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Zebo Xakimjon's daughter Botirova
Namangan State University
Teacher of interfaculty Foreign Languages Department

Miravaz Mirmuslim's son Mirsadullayev
Namangan State University
Teacher of interfaculty Foreign Languages Department

Umida Odiljon's daughter Xasanova
Namangan State University
Teacher of interfaculty Foreign Languages Department

Shaxlo Akmalovna Valiyeva
Namangan State University
Teacher of interfaculty Foreign Languages Department
Namangan, Uzbekistan

ACTIVE METHODS OF TEACHING A FOREIGN LANGUAGE

Abstract: This article discusses the analysis of scientific, linguistic and methodological literature on the problem of foreign language technology. Consider the interdependence and interconnection of active learning methods. Conduct the main classification of active teaching methods.
Key words: methodology, analysis, innovative method, pedagogy, active method, expresent.
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Introduction

New time, new conditions of professional activity required a review of both the general methodology and the specific methods and techniques of teaching English. The rapid entry of Russia into the world community, integration processes in various fields of politics, economy, culture, ideology, mixing and movement of peoples and languages, raise the problem of intercultural communication, mutual understanding of communication participants belonging to different cultures. Naturally, all this cannot but affect the methodology of teaching the English language, cannot but pose new problems in the theory and practice of teaching English. One more significant factor should be kept in mind. With the development of high technology, the role of information and knowledge at all levels and in all spheres of social development is growing. The

maximum development of communicative abilities is the main, promising, but very difficult task facing English teachers. To solve it, it is necessary, on the one hand, to master new teaching methods aimed at the development of all four types of speech activity, the formation of linguistic, sociolinguistic and pragmatic competencies, and on the other hand, to create fundamentally new educational materials with which you can teach people to communicate effectively on English language.

Despite the considerable interest of the methodologists in active methods of teaching a foreign language and a large number of works devoted to this topic, no single characterization and classification was given. This determines the relevance of this work. The concept of a teaching method is very complex. However, despite the various definitions that are given to this concept by individual

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didacts, one can also note something in common that brings their points of view together. Most authors are inclined to consider the teaching method as a way of organizing educational and cognitive activities of students. Taking this position as a starting point, we will try to examine this concept in more detail and approach its scientific interpretation.

The text as a system of the speech product of native speakers of a foreign language is of particular value as a systematized example of the functioning of the language and is one of the main teaching and learning units. For its most appropriate use, the teacher needs to clearly imagine and then use the content and structural features of the text as the basis for the student to compose his own speech statements in a foreign language. In order for the text to become a real and productive basis for teaching all types of speech activity, it is advisable to transfer the student various ways of operating the text. Significantly optimize the existing traditional system of working with text at the pre-text, text and post-text stages allows the so-called denotative text analysis developed by the linguist A. I. Novikov. Teaching foreign speech activity can be carried out on the basis of a text in the broad sense of the word and is associated with the laws of its understanding and generation. Studying the psychological conditions for the flow of understanding and generation, despite their different directions, scientists emphasize that coagulation is characteristic of both processes. When understanding the text, coagulation completes the process of forming a holistic image, and when generated, coagulation is manifested in the selection of such elements of thinking that should make up the content of the future text. Base on this, A.I. Novikov concluded that the image of the content of the text obtained in the process of understanding, and the design, which acts as the image of the future text, are structurally identical and can be reproduced graphically in a denotative scheme. To understand the essence of this method of processing text information, it is necessary to dwell on the concept of "denotational structure of the text. "Linguistic studies often distinguish between vertical and horizontal patterns for generating text. The horizontal model refers to the linear expansion of the text, i.e., the distribution of information in the text, detected by studying its grammatical, syntactic and other features. It is inextricably linked and constantly interacts with the vertical model. In this case, the vertical model is associated with the concept of deep structure, with the level of internal programming, and finally, with the denotative structure of the text, that is, with a system of subject relationships that are mediated by subject relationships of the entire corresponding field of reality represented in the individual's experience [14].As the name implies, in this case we are talking about building the denotation structure of this text. Denotation is understood as an object, phenomenon,

process, etc., which makes up the content of a linguistic expression. Denotates are objects of real reality reflected in thinking and expressed in the text, and not words are units of the text content. The totality of denotations associated with objective relationships is a certain object of reality or a model of a certain situation expressed by linguistic means in the text. The denotation system represents the content of the text - a dynamic model of the subject situation described in the text. Hence, we can say that the denotational structure of the text content is an information structure, or microthaurus, and the external form of the text is just a form of representing information and knowledge [16].The study of the denotational structure of the text is one of the interesting approaches to the study of how understanding is realized (in this case, it is associated with the creation in the mind of the reading image of the semantic content of the text). For us, this approach is particularly interesting primarily because it can significantly help in teaching reading foreign language literature of a special nature (popular science, regional geography texts, etc.).Understanding the internal form of the text makes it possible- deeply penetrate the studied subject area;- use the denotational structure of the content of the text and design as an indicative basis for actions in teaching all types of speech activity;- distribute textual material not as a grammatical and lexical material appears, but as the information repeats or complicates;- implement the conscious principle in learning - the fundamental principle of didactics;- to intensify the intellectual activity of the student, the essence of which is to make the "school of memory" give way to the "school of thinking.

Thus, denotative text analysis allows you to go beyond the actual linguistic system and turn to thought as a subject of speech activity of reading, fixed in writing. The product of this analysis is the denotation scheme (map) of the text, in which graph construction is applied, where the vertices correspond to the names of denotations and the edges correspond to the names of their subject relations. Valuable in our opinion is the experience of teachers V.V. Kupareva and A.Yu. Starikova from the city of Kirov using the method of denotative analysis

It seems very promising to use denotation maps in the educational process, which are used, as it were, in opposite directions. On the one hand, such schematic maps facilitate the perception of the text by outlining its subject area in advance, making it possible to correlate the system of subject relations reflected in it with the subject relations of this field of knowledge presented in the student's experience. On the other hand, denotative maps can also be used to reproduce the semantic content of the text through language means available to the student, since the object relations reflected in them provide a system of supports, or semantic milestones, the presence of

which, as practice shows, greatly facilitates speaking. The fact is that even with a fairly good knowledge of this subject area, the student often experiences difficulty at the stage of grammatical construction and lexical deployment of the text. A denotation map, on the one hand, exposing object relationships, and on the other, defining some linguistic methods of expression in the form of denotations and names of subject relations, can significantly remove these difficulties. Thus, with orientation to perception, that is, in the reproductive aspect, the use of the denotative structure provides significant assistance in enhancing the speech-cognitive process. Summing up the described experience, we can conclude that denotative text analysis allows you to:- to overcome a serious psychological barrier for the student - fear of large texts and the desire to resort to the help of a dictionary for any unfamiliar word;- to develop different types of reading in a complex: introductory, studying, search, ie, to form a natural "flexible reading";- teach a schoolchild by constructing a denotational text map of the technology for processing the source information so that it is adequately understood, firmly assimilated, and convenient for updating;- develop the logical thinking of the student;- to optimize the system of traditional exercises with the text in the preparation of oral statements. Method of working with musical and poetic folklore Extensive and very valuable material for introducing students to the spiritual world of the people of the country of the studied language, to the recognition of its ideals and worldview gives musical and poetic folklore as a special area of folk art, characterized by a variety of genres and active inclusion in the everyday life of a native speaker. Authentic folklore song, being a product of the collective musical and poetic creativity of the people, reflects the originality of the culture of its creators, their aesthetic needs, the inner world of people, ideals, moral appearance, worldview, presenting, therefore, methodologically valuable material for teaching a foreign language and preparing Pupils for entry dialogue cultures. The diverse and complex world of human life appears in the folklore musical and poetic work as integral, relatively simple and visible in its essential features. Perceiving this world, students come closer to understanding the mentality of native speakers, experience the perception of the creators of this kind of work, enrich themselves with new views, ideas, feelings, learn to appreciate the highly artistic form of reflection of reality. The well-known Hungarian composer and teacher Z. Kodai, who actively promoted the inclusion of folklore songs in the educational activities of students, recommended that, when choosing a vocal-choral repertoire, one should proceed from the child's attitude and soul and not impose songs with explicit didactic moralizing texts based on inexpressive and "Dry" melody. He urged students to get acquainted only with highly artistic musical works that foster the aesthetic tastes

and needs of children, calling it a "preventive vaccination" against base music. And this is quite justified, since in the song traditions the feelings of many centuries live in a form polished to perfection, embodied in the figurative poetics of texts and in a melody that is simple to play, but remembered for its beauty.

The domestic composer B.V. Astafyev, who highly appreciated folk musical creativity, rightly noted that the best folk melodies therefore live so long without losing the strength of their emotional impact on subsequent generations, that they "withstood prolonged selection and polishing, and that it was concentrated in them in centuries-old experience, tested and accumulated song energy "[1].Teacher O.E. Romanovskaya, candidate of pedagogical sciences, associate professor of the Department of English Language and Linguodidactics, Institute of International Relations, Ulyanovsk State University, Ulyanovsk, suggests actively using the method of working with musical and poetic folklore when teaching English at school. Including an authentic folklore song in the content of teaching a foreign language and using it in the lesson, you must remember that the song is a work of not only poetic, but also musical creativity. It is the syncretism of musical and poetic folklore, which manifests itself in the inseparable unity of the word and music, that provides for equal attention to both the poetic and musical components of the folk song. It is very important that the content of the training includes works of musical and poetic folklore, which have a rich educational and upbringing potential. Naturally, this is due to the problem of the selection of such works. To this end, criteria were developed for the selection of musical and poetic folklore, following which can significantly help a foreign language teacher in choosing one or another authentic song. The criteria proposed below can be applied not only to the selection of musical and poetic works of folklore, but also to the selection of any song material, since both the textual and musical components of the works are reflected in these criteria. Criteria for the selection of musical and poetic folklore: Musical component:- compliance with the physiological characteristics of the voice apparatus of students;- bright and catchy melody;- the presence of a clear rhythm that facilitates the reproduction of a song;- compliance with the training phase. Poetic component:- the artistic value of the work;- compliance with the mental characteristics of students;- the availability of language material;- availability of sociocultural information;- the possibility of using in teaching various aspects of the language and types of speech activity. According to these criteria, the musical component of a folklore song requires the observance of specific vocal requirements, without which the performance of the song will not bring the desired joy to the students and will not serve the goals of

development and education. Following M. S. Osneznova, these requirements include the requirements for the correspondence of the performed vocal product to the physiological characteristics of the students 'voice apparatus (age range and age tessitura of musical and poetic works), which are considered to be leading in musical pedagogy. Ignoring these requirements leads to unclean intonation, slows down the development of not only students' musical hearing, but also speech, the development of which is very important for the process of mastering a foreign language.

A bright and catchy melody is an equally significant factor that should be considered when choosing a song. A melody, one of the main means of musical expressiveness, is called the "soul" of music and is defined as "a meaningful-expressive and complete construction of a one-voice sequence of sounds united by certain relations of pitch, duration and strength". Being the most important basis of a musical work, the main carrier of the content of music, the melody is able to embody the most diverse images and conditions: sadness, joy, confusion, anger, etc. and cause sensory-emotional empathy among students, while being a catalyst for many thought processes and the main motivational and incentive stimulus when working with a song. As for the volume of a musical work and its metro-rhythmic features, these characteristics of a folklore song should correspond to the age characteristics of students and not be particularly difficult to perform. Requirements for the poetic component of a folk song envisage first of all the observance of the criterion of artistic value. It should be noted that the song material used in the practice of teaching a foreign language consists of various vocal works, but not all of them are truly creative, artistic. However, a foreign language teacher must understand that the author of any vocal work included in the content of the lesson is not only its creator, but also a participant in the development of the student's emotional and cognitive spheres. He acts as a carrier of value orientations that are embodied in the work, reach the student and begin to influence his consciousness from the inside, controlling actions, emotions, reactions, forms his attitude to the world as a whole, to society, to himself. The criterion of artistic value presented to the selection of song material, to aesthetics and artistic criticism suggests the presence of the following components in this material that have a certain significance:- thematic;- ideological;- stylistic;- socio-aesthetic reality;- creative value. The cognitive value of a work is determined by the presence of these components in it, their relationship with reality, and also by the degree of its ideological and philosophical intensity, which makes it possible to interpret the meaning of the images and means of their artistic embodiment in the work. Since a folklore musical and poetic work included in the content of teaching a foreign language also performs a special

social function, influencing students, the criterion of artistic value can equally be applied not only to a folklore song, but to any song material. Following this criterion can help in the selection of artistically valuable musical material, which will contribute not only to the formation of socio-cultural competence of students, but also to general development and upbringing, while forming an aesthetic taste. The criterion of artistry also implies in the poetic text of a folklore song the presence of various means of artistic imagery, with which the main semantic content of the song is revealed, the emotional experiences of the characters are shown. Of course, the presence of stylistic figures enhances the artistic expressiveness of its sound, due to which students create vivid visual images. The poetic text of the song should be accessible in emotional-figurative content, be of interest to students, affect their feelings, stimulate imagination.

Taking into account the factor of age characteristics and needs of students plays an important role in the selection of a musical and poetic work. Thus, the content of the poetic component is intended not only to affect the feelings of students, to cause emotional empathy, but also to have a pedagogical orientation - to educate a moral and aesthetic attitude to the surrounding reality. The poetic language of the text of a folklore musical and poetic work must correspond to the level of foreign language proficiency of students and carry sociocultural information, familiarizing them with the history and culture of the country of the language being studied, with traditions and customs, with the way of thinking of native speakers, their mentality. The inclusion of song material, and especially musical and poetic folklore, in teaching a foreign language provides great opportunities not only to enrich language material and cultural information, but also to educate and develop students. Following the proposed criteria for the selection of musical and poetic folklore works cannot but contribute to the fullest realization of the enormous potential laid down in this valuable authentic material, affecting the cultural enrichment of students in the course of mastering a foreign language as a means of intercultural communication.

In subsequent lessons, the topic can be continued if desired, using a role-playing game: the arrival of groups of Russian schoolchildren in London, a meeting, the celebration of Christmas (a new topic), visits to museums, palaces and other attractions. Some of the guys can play the role of a guide, the other can be a guide, someone will get the role of a curious Russian school student, etc. Thus, a combination of several teaching methods occurs. The teacher, of course, analyzes the statements of the students; monitors how vocabulary is learned, whether students use grammatical constructions correctly; evaluates the responses. But all this happens within the framework of accepted activities, the guys are not distracted from

what they have to say. The effectiveness of the use of design methods in the practice of teaching a foreign language is very high if they are carried out systematically and competently. As the data obtained during control sections in UVK No. 326 for all types of speech activity show, the reading speed increases (up to 200 words per minute), the quality of the translation of the text, the content of which corresponds to the themes of the projects, improves, the skills of oral and written speech, skills computer processing of textual information, broadens the horizons of students, notes the development of communication skills, the ability to conduct discussions in English.

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Gulom Shamanov
Tashkent Institute of Chemical Technology
Teacher, Tashkent, Uzbekistan

Ozoda Sheraliyeva
Tashkent Institute of Chemical Technology
Teacher, Tashkent, Uzbekistan

Fozil Shomansurov
Tashkent Institute of Chemical Technology
Teacher, Tashkent, Uzbekistan

STUDYING THE METHODS OF TEACHING TECHNICAL CREATIVITY

Abstract: *This article discusses the essence and structure of technological education of students. The main directions of modernization of technological education are analyzed.*

Key words: *method, technique, technology, technical science, features of technical science, technical creativity*

Language: *English*

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Introduction

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Having entered the third millennium, our society is faced with a situation where the technological complexity of production is growing faster than the skill level of workers. The domestic vocational school should prepare new generations of young people for work in the conditions of an avalanche-like penetration of new technologies in all spheres of production. The question of the need for higher education for specialists in working professions is becoming ever more urgent.In the most developed countries, the processes of vocational training for young people are determined by the level of development of engineering and technology. The need to take into account new priorities in the system of primary vocational education in Russia is absolutely obvious.Scientists predict that the twenty-first century will be the century of science and high technology in all areas of human life. Technology is defined as the science of the conversion and use of matter, energy and information in the interests and plan of man. At the school "Technology" - an integrative educational field, synthesizing scientific knowledge from courses in mathematics, physics, biology and showing their use in industry, energy, communications, agriculture and other areas of human activity.

Teaching students in the educational field of "Technology", like the entire educational system, is aimed at solving the problems of adaptation and socialization of the younger generation and is closely connected with the processes of socio-economic changes in society.Changes in the socio-economic sphere of society, of course, led to changes in the education system, since the school is a part of society. The value orientations in social life are changing, and hence the change of priorities, goals in teaching and educating students in general, and in labor training and education in particular. The economic crisis and the associated drop in production negatively affect the organization of the necessary material conditions for labor training, on its educational material base.During the period of the country's socialist development,

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under the conditions of state regulation of the economy and a shortage of workers, the practice-oriented training of students, called "labor training", was mainly aimed at fulfilling the company's order to train future production workers. Labor training of students and teacher training at the industrial and pedagogical faculties of universities had a production focus. The solution to the problem of labor resources played a dominant role, despite the fact that in a developed society, industry employs no more than 20-25% of the working population. The orientation of the students' practical training activities mainly to meet the needs of production did not always correspond to the interests of students, a significant part of whom planned to become doctors, lawyers, scientists, journalists, education, culture workers, etc. This contradiction was one of the essential problems of the traditional system of labor education of the younger generation, which became especially acute at the high school stage and caused a rejection of this system by a significant part of the participants in the educational process.Changing the socio-economic structure of the state sets the task of adequate reform of the system of general secondary education, including preparing students for work. The transition to market relations and the emergence of competition in the labor market create the prerequisites for realizing the educational needs of students and ensuring the order of the state on the basis of a humanistic education paradigm that involves the development and maximum use of the internal potential of each person, taking into account what individual opportunities and the interests of the whole society in various fields and types of activities. Achieving goals should be based on the development of independent education of students, built on the principles of motivation of individually significant educational activities. From the perspective of the organization of the educational process, this means a transition from unified educational standards and programs to reapization of an individual educational path as the basis for the subsequent professional and educational development of each student.In the initial period of social and economic transformations in our country, steps were taken to transform the system of labor training of students into a system of their technological training on a broad basis of studying the processes of conversion of materials, energy and information. The development of a technological training system for students required, in the opinion of Academician P.P. Atutov, the formation of a unified system of practice-oriented teaching of the younger generation to create material and spiritual values in various fields of activity throughout the entire period of study at school. The solution to this problem involved the development of integrative pedagogical technology for the practical training of students within the framework of an integrated system that would allow such training to be carried out in all areas of general secondary education, at all its levels and stages.

