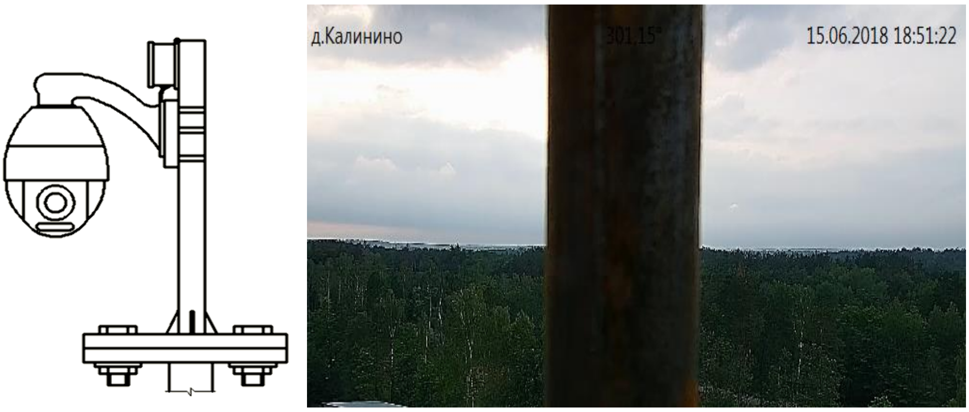

Figure 1. Installation of the dome rotary camera:
a **– video camera installation on a vertical bracket;** ***b*** **– panoramic view of the forest area with a "dead zone"**

Figure 2. IP-camera on a swivel base mounted on a vertical bracket:
***a* – video camera installation on a swivel base; *b* – panoramic view of the forest area without a "dead zone"**

Landscape fire detection and environmental monitoring system includes the hardware (high-resolution IP-cameras installed on swivel bases, special radiation control sensors, rotation angle controllers) and the software that allows to control the cameras and exchange information with sensors and controllers in the robotic mode.

Schematic block diagram of the automated system for early detection of landscape fires is shown in Figure 3.

The system operates as follows.

Install swivel device 8 with video camera 1 on one of the high-rise structures. Scan the terrain by rotating video camera 1 around its vertical axis (360 degrees) with rolling assembly 20 and by rotating in the horizontal plane with rolling assembly 21. Then the information from the video camera is sent to local server 14 where the obtained image of a natural fire is analyzed and the azimuth of the source of ignition is calculated (by means of software module 17 for image analysis and software module 16 for calculation of the source of ignition azimuth). Then the image is compressed with software module 17 and is sent (in the compressed form) by data transmission unit 6 to information reception software module 18 from where it is transmitted to remote operator's surveillance station 7.

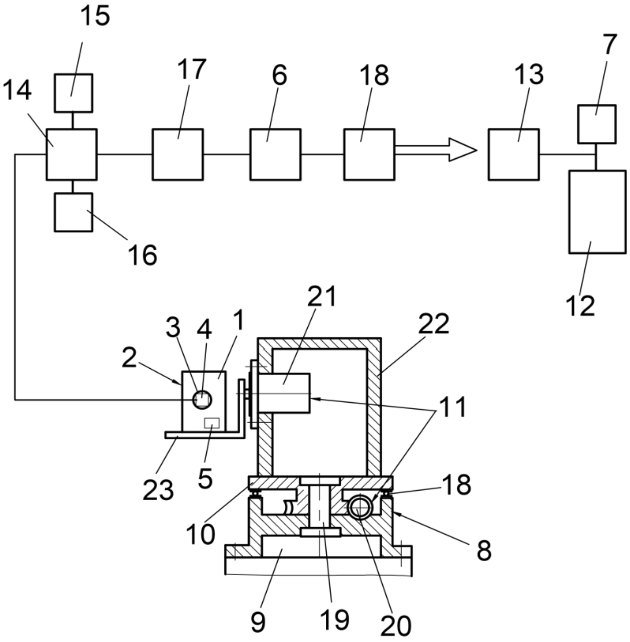

Figure 3. Schematic block diagram of the automated system for early detection of landscape fires: 1 - video camera (including body 2, lens 3, image capturing matrix 4, azimuth indicating goniometer 5); 6 - data transmission unit; 7 - remote monitoring station; 8 - swivel device (including base 9, platform 10 and electric drive 11); 12 - control unit; 14 - local server (including software module 15 for image analysis, as well as software module 16 for automatic calculation of azimuth or angle of rotation of the video camera); 17 - software module for data compression; 18 - bearing support; 19 - axis; 20, 21 - rolling assemblies; 22 - body; 23 - bracket.

After the terrain has been scanned, all images are stored in the memory of two servers: local 14 and remote (control unit 12). Thus, double reliability of data storage is ensured. When a signal from the remote server is poor or missing, the information exchange with video camera 1 is still carried out continuously, and the video camera stores all data at local server 14. At the signal resumption, all written data are synchronized with the remote server, thus ensuring the integrity and continuity of the storage of preliminary processed information.

When a fire outbreak is detected in the automated mode, the system stops automatic scanning, determines the fire source coordinates and sends the real-time video image, as well as the coordinates of the fire outbreak to the operator. In order to make a correct decision on further actions to eliminate the fire, the operator may manually zoom in the image from the video camera and view the source of ignition in a separate window. Besides, the system notifies the operator and designated persons in the event of a recorded increase in the value of measurements or when the radiation background threshold is exceeded. The system envisages integration with different types of cards where the video camera and radiation monitoring sensors installation points are marked.

Adaptation and improvement of such monitoring systems will make it possible to ensure fire and radiation safety in the forests contaminated by radionuclides, early detection of forest fires in the contaminated areas, improvement of fire-prevention and biological stability of forests and reduction in the radiation exposure of the forest industry personnel. For this purpose, it is necessary to ensure remote video monitoring, as well as the radiation background control of the territories along with registration of changes in its values in case of forest fires when the smoke contaminated with radionuclides may penetrate the atmosphere.

Conclusion

The automated system for environmental monitoring and detection of landscape fires using modern computer vision technologies, GIS technologies (*geographical information systems*), distributed computing technologies and client-server Internet technologies is an important part of a complex of measures to protect forests against fires, as well as radionuclide contaminated territories. The system provides for significant increase in the efficiency of detection of changes in the radiation background indicators and emergence of fire outbreak areas; besides, it would save time and effort, reduce material and financial expenses on the activities to localize and eliminate radioactive forest fires and reduce the economic and environmental impact due to accidental and seasonal fires.