The curriculum of the subject is one of the main educational and program documents that determine the content of student learning. The list of knowledge and skills formed during the study of a school subject is specified in it in the form of concepts, judgments, laws, hypotheses, facts, which together make up its categorical system. Thus, in the program, the content of instruction appears in a generalized, systematized form. This determines the importance and particular importance of the study and analysis of the subject's program.The curriculum is the main document that guides the teacher, determining the amount of knowledge and skills to be learned by students in this lesson, selecting objects of student activity, etc. Therefore, the teacher must always imagine not only the whole of what the program is talking about, but also clearly view the didactic relationship between its individual parts (program topics). It is necessary to rely on the knowledge and skills acquired by students and remember that the material studied should serve as the basis for the assimilation of new material in subsequent periods of study, for the students' project creative activities.The curriculum of the subject should be flexible, dynamic and take into account the achievements of science, engineering and technology in its content. It should allow for the possibility of reflecting the characteristics of teaching at school and the teaching methods of the teacher himself. In this regard, the teacher is given the opportunity to supplement the program with modern developments in specific areas of knowledge, eliminate obsolete material from it, rearrange topics in places and redistribute time for their study.The implementation of these tasks at a high scientific and methodological level is possible only if the decisions made by the teacher will be based on the principles of program development. First of all, they include the didactic principles of scientificness, accessibility, systematicity and sequence of training. However, the knowledge of some principles to solve the problems of selection and systematization of the program material is not enough for the teacher. He needs knowledge of the directions (criteria) by which these principles are implemented in programs and methods of analysis of curricula for compliance with their didactic principles, and, in addition, the ability to use this knowledge in the study and analysis of a specific program.Acquaintance with the "Technology" program begins with an explanatory note, which highlights the goals and objectives of technological preparation of students, reveals the basic ideas that are inherent in its content. Then, the place of the section chosen for analysis in the structure of technological education of students is determined (in which class it is studied, what percentage of time is devoted to studying the section, is intended for boys or girls, what basic technological concepts have already been

studied by the time the section is studied, etc.). Then the teacher gets acquainted with the explanatory note of the selected section, carefully studies it, identifies its main provisions, goals and objectives of student learning.The next stage analyzes the thematic plan and lists of basic concepts, facts, phenomena, etc. categories of basic knowledge and skills of students in the section. At the end of the analysis, methodological recommendations are given for the quality implementation of the educational process, comments are made, recommendations for its improvement. Thus, we can offer the following order (plan) of analysis of the selected section of the "Technology" program:1. general information about the program (section title, number of hours to study, author, where and when developed, etc.);2. goals and objectives of the study of this section;3. The relationship between the goals of studying this section and the goals and objectives of technological training of students. Place of partition in the structure of technological education of students;4. Thematic plan for studying the section (what topics and in how many hours are supposed to be studied);5. analysis of the implementation of didactic principles in the content of the program, indicating the analysis criteria and examples for each selected criterion (Appendix 2);6. methodological characteristics of the educational material section. Information security of the program with textbooks and teaching aids for students;7. interdisciplinary and intradisciplinary communications of this section;8. the possibility of implementing the educational component of the technological preparation of students by the example of the content of the selected section;9. the possibility of implementing the developing component of technological preparation of students by the example of the content of the selected section;10. The content of practical work of students, their characteristics, a list of objects of technological activity of students;11.characteristic of the forms and methods of studying this educational material, recommended for use;12. guidelines for monitoring the quality of students' knowledge in this technological field;13. recommendations on the material and technical support of the learning process in this section;14. proposals for changing the content of student learning or its improvement with justification of the reasons and the need for this.

Students' independent work consists of "inventing" options for solving problems, analyzing them and choosing the best, drawing up sketches of solutions, drawings, diagrams and drawings, visiting the library after school hours. The directions of students' creative activity are determined taking into account material and technical, personnel capabilities, regional and national characteristics of the school. However, the chosen areas should to the greatest extent take into account the personal interests and inclinations of both girls and boys on the basis of psychological diagnostic testing and the

recommendations of teachers.Areas of technical creativity and examples of developed objects of technology:1. Technical toy. Toys and games: static and dynamic, mechanical, electrical, electronic, electromechanical, optical, etc .; unique and for mass production; individual and collective; attributes to demonstrate physical effects and tricks, etc.2. Technical types of sports modeling: aircraft model, ship model, space, car model, radio engineering, etc. Products: mock-ups, model-copies, model-schemes, sports models, experimental (original) models and technological equipment for their manufacture, assembly, testing , adjustments, etc.3. Transport equipment. Products: bicycle, all-terrain vehicle, snowmobile, scooter, hang glider, maps, vehicles for the disabled, as well as individual functional units, accessories and models of this equipment, etc.4. Technique and technology for the home, garden and home workshop. Products: motor-plow, mini-tractor, mower, transport trolley, elevator, pump, seeder, lamp, woodworking device, device for collecting, processing and storage of crops, devices for caring for animals, security and alarm devices for home, car, etc.5. Equipment for sports and health. Products: massagers, sports equipment, sports and entertainment devices for home and recreation, etc.6. Radio engineering. Products: radio receiver, radio transmitter, tape recorder, TV, calculator, clock, car ignition control unit, signaling device, electronic game, radio control system, game console for the TV, etc.

The Greek method is "the way", "the way of behavior." By the method of teaching is meant the systematically applied way of the teacher to work with students, allowing students to develop their mental abilities and interests, master knowledge and skills, and use them in practice.Most domestic scientists consider the classification proposed by L. Ya. Lerner and M.N. Skatkin productive. The following methods are distinguished in it.Explanatory-visual (reproductive) method. It includes a demonstration, lecture, study of literature, radio and television broadcasts, the use of didactic machines, etc. He trains memory and provides knowledge, but does not provide the joy of research and does not develop creative thinking.The problematic method is used mainly in lectures, during observations, when working with a book, during experimentation, and on excursions. Thanks to him, students acquire the skills of logical, critical thinking.Partial-search method with independent work of students, conversation, a popular lecture, design provides students with the opportunity to participate in individual stages of the search. At the same time, they get acquainted with certain points of research work, test hypotheses and evaluate the results.Research method: students gradually learn the principles and stages of scientific research.In labor training, all these methods can be concretized into three groups - in accordance with the method of

transmission and assimilation of information: verbal, visual and practical. Verbal methods are widely used, they are characterized by richness and expressiveness, a variety of images and concepts that can be conveyed by live speech. A technology teacher, telling teens about relatively complex technical concepts, can use well-chosen images, analogies. Consider the features of each of the verbal methods.During the story, students become acquainted with certain objects, phenomena or processes according to their verbal description. The effectiveness of the application of the story mainly depends on how much the words used by the teacher are understood by students.In labor training, a type of story is much more often used - an explanation when reasoning and evidence are accompanied by a training demonstration. It is necessary to explain the design of machines, tools, devices or the rules for constructing a technological process. This method is used during introductory and ongoing briefings, in the disclosure of issues of preparation of work, methods of its implementation.In work with high school students often use the lecture method. A lecture differs from a story in that it not only affects imagination and feelings and stimulates concrete-shaped thinking, but also activates the ability to select and systematize the material presented. The structure of the lecture is more strict than the structure of the story, and its course is more subordinate to the requirements of logic.The story, explanation and lecture are among the monological teaching methods, in which the passive reproductive activity of the trainees dominates (observation, listening, memorizing, performing selection actions). At the same time, there is no "feedback" - information

necessary for the teacher about the assimilation of knowledge, the formation of skills. Therefore, the more perfect method is conversation - a teaching method in which the teacher uses the knowledge and experience that students have and, using questions and answers, leads them to understand and learn new material, and also repeats and verifies the results.The conversation not only requires students to follow the teacher's thought, but also provokes independent reasoning, develops attention and speech.The most used types of questions in a conversation:• questions that revive previous knowledge and practical experience in the memory of students.• questions for the formation of concepts, establishing links between facts, phenomena and processes.• questions aimed at the practical application of knowledge.• Conversation with a problem statement of questions is especially effective — such a conversation, in contrast to communicating and reproducing, is called heuristic, it helps to activate thinking, develops students' independence and initiative.The independent work of students with technical and educational literature is a word-based learning method and is one of the most important means of both cognition and consolidation of knowledge. When training in programmed texts, working with a book is an effective means of monitoring and evaluating the results of self-education.Independent work with the book allows you to teach students purposefully select literature, master the technique of proper reading.In the classroom, recordings of radio and television programs on the history of science and technology, stories about the achievements of modern technologies, and speeches by scientists and industrialists can be used.

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Durdona Mamurjonovna Nuraliyeva
Ferghana State University
Teacher at the Department of Psychology
M.Sotvoldiyva student

THE PROBLEMS OF DEVELOPING SOCIAL PSYCHOLOGICAL MECHANISMS IN THE FAMILY

Abstract: This article describes the results of the study to provide psychological services to the family. Psychosocial support is also needed to preserve these families, create conditions for their development, and improve family relationships. Psychological service is support and assistance to the family in solving their problems. First of all, it is important to say that assistance is to support, assist, and support any system in society, its psychological problems, and the level of its competence. The main purpose of this is to determine the level of preparedness for the family, as well as to identify the negative factors that lead to divorce in families and to provide psychological support to them.

Key words: Marriage, family, relationships, conflict, problem, development, retention, psychological service.
Language: English
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Introduction

UDC 159.9

Family is a complex process, and due to changes in society, many family problems and conflicts between family members occur. The family is a social unit based on the natural, biological, economic, legal, spiritual relationship of people.

Community changes also affect the family, suggesting that the family is changing as its main unit. Psychological services are also needed to preserve these families, to create conditions for their development, and to improve family relations. Psychological service is support and assistance to the family in solving their problems. First of all, it is important to say that assistance is to support, assist, and support any system in society, its psychological problems, and the level of its competence. Examples include military assistance, humanitarian aid, first aid, psychological assistance and so on. The perception of controversial situations in family life stems from the personality traits of each spouse. In many cases, this conflict is also related to the constant exhaustion of spouses. The prevalence of such observations in modern families is related to specific trends. Young people have been through each other for a long time, but after each other, they are in the process of divorce after marriage. This is because both parties do not feel responsible and do not feel responsible. Young people always try to show themselves. They show themselves to be friendly and good people and try to please each other. When a well-tested family learns better about one another, they become dissatisfied throughout their lives. In this study, we used the method of "Spiritual preparation for marriage". A total of 300 respondents were included in our study, including 118 Male and 182 Females. The majority of the applicants are citizens who applied to the Scientific and Practical Research Center "Family". The study was divided into 4 groups by marital status
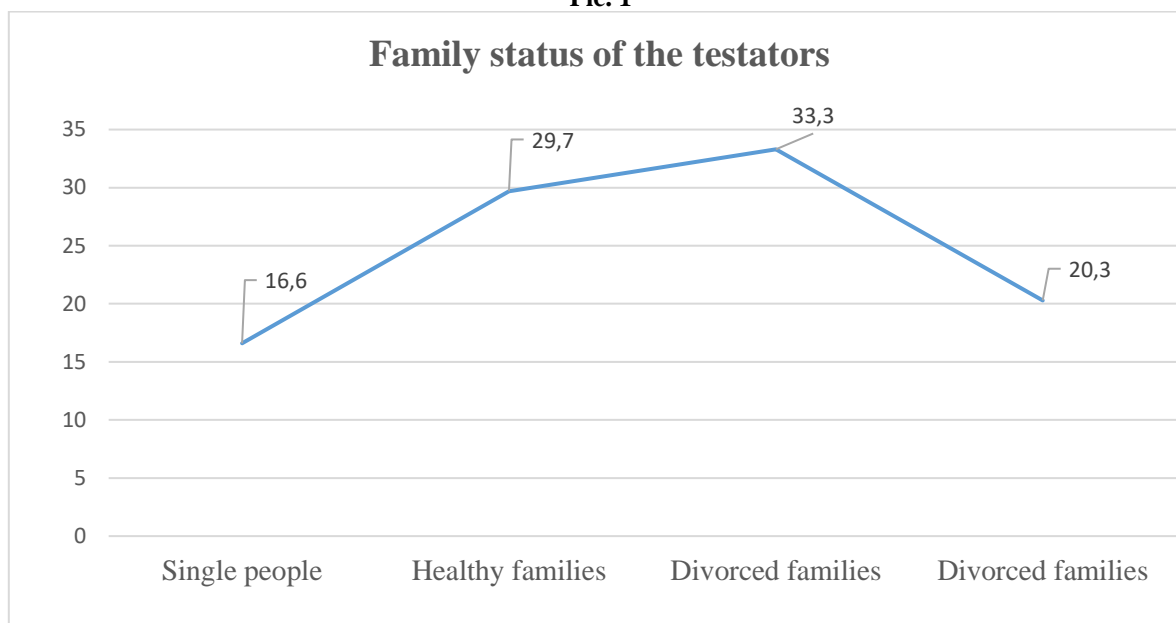
1. Single people
2. Healthy families
3. Divorced families
4. Divorced families

In the case of a group of probationers, the first group consisted of unmarried boys and girls, and they were tested for the spiritual preparation for marriage.

Pic. 1

Family status of the testators

The survey found that 16.6% of married people were single, 29.7% were healthy families, 33.3% were divorced, 20.3 were divorced. According to this, most of the studies from divorces and divorced families, most of the references from the "Family" research center, consisted of students from the Young Bride's Innovation Center for Healthy Families, Singles.

Pic.2

Test of spiritual preparation for marriage

As shown in the table above, we are divided into 4 groups: 1. Divorced families, 2. Divorce families, 3. Healthy families, 4 Unmarried. We learned through The results of the study show that the spiritual preparation for marriage is less than K 50, the spiritual readiness for family life is low, and the spiritual readiness of 50 is moderate. According to the research;

In divorced families, the level of spiritual readiness for marriage was 20% higher, 30% lower, and 50% lower. It is evident from the fact that in the main Family Decree there is a low level of spiritual readiness for marriage. Divorce families reported a high level of spiritual readiness for marriage at 35%, high at 35% and low at 30%. This is evident from the low level of spiritual readiness for marriage in the Main Family. Healthy families have the highest level of spiritual readiness for marriage at 50%, 40% average, and 10% lower. It can be seen that the level of spiritual readiness for marriage in the main Family

was 50% in healthy families and 10% in low. Therefore, a high level of spiritual readiness is important for the strength of the family.

In terms of analysis of unmarried youth, the level of spiritual readiness for marriage was 55% higher, 35% average, and 10% lower. It can be seen that the level of "spiritual preparation for marriage" in the main family was 55% higher in youth, 10% lower.

The conclusions related to the study of indicators of social psychosocial protection in family psychological services as a subject of research are:

1. The establishment of psychological services was initially initiated by Sh.R. Borotov to assess the specific scientific and organizational and methodological directions of the psychological service system, which is implemented by a specially designed system based on research objectives through forms of psychosocial service in the family. At the same time, it is helping to improve the family environment and focus on child-rearing through all existing institutions.

2. The purpose of the research is to provide psychological counseling, psychological education, psychodiagnostic, psycho-prophylaxis, psycho-correctional work, and the scope of psychosocial services, which should be applied to the centers of psychological services in the family, with a broad disclosure of the social and psychological characteristics of psychological services. vouchers, activities, and recommendations.

The data obtained were socially and psychologically related to the family's "Family Psychological Service", which focused primarily on the formation of adolescents' notions of family life; it provided the relevant recommendations based on an explanation of the individual psychological characteristics of young marriages in family relationships, the biological, sociological and psychological aspects of love.

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Muborak Sharapovna Bozorova
Tashkent Institute of Finance
senior teacher

THE METHODOLOGICAL ANALYSIS OF INTEGRATIVE APPROACH IN TEACHING ENGLISH IN HIGHER EDUCATION

Abstract: *This article highlights a methodological analysis of the use of an integrative approach to teaching English in higher education. In addition, it is said that it is very important to take into account the grammatical and lexical skills of students in the process of teaching English with specialized subjects. More precisely, it is necessary to assist in finding the correct translation of words when translating texts or phrases.*

Key words: *co-operation, international communication language, grammar skill, lexical skill, an integrative approach, methodology.*

Language: *English*

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Introduction

UDC 37.02

In Uzbekistan mastering English language is an important challenge facing every employee. As we know many governments have co-operation in many areas like power-engineering, technology, education, pharmaceutics, medicine and art. According to this, many countries as well as Uzbekistan have been working hard on bringing up mature, outstanding, competitive and completely English speaking staff. Though, knowing English widely opens doors to a bright future. It increases the chances of getting a good job and making a successful career in flourishing companies within a native countries or abroad. English is also regarded as an international communication language.

Taking into consideration all this requirements, there's paid a great attention to English lessons in every educational institutions especially in higher schools of Uzbekistan. Higher education standards of learning English are aimed at forming students' professional knowledge, skills and abilities. In the course of studying process students learn new information, put it into practice and solve problems set by teachers[1]. In order to get high achievements in classes there are used a number of approaches. For example, competitive, communicative, integrative approaches are widely used to teach English. An integrative approach also plays a significant role among the others. Integrative lessons are ones that bring in aspects or information from two or more subject areas relating to a learning objective. This kind of approach helps lessons to be held more interesting and effective. For instance, future biologists, chemists, geographers can learn English at their special lessons. In addition to this, the role of an educator plays a great role. On the basis of this, teachers face the problem to have an excellent methodology for teaching students that would allow them to be actively owning knowledge and solving cognitive problems.

Students' grammar and vocabulary skills must be taken into account by a teacher during integrative lessons. The reason is that the English dictionary is unique. Some of English words have several kinds of meanings and these can make students get confused during the translation of a sentence. So, it is necessary to orient learners to enhance their lexical skills. On the principle that, many students come across to

difficulties while determining an exact meaning of a word.

Occasionally they are at loss to give an appropriate interpretation. It is wise to pay students' attention to the following factors:
- The internationality of terminological lexis;
- Ways of a word formation;
- The synonymy of terms;
- Lexical compatibility
-

It would be widely-highlighted, if there existed the main illustration between the sciences of nature and English. Natural sciences include subjects like chemistry, biology, zoology, geography and so on. Some words related to this science may be used in a daily life. Students can have a chance to learn their professional terms by doing different exercises or translating texts. By implementing given tasks they manage to sort out an appropriate definition of an intended word.

For example:
1. "Branch" this word refers different meanings as a part of a tree or a part of a company or organization.

a) A bird were singing on a **branch**.
b) Many **branches** were cut off the apple tree.
c) My brother works at the **branch** of a big company.

2. "Root" this word also has a number of meanings.
a) Elm trees have shallow **roots**.
b) My family **root** is from Italy.

3. "Cell"
a) There are billions of **cells** in blood.
b) The suspect was in the police station's holding **cell** overnight.
c) She tried to phone your **cell** phone but couldn't get through.

On the whole, all methodological ways of teaching English have peculiar features that support lessons to be conducted perfectly. In order to have a major scientific achievement in this sphere, both teachers and students must show an ambition bearing responsibility to their motherland and duty.

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QR – Issue   **QR – Article**

Yulduz Malikovna Qosimova
Namangan State University
Teacher of interfaculty Foreign Languages Department

Aribjon Baxodirov
Namangan State University
Teacher of interfaculty Foreign Languages Department

Jobir Zokirovich Najmitdinov
Namangan State University
Teacher of interfaculty Foreign Languages Department
Namangan, Uzbekistan

TOPICAL ISSUES OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES

Abstract: This article describes the content of innovative pedagogical technologies. The environment needed to implement these technologies has been discussed. The role of pedagogy in this process is analyzed.
Key words: pedagogy, innovation, technology, methods, techniques, didactic means, environment, audience.
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Introduction

Pedagogical technology is a scientifically substantiated choice of the nature of the impact in the process of interaction with children organized by the teacher, made in order to maximize the development of the personality as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methods of education on the practice of education, focused at one point, short in time, barely perceptible in ways, individualized due to the wide variety of personal characteristics of the personality of the teacher and student. The word "technology" as applied to education entered the vocabulary of pedagogical science when the attention of specialists turned to the art of influencing the personality of the child. The encyclopedic dictionary provides the following definition of technology: "... The task of technology as a science is the fulfillment of physical, chemical, mechanical, and other laws in order to determine and use in practice the most effective and economic production processes." Meanwhile, this word, which came to us from the Greeks, judging by its roots, was designed for a more

universal use of techno - art, craftsmanship, logos - teaching. Pedagogical technology reveals a system of professionally significant skills of teachers in organizing the impact on the pupil, offers a way to comprehend the technological effectiveness of pedagogical activity. When a teacher builds an impact on a child, he must take into account many parameters: the emotional and psychological state, the general level of cultural and age development, the formation of relationships, spiritual and intellectual development, etc. As a result, based on external manifestations, an initial idea of the child's personality is formed, which largely determines the nature of the pedagogical impact. External expressiveness as a source of cognition of personality has interested scientists and philosophers since ancient times. Such as Hippocrates (1st century BC), Aristotle (1st century BC) suggested using facial expressions and plastic to determine temperament. The dialogues of the great philosopher Socrates with his students contain many examples of skillful touching of the person when he succeeds not only in influencing the relations of his interlocutors, but also

in stimulating the work of thought, including them in the discussion, and in teaching to make self-correction.

The Czech thinker and humanist J. Komensky also dealt with the problem of touching the student's personality: "You can and should teach every teacher to use pedagogical tools, only then his work will be highly effective, and the teacher's place is the best place in the sun." The ideas of upbringing expressed in antiquity in the Middle Ages were further developed in the writings of teachers of a later period. The founder of pedagogy in Russia K.D. Ushinsky developed the theory of pedagogy, used the laws of philosophy, history, anatomy, physiology, and other sciences. Shatsky S.T., Using the influence of the environment on the pupil, expanded the horizons of pedagogical technology, although he did not use this term. Talking about the specifics of schoolwork, Shatsky S.T. He noted the need to improve and increase their educational value by "filling in the value" of any activity organized in the lesson.

A.S. Makarenko in his works already freely used the term "pedagogical technology" and used the concept of "pedagogical technology". In the matter of upbringing, as he noted, there remains a period in which success depends only on the skill and enthusiasm of the teacher: "An upbringing is an artisanal affair, and from artisanal productions it is the most backward" ("Pedagogical Works", vol. 3).V.A. Sukhomlinsky relied on the "individual identity of each individual." Any influence on the personality should develop it, therefore, the teacher should avoid punishing children, school and child humiliation are incompatible. In the 60s, pedagogical technology gains the status of official existence. Korotkov V.M., Likhachev B.T. made a special contribution to the study of pedagogical technology. From the point of view of pedagogical technology, these scientists formed the fundamental principles in the general rules for the application of the method of pedagogical influence: 1) a combination of requirements with respect for children; 2) the rationality and preparedness of any pedagogical impact; 3) bringing this effect to the end. Further development of pedagogical technology is associated with the definition of the components of pedagogical skill. The textbook on the theory and methodology of communist education points to the components of pedagogical skill: 1) psychological and pedagogical erudition; 2) professional abilities; 3) pedagogical technique.The pedagogical technique is understood here as "a variety of techniques for the teacher's personal impact on schoolchildren". Education as a phenomenon can be considered from different points of view: social, professional, methodological, etc. Social position sets a set of values that must be passed on to the child. This requires special training of the teacher, so that he can operate on these values, so that he himself will be their carrier.

Methodological view on education - the introduction of the pupil to the culture. A professional approach to addressing this problem speaks of a theoretically possible model of a teacher based on his personal qualities, as well as knowledge, skills. Using the term "technology", almost all educators note the complexity of the pedagogical order. Today in pedagogy and pedagogical literature the terms "pedagogical technique" and "pedagogical technology" are widely used. Pedagogical technology as a system of scientific knowledge should optimize and ensure the educational process. Education is an objective process that takes place in society regardless of the will and desire of the teacher. Personal development does not stop for a minute. The teacher's task is to direct the educational process towards the "ascent" of the child to human culture, to contribute to the independent development of the experience and culture developed by mankind over many millennia. "If upbringing is a constant ascent to culture and daily recreation of culture in all life acts, then the purpose of upbringing is to create a personality who, in the process of development, acquires the ability to independently build his own life worthy of Man. Obviously, getting acquainted with the various options for a living device does not exhaust the problem of education. Thus:- the development of the child occurs when he, being active, interacts with the world;- the nature of this activity is determined by a subjectively free personality relationship;- pedagogical influence should orient the pupil to a certain attitude to social values;- The interaction of the teacher and the entire process of interaction with the child should be carried out at the level of modern culture and in accordance with the purpose of education. The interaction of the teacher and students in the high meaning of this word implies something more than mutual influence on each other. For the implementation of interaction, it is necessary for the interlocutors to accept each other as equal subjects of this communication, which is not so common in practice in the "teacher-student" system. The pedagogical impact, acting as a short moment of communication or a lasting influence, ensures the implementation of functions in accordance with the educational goal. When analyzing the pedagogical impact, one should proceed from its purpose as the initial moment of interaction between the teacher and the student. In other words, the main purpose of the pedagogical impact is to transfer the student to the position of a subject who is aware of his own life.

The implementation of these functions of pedagogical impact is provided by pedagogical technology, which scientifically substantiates the professional choice of the teacher's impact on the child in his interaction with the world, and forms his attitude to this world. The essence of pedagogical technology is revealed through a system of necessary

and sufficient elements, interconnected and having internal logic.

To determine the components of pedagogical technology, it is necessary to answer a number of questions:- what elements make up pedagogical technology;- what is their necessary and sufficient presence;- in what relationship are they located;- What are the general and specific functions of each element. Pedagogical communication, aimed at "opening the student in communication" through the creation of psychologically comfortable conditions for revealing him as a person. A pedagogical assessment that provides the functions of "introducing an image" at the level of a social norm, stimulating activity and correcting deviations is possible against the background of the embodiment of the assessment, not perceived by the student as an assessment, but carried out in a hidden order. The pedagogical requirement is another technological element. Through it, the subject ascends to the level of modern culture. Getting the result of accustoming to a social norm is its individuality in behavior. The next technological element is conflict. Conflict as any kind of contradiction between subjects requires the designation of these opposing views. At the same time, the teacher does not insist, but only offers a variant of attitude and behavior and poses the problem of choosing what to do in this situation. Pedagogical conflict is resolved in the implementation of the functions of "relieving mental stress." In this system of terms of educational technology, a special place is occupied by such an element as educational technology. The pedagogical technique refracts the realization of all other elements, distorting or straightening, strengthening or weakening their influence. To implement each of these elements of pedagogical influence, which has its own specific functions, in practice, not all the possible set is used, but individual operations are selected that are specific to this teacher. Thus, the formation of the child as a subject occurs with positive reinforcement in his address, the expression of a hidden assessment, with the unconditionalness of the required norm. Identified elements, with designated functions and certain operations, make up the essence of pedagogical technology. However, the content of pedagogical technology is not limited to this: additional elements, such as psychological climate, group activity, pedagogical reaction to an act, are generalizing or private.

The main elements of pedagogical technology are pedagogical communication, assessment, demand, conflict and informative impact. In accordance with the central purpose of the pedagogical impact, communication has three functions. 1) "opening" the child to communication - is intended, on the one hand, to create comfortable conditions for him in the classroom, in the lesson, at school; 2) "complicity" in the child's pedagogical communication - is achieved by analyzing the interaction of the teacher with the children; 3) the "exaltation" of the child in pedagogical communication is not an overestimation, but as a stimulant. A pedagogical assessment involves evaluating the quality shown, but not the personality of the child as a whole. To evaluate means "to establish the degree, level, quality of something". Given this approach to pedagogical assessment and skillfully using it in his work, the teacher shapes and adjusts the value relationships of his students. Sometimes a teacher's attitude has a stronger effect on a child than a conversation or lesson.

The functions of a pedagogical assessment are: introducing an image at the level of a value attitude to the world, stimulating the child's activity in mastering this relationship, correcting his possible relationships in the process of developing relationships independently. Given the uniqueness and uniqueness of the personality of each child, it is necessary to tactfully and carefully treat him and take into account the importance of pedagogical assessment for its development. A pedagogical requirement is a presentation to a child in the process education of socio-cultural norms of attitude and behavior. Human relations are subjectively free in nature and are developed by him independently in the process of accumulating life experience. The task of the teacher is to influence the formation of the value relationships of the positions of the child. To do this, you need to imagine the relationship between the unconditional norms and rules. The implementation of the requirements available at the moment of the child's development also involves taking into account his mental state. The psyche of the student is very mobile: the mood in children can change very often. The effectiveness of the pedagogical requirement increases if the teacher constantly emphasizes his respect for children, and for this the forms of his treatment and behavior must comply with ethical standards that allow the teacher to remain at a high level of culture in any situation. Do not neglect the appeals to students "You", "Please", etc. The informative speech and demonstration effect has its own laws, the registration of which provides the teacher with the opportunity for a more subtle touch in working with children. Considering this issue, first of all, it is necessary to define two concepts - "visual" and "demonstration" material. Demonstration material can be everything that is sensually perceived by a person. Visual material should have such characteristics as accessibility, credibility, comprehensibility. The principle of visualization, as the main principle of didactics was introduced by Y. Komensky, KD assigned a large role in the educational process Ushinsky. Thus, the identified patterns in this area provide a set of technological rules for informative demonstrational impact. 1) Visual material offered to children should be accessible, simple and understandable. 2) It should

strive to ensure that the material used (visual or demonstration) has an effect on the maximum possible number of sensory organs. 3) Mandatory reinforcement of the demonstration with a speech. Speech explanation in combination with visualization deepens the comprehension and comprehension of the subject of explanation 4) The board, tab le, screen should have a horizontal arrangement with a ratio of 3: 4, and rounded corners increase the information capacity. The most important information is recommended to be located in the upper right half of the form. 5) The teacher, making notes on the board should highlight conclusions with a rectangle, an oval. 6) The size of the letters on the board should be at least 1/3 of the face, so that the recording is easy to read from any desk. Increasing letters increases credibility. 7) The use of a color image (colored crayons, markers) facilitates perception, because color is recognized easier and faster.

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M.M. Kurbanova
Tashkent Institute of Railway Engineers
Teacher, Uzbekistan, Tashkent

G.B. Ataeva
Tashkent Institute of Railway Engineers
Teacher, Uzbekistan, Tashkent

PROBLEMS FACING EFL TEACHERS IN MIXED ABILITY CLASSES AND STRATEGIES USED TO OVERCOME THEM

Abstract: The article presents the challenges a teacher faces working with multi-level groups when teaching English at university. While learning in multi-level groups students lose their interest. The article describes a learner-centered approach to teaching foreign language students of non-linguistic educational programs that help improve their motivation and language skills.

Key words: multi-level groups, individual characteristics, motivation, micro-group, forms of work, model of lesson, assessment of knowledge.

Language: English

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Introduction

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Recently, special attention has been paid to the study of foreign languages and knowledge of a foreign language is a competitive advantage of any modern person. E.A. Mikhaleva notes: "in modern ethnocultural conditions characterized by bilingualism and multilingualism in the work environment, knowledge of languages is an essential component of the intellectual capital of employees" [1, C. 92].

English in the modern world is a fairly popular means of communication. M.V. Volosova points out that: "the awareness of this led to the fact that English language training is given great attention not only in language schools, and the applied teaching methods are aimed at developing writing, reading and, of course, speaking skills" [2, C. 11].

But in spite of these in teaching a foreign language in a non-linguistic university, the teacher always faces with the problem of organizing work in a group, which includes students with different levels

of language training. This is due to a number of criteria as at school student learned other language or lack of teacher, moreover it can be psychophysical, sociocultural and individual factors. The task of the university teacher at the initial stage is to organize the educational process in such a way that each student has the opportunity to master the educational material depending on its individual characteristics and abilities. In the pedagogical process the introduction of foreign language in multilevel group allows implementation of both individual and differentiated approach to students. A differentiated approach is of great importance, since in any educational process the teacher has to work with students who differ in their needs, inclinations, capabilities, interests, motives, temperament, thinking and memory. The organization of the lesson involves not only the exposition of knowledge, but also the recognition of the identity and uniqueness of each student, the formation of personal characteristics of students. The methodological basis of multilevel training is individualization, a differentiated level of requirements, a high level of the proposed material, a multilevel system for testing

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knowledge, skills. It allows students to really assess their capabilities; increase interest in the subject, create the necessary level of comfort in class. Partnerships are established between the teacher and students, psychological stress is reduced, the quality of knowledge and activity of poorly performing students are increased, the fear of knowledge testing disappears. The organization of work in the lesson involves the formation of micro groups, which may include students of one or different levels which depends on a number of factors:

• goals and nature of tasks,
• level of a foreign language,
• personal qualities of students,
• friendly relations within a group of students,
• factor of "random choice" of a partner

In planning certain types of foreign language speech activities student's abilities in a multilevel group should be also taken into consideration. For example, when selecting texts for reading on technique topics, it is necessary to highlight multilevel didactic material, which should be designed so that students can choose tasks for themselves, not only of different difficulty levels, but also with qualitative characteristics that would meet the student's cognitive style. The teacher selects materials that contain the necessary lexical units on the studied topics. A student with a low level of language training should be offered an adapted text, more trained students can choose a popular science article. The organization of independent work of students, the selection of individual tasks and subsequent control is another not an easy task facing the teacher. The main feature of multilevel education is a sharp increase in the time for students to work independently in the classroom. Each teacher may have a lesson model, most importantly, after teaching everyone, the students start their individual work. With multilevel training, another factor is important - knowledge assessment. The criterion for assessing knowledge should not be the level of assimilation, but the effort spent by the student to achieve a given level of requirements in different subgroups. It is necessary to rebuild the idea of the nature of the student's educational activities. Not to check what he remembered, but to teach his activities, direct his efforts, learn from his individual mistakes, find the reason for their occurrence. It is impossible to reach everyone to the same level, it is necessary to give everyone the opportunity to go from level to level paying attention their strengths and abilities.

It should be noted that there are several reasons for this situation.

Firstly, not all students are motivated to learn a foreign language. Some consider a foreign language a "superfluous" subject, which only takes time and effort. As a result, in connection with such an attitude, the possession of foreign language remains low or improves only slightly. A.N. Leontev emphasizes

that: "in order to not formally learn the material, you need not to "leave" the education, but to live with it, you must love it, you need the education to come into life, so that it makes life sense for the student" [3, P. 378].