A significant positive effect of the introduction of an automated system for detection of landscape fires and environmental monitoring is the reduction in the radiation exposure of the forest industry personnel engaged in fire-fighting and radiation monitoring in the area, as well as improvement of the quality of control over public access to the forest areas with high levels of radioactive contamination.

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THE PSYCHOLOGICAL PECULIARITIES OF TEENAGE CONFLICT IN THE PROCESS OF EDUCATION AND UPBRINGING

Abstract: *Conflict psychology is a social science study category. Modern pedagogy has the same algorithmic approach to educational disputes. As a result, the methodologies required for conflict analysis focus only on conflict resolution. The psychologist N.V. Grishina points out, the theory that conflict in the learning process can be used to develop educational functions suggests that conflicts in education occur naturally. However, it is based on the importance of using conflict prediction techniques in conflict prevention. Through this scientific article, the authors emphasize the psycho diagnostics correction and psycho prophylaxis of conflict.*
Key words: *Conflict, conflict subjects, conflict objects, conflict prevention, constructive, destructive, bifurcation, sublimation, sexual motivation, sexual impulses, conflict determination, conflict stages.*
Language: *English*
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Introduction

Adolescence is an important stage in human development. During this period of great psychological changes occur, there are positive, lasting positive traits in the education and upbringing process necessary for the child's further development in certain social situations. Currently, there are complex mechanisms for the formation and development of adolescents, their specificities, regularities, opportunities, behavioral motivations [1, p.46].

In our view, the main reasons for the need to increase attention to the problem of adolescents are: 1) the changing culture, art and literature, socio-economic conditions as a result of the development of science and technology; 2) increased awareness of adolescents through increased media coverage; 3) sufficient awareness of boys and girls about world events, laws of nature and society; 4) the intensification of their physical and mental development; 5) the need for a special approach to ideological-political, patriotic and international education in working with adolescents; 6) Deep penetration of the problems of transparency, social justice and democracy into the social life; 7) wide opportunities for students to acquire independent knowledge, creative thinking, self-management, understanding, evaluation and control.

The transition from adolescence to adulthood occurs during adolescence. Adolescents experience a drastic change in their mental activity with a dramatic change in their mental processes. Consequently, there are fundamental changes in interpersonal relationships, adolescents and teachers interactions, and adults and adolescents. Because of the personal prejudice of the teenager, he tries to reason with the adult, the teacher, in spite of his displeasure. His self-esteem, his attitude towards things and events, goes far beyond rationality and he does not like to explain certain details. Cesarean becomes an integral part of everyday behavior. These changes in adolescent behavior can leave an inexperienced teacher or parent anxious, nervous, and change their attitude toward adolescents. As a result, there are disagreements, misunderstandings.

Methods.

Some educators speak enthusiastically about the adolescent crisis, criticize some of the defects, and seek to find their socio-psychological roots. In fact, they have a methodological flaw in their approach to adolescents. So what is the driving force behind the teen's psychic growth? The driving force behind adolescents' mental development is the manifestation of a system of contradictions between the new needs that arouse their work and their ability to meet them.

A. Maliovanov divides adolescents into four groups: 1) adolescents who act according to positive rules they understand; 2) adolescents whose moral values are consistent with their conduct; 3) adolescents whose behavior is characterized by their knowledge of moral norms; 4) adolescents who do not understand the connection between everyday behavior and the moral requirements they know.

The development of self-awareness in adolescents begins with an understanding of their own behavior and ends with knowledge of their moral qualities, character, possibilities and abilities. When adolescents reach a new level of self-awareness, they choose a specific moral pattern. The reader compares his / her behavior with the behavior of the person who sets an example and understands his/her positive or negative aspects. As a result, it creates another important aspect of self-education. In adolescence, the most important trait of psychology is the emergence of feelings of adulthood. Adult feelings are reflected in the social and moral field, mental activity, curiosity, attitude, entertainment, and external forms of behavior. According to D.Elkonin and T.Dragunov, studying the features of adolescence, the desire of boys and girls to interact with their friends at this age is clearly reflected in their peers' community.

According to V.A.Krutetsky, N.S. Lukin, I.V. Strahov, who studied the relationship between adolescents' feelings of friendship and friendship, their relationship can be divided into three forms: friendship, friendship and friendship. Psychologically describe each high emotion and describe their development, stating that the rate of formation and stability of high human emotions are slightly different between boys and girls. In this connection, the teenager's own philosophy, policy, happiness and love formula are created. His ability to think logically makes him engage in a world of mental operations, concepts and formulas. This leads to the formation of an adolescent egocentrism - the idea that the universe and its laws should be obeyed. That is why children get into an argument with their parents during adolescence.

In our opinion, even though the teenager may not make a definite decision, she really enjoys the need to express a conflict. Still, adolescence is a time of conflict, as mentioned above. Some scientists call it the "crisis" period. For example, one of the factors that hinder the "feeling of greatness" is their material dependence on their parents. In other words, this age can also be called the age of "arousal", because it is neither adult nor child. All of this causes mental hobbies during adolescence. The image of the individual, his behavior, his position in society is called the "I" image, and his adequacy and closeness to reality are the criteria for human perfection.

The social psychological significance of the image of "I" is that it is an important factor in the upbringing and education of the person. It is important to note that the external environment surrounding that person also plays a major role in the positive or negative image of "I". The teenager looks at others and even imagines that he "sees himself in the mirror". This process is called reflexion in psychology. Its essence is to form and revive the image of one self through the images of people who are like him. Reflection "I" is a process that affects the consciousness of the owner of the image. Self-image and self-awareness of a person have age and sexual identity. This will further improve your socialization process [2, p.4].

Indeed, a number of authors (I.Con, F.Rice, G.Kraig, L.Vigotsky, L. Bozhovich and others) relate the family environment and parenting education with their children during adolescence have significant effects. Adolescents in need of parental care, who have never taken into account their own ideas and opinions, and have never been able to solve their problems on their own, are less likely to develop self-esteem, friendship with people and the positive image of "I".

Many authors (I.S.Kon, 1992, L.S Vigotsky, D.B. Elkonin, B. Zazzo, 2001, E.K. Vasileva 1990, F. Rice 2003, G. Kraig, 2000, etc.) One of the main features of adolescence is that it rebuilds relationships with important individuals and adults. A number of studies have shown that the need for freedom from adult control and independence also has a significant impact on the formation of interpersonal relationships in adolescents. An analysis of the ontogeny of disruptive behavior suggests that adolescence is the age of most stress in terms of interpersonal conflicts. The high level of vulnerability to adolescent conflicts is often determined by the characteristics and importance of adolescence in personality development. The problem of adolescence is addressed to some extent in almost all areas of psychology, each of which offers its own conceptual model of adolescence [3, p.32]. L.S.Vigotsky draws on the notion of developmental crisis in identifying and evaluating adolescents' characteristics, emphasizing that the need for crisis periods is driven by the logic of the development process, and therefore the negative symptomatology of adolescence is objective.