The formation of motivation to learn a foreign language depends on many factors. The personality of the teacher and the educational environment plays an important role in this process. Seliverstova A.E. considers "the educational environment as one of the leading conditions for motivating students to learn foreign languages" [4].

In higher education, the student's attitude toward learning a foreign language can change. Students strive to master FL, first of all, in order to further use FL for professional purposes [5, P. 202].

Secondly, many students are not ready not only for foreign language communication, but also for communication in their native language. Such students are not ready to communicate with peers and with teachers because of a number of their intellectual and personal qualities. According to S.A. Nurmukhambetova: "in addition to linguistic and speech skills, communicative success also depends on other properties of intelligence and the personality as a whole, which determine readiness for communication" [6, P. 48].

In addition, schools often face the problem of a lack of qualified teaching staff. If the school does not have a foreign language teacher, at least for a period of time, it will be difficult for students to fill the knowledge gap in the subject and it is unlikely that such a training format will cause positive emotions and will be effective.

Due to this difference in the preparation of students, teachers of higher educational institutions are faced with a situation where students with different levels of knowledge of a foreign language study in one group. And even if the educational institution provides for the division of students into groups in accordance with the level of language proficiency, this does not guarantee the creation of a group of one level. Moreover, in recent years, universities and colleges are increasingly not providing such an opportunity.

In such a situation, the teacher must carefully consider the teaching strategies in such an educational environment. On the one hand, weaker students should not experience learning discomfort, on the other hand, students with a higher level of language skills should not stop developing skills.

Our own observations show that often students who are fluent in the language are willing to help other students with a lower level.

In this regard, a form of group interaction may turn out to be effective when a stronger student takes the role of a teacher. For example, he may be given the task to prepare, and then ask questions on the text that the group students read. Also, the teacher may ask

such students to prepare news reports, but at the same time, they must first comment, it is possible to explain the new vocabulary from these messages.

In addition, the teacher needs to choose the right teaching aids used in multilevel groups. Training materials, and especially their levels are of great importance in such an educational environment.

The teacher can use the same text, but with a different level of complexity. Currently, there are many resources on the Internet that provide the ability to vary the level of complexity of the same text. For example, resources such as the British Council, Breaking News English, News in Levels, For the Teachers offer several difficulty levels for the same article.

By using such texts, a teacher can make work in a group with a different level of student knowledge more effective, since weaker students will be able to participate in group work without discomfort. As for students with a higher level of language proficiency, they will be able to improve their knowledge by studying complex lexical and grammatical constructions.

There are other sites on the Internet that may be useful when working with students at different levels. For example, resources such as Rewordify and Text Compactor (**Rewordify** is a free on-line tool that simplifies difficult vocabulary in a written text. In a nutshell, **Rewordify** will analyze an English text (or an entire website) and then automatically highlight all the words it considers are too difficult.) Here, the teacher himself prints or copies the text, and the resource makes this text simpler. Moreover, if using Rewordify you can get one version of simplified text, where complex expressions are replaced by simpler ones, then with the help of Text Compactor the teacher can set the percentage of simplification of the source text himself. **How can this be used in the classroom:** This tool could be used to help students on an individualized basis or to deconstruct a complex text with the whole class. Rewordify works on both tablets and computers. If you teach in a BYOD classroom, this is a great tool for students to have in situations where they need a little extra help to decipher a text on their own. Follow this link from the iLearn Technology blog for more ideas of how to use Rewordify in your classroom or try the live demo if you'd like to see how it works yourself. *For example: Your topic is "The history of Clay" and you have the text according to the book. You can simplify the text as:*

Text -100% **The History of Clay**

The first evidence of the production of bricks dates back to the days of the Babylonians, more than 5000 years ago. At first they were used in their unbaked form, simply left to dry in the sun and it was only in 2500 BC that they began to be baked.

Stone wasn't always available and when it was, the crafting process was difficult and time consuming.

Clay on the other hand, was perfectly easy to mix and mould and, once dry, was a valid support for early constructions.

Right from the start, the brick has always been a parallelepiped with a precise golden relationship between its three dimensions. The length is normally twice the width and the width is twice the thickness. Thanks to the fact that is so easy to mould, clay has always enabled the construction of bricks with different profiles, enabling the builder artistically to enhance the construction, setting different trends in different periods and places.

From the Sumerians to the Babylonians, from the Assyrians to the Egyptians, from the Greeks to the Romans, terracotta bricks represent a material which has been used beyond every national boundary throughout history. There is considerable evidence of the rich medieval architecture in Europe.

The terracotta brick continues to be one of very few products made exclusively of natural materials: clay, sand, water and fire being the elements used in the creation process.

The support provided by the latest technology in controlling the baking process creates a product that represents a choice aimed at guaranteeing durable constructions which are both attractive and economically remunerative in time.

Clay is very fine particles of dirt which float in a stream or river and then sink to the bottom, where they press on each other and stick together. Clay is generally found along the banks of a river or stream, wherever the river is pulling dirt down off the mountains or hills and dropping it in a quiet part of the river lower down. So people who live in river valleys can get a lot of clay.

What is so cool about clay (besides that it is easy and cheap to get) is that it is squishy when it is wet, so you can make it any shape you like, and then it dries hard in the sun, pretty fast, as the water evaporates out. If you dry clay in the sun you can make it soft again just by throwing it in a bucket of water and waiting a week or two.

But if clay pot or sculpture is put in a fire, or in an oven (an oven for clay is called a kiln) and baked it for a while very hot, the clay becomes even harder and it will not get soft again even if you put it in water for a long time. This is called firing. People first began to fire clay about 6000 BC.

The most important thing that people in the ancient world did with clay was to build houses out of it by making bricks and drying them in the sun. They mixed straw with the clay to help it stick together better. This is called mud-brick, or adobe (ah-DOUGH-bee), or pise (pea-SAY). Sometimes builders fired the bricks to make them harder and more waterproof.

But potters also used fired clay to make dishes and plates and cups and cook pots. Builders generally fired their roof tiles, which had to be more waterproof

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than the walls. And they used it for statues too. The Etruscans in particular are known for their clay statues.

The same text simplified to 50%: Thanks to the fact that is so easy to mould, clay has always enabled the construction of bricks with different profiles, enabling the builder artistically to enhance the construction, setting different trends in different periods and places. From the Sumerians to the Babylonians, from the Assyrians to the Egyptians, from the Greeks to the Romans, terracotta bricks represent a material which has been used beyond every national boundary throughout history. There is considerable evidence of the rich medieval architecture in Europe.

The terracotta brick continues to be one of very few products made exclusively of natural materials: clay, sand, water and fire being the elements used in the creation process. Clay is generally found along the banks of a river or stream, wherever the river is pulling dirt down off the mountains or hills and dropping it in a quiet part of the river lower down. So people who live in river valleys can get a lot of clay. What is so cool about clay (besides that it is easy and cheap to get) is that it is squishy when it is wet, so you can make it any shape you like, and then it dries hard in the sun, pretty fast, as the water evaporates out. But if clay pot or sculpture is put in a fire, or in an oven (an oven for clay is called a kiln) and baked it for a while very hot, the clay becomes even harder and it will not get soft again even if you put it in water for a long time. People first began to fire clay about 6000 BC. The most important thing that people in the ancient world did with clay was to build houses out of it by making bricks and drying them in the sun. But potters also used fired clay to make dishes and plates and cups and cook pots.

The same text simplified to 20%: Thanks to the fact that is so easy to mould, clay has always enabled the construction of bricks with different profiles, enabling the builder artistically to enhance the construction, setting different trends in different periods and places. From the Sumerians to the Babylonians, from the Assyrians to the Egyptians, from the Greeks to the Romans, terracotta bricks represent a material which has been used beyond

every national boundary throughout history. But if clay pot or sculpture is put in a fire, or in an oven (an oven for clay is called a kiln) and baked it for a while very hot, the clay becomes even harder and it will not get soft again even if you put it in water for a long time. People first began to fire clay about 6000 BC. The most important thing that people in the ancient world did with clay was to build houses out of it by making bricks and drying them in the sun.

Benefits and Limitations: As with any on-line language tool, results are not always 100%. It's a good idea for you and the students to get in the habit of analyzing each suggestion and see if it makes sense in context. That being said, one could argue that this "limitation" is actually a benefit as it will force learners re-analyze the text and vocabulary a lot more closely. Currently, Rewordify only works with English text.

Also, worth noting are TweenTribune and Scholastic resources, which feature texts of varying complexity. The sites are interesting in that the complexity of the text here is given using the text complexity index The Lexile Framework for Reading. The index was developed by MetaMetrics and offers a difficulty scale from 0L to 2000L. When calculating the index take into account, for example, indicators such as the length of sentences and the frequency of words. Teacher can choose the text that corresponds to the level of language proficiency of the student.

Thus, teaching in a multilevel group is aimed at mastering the methods, techniques and strategies for independently overcoming difficulties, at forming a coherent personality of the learner, the ability to quickly adapt in constantly changing situations of professional activity, independently acquire knowledge and apply them in practice to solve various problems; collect, select, analyze and evaluate the information necessary for the implementation of future professional activities. Also, with the help of a properly organized process of teaching a foreign language in groups of students with different levels of knowledge of FL and well-chosen educational materials, teachers will be able to organize educational process to be interesting and useful for students and convenient and easy for teacher.

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Tulkin Dustboboevich Khudoykulov
TDPU Shahrisabz branch
humanities department,
PhD candidate of historical sciences

HISTORICAL IMPORTANCE OF LOCAL SOURCES IN THE STUDY OF KOKAND KHANATE

Abstract: The article provides information about the creativity and lifestyle of mature representatives of the Kokand Khanate and Palace historians who lived from the XVIII century to the middle of the XIX century. Some data on the accumulated experience of these historians during their travels are analyzed through their works.
Key words: scientific environment, Uratepa, historiography, research, local historians, White Mosque.
Language: English
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Introduction

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Scientific research of the history of the Uzbek statehood, factual assessment of it and creative use of the accumulated experience is of great importance in the socio-political and cultural development of the Independent Republic of Uzbekistan. Therefore, a comprehensive study of the history of Uzbekistan, in particular the history of Uzbek statehood, which had become an integral part of world civilization by the end of the 20th century, has risen to the level of Public Policy.

One of such scientific directions that requires urgent research is the comparative analysis and objective study of socio - political, economic, historical and cultural processes taking place in the Uzbek khanates based on sources. At the same time, the study of the works of local historian scientists, their scientific analysis, the creation of the history of statehood on the basis of an objective assessment of the content, value and significance of these works are some of the important scientific requirements of today.

Main part

The study and scientific analysis of the socio-political, economic and cultural life of the Kokand Khanate,making conclusions on their basis are

noticeably connected with local manuscript. The work "the history of Shahruhiy" by MulloNiyaz Muhammad Khokandi, which has been studied to this day and is the main source for the study of the history of the Kokand Khanate, is one of such works.

The study of the history of "the history of Shahruhiy" was primarily developed byB.V.Lunin.[1] The existence of the work was determined in 1876 year. The B.V.Lunin described only the history of the beginning of the work on the research "the history of Shahruhiy". However, the work had been translated by N.N.Pantusov and V.V.Bartoldby the last quarter of the XIX century, and also its publication illustratedits importance in the development of Oriental Studies. Initially, the research done by N.N.Pantusov and V.V.Bartold on the work is not shown at large scale.

New research on "the History of Shahruhiy" is connected with G.A.Kalpakovsky. He had two versions of historical work. These were two manuscripts of the work, one of which was not complete. By the end of 70ies of the XIX century the existence of "the history of Shahruhiy" in Oriental Studies of western Europe had become known. As soon as the existence of the work was revealed N.N. started to publish it from his account. [2] He compiled a new text of the work for this. The text was published, but the new edition was the repetition of one of the

previous works.N.N.Pantusov slightly changed the text while preparing the work for publication. The degree, feature and specific cases of such intervention were not indicated in them. It is known that the source contradicts the scientific principles of the publication and decreases its significance. Orientalists considered that science in this style was not deviated from strict rules, and criticized it fairly. Publication in 1899 in Kazan University Press was carried out without any translation under the name "Taarikh Shahrokhi: the history of Fergana owners, the work of MullaNiyaz Muhammad ibn Ashur Muhammad from Kokand, published withN.N.Pantusov". This work is rich in various errors and omissions, but itstill remains a valuable resource for researchers.

The importance of this publication can be re-evaluated because it takes a certain place in the study of the history of Central Asia. For example, the English Orientalist D.Ch.Bauldjer's articles such as" The Khudayarkhan and AbdurahmanOftobachi" were published in 1880 and demonstrated that the knowledge of orientalists about the Kokand Khanate was not enough because the sources of khanate historiography school were almost unused in the work.

Thework"A Brief History of the Kokand Khanate" by V.P.Nalivkin was published alongside with "the History of Shahruhiy". This work ("the History of Shahruhiy" was not applied in it) relies mainly on the data of the Kokand historiography. It has not lostits substantive value yet. However, these works are not analyzed because they do not follow necessary scientific requirements, even the simplest ones. Accordingly, the researcher N.I.Veselovsky decided to write his own review on these works very strictly: "we face not only the manuscripts on the "Brief History of the Kokand Khanate", but also information that is not yet known to us at all (quotes).If N.N.Pantusov did not publish one of the local chronicles with the name "the History of Shahruhiy", we would not understand any of their features". This opinion indicates that the scientist had positively mastered the publication and significance of the work, or the historiography of Kokand. According to the content of the publication of the work, sometimes the first works of a partial speech of excerpts were carried out and translated into Russian. The placement of the translation from the fragment "About the invasion of the Native man by the Russians" by Bartoldinto "Turkistan Register" in 1898 can be an example here. In edition, the work informs us about the caravan sent by Alimkhan to Russia through South Kazakhstan at the beginning of the XIX century, the conquest of the White Mosque by Russian troops, the long wooden battle (1860), the events of 1861 – 1865 in the territory of South Kazakhstan and Tashkent, and the events of Fergana in 1862 – 1863, 1865 – 1866 (the passage of Russian troops[3] Furthermore, at the end of this publication,

a brief explanation was given to the events that occurred in the Kokand Khanate between 1867-1871.

It should be noted that the researcher scientist N.G.Malitsky used "the History ofShahruhiy" at a large scale.He translated a number of passages about the March of the Ruler of Tashkent Yunuskhozha to Ferghana at the beginning of the XIX century and the conquest of the lands of Tashkent by Alimkhan.[4] Later (in 1899) V.V.Bartold published an excerpt from his story "The History Of Shahruhiy", which briefly describes one-third of the source text on the internal political events that took place in the Khanate between 1845 and 1865.

There is a contribution of the researcher scientist E.B.Bekmakhanov in investigating the parts of the work, as well. He provided several data describing the invasion of the Kokand armies in the XIX century to the south of Kazakhstan and the translation of three pieces about Alimkhan.[5] In addition, if A.M.Mukhtarovtranslated 3 not so large parts about how Alimkhan's troop plundered Uratepe,[6] the works of R.N.Nabievgive information about the reasons for the creation of "the History of Shahruhiy", the uprising in Tashkent in 1847, some events that took place in the Fergana between the first half of the XIX century and the events related to irrigation and construction of Khudayarkhan, and separate phrases. The value of thework, carried out by the scientists, is that there is the translation of the answers for the questions that interest us along with the original text.

Thus, "the history of Shahruhiy" has not yet been fully translated. In general, the translation of approximately the ninth part of the work was published. Therefore, a large part of this work is not included into wide scientific application. Translations are made to achieve a narrow aim. In most cases, only the published text was used. In our opinion, some translations do not give the original content exactly. Hard-to-translate pieces and poems are omitted in them. All of this makes the study more likely to re-translate some of these pieces in the future.

Conclusion

In conclusion,rich layer of Kokand literature atmosphere is composed by its historical works. It is known that more than 30 works of historical content were created in poem and prose, in Tajik and Uzbek languages by the representatives of the Kokand School of historiography. World history in historical works local history is illuminated starting from Adam ("Muntakhabut-tavorix", "history jahonnamoyi", "history of the Jadids of Tashkent"). In many works, the history of Kokand is explained from its beginning to the period of its authors. Among them there are works that describe events truthfully and consistently.

Although most of the poets and poetesses who lived and worked in the Kokand Khanate created works of traditional genres and themes, in the works of some poets the dreams, feelings and reveries of the

folk of social contentare reflected. There were healthy discussions and arguments among palace poets, historians and those, who lived and worked among the folk.It was considered natural.

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Sherzod Mirzayevich Normatov
Karshi State University
Senior lecturer

ANALYSIS OF NEW APPROACHES TO FOREIGN ECONOMIC RELATIONS OF SOGDIANA
(ON THE EXAMPLE OF THE ERA OF THE FIRST MIDDLE AGES)

Abstract: In this article, the author will highlight the issues of foreign economic relations, cultural processes, trade and transit routes of the first medieval period of Sogdiana, which was considered the "heart" of Central Asia in its time based on new research in science. At the same time, new studies on the history and culture of Sogdiana (V-VIII centuries) are analyzed.

Key words: history of Central Asia, External Relations of Sogdiana, cultural processes, trade-transit routes, analysis of new studies, conclusions of studies.

Language: English

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Introduction

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The formation and development of trade and economic communication routes in Central Asia is a complex historical process, which was associated with the emergence, spread and development of economic types, population migration and ethnogenesis processes, urban culture development, mutual exchange of products and trade, as well as a number of socio-political, economic, cultural processes[1]. The study of these processes plays a great role in clarifying the history of trade and economic relations of Sogdiana in this period.

In the study of the history of trade and economic relations of Sogd, it is important to analyze the history of trade and transit routes, which were active in this period and were of great importance in local (internal), regional and transnational (external) relations. This is due to the large-scale activities of the sogdian traders in the development of regional and international trade and economic relations. Consistent sourcing and historical-archaeological research carried out at the beginning of the XX-XXI centuries allows us to obtain evidence of the fact that even in the Ancient Stone Age on the territory of our country, which has

had ancient traditions in craftsmanship and trade, located at the crossroads of international trade and economic relations, there was a development of the roads, which served for the initial relations.

By the time of the first Middle Ages, serious changes took place in the system of trade-loyal routes of Sogd, in general, of Central Asia, during which it is possible to observe that the radical socio-political and environmental changes that occurred in the region greatly influenced the peculiarities and directions of domestic and foreign trade-economic relations. In particular, the study of several Turkic dynasties from the IV century BC to the middle of the VI century, as well as the introduction of Central Asia into the structure of the Turkic Khanate in the second half of the VI century created a new political situation in the region. This situation, in turn, influenced the directions of traditional trade-economic relations and transit routes, which were formed in ancient times. In particular, some areas of trade and transit routes, which appeared in the most ancient and antique periods, lost their importance, instead of which, new branches of trade transit routes were formed, depending on the current socio-political situation.

Since the II century BC, due to the desire of the Empire to "master" the Western countries, the Chinese

emperors sent five to six times a year, and in some years more than ten times large (several hundred in composition) and small (more than a hundred people) ambassadorial missions[2] . In particular, between the 20-50-ies of the V century, 3ambassadorial missions were sent to Central Asia by the state of Northern Wei. These ambassadorial details are also reflected in the "Beyshi" work, which is considered the most important source of trade and transit routes of the early middle ages[3]. The work shows the following 4 network of trade and transit routes connecting China with the Western countries.

1. A road network crossing the sandy desert from the border fortress Yuymen (yuy-min-Guan)passing Shanshan (pshamshan);

2. A road network leading to the crossed Turfon (Cheshi) fortress in the northern direction of the sandy desert from the border fortress of yuymen;

3. A road network leading to Pamir mountain pass from Yorkent (Shache)in the western direction;

4. A road network leading to Bolu(Persia) through the Sunlin mountain in the south-west direction from York City.

During the Suy dynasty (589-619) in the source named "description of the geography of Western countries" written detailed information about the trade-transit routes going to the West is presented, the directions of the transnational trade-transit routes of the beginning of the VII century are clearly indicated. The workgives information about three main commercial and transit road networks operating at a distance from the fortified city of Dunhuan on the western border of the Chinese empire to the Mediterranean[4]. Also in the source it is noted that these three directions are connected with each other through a network of intersecting roads, and through them it is possible to get to any place in the region.

It is known that the high demand for silk in the West, as well as in Byzantium, as well as the need for the sale of large quantities of silk products that are at the disposal of the Turkish Khanate and the establishment of a military-political alliance, caused the need to seek a new trade-transit route between these kingdoms. Due to this necessity, on the basis of the Dasht Road[5] in ancient times in trade and economic relations, the trade-transit route from Ettisuv through the steppes of Kazakhstan and from the Khorezm Oasis to Constantinople through the Mangishlag, lower Volga, the Caucasus and the Black Sea to Trapezund begins to play an important role. Menandr's Memoirs of Byzantine Emperor Yustin II, who collected information about the embassy mission sent in response to the Turkish Khanate by the Zemarch, are an important source of information about this trade-transit route. In particular, the source provides a detailed description of this trade-transit route within the framework of the direction of the mission's return. According to the analysis of studies conducted on this data, this direction passed through the Oikh (Sirdarya) River – a large lake (Aral Sea) – the Ilk (Emba) River – the Daikh (Ural) river[6] . In trade and economic relations in this direction, West Sogd occupies an important geographical position.

Another important source of trade and economic relations of the Sogd is the information on trade embassies. In particular, the information on the embassies of Sogd to countries such as Iran and Byzantium under the auspices of the Turkic Khanate is an important source of analysis of trade and economic relations. Due to the conflicting interests of the Turkic Khanate with the Sassanid Empire on trade, the latter also actively participate in trade and economic relations with the Caucasus and the Black Sea countries in the northern direction under the auspices of the Khanate. In particular, in 567 under the leadership of Sogdian Maniakh, with the permission of yabgukhakanIstami, a major trade envoy mission was sent to Susani King Khusraw I Anushirwon[7]. Due to the interests of Iran in the silk trade, when these and subsequent ambassador missions failes, YabgiyKhakonIstami sent his ambassador to Constantinople through the North Caucasus, headed by Maniakh, in 568, with the aim of establishing diplomatic and trade relations with the Byzantine Empire. In response, several ambassadorial missions of the Byzantine Empire were sent to yabgukhakanIstami, which were reflected in the sources. Above, we touched on the development of the Northern network trade route on the basis of the roads on which these ambassadorial missions were carried out.

The same thing deserves attention when it comes to the trade and economic relations of the Sogd, in the sources the trade relations of the Sogd property are brought in a special way. In our opinion, this situation is primarily explained by the fact that the Turkic dynasties, in general, are inextricably linked with the management process in the nomadic states, and the princes[8], who hadtheir own uluses (share)in different regions of the Sogd, were also seriously striving to conduct independent relations with as many other countries as possible. Example of this can be attributed to the fact that in the middle of VII century, the governorof Kesh Shishpir[9] or in 627 the combined large commercial caravanfrom the properties of Sogd and Ustrushona was sent to the Tan empire. At the same time, the achievements of Chinese diplomacy in subjugating nomadic states were one of the main factors that created mutual political dependence in the four nomadic States[10] and the territories dependent on them. For this reason, in foreign trade and economic relations, the structural regions of Sogd were called Kesh, Buxoro, Samarkand, Maymurgh in Chinese sources-Shi, An, Kan (Kyang), Mi, and before the names of merchants of the same country were added Place Names, which meant which region it was from (for example, KengMojya, Kang Danun, etc.).[11], while in the

Sogdian inscriptions (monuments of Shatial and Chilos) it is clearly written where the merchants are from.

In conclusion, it can be noted that the establishment of the Turkish dynastic rule laid the foundation for the trade and economic relations of Sogd. And the common interests of the Turkic Khanate and the people of the Sogd trade led to the development of handicraft production in Sogd, as well as the achievement in this regard during the first Middle Ages of the sogdian traders, who occupy a high position in the processes of international trade. In addition to carrying out active trade and economic relations, the traders of Sogd took an important place in the wide spread of cultural achievements of this period.

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QR – Issue   **QR – Article**

Jamshid Panjiyevich Berdiev
Karshi State University
reseacher

SOME CONSIDERATIONS ABOUT THE HISTORY OF THE LAST MEDIEVAL CITIES
(an example of the cities of the south of Uzbekistan in the period of the emirate of Bukhara)

Abstract: In this following article, the history was written about the cities of the emirate of Bukhara in the south of Uzbekistan which are relating the mid-centuries.

Key words: the emirateof Bukhara handicraft this, commerce, neighborhood porter, judge, pottery, skullcap, knife striped cloth South of Uzbekistan.

Language: English

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Introduction

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The analysis of historical research shows that the city is formed and developed as an important indicator of the all-round development of society as well as the cultural development of the population living in a particular area. In different periods of history, cities have different positions and status, along with the fulfillment of various tasks, as well as those that are important in the cultural-household, political, administrative and economic life of the population.

The history of the cities of the emirate of Bukhara, an integral part of the history of Uzbekistan, dates back to 2500 years. It should be noted that as in the study of the history of the cities of the ancient and medieval period of Middle Asia in the last 15-20 years, there is also a need to study the history of the cities of the emirate of Bukhara. The emergence of cities, their formation, the crisis of their development, or dislocation, they all require constant research because the position of cities (including the cities of the emirate) held in the life of society in different periods of history, the factors that ensured their development, the economic foundations of the development of cities, crafts and trade, social layers in the cities, their lifestyle and occupation, the customs and traditions of neighborhood countries have always been relevant.

Since the second half of the XVIII century (1753 y.) in Bukhara, the cities such as Hisar, Createpa, Boysun, Ghouzor were subdued in Bukhara after Muhammad Rahim Bey from the manghyts established his rule. As a result of the conflict of the emirate with the neighboring Khiva and the Kokand khanates, the cities were from hand to hand, but the life of the cities did not completely leave a trace. On the contrary, the status of cities increased and some new cities were founded [1].

According to the information, in the territory of the emirate of Bukhara there were many large and small cities, which differed from each other in size, number and location of the population, occupation of the population, certain views and aspects of socio-economic and cultural development. These large and small towns were the centers where existing main political and social forces in the emirate were concentrated in one place. They include political-religious powers such as representatives of the ruling circle, the nobility, various officials, the clergy and the clergy of the supreme ruler and the religion, all

domestic and foreign religious politics in the emirate were taken away from these centers [2].

While studying the cities of the emirate of Bukhara, it is worthwhile to pay special attention to their importance in the quality of shopping and non-professional centers. The sale of various products produced by artisans in the cities of the emirate composed the development of the domestic and foreign trade network. This situation led to the deepening of social stratification among artisans and traders, the involvement of other social strata among the population in the processes of trade carried out. According to sources, one of the commercial shops in Bukhara city belonged to the mufty Muhammad Amin, the military official Amir Abdulaziz possessed a number of bathhouses, Town judge owned threeshops, which specialized in the preparation and sale of weapons [3].

According to the researchers, the cities of the emirate of Bukhara were not only the centers of political life, social development and trade and crafts, but they were also the centers that impeded the development of urban environment in the emirate as well as economic life in the villages. For example, Shakhrisabz's pottery and drummers, Karshi's knives and olacha fabrics, the leather products of the cave, the dry fruits of Boysun, the fabrics of Denov, various district crafts products of Bukhara entered the large-small villages of the emirate [4]. In their turn, the inhabitants of the villages provided large-small towns with agricultural products.

Particular attention should also be paid to the role and position of the cities of Bukharaemirate in determining life of the society of their timeand to the caravan routes connecting other cities, villages, other countries, mountainous and steppe inhabitants. M. Masson had analyzed the cities, cistern and the roads that connected them to the Amudarya crossing, through the Urtakul in the middle of the Karshi and Bukhara range [5]. In recent years, in the process of studying the ancient and medieval ways of Central Asia, U. Mavlonovalso drew his attention to the political realities, diplomatic relations concerning the road cities, roads of the emirate era [6].

According to research, the roads connecting the emirate towns and villages in the Ancient and Middle Ages have not lost their importance even during the emirate period. During this period, the Chache (Shakhrisabz) – Samarkand road through Takhtakoracha was seasonal, while the road passing through the basin was the main roadway, and the year-round commute was carried out. Shakhrisabz-Termez road passed through the cave from Akrabat to Termez by Sayrob and from it to Afghanistan. Bukhara-Nasaf-Termez road and Bukhara – Kelif – Balkh roads are important in the international trade of the emirate cities [7].

The frequent visits of ambassadors and travelers from close and far countriesto the major and small towns of the emirate are also known from research. In these studies, particular attention was paid to the fact that cities became such places, where traders from different regions stopped and carried out trade with their products. In turn, the local trade people were supposed to loadvarious-district products to caravans and to remote them to nearby regions. This situation had an economic impact on large-scale cities such as Bukhara, Shahrisabz, Denov, Karki, Boysun, Termez, Yakkabag, Chirakchi, Nurata, Badakhshon, Balkh.

The cities of the emirate as the centers of internal, external and transit trade differed economically in that period and urged the representatives of variousnations, whose religious and world views were different, on the interaction of their cultures [8].

It is known that the city of Bukhara was the capital of the state, which the researchers called "Bukhara Khanate" from the time of the Shaybonids. Ashtarkhonites, and then during the reign of manghyts, the city expanded territorial and some parts of the city's walls were rebuilt. Thanks to the domestic and foreign policy of representatives of manghyts, the position and role of Bukhara in the quality of the capital city in political, socio-economic and cultural (especially as a religious center) developed. According to G. Agzamova, the growth in the quality of the capital of the city of Bukhara dates back from the end of the XVIII century to the first half of the XIX century. During this period, until this, the capital city was able to restore its status as a result of political conflicts, turmoil and the disruption of the farm. As a result of socio-economic development, the construction of many commercial facilities, cultural institutions, public buildings in the city has accelerated [9].

Due to one of the sources about Samarkand, one of the major cities of the emirate, in the middle of the XVIII century: "..at one time, many of the cultural and political centers of Muslim Asia were held and decorated in a way that was really worth it as "Samarkand firdavs like" in Samarkand..."[10]. During the complex political events, the importance of the supreme rulers who came to powerin Samarkand, who gave the position of the capital city to Bukhara, in the quality of the center, where the official ceremony of "sitting on a blue stone" was held in the city, was also preserved in the first half of the XIX century. As E. K. Meyendorf, who visited the Emirate of Bukhara in the 20-ies of the XIX century, wrote, the supreme ruler was to go to Samarkand to hold the seat on the throne and sit on the rummage standing in Mirzo Ulugbek Madrasah [11].

In addition to the cities that existed in the emirate territories in the ancient and medieval times, new cities also appeared. The importance of trade first in the emergence of new cities was immense. As we mentioned earlier, as a result of the development of trade relations between different regions connected

through the caravan routes, some large villages have turned into cities. As a consequence of the growth of trade relations in the first half of the XIX century, Kattakurgan and Sherabad became cities.

The formation of Khorezm as an independent state is associated with the name of Khan Ilbars (1511-1525), a descendant of Jochi. At the beginning of the XVI century, the khans who came from Dasht-I-Kipchak became the head of the state. Khorezm became an independent state and was named the khanate of Khiva. It was difficult for Khorezm to maintain the unity of the state Association, despite all the efforts made by the Supreme rulers. The Khiva khanate reached its highest peak under Abulgazi Khan.

Under the rule of the Bukhara Emir Muzaffar from the Uzbek family Mangyt, the first awards appeared in the Bukhara Emirate. In 1881, he established the order of the Noble Bukhara, which had only a star. In literature, the order of the Noble Bukhara is most often referred to as the" star "(sometimes even as the"order of the Rising star of Bukhara").

The Emir of Bukhara, Sayyid abdulahad Khan, was a General of the Russian army's cavalry (1900). In 1906, he was made a knight of the highest order of Russia-Saint Andrew the first-called. Unlike contemporary Muslim leaders, the Emir traveled widely, especially in the European part of the Russian Empire. In 1902, the Emir and his son-heir Seyid Alim Khan arrived in St. Petersburg[51] In 1906, he was allowed to build a mosque in St. Petersburg[52]. Repeatedly visited the Crimea. In the era of Emir Abdulahad the most famous historians was: will Abdelazim Themselves, Ahmad Donish, Nasir al-DIN Ibn Amir Muzaffar, Abdi Mirabdolbaghi.

Emir Abdulahad Khan obtained permission from Nicholas II to build the first Cathedral mosque in St. Petersburg, and donated 350 thousand rubles to buy land for construction and another 100 thousand for the construction itself. In addition, the Emir organized a collection of donations for this purpose among Bukhara merchants. In total, more than 200 thousand rubles in gold were collected. On February 22, 1913,

Emir Sayyid Alim Khan, along with Khiva Khan Asfandiyar Khan, took part in the opening of the first Cathedral mosque in St. Petersburg.

From the middle of the eighteenth Century. in Bukhara, the power of the Mangyt dynasty is established. The ruler of the Bukhara khanate was Muhammad Rahim-Biy (1753-1758), who was called the Emir, and the state from that time became known as the Emirate of Bukhara. The history of the Emirate of Bukhara is rich – it is a history of constant internecine wars and conflicts, which could not but affect the economic and cultural life of the country.

The separation of Kokand (1709) from the Bukhara khanate was facilitated by the compactness of the territory and the increased economic independence of the Ferghana valley.

The Kokand khanate included the territory North of the Fergana from Namangan to land Panchadasi. Shahrukh-Biy (1709-1721/22) from the Ming ("thousand") tribe was proclaimed the first ruler of Fergana in 1710. The three independent khanates that emerged in Central Asia during the middle ages were closely linked. Political events that took place in one khanate affected the interests of another.

Central Asian khanates in the middle of the XIX century were typically feudal States. Their social structure was characterized by both features of the life of the settled population, and nomadic and semi-nomadic tribes. This is especially true for the khanate of Khiva.

In conclusion, it can be said that the cities of the Bukhara emirate, whose origins went to the distant past, were the product of the local grazing folk culture. On the territory of the emirate, there were many large and small towns, whose large-scale and geographical location differed from each other in terms of the level of development of socio-economic life, differing in some aspects of cultural development. The role and position of the cities in the emirate in the development of society are at different levels and they are often considered as centers for the territories in which they are located and their surrounding villages. The cities of the emirate, such as Bukhara, Samarkand, Shahrisabz, Karmana, Kagan, were such centers.

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Shukhrat Rakhmonovich Turaev
Karshi State University
(Uzbekistan) teacher of history

DESCRIPTION OF THE KHIVA KHANATE IN THE DIARY OF THE MEDIEVAL EUROPEAN TRAVELER, AMBASSADOR ANTHONY JENKINSON

Abstract: *This article is created according to highly sensitive information of Jenkinson's travel to Khiva, his diary and scientific resource.*

Key words: *Geographical discovery, Moscow trade company, ambassador, statesman Anthony Jenkinson, Central Asia, Khiva khanate, Ust yurt plateau, Sellizure Castle.*

Language: *English*

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Introduction

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It is well known that the late 15th and early 16th centuries were the period of great geographical discoveries, which led to the emergence of capitalist relations in a number of Western European countries: Spain, Portugal, France and especially England. At the end of the fifteenth century, international trade moved from the Mediterranean to the Atlantic Ocean as a result of the opening of a sea route from western Europe to India. To this end, European traders and industrialists have sought to open new raw materials and markets in Central Asia, China and India.