At the same time, according to L.S.Vigotsky, the essence of crisis periods is not only negative; a great deal of positive work is done with negative symptoms at this age. For us, it is important to focus on the positive potential of the crisis period. In addition, the analysis of L.S.Vigotsky's works allows us to suggest that symptomatic, characteristic of crisis periods, is often nothing more than an external manifestation of positive internal processes. This, in turn, influences the formation of positive personality structures by controlling the dynamics of negative symptoms.

R. Benedict sees the adolescent crisis as having different behavioral patterns for adults and children. In his view, the causes of conflicts in adolescence are the underdeveloped forms of child behavior. In general, we can say that important information has been collected within the bisexual approach to the study of adolescent behavior, which is not enough, as there is no constructive answer to the question: what to do about adolescent conflict. Freud calls the adolescence a period of "crises and riots".

An analysis of the work of analytical psychologists will reveal the importance of the circumstances in our study. The tendency to adolescence conflicts cannot be avoided, as psychoanalysts believe, when a person's attempt to integrate new sexual impulses leads to a decline in internal disturbances, personality disorders, and social adaptation. To minimize the negative effects of sexual impulses on social taboos, adolescents' use psychological protective mechanisms (suppression, projection, identification, rationalization, and sublimation) that violate adolescents' perceptions, which is one of the factors in interpersonal conflicts. The degree of conflict in adolescents is influenced by individual differences in sexual maturity, the power of sexual motivation and related disorders [4, p.46].

It is also worth noting that adolescence psychology is indispensable in this psychoanalytic orientation, as it poses such an important problem as genesis of communication. According to G.Salliven mental development means that a child has to go through a series of stages determined by the development of interpersonal needs. The individual behavioral dynamics are defined by two trends: avoiding loneliness and abandoning interpersonal relationships that create anxiety. In this regard, various forms of adolescent conflict behavior are associated with impairments in the gradual development of interpersonal needs. Sullivan sees the root causes of these disorders in social situations that lead to personality disorders.

Thus, psychoanalytic orientation emphasizes the role of developmental traits in sexual motivation, protective mechanisms, and interpersonal relationships in the genesis of adolescent conflict behavior [5, p.56].

K. Levin comes from his field theory in the interpretation of phenomena of adolescence. This allowed him to distinguish a specific "cognitive imbalance" that is associated with the change in group identity associated with the transition from the children's community to the adult community as a key feature of this age. The adult community, according to Levin, presents itself as an unfamiliar area of life for the teenager as an area with no cognitive structure, in which the teenager cannot distinguish clear, differentiated areas.

In this regard, he sees the causes of adolescent behavior as lack of clarity: the teenager does not know if he or she is doing the right thing in an unfamiliar environment. This lack of self-esteem is exacerbated when an adult unknowingly raises a child. A recent thesis on the negative consequences of lack of understanding of adolescents' standard of living is very important in our view. According to him, we can confirm that the desire for adolescents to live without conflict and to limit them to interpersonal conflicts within their environment and at the level of "adolescent-adult" is psychologically unjustified and pedagogically dangerous. According to E.A.Klimov, by defining a conflict-free pedagogical environment, we exclude adolescents from feeling, predicting, knowing, and understanding comprehension and orientation of different options of emotional and practical response to events [6, p.54].

At the same time, neither Levin nor his followers (Eisenberg, Colemen) are able to solve the major problem of interpersonal conflicts in adolescents - the problem of identity and positive change at the intergroup level. By defining development as a complexity of field structure, it does not explain what qualitative complexity is, but treats it as a simple multiplication of existing structural elements.

The intellectual aspect of adolescent development has been thoroughly reviewed by J.Piaje and his followers. According to J.Piaje, this age is characterized by the fact that the teenager has the ability to perform formal operations without relying on the specific properties of the object, which is manifested in the tendency of adolescents to make theories and hypotheses.

By developing Piaje's ideas about adolescents' social behavior, L.Kolberg focuses on the genesis of moral consciousness, believing that the genesis of moral consciousness is not simply the result of external behavioral rules, but also the process of changing societal norms and rules. is the product of its formation.

As Kolberg points out, only 10% of children are at the end of adolescence. Kolberg sees the underlying causes of child social behavior disorders in the absence of moral consciousness. Theories of formation of social forms of behavior in adolescents have defined the framework of concepts that describe this period of individual ontogeny and the specificity of interpersonal conflicts of this age [7, p.38].

Results and discussions.

Indeed, it should be noted that over time, a number of works have been created, and their authors have tried to integrate the various meaningful representations discussed above. Thus, in Nigeria there appeared ontological divergent theories that did not contradict each other but that they were complementary to each other. Recalling the complex combination of different and different factors that determine the emergence, dynamics, and resolution of interpersonal conflicts, we have to recognize that such an approach is necessary, not just to allow for different aspects of interpersonal conflict. Without attempting to make a final assessment of the theories of adolescent conflict theories, it can be argued that the positive potential of interpersonal conflict, as revealed by the cultural and historical concept, can be widely used.

Undoubtedly, the adolescence was a crisis. The most important content of development in crisis times is the emergence of new structures. Accordingly, constructive work with adolescents' disputes should be enhanced by considering the new structures that emerged during that period. Not only does this approach lead to the search for and development of interpersonal conflict resolution techniques, but it also provides an opportunity to view interpersonal conflict as a moment of personal development.

Thus, based on a brief analysis of the basic concepts of adolescence, it is possible to identify the main areas of study of interpersonal conflicts in adolescent environments:

- Social (macro- and micro-social conditions of interpersonal conflicts in adolescence);
- Personality (the study of adolescent personality traits as a factor in interpersonal conflicts);
- Joint activities of adolescents (identifying the characteristics of joint activities that create conditions for interpersonal conflicts);
- Motivational (study of adolescent motivational field characteristics as a condition for conflict);
- Behavior (study of the influence of various factors on the formation of adolescent types of behavior).

The social aspect involves an analysis of macro- and micro-social conditions that can lead to interpersonal conflicts or increase the likelihood of their occurrence. Without delving into the analysis of macro-social factors that are important in the context of adolescent conflicts, we should note that severe social, economic, demographic, environmental conditions require the development of negative trends at the micro-social level, leading to the development of alienation, anxiety, and spiritual decline in children comes. This is a fundamental change in the social conditions of childhood in modern conditions. In this regard, the inherent contradictions inherent in adolescence are greatly exacerbated and exacerbated in modern conditions [8, p.98].