Russia has started to search for trade routes along the Volga to Central Asia and India and Iran. Different trading companies established during this period (for example, the "Avant-garde Trading Company" in England) have sought to open new countries and markets for themselves.

In 1548, a "New State, Land, Island, Property, Industrial, and Industrialists' Society was established in London. It aims to open a trade route to China and East India. To this end, in May 1553, a British maritime expedition headed by Hugh Willyoubi was sent to the Russian shores."

In 1555 "Moscow Trading Company" was founded. This company later played a key role in the English-Russian trade relationship. In November 1555, ambassadors were sent to Moscow led by the famous naval captain Richard Chensler. Negotiations with the Russian government and Moscow merchants were successful. British merchants in Russia received great privileges. With the help of the Moscow Trading Company, the British made their way east through Russia to Central Asia and Iran. Seven British embassies were sent to the east in 1558-1581. In 1567, 1569 and 1571, ambassadors led by Anthony Jenkinson visited Russia three times.

Very little is known about the life of Anthony Jenkinson. His first journey is in his youthful years. Traveled until 1572. He was a talented sailor and a skilled trader. He has been in the Moscow Trading Company for a long time and has successfully fulfilled the company's mission. English spy and diplomat Anthony Jenkinson (born 1610 or died 1611) was the son-in-law of the governor of Moscow trading company John Marsh .He has traveled extensively throughout Europe, Asia and Africa. He was the first representative of the Lords of Liverpool and the British ambassador to the government of Ivan Grozny. He was in Iran and Central Asia in 1558-59 and 1562-64 with the permission of the Russian king Ivan Grozny. AnthonyJenkinson became the first British ambassador to Moscow in 1566. In addition to his diplomatic duties, he has held a number of important

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state functions. The map, made by Anthony Jenkinson, was published in London entitled "Russae, Moscoviae et Tartariae Descriptio" (a description of Russia, Moscow and Tataria). This map is of historical and scientific value. Jenkinson's map was included in the saturation of Abraham Artelli's Atlas of the World's Atlas (Theatrium Orbis Terrarum). Abraham Arteliy (1527-1598) is a Flemish geographer and cartographer.

Anthony Jenkinson on May 3, 1557 on four ships from London: "Primrose" (Andrew Jedd, William Chester, Anthony Hinman, Edward Kestelin), "Joanna Evangelista" (Andrew Jedd, William Chester), "Anna" (John Dimock) ”(R T) was traveling with a fleet.

Anthony Jenkinson began his journey outside of England on October 2, 1546. He first traveled to Flanders, then to the Netherlands, and then to Germany. He traveled through the Alps to Italy. From Italy he traveled to France via Pemont. The kingdoms of Spain and Portugal traveled to the main islands of the Mediterranean - Rhodes, Malta, Sicily, Cyprus, Kandia and other islands. He was in different parts of Greece - Moree, Achaia and Corinth, Turkey, Syria and Asia Minor, through Lebanon to Damascus, Samaria, Galilee, Palestine, Jerusalem.

In 1562 he came to the Armenian city of Darband (built by Alexander the Great) through the Caspian Sea. From here he came to Iran, through the Medes, Parthians and Giranya, to the "great Sufi" palace. (Almost all Englishmen call the king of Iran the "Great Sufi") .

Sufi is one of the directions of the Shiite teaching of Islam. In 1499, the Sufi ruler ruled western Iran and declared himself king.Anthony Jenkinson had come to Iran during the Tahmasp succession of Ismaili Shah (1524-76). Anthony Jenkinson has been in the palace of the Iranian king for 8 months and has returned from various countries. In 1566 and 1571 he traveled twice to Russia.

AnthonyJenkinson attempted to conclude a trade agreement between England and Russia.

During his travels, Anthony Jenkinson said, "I never entered a house, lived on the banks of the river and in the open space. If he wants to travel to these countries he must get what he needs. There are few horses in these countries, but only in cities .

As a trader, Anthony Jenkinson came to Central Asia in 1558-1560 and collected valuable information on trade routes to countries, China and India. The journey of AnthonyJenkinson and his companions (Richard and Robert Johnson and Tatar by translator Aziz) lasted 21 months (from April 1558 to September 2, 1559). Its main purpose was to open trade routes through Central Asia to China and India. But he was unable to achieve his goal due to the wars between the local rulers, which had developed in the Central Asian khanates of that time.

During his travels, Anthony Jenkinson collects valuable information about the Amudarya, the Mangit, the political and economic situation of the Bukhara and Khiva Khanate in the middle of the sixteenth century, the lifestyle and traditions of the peoples of Central Asia. This information is reflected in his memoirs "Travel from Moscow to Moscow to Bactria”. The work was published in London in 1562. Anthony Jenkinson dedicated his work to Henry Sydney (1529-86), the Countess of Wales. AnthonyJenkinson took a badge from the Russian Tsar in 1558 and left Moscow for Central Asia.

On April 28, 1558, Anthony Jenkinson arrived in Kolomna, 20 leagues from Moscow. He arrived in Astrakhan on July 14 this year. On July 27 he landed in Mangyshlak on the Caspian Sea coast. From there they increased their goods by 1,000 camels and after 5 days of riding in the caravan, they came to other royal estates. The traveler writes about it:

“These soldiers were in the service of Temur Sultan, brother of Hadji Murad, king of a country called Mangyshlak. These Tatars stopped our caravans and paid tribute on behalf of their kings. I met with the king myself and asked him to take care of the caravans and to secure us. The king fulfilled my request and welcomed me. They usually eat kumys and meat. They have no bread. The King has given me a trade mark” . The traveler Temur writes about the Sultan:

“This sultan lives in the desert, with no town and no castles. His camp was made of cane and covered with carpets. The Sultan asked me about our kingdom, its laws, religion, and why I came here. Then we continued on our way. For 20 days we walked through waterless, urban and desert areas. We had to eat horses and camels because there was no food. On October 5th we again traveled to the Caspian Sea. In the Gulf, we were met by the customs duties of the Turkmen king and we paid tribute to the Turkmen king and his relatives” .

Anthony Jenkinson writes about the Oxus River (the Amu Darya): “The Oxus River has long been in the Caspian Sea. This river begins with the Paropamiz (Hindiikush) mountains in India. Now this river does not flow far. It is now joined by the Ardak River and flows 500 miles north to the Chinese Lake. ” At the time of Anthony Jenkinson's arrival in Central Asia, the Amu Darya fell into the Sarykamysh Lake.

AnthonyJenkinson arrived with his convoy on October 7 at Sellizure Castle (the main city of Wazir). He writes of the fortress: “Sellizure Castle is located on a high hill. The land south of it is very fertile. The water for irrigation of this land comes from the Ardak tributary of the Oxus River, which begins in the mountains of Parapamis (Hindiikush) in India. The Oxus River did not enter the Caspian Sea during this period » . AnthonyJenkinson traveled 20-22 days off the Caspian coast and arrived in Sellizur 5-7 days later. A 7-9 day journey from the Caspian coast to

Urgench. 600 vertas from the Caspian Sea to Mangyshlak ,

150-210 verst to the town of Seliseur. Consequently, 210-350 verst from Caspian Sea to Urgench.

The road from Magishlyk to Sellizur passes through the Ust-Yurt plateau. Within twenty days, the caravans passed through the desert heat and desert deserts, and the caravan from the Sarykamysh Lake came toUrgench, the capital of the Khiva khanate, on October 16, 1558, through the city of Sellizure or Wazir.

Mutual struggles have led to a decline in the production of khanates. Urgench was a developed city of the Muslim East in the 13th-14th centuries. The city was located on trade routes from southeast Europe to Central Asia, Mongolia, and China. By the middle of the 15th century, the city was in crisis.Anthony Jenkinson's information about Saroychik, Khorezm and Wazir and Urgench is invaluable.

The city of Saroychik was founded in the second half of the 13th or early 14th centuries, according to numismatic and written sources, and is one of the centers of the White Horde. The traveler writes about the city of Saroychik:

One day's road up the Yoyik River is a town called Saroychik (which is now on the left bank of the Ural River). The town is headed by Governor Mirzo Ismail. No sales are made here. The population does not spend money. All the people are warriors and herdsmen » .

It also tells us much about the city of Wazir, founded by Mustafa Khan in the middle of the fifteenth century. Anthony Jenkinson was the first European tourist to visit this city.

"The town of Wazir is located 60 km away from the ancient Urgench. On the 7th of October, 1558, I came to the castle called Sellizure. Here the governor of Azim-Khan is ruled by his three brothers. On October 9, 1558, I handed him the badge of Russian king. I presented the governor with 1/9 of the goods I had brought. They entertained me with wild horsemeat kebabs. The next day, the governor called me and asked me many questions about the affairs of the Russian Tsar, about our country and his laws.Sellizure Castle is located on a high hill where the khan lives. His residence was low and unprotected. The population is poor and does not engage in trade. Great plants grow here. It's called a melon (or watermelon). People eat it after meals" the tourist continued.

AnthonyJenkinson arrived in Urgench on October 16, 1558, and gives information about the city:

"The city of Urgench is on a plain, and the town is surrounded by a 4-mile (1 mile=1.609 km) fenced wall. But it is devastated and disorganized. The top of one long street in the town is closed, and it serves as a marketplace. For seven years, the city has been in control for four times as a result of internal strife. That is why the traders here are few and poor. I was only able to sell 4 balls of fabric across the city. The main goods sold here come from Bukhara and Iran. The lands from the Caspian Sea to Urgench are called "Turkmen lands" where Azimkhan and his five brothers rule. One of them is the main ruler and is called the khan. However, in practice there are 5 rulers independently ruling their territory.They are in a mood of enmity with each other" .

From Urgench, the caravan routes go to Bukhara via the town of Kiat on the left bank of the Amu Darya River. Jenkinson did not specify which part of the Amu Darya crossed. From his diary it is clear that it is possible to reach Urgench from Bukhara to 15-18 days. In the 17th century trade caravans passed through the Amu Darya through the city of Khazarasp. The road is 500 km between Urgench and Bukhara. Camels can travel about 25-30 km / day and 17-20 days. This way the British trader crossed the Khiva Khanate to Bukhara.

The road from Urgench to Bukhara is safe: during wars, the population runs to the desert. They Plunder Caravans Here Anthony Jenkinson went to Bukhara via the city of Kiat to secure his caravan.

According to A. Jenkinson's information about the Minister and the city of Urgench, the center of Khorezm at that time was the Minister and Urgench was in crisis. "There is a large population of people from the Caspian Sea to the Seliseur Castle. The area is a wild desert with no city or permanent home. They move with their camels, horses, and sheep.

The people here do not use gold, silver or other coins. Whenever they need clothes or whatever, they are exchanged for sheep.

They have no bread at all. They have a large stock of meat and usually eat horse meat. Their favorite drink is kumys or milk. There are no rivers or ponds in the area. 20 days' journey from here to the Persian seat. The water from the wells here is very salty. They do not eat on the ground. Only they sit on the ground during prayer.

On November 26, 1558, we left Urgench and traveled 100 miles along the Oxus River (Amudarya). We paid a big fee when it came to the Ardak River. The Ardak River is a large and fast-flowing river, beginning with the Oxus River and after 1000 miles into the Chinese Lake. .

It is well-known that the problems of the Amu Darya and its ancient access to the Caspian Sea have been studied by scientists of the East: Mahmud ibn Wali, Abulgazi and Munis, western scholars - Ehwald E.A., Lance R.H, Lerx P.I, Veselowski N.I., Alenicin V., Bartold V.V. and others .

According to AnthonyJenkinson, the tributary of the Amu Darya is always in the Caspian Sea. His left bite was not spilled into the Caspian Sea during the time of Anthony Jenkinson, who had previously passed through Urgench and Wazir. The right bank of

the Amudarya river (Jenkinson called it Ardak), that is, between Bukhara and Khorezm, was wide and watery.

Anthony Jenkinson's information about the state of the Mangite nation in the middle of the sixteenth century plays a major role in the fate of the Golden Horde of the sixteenth century. The diary of Anthony Jenkinson provides detailed information on political life in Khorezm. A few years after the reign of Avanesh Khan, the country was in disarray. Using this, Ubaidullah Khan of Bukhara attempted to invade Khorezm in 1538. After Bukhara's move to Khorezm,

chaos erupted in the country. This process was completed in 1558 when Haji Mohammed or Hadhim Khan (who was originally the governor of Wazir City) was enthroned. He was the first European tourist to visit Khorezm in the 16th century in 1558. At that time Khorezm consisted of two parts: "Mountain" and "Waterborne".

Anthony Jenkinson and his companions visited the Bukhara khan on December 12, 1558 - March 2, 1559, with great difficulty. The tourist left valuable information about the city, its socio-economic life, the Khan and his military forces.

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Elyorjon Imomov
Kokand state pedagogical institute
Master's student

A.M. Kuldashev
Kokand state pedagogical institute
associate professor

SEMANTIC FEATURES OF PROPER NAMES IN ENGLISH AND UZBEK

Abstract: The article deals with linguistic realization of proper names in English and Uzbek. Proper nouns constitute a class of linguistic items sharing features with both noun and deictic. Besides that it has been analyzed the semantic peculiarities of proper names, their importance in speech and context.
Key words: onomastic, object, category, referential, deictic, proper noun.
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Introduction

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Naming a single entity is one of the basic speed, acts, included by the class of declaratives, alongside declaring war, dismissing and be questing. People and peaces, pets and hurricanes, and festivities, institution and commercial products, works of art and shops are given a name.

Naming serves to highlight entities that play a role in people's daily life, and to establish and maintain an individually in a society.

Objects of analysis of onomastic people's names, proper nouns have been investigated by philosophers, logicians, anthropologists and psychologists, but only sporadically by linguists: e.g. with different approaches and concerns, Sloat[1,26-30] , Gary – Prieur[2, 47-53].

It is generally agreed among linguists that proper nouns are a universal linguists category [3, 88-95]. Their status and function is theoretical issue debated by many scholars, whose views are discussed in Van Langendock [4, 112-132]. The topic is complex and controversial and the account given will be brief and schematic; this means that some aspects will be considered.

Proper Nouns (PNs) constitute a system organized according to criteria varying across cultures, and provide an interpretation of the society of which they are the expression. They are linguistic items fulfilling a referential function, they refer to single entities existing in the real world. Like deictic, they are not dependent on the immediate situational context.

Like nouns, PNs, constitute an open class of words and, hence, are lexical rather than grammatical; but, unlike nouns, they lack lexical meaning.

Proper nouns (also called proper nouns) are the words which name specific people, organizations or places. They always start with a capital letter.

• Each part of a person's name is a proper noun – Lynne Hand, Elizabeth Helen, Ruth Jones.

• The names of companies, organizations or trade marks: - Microsoft, Rolls Royce, the Round Table, www.

• Given or pet names of animals – Lassie Triger Sam.

• The names of cities and countries and words derived from those proper nouns – Paris, London, New York, England.

- English Geographical and Celestial Names – The Red Sea, Alpha Centauri, Mars.
- Monuments, buildings, meeting rooms – The Taj Mahal, The Eiffel Tower, Room 222.
- Historical events, documents, law, and periods – The Civil War, the Industrial Revolution, World War 1.
- Month, days of week, holidays – Monday, Christmas, December.
- Religions, deities, scriptures – God, Christ, Jehovah, Christianity, Judaism, Islam, the Bible, the Torah, the Koran.
- Awards, vehicles, vehicle models and names – The Nobel Peace Prize, the Scout Movement, Ford Focus, the Bismarck, Hoover.

Let us row survey the main linguistic features of PNs in English. their first feature is the initial – capitalisation in writing, whose function is to distinguish a PN from a common noun, e.g. Rosemary vs, rosemary.

They are subject to some words formation process; for example, hypocorisms can be formed full first names, employing various mechanisms, as illustrated in (1).

1) Full From   Hypocorisms
   John   Johnny   (suffixation)
   Joseph   Joe   (shortening)
   Richard   Dick (shortening and phonological modification)

With regard to grammar, names raise varies issues. One issue concerns the internal structure of nouns, they can be mono – or polylexemic, sometimes incorporating the article (e.g. London, John Smith, The Red Sea); personal names can be preceded by a title (e.g. Mr. Smith, Aunt Mary), whose status is rather controversial.

A major issue is represented by the different uses of nouns. In their primary use as referring expressions, PNs can occupy the NP slot, as a in (2c) and occur in close oppositional structures, as in (2d);

2) a) He loves Mary
   b) They lived in Oxford
   c) I read that, Walter
   d) The poet Tennyson died early.

In secondary uses, nouns can take on the semantic value. "entity called x" and have a plural form, as in (3).

3) There are few Alfreds in the class.

They can occur with determines: the article the or a/ an, as (4 a-b), quantifies, as in (4c); possessives, as in (4d); demonstrative, as in (4e). We will discuss them completely.

4)   a) I haven't been in touch with the Joneses for ages.
   b) I've never met an Ophelia.
   c) I know three Ann Smith.
   d) My Jennifer has won the school prize again.

e) Who's this Penelope who's been sending you emails?

They can be modified by adjectives, restrictive relative clauses or PPs, as in (5), (6), (7), respectively:

(5) He's the famous George.
(6) This is the Paris I prefer to forget.
(7) The London of my childhood was different.

To account for these data, analysts distinguish between the grammatical category proper noun having the syntactic status of NP, assigned to the names in (2) and the category " proper noun" having the status of common noun, assigned to the names in (3) – (7).

Let us now consider the semantics of PNs, an issue much discussed from Mill onwards. They are diachronically motivated, and a meaningful etymon is found in most cases: e.g. family names derive from elements of common vocabulary referring to parentage (son of Richard > Richardson) or, occupation (miller > Miller). But they are synchronically opaque: "it is widely, though not universally, accepted that proper nouns do not have sense".