Conflict forms of adolescent behavior are caused by various social factors. Among them, we can point out out-of-school referral groups and associations where aggression and aggression are often seen as proof of independence and independence. Deformation in the family also has a significant impact on the formation of controversial forms of behavior. Data from contemporary psychological studies show that family education features strongly influence the level and nature of adolescents' conflicts.

According to our data, 68.35 percent of adolescents who are prone to violent behavior are children of families whose family communication system is deformed and lacking psychological protection. Another important factor that influences adolescent behavior is the media [9, p.34]. In this regard, we summarize the results of our research on the traits of adolescent and aggressive behavior in adolescents. Teachers of secondary schools were asked to describe interpersonal conflicts among adolescents who had witnessed a specially designed scheme reflecting the structure and dynamics of interpersonal conflict. 83 (%) testers found that adolescents between the ages of 13 and 14 used slang from foreign-produced feature films during the stages of conflict behavior.

The search for opportunities to explore the nature and character of adolescent behavior in a teenager encourages us to turn to an analysis of the content, character, structure, and dynamics of the relationship in which the adolescent actually participates [10, p.65]. This allows us to distinguish between two different areas: The first is that adolescents have relationships in their age groups, and the second is relationships with adults. The first area of study is the context of our research - the study of the factors, conditions, dynamics, and consequences of interpersonal conflicts in the adolescent environment. The second study is prevention and overcoming interpersonal conflicts in adolescent groups.

Conclusion.

Classroom characteristics also play a special role in the development of interpersonal conflicts in adolescents. The level of development of the classroom group is often determined by the rapid influences of adolescents by their nature which are not typical of school. Interpersonal conflicts may also be caused, first and foremost, by the inclination of high-ranking members of the class to their own goals and values to an external referral group that opposes this group. Informal associations (groups) of adolescents formed and operated out of school, as a rule, during the adolescence are such external referral groups. Interpersonal conflicts arising as a result of normative conflicts. Their emergence is related to the phenomenon of group pressure on a minority, many of whom are reluctant to accept the norms and values promoted by these majority. The latter case provides a unique context for the work of a school psychologist in the context of interpersonal conflicts in adolescents: if one member of the group is openly opposed to one or another group of rules, this may lead to the integration of other elements in the struggle to maintain group traditions and rules.

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THE FUNDS NATIONAL ARCHIVE OF UZBEKISTAN AS A HISTORICAL SOURCE ON THE HISTORY OF JUISTIC PROBLEMSIN TURKESTAN ASSR

Abstract*: This article provides an overview of the fund R-38 of the People's Commissariat of Justice of the Turkestan ASSR, which is stored in the National Archives of Uzbekistan. In particular, the content, types and safety of archival documents stored in the fund are analyzed.*
Key words*: Archive, documents, Turkestan ASSR, National Archive of Uzbekistan, Council of People's Commissars of Turkestan ASSR, Fund, Commissariat, Justice, Reports, historical source.*
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Introduction

After the independence of the Republic of Uzbekistan, historians were instructed to explore the rich past with the help of primary sources and approaches, which included materials spiritual culture, socio-economic, ideological and ethnic problems.

The archive documents of the Turkestan ASSR, an important source in the history of Uzbekistan, which currently kept in the National Archives of the Republic of Uzbekistan. Documents on the history of the Turkestan Autonomous Soviet Socialist Republic in the National Archives of the Republic of Uzbekistan (hereinafter - UzNA) are of particular importance. These documents serve as the main source for the precise establishment of Soviet power in Uzbekistan, the establishment of the Soviet system and the true history of the management system. The documents which belong to the history of justice still have not been largely analyzed by historians.

Materials and methods

After the October revolution 1917, the Turkestan Bolsheviks established a new path of colonialism as a result of the establishment of power. On April 30, 1918, the Charter of the Turkestan Soviet Federal Republic was adopted. Following this decree, the territory of Turkestan has declared the Turkestan Autonomous Soviet Socialist Republic as a part of the Russian Federation [1, p.74].

Turkestan's dependence on the Center became apparent not only in political-administrative and territorial administration but also in the judiciary. As a result, a new kind of colonialist policy was established.

On November 15-22, 1917, the Council of People's Commissars of Turkestan was formed, and 14 people's commissars were elected to various commissariats.

On November 23, 1917, the Council of People's Commissars of the Turkestan ASSR announced its composition in the following lists:

1. Communications (railways, waterways, etc.)
2. Public education
3. Justice
4.Product
5. Water resources management
6. Civil Administration Department
7. Department of Finance
8. Foreign affairs

9. Military affairs
10. Trade and industry
11. Labor
12. Agriculture
13. Health Preservation
14. Department of special tasks [2, p.3-9]

The composition of the Council of People's Commissars of the Turkestan ASSR changed several times during the year. In particular, on April 10, 1918, the Extraordinary Commissioner of the RSFSR established 9 new members of the government of Turkestan, and after the proclamation of the Turkestan Republic (April 20-30, 1918), 15 People's Commissariats were created in October.

Currently, the documents of the People's Commissariat of Justice of the Turkestan ASSR are stored in the R-38 fund of the National Archives of Uzbekistan. The chronological period of the documents of the fund covers 1917-1924 years.

The fund consists of 5 inventories, of which only 1, 3, 5 are stored, and 2-4 were not delivered during the transfer of archiving [3, p.1-3]. A total the R-38 fund kept of about 1,200 cases.

The fund of the People's Commissariat of Justice of the Turkestan ASSR retains legal and valuable documents that were developed during the Turkestan ASSR.

The following types of documents are stored in the fund:

Orders and decisions on the activities of the People's Commissariat of Justice of the Council of People's Commissars and the Central Executive Committee of the Turkestan ASSR;

Information about the Supreme Revolutionary Tribunal and the regional tribunals of the People's Commissariat of Justice and its branches, regional justice departments, Muslim courts and central qualification courses for judicial officers, minutes of meetings of the People's Commissariat of Justice of the Turkestan ASSR and its branches;

Judicial reforms and instructions (1922) on the establishment and judicial control of the courts of the People's Commissariat of Justice, amnesty instructions, confiscation of property, sale, cancellation of money that is given by the groom (Qalin Puli);

Reports, reports and correspondence about the Division of the People's Commissariat of Justice and the work to create it;

On local judicial organizations, on the temporary activities of judges and judges according to Sharia (1921-1922), on the action of the prosecutor's office (1923), a special commission on judicial reform. (1922);

Decisions of the Central Executive Committee and the Council of People's Commissars and the Department of People's Commissars of the Turkestan ASSR; reports and records of court hearings, revolutionary tribunals and investigative commissions [4, p.18-25].