Now let's analyze the material in Uzbek language. Names, which are given to person or places are called proper names, so they are divided into several groups: 1) Person's name, surname, nickname: Rahim Mahmudov, Oybek Foniy. 2) given to animals: Olapar, Boychibor: 3) geographical locations (including names of streets and contienents): Navoiy kochasi, Osiyo qit'asi. 4) offices and work-places or centre's names Ozbekiston Respublikasi, Markaziy banki, Nizomiy nomli TDAU. 5) names of books, magazines, newspapers, movies, spectacle " Otkan kunlar" romani, " Ma'rifat" gazetasi. 6) water-places and building's names: Amudaryo, Orol dengizi, Katta Fargona kanali. 7) historical events, holidays' names: Mustaqillik kuni, Navruz bayrami. 8) astronomic terms especially planets, methoors, astreod's: Yupiter, Southern, Somon yoli. The names of books and newspapers, magazines, movies that are given person's name are written with "—" like " Guncha" jurnali, but names of cities, cinemas and offices are written without " – ", and they are just: nomidagi, nomli – named after.

Many proper nouns are derived from common nouns or another parts of speech, e.g: Polat (turdosh ot), Guzal (sifat), Sakson ota (son), Kimsan (olmosh), Sotiboldi (fe'l). But sometimes proper nouns are used like amper (tok ulchovi), Xosiyatxon (atlas turi).

The topic is semantic peculiarities of the phraseological units with proper nouns in the English and Uzbek languages, and every scholar has his opinion about the following topic who worked on phraseological units of English and

Uzbek. So, we tried to open some peculiarities of this topic at first time. We classified phraseological units according to their meaning to the following phraseo- semantic groups.

1) Names of places which are named according to their geographical locations and history which is concerned with events, happened there.

The city of the Falls amer., « The city of waterfalls» Lunswell

(Lunsville located in Kentucky on the Ohio River, forming a series of strennins and waterfalls near the city).

The city of Brotherly love amer., "city of brotherly love"

(Philadelphia) Senator George Wharton Pepper is a devent Episcopalion, leader of the church of J. P. Morgan and company in the city of Brotherly love.[5]

2) events which are considered negative, like danger or unpleasant situation.

Domocles' sword – (ever-present danger)

(from the legend of the Syracuse circulation of Dionysius, who at the feast put Domacles, envious of him, in his place and hung a sword on his thin hair over it).

Between Scyla and Charybdis , "in a bind".

Pandora's box, (open) A - a situation that might turn out to contain many unexpected and unwanted problems and consequences.

3) In daily life we come across kind of hard work.

A labour of Hercules , "extremely difficult work".

A labour of Sisyphus, "hard and barren labor".

4) Observing on comparing languages, extraordinary habits or culture are more interesting side of learning languages especially about drinks.

John Barleycorn (personification of beer and other alcoholic and malt drinks; the expression, known from the first half of the 17th century, gained particular popularity due to the use of it by R. Burns).

Bacchus has drowned more men Neptune "wine has killed more people than the sea".

Adam's ale (or wine) "Adam's wine", "water".

Some take a glass of porter to their dinner, but I slake my thirst with Adam's wine.[6,30]

4) More universal sphere is names of objects or things.

The Star – Spangled Banner

1) US state flag

2) American national anthem

(Star – Spangled Banner – patriotic song of F.S. Kay (1814). US National Anthem Late Attack).

The mayor was there … Speeches were made, the Star – Spangled Banner, sung …

5) In life, possible and impossible work or situation are often found, the phrases which are related to time, for example " never" or season.

At the Greek Calends upon. "to the Greek calends", "never".

Calendars are the first day of the month. Greeks did not count time on calendars:

Since Adam was a boy - a very long time ago, from time immemorial, from time immemorial.

6) Among all phrases, only one which is phrase of concerning with names of person is more popular.

A Sherlock Holmes – "educated, resourceful detective".

Jack Horner – "smug boy"

Paul Pry – "poking nose".

Intellect – Hasan, Good manners – Husan.

Qizil kursa, Xizr yoldan chiqar.

Sulaymon yoldi, devlar qutildi.

Suv tilasang, Sulaymondan tila.

Yettining biri Xizr.

In short, PNs constitute a class of linguistic items sharing features with both noun and deictic. Formally, PNs share some grammatical features with common nouns, but differ from them in various respects. Both PNs and deictic lack lexical meaning and have a referential function; but, on the situational context and encyclopedic knowledge. In interpreting the PN, the decoder first has to recognize whether its use is referential or figurative, relying on the linguistic context, then she or he will activate encyclopedic knowledge or recur to her or his lexical competence, if the item is lexicalized. Finally, PNs refer to a " fixed" referent, while deictic to a referent, that can vary according to the situational context.

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Clarivate
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Surayyo Aslamovna Berdikulova
National University of Uzbekistan
senior teacher

SOCIAL NORMS AS A MECHANISM FOR REGULATING SOCIAL CONSCIOUSNESS IN THE CONTEXT OF GLOBALIZATION

Abstract: *The article examines social norms, their main functions and role in the formation of social consciousness, and emphasizes the influence of social norms on the life and existence of society. Social norms as the main mechanism of society, ensuring its integrity, stability and normal functioning, are considered as the first condition necessary for the existence and successful development of the entire social system.*

Key words: *globalization, law, social norms, society, social subject, normative consciousness, social consciousness, human activity, state.*

Language: *English*

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Introduction

UDC 101

The transformation of the basic structures of social development that is taking place in the modern world, which has been called "globalization", is of such magnitude that it concerns all aspects of modern human civilization. First of all, globalization processes contribute to the geographical expansion of social life, and now this trend has reached a global scale. That is why at the present stage of globalization there is an emphasis on the individual and the social sphere (in other parameters, the world system has already closed or is approaching such a state-geographically, information, economically, politically, and even partly culturally).

Globalization leads to many significant, fundamental changes in modern society and, accordingly, we can say that globalization is the most important factor in social transformations. Since these social transformations are fundamental, they primarily relate to the level of the system organization of human society, namely, they represent the transformation of its social structure, the nature of social relations and interactions of subjects of public relations, as well as social norms and values as the main regulators of public life.

The usual social groups change - the old ones lose their meaning and the new ones replace them.

Therefore, the author considers it more accurate to call this type of social transformation, which is the subject of consideration, a sociosystem.

First of all, we will focus on the transformation of the social structure. In this aspect of modern social transformations, trends such as de — hierarchization, the emergence of new social institutions of a fundamentally different nature-supranational, global level, the spread of network forms of social organization, the increasing importance of informal communities, the formation of a global society, and so on find expression. The ongoing transformation of social structures leads to changes in the subjects of social relations and the emergence of new structures: transnational corporations, non-governmental organizations, network and virtual communities.

Social norms are the subject of research in many social Sciences and Humanities-sociology and law, etc., their branch disciplines, as well as philosophy. However, there is no single approach to defining the essence of social norms.

Let us turn to the etymology of the social norm. "Norma" is translated literally from Latin as a polygon. The latter is a tool for checking and / or drawing right angles. Thus, a polygon is essentially a

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tool, a measure, a standard, and a model. It should be assumed that in this regard, the word norma has acquired its figurative meaning and has become used either as an "instrument" for regulating social activity, or as a "measure" and "standard" of social behavior.

In ancient Greek, the closest term to a social norm was nomos, which meant order, custom, law, and religious precepts. It should be noted that the term Canon was also used, which, like the Latin equivalent of norma, meant a measuring instrument. Now the term Canon is used as a high standard, especially effective and indisputable social norm.

Schematically, this looks like: social norm - human activity (behavior). We find this understanding of social norms not entirely objective, since the regulation of social activity is rather just one of the functions of the social norm. For example, social norms that indicate that God (or matter) is the origin, that the earth (or the sun) is at the center of the universe, or such stereopticized norms as "Blonds are stupid" do not in any way regulate human activity, much less human behavior. Such social norms are aimed at forming a certain opinion, worldview, attitude, and in the broadest sense, determination of consciousness.

The influence of social norms on public consciousness, the situation in society, and related trends is greatly underestimated and has not been studied in practice [2]. At the same time, the problem of preserving the social integrity and organic order of society, as well as other spheres of public life, makes it necessary to consider the above phenomena.

The existence of a social subject is its presence in the system of social organization, which has the character of an existential principle. From the moment of birth, each person becomes included in such an organization, which is called socialization in the scientific literature. In a narrower aspect, socialization means the subject's acceptance of social norms. And here we must agree with V. D. Plakhov, who points out that socialization is essentially a process of forming a norm consciousness, the content of which is ultimately reduced to the transfer of social norms from one plane of being (social memory) to another form of being (norm consciousness) [6].

In this regard, the social norm should be characterized as a determinant of social consciousness. In such circumstances, social norms can be considered as a kind of "evaluation criteria". For example, if a person behaves abnormally, not in the way that is accepted in society, people who evaluate his behavior will say that he is "abnormal", because his behavior will not correspond to the social norms and expectations that are valid in this society, which in this particular case will be in the minds of people evaluation criteria.

In the broadest aspect, the social norm is what is considered normal, correct, habitual, and necessary by members of society [1]. It is social norms that have

caused the emergence of such categories as" good and evil"," right and condemned", "righteous and sinful", "legal and criminal". After all, from the most General, ontological positions, all the above-mentioned terms are social attitudes that are only in the public consciousness and that were generated by the society itself and its institutions. From the standpoint of ontology, we can only talk about the creative and destructive principles [3].

It is important to distinguish between social attitudes and social norms. If the former do not acquire a mass character and are not accepted by social actors, they will not be determinants of social consciousness and, as a result, will not acquire the properties of a social norm. An example here would be the adoption by the state (read normative institution) of an unpopular law that is not accepted by society, which will only be a social setting and will not become the norm for society. There is also a reverse trend, when social norms lose their properties and become social attitudes. Such a case occurred with the religious norms of ancient Greece in connection with the spread of Christianity. In this regard, the distinctive feature of a social norm is its General recognition, which forms conformism and causes its formal approval and adherence by social actors in the implementation of social activities.

In view of the above, we propose to consider the essence of the social norm as follows: social norm - social consciousness - human activity. This understanding of the social norm characterizes its main property-its influence on public consciousness.

The statement that each individual society has its own distinctive social norms will also have the right to exist [4]. In one society, certain phenomena will be considered normal, and in another unacceptable. And where there is a different worldview, there are grounds for conflict. Taking into account that the subjects of the ruling society are also subject to its normative institutions, it is possible to use the latter to manipulate the public consciousness, creating an "image of the enemy", and to represent entire States and peoples as unfriendly.

Also today, due to the impact of social norms of religious institutions such as Christianity, Islam and Judaism, billions of people around the world are idealists and believe that the origin of everything is God, recognize the truth of the Holy Scripture, using religious precepts as criteria for evaluating human activity.

Erich Fromm, in his famous work "to Have or to be", also considered the issue of human unfreedom and the corresponding role of social norms. He emphasized that a person is forced to give up most of their true desires, interests, and even their will, accepting the will, desires, and even feelings that are imposed by accepted social norms, ways of thinking and feeling, by instilling specific ideas and doctrines. As a result of this influence, people believe that they

are acting on their own will, without realizing that such a will is imposed, and they are skillfully manipulated [8].

There is also no single approach to the functions of social norms, but the main ones are usually: integrative, informative, cultural, communicative, reflective, regulatory, stabilizing, value-oriented, as well as some other functions and subfunctions.

We find the following classification of the functions of social norms more objective, set out in descending order of importance:

- system-organizational (stabilizing) function;
- reflective (educational) function;
- integrative function;
- axiological function.

The main function of a social norm is a system-organizational, or stabilizing, function. Social norms are the primary mechanism that ensures the integrity of society, its normal, stable functioning and development, and also act as an element that prevents chaos, disorder, anarchy and disintegration. Without social norms, the existence of society would be impossible, since it is social norms that are a deterrent, preventing the Commission of anti-social actions, whether they are "crimes" against specific social actors or against the social system as a whole.

The next, even less important, is the reflective or educational function of the social norm. Its role is to form a public, normative consciousness, to form an attitude to the" normal", proper and necessary, to form knowledge about the world around us and the socio-cultural reality, and, most importantly, to form a conscience.

Due to the integrative function of the social norm, the integration of a person into society is ensured, while at the same time the formation of conformism is conditioned.

The integrative function is closely related to the axiological function, which, in turn, provides the processes of human inculturation, which is expressed in the subject's acceptance of cultural and social values.

Social norms have a rather complex structure. In view of the fact that social norms are primarily determinants of social consciousness, they can perform several functions. In particular, they can be the main deterrent that prevents the Commission of anti-social actions and, as a result, a mechanism for ensuring social stability and social order, ensure the integration of a social subject into society, as well as its inculturation, and be a means of manipulating public consciousness. In view of the fact that social norms determine the formation of conformism, they are the main means of managing socio-cultural processes.

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QR – Issue   **QR – Article**

Shakhzod Dilshodjon ugli Numonjonov
Ferghana Polytechnic Institute
teacher
Uzbekistan, Ferghana

INNOVATIVE METHODS OF PROFESSIONAL TRAINING

Abstract: Currently, more and more teachers are abandoning traditional teaching methods, choosing progressive innovative methods. Some of these methods have already proven their effectiveness, while others have not appeared so recently as to claim anything about them. This article describes in detail the application of innovative teaching methods in the process of professional education of students.

Key words: education, innovations in education, modern education, pedagogical technology, education method, pedagogical skill.

Language: English

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Introduction

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The world is changing at a rapid pace. If earlier, the authoritarian model of education dominated, which gives a high level of knowledge, but does not take into account the individual needs of a person, now more and more popular is a humane approach to education, which makes the process of learning knowledge as comfortable as possible for the student. This process takes into account the characteristics of each student, whether it is the perception of information, the pace of learning, the native language of each student, as well as mental and physical characteristics in the case of their presence or absence in specific students.

At the present time, it is more and more difficult to prepare a qualified specialist based only on the methods of memorizing information and solving standard tests. The XXI century makes increasing demands not only on the theoretical knowledge of employees, but also on initiative, creative thinking, the ability to take responsibility and communication skills.

Reforming and updating these education systems can help solve the problem. The process of continuous innovation in traditional secondary and higher education is called "innovation in educational activities".

Innovation in educational activities is the use of new knowledge, techniques, approaches, and technologies to achieve results in the form of educational services that are characterized by social and market demand [3]. The study of innovation experience shows that most innovations are dedicated to the development of technologies.

Innovative methods with the most proven effectiveness include: contextual learning, simulation learning, problem-based learning, distance education, and methods of full knowledge acquisition.

Contextual learning is based on the merging of several types of students' activities: educational, scientific, and practical. The key point of this type of training is the use of combinations of various formats for organizing students' activities: academic-type educational activities, educational and professional activities, and other types of activities.

The key point of simulation training is the implementation of simulation-game modeling in the situation of learning various processes that occur in real life, "here and now". This form of training helps to model certain situations of the professional context within the educational process and helps students to acquire professional experience in the conditions of playing activities.

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Problem learning occurs in the form of encouraging students to independently search for material on a particular problem, as well as independently search for ways to solve this issue. As part of this training, it is possible to conduct a debate, group discussion, or presentation of a group or individual project to solve this problem.

The concept of the so-called full assimilation of knowledge is a practical embodiment of the idea of the need to make the results of educational activities the same for all students, while adjusting and adapting the training material to the abilities and characteristics of each student. The teacher develops their own methods of testing knowledge that would help each student to show their current level and at the same time, would be equally designed for students with both visual and auditory types of thinking.

There are two directions of innovative education: activation of the educational process in order to improve the quality of education and Informatization of training. Below we will look at the possible steps that can be taken by Itami for the most effective implementation of these directions

Activation of the educational process consists in the search, development and testing of active methods and forms of training. The implementation of this direction may include the following components [2]:

- adaptation of students of younger courses to professional education;

- development of various training tools that increase the effectiveness of the educational process.

The use of effective learning technologies is also associated with the Informatization of learning. It has the following directions [1]:

- creation of subject tests and electronic textbooks;

- development and implementation of training sessions using electronic textbooks and training programs;

- creation of educational multimedia technologies for visual representation of information about various production processes that are not represented in enterprises that are bases of practices.

Summing up the research, we can conclude that innovation is the future of modern education.

Using the theoretical foundations of innovative technologies makes it possible to determine specific ways to implement them in the educational process. Innovative technologies are represented as a new direction in pedagogical science, which is engaged in the design of training systems, design of educational processes, provides solutions to the problems of education, training and development of the student's personality. Innovative technologies are based on the idea of full control of the educational process. Use of innovative it also changes the functions of a high school teacher.

Formation of a holistic position in educational processes: "student-subject of education: individual-personality-person". Holistic perception of the world as a "bio-socio-spirit" and a sense of unity with it, the formation of a modern specialist's humanistic position and environmental culture.

Mastering the technology of self-determination in the educational process. Mastering decision-making technology, freedom of choice, and the ability to adapt to changes. Mastering the technology of predicting situations, preventing emergency events (instead of overcoming the consequences).

Innovative educational activity is a process that covers the training of specialists with new qualities and competencies; it is new technologies and forms of training; new preferences of a person in the educational sphere

The activity of a higher school teacher should be focused on creating conditions for education, forming the needs and abilities of the individual in the educational process. Studying the experience of teachers shows that at the present stage there are many teachers who are insufficiently oriented in the correct use of innovative technologies in the educational process, many work intuitively and use the methods developed by them. This fragmentary approach to the use of different methods and tools of training reduces its effectiveness. This approach does not take into account the interdependence of all elements of the pedagogical system. There is a contradiction between the goals of professional training, social order and the results of the quality of training of graduates.