It should also be noted that the People's Commissariat of Justice of the Turkestan ASSR was a subordinate and accountable authority under the Central Executive Committee (R-17) and the Council of People's Commissars (R-25) and their archival funds also kept records of the People's Commissariat of Justice [5, p.1].

Researchers note that "any document can be a source of information about the past" [6, p.80] or that "an archival document can be a historical source when it is popular and accessible without any obstacles" [7, p.5-9].

Today, with the development of technology, the type of documents is increasing. In particular, documents related to the history of the Commissariat of Justice of the Turkestan ASSR, in appearance they are divided into paper and electronic forms [8, 2003-2004 yy.], and there are no microfilmed documents.

An external analysis of the archival documents of the commissariat shows that most of the information was recorded in Russian. Some documents are written in Russian and, on the one hand, in the old Turkic language in Arabic, because after the establishment of Soviet power, all administrative work was introduced mainly in Russian.

The size of the Paper of Documents stored in the fund of the Commissariat of Justice of the Turkestan ASSR is different, for example, ordinary documents have a length of 34 cm, a width of 22 cm (29.7 inches long, 21 cm wide as in A4 format) [9, p. 40], telephony documents have a length of 13.2 mm, 20 cm wide, and the size of documents with tables is 24.5 cm long and 34.5 cm wide.

Also, most documents in the funds are printed on typewriters. Archival documents use dark grey, blue, purple, and black inks. It should be noted that the magenta text of archival documents recorded on a typewriter is poorly preserved.

After the establishment of Soviet power in Turkestan, the main documents were printed on printing machines. The first typewriter appeared in 1887 [10, p.38]. After that, in Turkestan, also in paperwork. Typewriters were widely distributed.

In the archival sources of the Turkestan ASSR, the letters of typewritten texts are 0.3 cm long, and lowercase letters are 0.2 cm (corresponding to 14 different fonts in modern Microsoft Word computer technology).

Conlusion

In conclusion, we can say that after the establishment of Soviet power in Turkestan, the formation and transition to a new management system and the legal system began. Historical data on these processes can be found in the funds of the National

Archives of Uzbekistan R-17 and R-25, in addition to the fund R-38 of the Ministry of Justice of Uzbekistan.

The fact that this fund is an important source in the Turkestan ASSR on the history of trials, prosecutors, repressions, prisons and legal issues.

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LIVER MICRO-VESSEL FEATURES IN POSTNATAL ONTOGENESIS

Abstract*: In an experiment on 226 white male outbred rats from birth to 8 months of age, different periods of postnatal ontogenesis were studied. We found that the initial link of blood outflow from the hepatic lobules are the initial hepatic venules, which are formed from the fusion of sinusoids in the subcapsular zone of the liver. From 2 weeks of age to the end of postnatal ontogenesis, liver revealed constantly occurring hepatic complexes. In postnatal ontogenesis, the main process is the formation of new structural and functional units in the subcapsular zone of the liver.*

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Introduction

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According to modern concepts, the liver, occupying a special place between the external and internal environment of the body, is involved in many metabolic processes.

Currently, a significant number of works have been accumulated devoted to the study of the formation of the structural foundations of the liver in humans and some mammals [1,2,3].

Based on the study of the ratio of intracellular and cellular restoration processes in internal organs, K.A. Zufarov (2000) notes that "the form of regeneration depends on the characteristics of the growth and development of the organ in ontogenesis."

Issues of postnatal formation of the liver have been the subject of many studies [4,5]. But in the vast majority of studies, the aim was to study parenchymal cells.

Despite numerous studies on organ regeneration, the problem of repairing a damaged liver remains relevant. Liver resection is a convenient and widespread model for studying organ regeneration in an experiment. It is used in surgical practice for injuries, echinococcosis and neoplasms of the liver [5,6,10]. In this regard, of great interest is the study of the morphology of the liver undergoing surgery and the identification of patterns of regeneration processes [7,8,9].

The purpose and objectives of the study

The aim of this study is to study the characteristics of the dynamics of changes in intraorgan vessels and the structural and functional unit of the liver - its segments in different periods of postnatal ontogenesis and to identify the dynamics of recovery processes after resection on the 15th day of postnatal development.

Material and research methods

The work was performed on 226 white mongrel rats males from birth to 30 months of age. All experimental animals were divided into 2 groups. In series I, postnatal ontogenesis was studied on 146 intact rats aged 1,3,5,7,10,12,14,21 days and 1, 3, 8,15,30 months after birth. The second group consisted of 80 animals that served as control. The timing of the study was chosen by us on the basis of the age periodization of laboratory animals (V.I. Zapadnyuk, 1971; R. Gossrau, 1975).

In the first series of experiments, pregnant females were selected and kept in vivarium conditions on an appropriate diet. After childbirth, they were separated separately with newborns and counted postnatal life of the rat pups.

To study the vascular architectonics of the liver, the methods of bichromic injection of intraorgan vessels with a mass of Herot in the modification of Kh.K. Kamilov (1970) and a mascara-gelatin mixture in a ratio of 1: 3 were used by F.N. Bakhadirov and F.Kh. Olimkhuzhayev (1995). Injection was performed through the thoracic aorta in the morning, and in young rats up to 1 month of age through the left ventricle of the heart. For the manufacture of enlightened preparations, pieces taken from the right lobe were performed according to the accelerated method of A.M. Malygin (1956). Serial sections 5-20 µm thick were prepared from samples. On serial sections, the cross-sectional area of the lobules, the detection depth and the diameter of the microvessels were measured. A three-dimensional reconstruction of the liver complexes was carried out. The area of the lobules was calculated by their true size at the level of detection of round lobular venules. Slices of the liver for histological studies were fixed in Carnoy fluid, FSU and 12% neutral formalin. Sections 3-5 µm thick were stained with hematoxylin and eosin.

Morphometry was performed using an MOV-15X eyepiece micrometer using a P-2 binocular microscope. Liver mass was measured using an VT-500 analytical and torsion balance. The volume of the liver was determined using the device developed by us (rat. Proposal N1024 1991). Statistical processing of digital data was performed using tables to calculate the arithmetic mean and standard error and on the computer. Differences satisfying $P < 0.05$ were considered significant.

Study Results and Discussion

The results of our studies showed that in adult sexually mature rats the following types of lobules are constantly detected in the liver:

1) a lobule of type 1 — has a hexagonal shape, is bounded around by lobular (septal) vessels, and a central vein (hepatic vein of the first order) is located in its center;

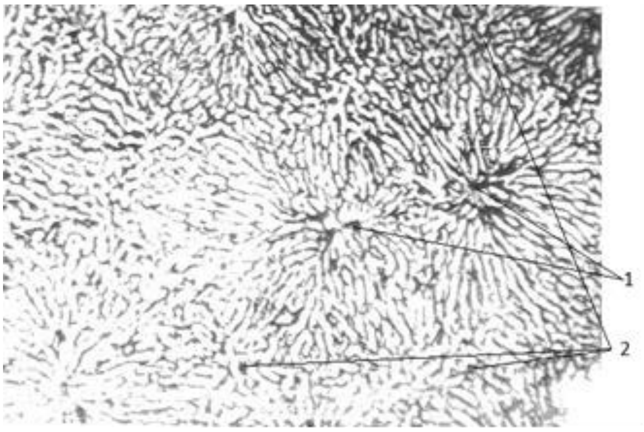
2) type 2 lobule - formed from the confluence of 2-3 type 1 lobules, has a polygonal shape, 2-3 hepatic veins of the first order (central veins) are detected in the center, which are located at a certain distance from each other, there are sinusoids between them;

3) type 3 lobule - has a polygonal shape and, unlike type 2 lobules, its first-order hepatic veins (central veins) approach each other. As they deepen between them, sinusoidal vessels disappear, and they merge with the formation of a second order hepatic vein.

During the reconstruction of serial sections, in adult animals, along with lobules, constantly occurring liver complexes can be distinguished. They represent a higher than lobule level of structural organization of the hepatic parenchyma. Each such complex includes 2-3 neighboring slices, limited to several portal tracts.

In accordance with the structure of the lobules of each of the above types, the liver complex can be divided into 4 zones:

The zone I of the complex, located directly under the capsule of the organ, is characterized by the absence of a lobular structure characteristic of the liver. The vascular bed is represented by a sinusoidal network, among which are the initial hepatic venules. Each initial hepatic venule is formed from the fusion of several sinusoids. The internal lumen of the initial hepatic venules ranges from 14.7 to 25 microns. And their length is from 150 to 250 microns. The delivery vessels are represented here by terminal portal venules and arterioles. Interlobular and septal vessels do not reach the subcapsular zone and, therefore, lobular organization ofthe liver microvessels is not detected in this zone.



Microphoto 1. Lobules of the liver. 14 days of postnatal development. Slices parallel to the fibrous (Glisson) capsule of the liver. Depth 180 microns from the fibrous capsule. Coloring: mascara gelatin (2% solution) bichromic injection. Lens x15, eyepiece x8. 1 - veins of the first duel (central vein), 2 - portal vessels.

Zone II begins at a depth of 30-90 microns from the surface of the liver and is represented by lobules of type I. The lobules are limited around the lobular and interlobular vessels and contain hepatic veins of the first order, formed from the confluence of the initial hepatic venules. The average cross-sectional area of the lobules ranges from 0.168 to 0.214 mm2 (0.191 + 0.011 mm^2).

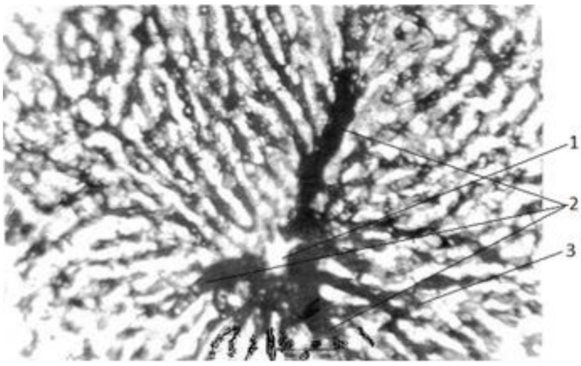
Zone III is located at a depth of 210-270 μm from the surface of the liver, where adjacent adjacent lobules disappear between adjacent lobules and they join in pairs, forming lobules of type II containing 2 to 3 hepatic veins of the first order.

The IV zone is located at a depth of 320-360 μm from the fibrous capsule of the liver and represents the base of the liver complex. Lobules of type 3 are detected in this zone; its characteristic feature is the presence in the center of the lobules of merging 2-3 hepatic veins of the first order (central veins). From the fusion of the hepatic veins of the first order, hepatic veins of the second order are formed. The microvascular bed of the liver in postnatal ontogenesis in the early period is characterized by the absence of lobular organization of microvessels. Under the fibrous organ capsule is a single sinusoidal network.

Table 1. Indicators of hepatic complexes of liverin postnatal ontogenesis

Timing study blowing (days)	Level detected. around only veins (in microns)		Level disappeared - news related boundaries of lobules (in microns)		Level image. liver veins I of order (in microns)		Level image.liver. veins of the II order (in microns)	
1 day	no		no		60	80	140	160
3 days	no		no		80	120	160	220
5 days	no		no		120	140	340	380
7 days	140	200	no		100	120	220	260
10 days	200	240	no		120	160	200	240
12 days	180	200	no		140	180	200	220
14 days	80	100	240	280	40	60	300	480
21 days	160	180	180	200	80	100	240	280
1MONTH	60	80	120	140	80	120	320	460
3MONTH	60	100	140	160	60	80	240	300
8MONTH	80	125	200	240	60	100	320	360
15MONTH	125	150	275	300	75	80	400	425
30MONTH	60	90	210	240	60	90	330	360

The initial link in the outflow of blood is not the central veins that are not detected in the subcapsular zone, but the initial hepatic venules, formed from the fusion of sinusoid vessels. It should be emphasized that the lobular organization of the microvasculature of the liver is not detected until 10 days, both in the subcapsular zone and in the deeper parts of the hepatic parenchyma. The terminal vessels branching into sinusoids in the subcapsular zone are terminal portal venules. In the deeper sections of the liver parenchyma, the blood supply is due to interlobular veins, which directly decompose into sinusoidal hemocapillaries. On the 10th day of life, at a depth of 240-260 microns, 3 segments of type 3 with a characteristic configuration appear. On the 12th day of life, the depth of zone I decreases by 1.5 times in comparison with the previous period. At a depth of 160-180 µm, segments of type 2 appear, and segments of type 3 are found at a depth of 240-260 µm. On the 14th day of postnatal ontogenesis, type 1 lobules are found in the more surface layers of the liver at a depth of 40-80 microns. The second period of development of the microvasculature of the liver, which begins with a fortnight, is characterized by the continuous growth of lobules in the subcapsular region.



Microphoto 2. Lobules of the liver. 14 days of postnatal development. Slices parallel to the fibrous (Glisson) capsule of the liver. Depth 40 µm from the fibrous apsule.
Coloring: mascara gelatin (2% solution) bichromic injection. Lens x20, eyepiece x10. 1 - veins of the first dysfunction (central vein), 2 - initial hepatic venules, 3 - sinusoidal capillaries.

On day 21, at a depth of 80-100 µm, segments of 0.184 ± 0.006 mm2 are determined. On the 30th day of life, the average area of lobules is 0.175 ± 0.004 mm2. The completion of the second period is characterized by the formation of all links of the microvasculature of the liver, characteristic of adult animals.

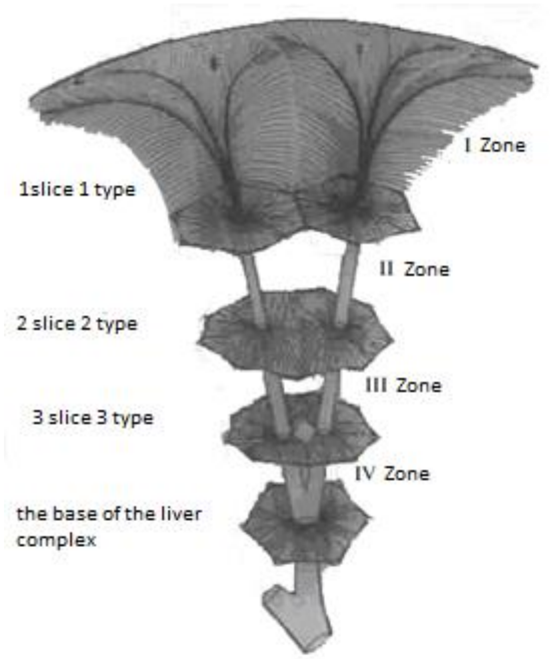
In the third period, starting from 3 months of age, the structural and functional organization of the liver is stabilized and it acquires a structure characteristic of an adult organism.

Our studies have shown that the early postnatal period of mammalian life is characterized by the highest rates of development of the body and liver in particular. For 7 days after birth, the mass of rats increases 2 times, for 14 days - 4 times compared with that of newborns. Over 2 weeks of life, liver mass increases 3 times, over 8 months - 36 times compared with newborns.

When studying the area of lobules in a growing organism, a wave-like change in the average cross-sectional area of the lobules was found. When studying the microvasculature in postnatal ontogenesis, a wave-like change in the diameter and length of the liver microvessels was found. An increase in all these indicators does not correspond to the multiplicity of growth of the mass of the liver. Given that the mass of the liver increases in the further stages of the study, fluctuations in the diameter and length of the microvasculature of the liver can be explained by the growth of the subcapsular zone and in all periods of the study, we probably dealt with newly formed vessels.

An analysis of our data showed that in all periods of postnatal ontogenesis, a zone consisting of a continuous sinusoidal network is determined under the fibrous capsule of the liver. Sinusoids often anastomose and their radial orientation is not pronounced. Sinusoidal vessels originate from the terminal portal venules.

In textbooks on anatomy and histology, as well as in most monographs devoted to normal and pathological liver morphology (A.S. Loginov, L.I. Aruin, 1985; V.V. Serov, K. Lapish, 1989; A. Sadriddinov, 1993; E.A. Tursunov, 1994; L. Robert, 1986; IPMaly, 1987) the structural and functional unit of the liver is the classic hepatic lobule, with one central vein in the center. In our studies, 3 types of lobules were identified



1. Scheme of the liver complex. It is made on the basis of reconstruction of serial sections. On top is a fibrous capsule of the liver. Underneath is a sinusoidal capillary network. Then there are slices of 1, 2, 3 types.

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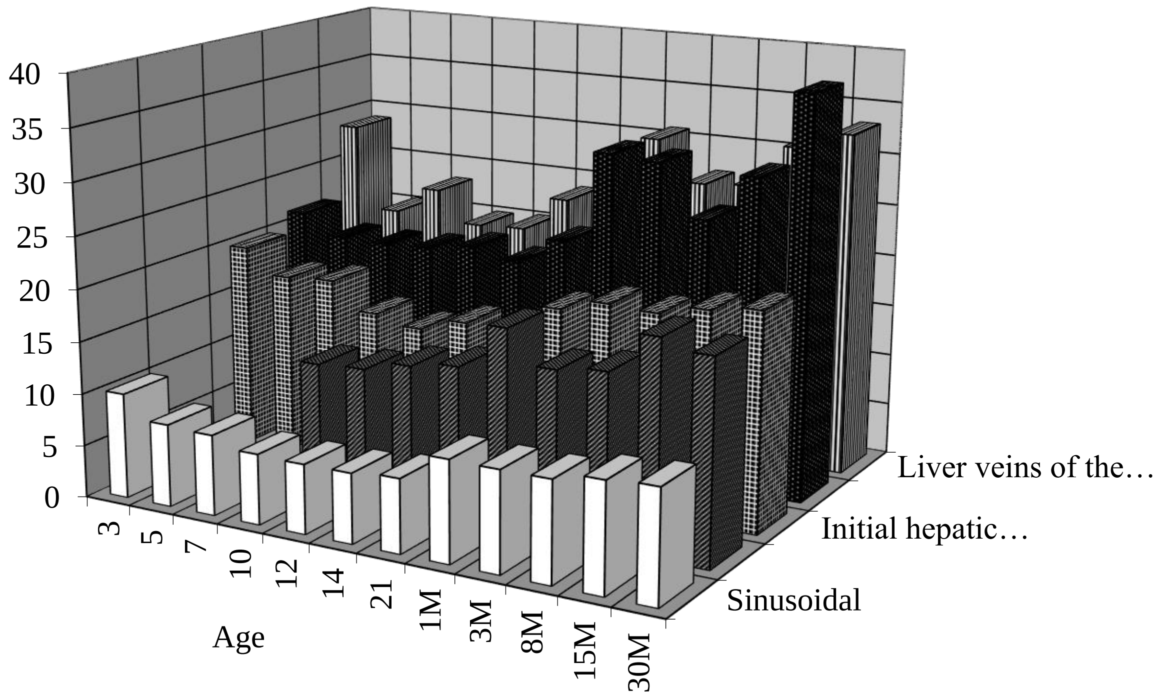
Diagram 1. The diameter of the microvasculatore of the liver in postnatal ontogenesis (in mkm)



Thus, we found that from two weeks to the end of postnatal ontogenesis, liver complexes are constantly found in the liver, which represent a higher level of structural organization of the hepatic parenchyma than lobule.

There are attempts in the literature to single out structures resembling complexes. E.V. Kapustina (1973) describes complexes in the cat's liver resembling rock crystal druse. However, it does not give the morphometric characteristics of the complex. The method of serial slices we used for the first time in parallel with the capsule of the liver made it possible to determine the morphometric parameters of the liver complexes and the lobules that form them, and to distinguish zones in the complex.

For the first time in all periods of postnatal ontogenesis, we have identified the initial hepatic venules. They are formed in the subcapsular zone from the fusion of several sinusoidal hemocapillaries of individual sectors of the sinusoidal network or within the lobules. Located topographically in the gap between sinusoid vessels and first order hepatic veins (central veins), they are the initial link in the outflow of blood in the hepatic microcirculation system. The initial hepatic venules are formed from the fusion of sinusoids from a certain sector of the lobule, are initially parallel to the capsule, and then go deep into the body. Similar vessels were discovered by A.M. Chernukh and N.Ya. Kovalenko (1976.), and later by N.Kh. Abdullaev and Kh.Ya. Karimov (1989) and were described as large and fairly regularly located, "arachnid liver venules "into which sinusoids flow at more or less even intervals.

The mass of the liver in the postnatal period of ontogenesis increases by 36 times. So, if at birth the weight of the liver is 0.236 ± 0.014 g, then after 8 months the mass of the liver is 8.495 ± 0.431 g. Knowing the multiplicity of the increase in the mass of the liver, we were entitled to expect multiple changes in the parameters of the microvasculature of the liver, as well as the cross-sectional area of the lobules, hepatic complexes heights. Studies have shown slight variations in the parameters of the investigated objects.

In postnatal ontogenesis, the diameter of the internal lumen of sinusoids significantly increases up to 21 days of postnatal ontogenesis and then it stabilizes. If we take into account that the liver mass increases in the further periods of the study, then the stabilization of the diameter of the sinusoids can be explained by the growth of the subcapsular zone and, apparently, in these periods of the study we were dealing with newly formed sinusoids. As for the length of the sinusoids, there is also a wave-like oscillation.

The diameter of the interlobular veins, around the lobular venules and hepatic veins of the first order also varies within small limits. Fluctuations in their diameter are accompanied by frequent increases and decreases in the depth of their detection.

Having examined the dynamics of changes in the average cross-sectional area of the lobules, we can conclude that it changes in a wave-like fashion. In all periods, we detected a fluctuation in the average cross-sectional area of the lobules at the level of detection of the round lobular vessels. An increase in the indicator in the early stages (12 days) was replaced by a decrease (14 days). Then, the lobule area increased again (21 days). These fluctuations were expressed and the initial increase in area was replaced by a statistically significant decrease. The most logical explanation for such fluctuations, we consider the presence in the growing liver of the process of neoplasm of the lobules. In recent years, more and more information has appeared about the possibility of neoplasm of structural units not only in the liver, but also in other organs: in the small intestine A.Yu. Yuldashev (1988), in the lungs U. Mirsharapov (1992), in the kidneys of TR Ruziev (1993), in the spleen P.S. Kobilov (1994). Fluctuations in the mean cross-sectional area of the lobules is probably the result of a subcapsular neoplasm.

The height of the complex in postnatal ontogenesis undergoes significant changes. If the liver complexes are completely absent in the early periods of liver development (up to 7 days), then the appearance of the first functional structures (10 days) corresponds to the formation of the base of the liver complexes. These structures - lobules have a polygonal shape, with 2-3 hepatic veins of the first order in the center (3 type of lobules). Type 2 lobules are detected on day 12 and by day 14 lobules of type 1 are formed. But the process of formation of the liver complex is not limited to only these changes. The height of the complex in postnatal ontogenesis increases to 14 days, then begins to decrease (up to 21 days) and reaches its largest size by 1 month. The height of the liver complexes in these periods varies from 120 to 260 microns. The complexes detected at a later date are fully formed, and fluctuations in their height are insignificant. The height polymorphism of complexes remains until the end of the study.

Thus, the results of studies of the hemomicrocirculatory bed of a growing liver showed that postnatal formation can be divided into three periods:

1. From birth to 2 weeks of life. This period is characterized by the absence of lobular structure of the liver. The growth of microvessels is due to subcapsular growth.

2. From two weeks to three months. It differs from the previous period in the formation of the lobular structure of the liver. There is a structural and functional formation of various zones of the liver complex.

3. From three months to the end of life. This period is characterized by stabilization of the structural and functional organization of the microvasculature of the liver. Forming processes within the liver complexes are ending.

The study of the microvasculature of the liver in postnatal ontogenesis revealed a wave-like change in the average cross-sectional area of the lobules and the depth of the subcapsular zone. In the process of formation of the lobular structure in the growing organ, lobules first appear 3, then 2, and subsequently 1 types, which completes the formation of a new hepatic complex. An increase in the size of the microvessels of the liver complex is accompanied by a significant restructuring of its vascular architectonics.

Findings:

1. The initial link in the outflow of blood from the hepatic lobules is the initial hepatic venules, which are formed from the fusion of sinusoids in the subcapsular zone of the liver. From the merger of these venules, hepatic veins of the first order are formed (normal - the central veins).

2. From two weeks of age until the end of postnatal ontogenesis, in the liver, along with lobules, it is possible to distinguish constantly occurring liver complexes, which are higher than the lobule level of the structural organization of the hepatic parenchyma.

3. The early postnatal period (up to 10 days) of the development of rat liver is characterized by:

- the absence of lobular structure both in the subcapsular zone and in the underlying departments of the hepatic parenchyma; - the presence of initial hepatic venules formed in the subcapsular zone from the fusion of several sinusoids. These venules are the initial link in the outflow of blood in the system of hepatic microcirculation;

- enhanced liver growth mainly due to subcapsular growth.

4. Changes in the parameters of the microvasculature of the liver lobules as well as the height of the liver complexes and the cross-sectional area of the lobules in postnatal ontogenesis are far behind the multiplicity of the increase in liver mass.

5. The processes of formation of microvascular organ architectonics in postnatal ontogenesis have common features. The main process is the formation of new structural and functional units in the subcapsular zone of the liver.

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