The use of innovative technologies in the practice of higher school teachers allows them to organize their work, set clear educational goals, determine ways to achieve them, i.e. manage the learning process. Integration innovative technologies free the teacher from arbitrariness in the construction and implementation of the pedagogical process, they make it possible to move towards the predicted final result with strict validity of each element and stage of training.

Innovative technologies should be considered as a systematic and consistent implementation of a pre-designed learning process in practice, as a system of ways and means to achieve the goals of managing this process. Effective organization of the educational process higher education teachers need to define the boundaries between teaching methods, methods, and innovative technologies.

The methodology, in a generalized basis, is a set of recommendations for the organization and conduct of the educational process. Innovative technology is an organized, purposeful, deliberate pedagogical influence and impact on the educational process.

Pedagogical technology is a meaningful technique for implementing the educational process. Innovative technology provides a description of the process of achieving the planned learning outcomes, i.e. achieving the learning goals.

The learning process is implemented in a system that combines personal and collective search that takes into account all the interrelated elements of the pedagogical system. Innovative pedagogical technologies form the methodological basis of the methodology, since the methodology as a given finds its justification and construction process in the technology. Innovative teaching the technology characterizes the process-based dynamic learning mechanism in contrast to the methodology that provides very specific recommendations.

In the process of using pedagogical technologies, the focus is not on achieving a single goal, but on universalizing approaches to the study of educational material. Innovative pedagogical technologies that represent a system project are focused on the teacher, the content of the subject being studied, and the students, while the methodology is usually focused on the teacher.

Innovative training is based on taking into account real changes in society. Innovative learning is based on a strategy of a personal-oriented approach. The strategy of innovative learning involves a systematic organization of management of the educational process. In innovative learning, the teacher's personality acts as a leading element, but at the same time his position in relation to the student and to himself changes.

The position of authoritarian power, the right of the elder and the stronger is lost, instead of this, the position of democratic interaction and cooperation is approved. The student's position also changes. This is an active interaction with the teacher and their fellow students.

With innovative learning, the function of knowledge also changes. The process of learning knowledge ceases to have the character of routine memorization, reproduction and is organized in various forms of search mental activity. This activity is organized as a productive creative process. Innovative training involves the formation of a new management style, a new personal position and new approaches to the organization of the educational process. Innovative training is primarily aimed at developing a person who is ready for life in a technologized society.

In innovative training, the main focus is on the organization of active types of cognitive activity of students. The teacher acts as a teacher-Manager and Director of training, he offers students the necessary set of tools for training, and not only transmits educational information. Educational information in innovative learning is used as a means of organizing students' cognitive activity, not as a learning goal. The student in innovative training acts as a subject of activity along with the teacher, and his personal development acts as one of the main educational goals. Innovative learning is based not only on the processes of perception, memory, and attention, but, above all, on creative productive thinking, behavior, and communication.

The value sense is important in the innovative activity of a higher school teacher. The object of innovation is all components of education: forms of organization of the educational process, teaching methods and forms of management of the educational process. The value sense of the teacher's innovative activity is humanistic.

An important condition for the quality of innovation activity is the formation of readiness of higher school teachers for this work. Fundamental in preparing for innovative activities is the ability of teachers to work in the conditions of changing the subject-oriented educational activity to a personal-oriented educational activity.

When preparing for innovative activities, it is necessary to rely on the concept of a personal-activity approach. With a personal-activity approach, the main goal of innovation is the personal development of all subjects of the pedagogical process. In the innovation process, the position of the teacher changes: the teacher does not act as a" transformer" of knowledge, but as an assistant in the formation and development of the individual. The process of assimilation ceases to have the character of routine memorization and must take place in various forms of mental activity and interaction of subjects of the educational process.

In preparation for the innovative activities there is some controversy in the actual innovation activities. As a rule, these contradictions arise at the level of awareness of the acceptance or rejection of innovations in practice. As practice shows, innovators make an attempt to revive the old in a new quality. Innovations implemented at the level of awareness are not a repetition of the old, but a certain repetition of certain moments of the old when solving modern pedagogical problems.

At the stage of preparation for innovative activity and development of pedagogical innovations, the tendency to increase the needs for new pedagogical knowledge and pedagogical activity is characteristic.

The 21st century can offer many educational innovations. Not all innovations will prove their effectiveness later, not all are suitable for every class, every education and every national culture. Many of these ideas will go away forever, and only the best innovative ideas will remain, which will eventually become classics of the educational process. The quality of trained specialists depends on how effectively the selection of the best ideas will be carried out, which means that our future will also depend on you.

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M. Yigitaliyeva
Kokand State Pedagogical Institute
Independent researcher

STRUCTURAL SEMANTIC AND COMMUNICATIVE PRAGMATIC TYPES OF TEMPORAL HYPOTAXEMES IN ENGLISH AND UZBEK LANGUAGES

Abstract: *this article discusses the structural semantic and communicative pragmatic types of temporal hypotaxemes in Uzbek and English languages. It deals with temporal subordinators' similarities and differences between two languages.*

Key words: *subordinators, semantic, structural, communicative, pragmatic, temporal.*

Language: *English*

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Introduction

Comparative linguistics is one of the major trends in modern linguistics, and researches have been carried out in all existing levels of the language (phonological, lexical, syntactic, phraseological, and textological): by such scholars: G.M Khoshimov, 2002; MA Askarova, 1960; N.Makhmudov; A.Nurmanov, 1995; G.Abdurahmonov, 1988; 1995; and of the English-language Quouketal, 1985; Clark, 1971; Hawkin, 1994/1990/1998; Vulanovic, 2007; WiechmannandKerz, 2013; Wasow, 2002/1997; Kortmann, 1991; Chafe, 1984; However, a number of problems related to the syntactic level of the language have not been solved yet. Such problems include the universal semantic category of temporal (time) componential hypotaxemes, structural-semantic, communicative-pragmatic, lingvostylistic, linguocultural, and other aspects that have not been analyzed, not been studied separately from a comparative typological point of view. Studying structural-semantic, communicative-pragmatic types of temporal componential hypotaxemes in English and in Uzbek languages and their linguistic and linguoculturolic characteristics is one of the most important issues in investigating of these aspects of the language. In this article, I will focus on only two important aspects of temporal componential hypotaxemes (TCHs) in different language systems:

comparative typological types of their structural and communicative pragmatic types of languages.

Temporal componential hypotaxemes refer to the time of occurrence or non-occurrence of actions that are understood according to the meaning of the main sentence or the general context of the sentence. In this case, temporal follow-up is linked to subordinates that give temporal meanings to the main sentence, expressed in the sense of temporality before or after:

У келганда мен йўқ эдим.(When he came, I wasn't in).У.К Юсупов, В.Менглиев

Дутор чолиб ўтирсам, тори узилиб кетди. (қўшиқ); (As I was playing dutor, its spring broke up. (song)

Баҳор келгандан сўнг биз қурилишни бошладик. (After spring came, we began construction.

Уни эсингдан чиқмасидан қилиб қўй. (Do it before you forget).

Although the structural, semantic, and communicative-pragmatic aspects of modern English and Uzbek language TCHs have been described to some extent as specific languages, these types of TCHs have not yet been fully invented and registered. Based on our observations and analyzes in the English and Uzbek languages, we have identified the following structural and semantic types of TCHs. The

temporal componential hypotaxemes consist of at least two structurally-semantic and communicative pragmatically related components. One subordinate component is the cross section of the second dominant represents the moment when the action is realized (for example: when I came, he had already had supper) When I arrived, he had eaten some supper. Structural-semantic relations of hypotaxemes with the temporal component are carried out in two ways: 1) syndic (subordinate contact.2) asynchronous method (non-subordinate linking).

1. when Sb.cl(N/Prg+Vg)+PrCl(N/Prg+Vg);

When I woke in the morning I went to the window and looked out (E.Hemingway)

2. PrCl(N/Prg+Vg) while SbCl(N/Prg+Vg)

Still looking at me Agness shook her head while I was speaking (Ch.Dickens)

3. As Sb.cl.(N/Prg+Vg)+Pr.cl(N/Prg+Vg)

As night came on,the track grew narrower and narrower (Ch.Dickens)

4. Pr.cl(N/Prg+Vg) till Sb.cl(N/Prg+Vg)

He didn't stop till he reached the station.

5. Pr.cl(N/Prg+Vg) until Sb.cl(N/Prg+Vg)

He started to read until he was ten years old

6. As soon as SbCl(N/Prg+Vg)+ Pr.Cl(N/Prg+Vg)

As soon as he dressed, he went downstairs to the telephone booth

7. Pr. Cl(N/Prg+Vg) as long as Sb.Cl(N/Prg+Vg)

But as soon as I saw Susan I stopped noticing my surroundings.(Braine)

8.) after Pr.Cl(N/Prg+Vg),Sb.Cl(N/Prg+Vg).

After you finish the work, go home.(Hemingway)

9. Pr.cl(N/Prg+Vg) before Sb.cl(N/Prg+Vg)

There was scarcely time for him to swallow a cup of tea in the refreshment room before the southbound train was signaled (Cronin).

10. Pr.cl(N/Prg+Vg) since Sb. Cl(N/Prg+Vg)

She(June) had given him nothing of her company for a long time past, not in fact, since she had become engaged to Bosinney.(Galswolthy)

11. Pr cl(N/Prg+Vg) whenever Sb.cl(N/Prg+Vg)

Ishal hope to visit you whenever I happen to be in London (Collins)

12. Pr.cl(N/Prg+Vg) by once Sb.cl(N/Prg+Vg)

O'Brien comes by once a week to check on things.

13. Once Sb.cl(N/Prg+Vg),Pr cl(N/Prg+Vg)

Once published, the book caused a remarkable stir.

14. Pr cl(N/Prg+Vg) nowthat Sb.cl(N/Prg+Vg)

This is the claim I make on you, now that we have found each other (Eliot)

15. Pr. Cl(N/Prg+Vg) fromthe moment that sb. Cl(N/Prg+Vg)

I knew from the moment that you first looked at me

16. Pr.cl (N/Prg+Vg) the day that Sb.cl(N/Prg+Vg)

I was there the day that they met.

17. Pr.cl (N/Prg+Vg) the time that Sb.cl(N/Prg+Vg)

Your cell pinged the same tower as Anne's did around the time that she was attacked.

18. Pr.cl(N/Prg+Vg) the work that Sb.cl(N/Prg+Vg)

19. Pr.cl.(N/Prg+Vg) the month that Sb.cl(N/Prg+Vg)

I hope at least that you have enjoyed the month that we both wear it.

20. Pr.cl(N/Prg+Vg) century that Sb.cl(N/Prg+Vg)

Then,200millon people were murdered in the century that followed

21. Pr.cl(N/Prg+Vg) the season that Sb cl.(N/Prg+Vg)

Rains come during the monsoon season that falls late in the summer.

22. Pr.cl(N/Prg+Vg) the complain that Sb.cl.(N/Prg+Vg)

23. Pr.cl (N/Prg+Vg) the period that Sb.cl(N/Prg+Vg)

It was also suggested that the Guide might recommend the period that publication of forthcoming opportunities might cover.

24. Pr.cl(N/Prg+Vg) the break that sb.cl(N/Prg+Vg)

This could be the break that we need.

25. Pr cl.(N/Prg+Vg) the past that Sb cl(N/Prg+Vg)

The Conference has proven in the past that it can meet such challenges and resolve problems if there is political will

26. Pr cl (N/Prg+Vg) at the very moment Sb.cl(N/Prg+Vg)

Let me touch briefly on the question of Security Council action at the very time that crisis erupts

27. Pr.cl the very moment Sb.cl(N/Prg+Vg)

What makes US strategy reckless is that the Bush administration is attacking China at the very moment that American's dependence on Chinese purchases of US government bonds is growing

28. Following Sb.cl(N/Prg+Vg) Pr.cl(N/Prg+Vg)

Following my visit to Peking, I bought lots of books about China.

29. By the time Sb.cl(N/Prg+Vg),Pr.cl(N/Prg+Vg)

By the time I retire, I will have worked here 26 years

30. The moment/the minute Pr.cl(N/Prg+Vg) Sb.cl(N/Prg+Vg)

The moment /the minute I saw his face I knew I'd met him before.

31. scarcelyPr.cl(N/Prg+Vg) Sb.cl(N/Prg+Vg)

32. Sb.cl(N/Prg+Vg) erePr.cl(N/Prg+Vg)

33. Sb.cl(N/Prg+Vg) so often as Pr.cl(N/Prg+Vg)

34. Sb.cl(N/Prg+Vg)against Pr.cl(N/Prg+Vg)

35. Sb.cl(N/Prg+Vg) non when Pr.cl(N/Prg+Vg)

36. Pr.cl (N/Prg+Vg) at the time at which Sb.cl(N/Prg+Vg)

We'll go at the time at which Tom gets here

37. The first time S.b cl(N/Prg+Vg),Pr.cl(N/Prg+Vg)

The first time I went to New York, I was intimidated by the city

38. Pr.cl(N/Prg+Vg) the last time Sb.cl(N/Prg+Vg)

I saw Jack the last time Iwent to San Francisco.

39. The second time Sb.cl(N/Prg+Vg),Pr.cl(N/Prg+Vg)

The second time I played tennis, I began to have fun.

Traditionally, modern Uzbek TCHs have also been identified and modeled.

1. Sb.cl (N / Prg + Vg) – ганда (when) Pr.cl (N / Prg + Vg)

У келганда мен йўқ эдим. (When he arrived I was not)

2. Sb.cl (N / Prg + Vg) ар,экан (as) Pr.cl (N / Prg + Vg)

Манзура уйдан чиқиб кетар экан, йўлакда икки жажжи қиз йўлини тўсди.

(As Manzura left the house, two young girls blocked the corridor). (A. Mukhtor)

3. Since Sb.cl (N / Prg + Vg) –ган экан (while) Pr.cl (N / Prg + Vg)

У бўлган воқеани айтган экан,сочи тикка бўлди.

(She told him what had happened and her hair was upright)

4. Sb.cl (N / Prg + Vg) -ca (as) Pr.cl (N / Prg + Vg)

Дутор чалиб ўтирсам,тори узилиб кетди.

(As I played the dutar, the net broke).

5. Sb.cl (N / Prg + Vg) -ki (since) Pr.cl (N / Prg + Vg)

Уч кун ўтибд弘ики,ундан дарак йўқ.(Three days have passed since then).

6. Sb.cl (N / Prg + Vg) дегунча (until) Pr.cl (N / Prg + Vg)

Эшикдан биров келди дегунча,югуриб бориб саломлаш.

(Run and greet until someone comes through the door). (M. Askarova)

7. I have Sb.cl (N / Prg + Vg) -ган эдим (was V+ing) Pr.cl (N / Prg + Vg)

Радио эшитаётган эдим,кимдир чақириб қолди.

(I was listening to the radio and someone called).

8. Sb.cl (N / Prg + Vg) -ю Pr.cl (N / Prg + Vg)

Деразадан тушаётган хира ой шуъасида у тусмоллаб пахмоқ шиппагини оёгига илди-ю, ховлига чиқди(Ўзбек хикоялар анатомияси 132-бет)

In a pale moonlight falling from the window, he plucked his slippers on his feet and climbed into the yard (Anatomy of Uzbek Stories on page 132)

9. Sb.cl (N / Prg + Vg) –ми (once) Pr.cl (N / Prg + Vg)

Пахта очилдими, теримни бошлаб юборамиз.

(Once the cotton has opened, let's start my skin)

10. Sb.cl (N / Prg + Vg) ҳам эдимки, (even, yet) a Pr.cl (N / Prg + Vg)

Ҳали уйга етмаган ҳам эдимки, ёмғир ёғиб кетди.

(I hadn't even reached home yet it was raining).

11. Sb.cl (N / Prg + Vg) -ca (when) Pr.cl (N / Prg + Vg)

У қачон келса, ўшанда бошлаймиз.

(We will start when it comes,)

12. Sb.cl (N / Prg + Vg) гунча,-кунча, (until) Pr.cl (N / Prg + Vg)

Онаси кийиниб чиққунча, ота бола тойчоқни ялтирлатиб артиб қўйишарди.(А.Кўчимов)

(Until the mother got dressed, the boy would gloss over the brush). (A. Kuchimov)

13. Sb.cl (N / Prg + Vg) магунча, (until) Pr.cl (N / Prg + Vg)

У келмагунча, кетмай турдик.

(We kept going until he came).

14. Sb.cl (N / Prg + Vg) -гунгача (before)Pr.cl (N / Prg + Vg)

Хохлаков кабинетига чақиргунгача,улар кўп нарсани сўзлашиб олишди.

(Before they were called to the office of Khokhlov, they had a lot to talk about).

15. Sb.cl (N / Prg + Vg))-кейин ...гач (after) Pr.cl (N / Prg + Vg)

Бу гапларни ҳам кейин,воқеалардан бир неча йил ўтгач эшитдим.(Н.Қобул)

(I also heard this, several years after the events). (N. Kabul)

16. Sb.cl (N / Prg + Vg) -биланоқ (As soon as) Pr.cl (N / Prg + Vg)

Мен гапдан тўхташим биланоқ,у ярим соатдан кейин келишини айтди.

(As soon as I stopped, he said he would come in half an hour). (Z. Amireshibi)

17. If Pr.cl (N / Prg + Vg) бўлса,келса,қолса (if)Sb.cl (N / Prg + Vg)

Керак бўлади,ёмғир ёғиб қолса.(Шарқ юлдизи)

(We need if it rains) (Eastern Star)

Болалар ҳам роса суйинади,байроқ сайил бўлса.

(Children are also very fond of flags, if the flag is moving).

18. Sb.cl (N / Prg + Vg) ҳамон (as soon as) Pr.cl (N / Prg + Vg)

У бошини тик тутиб бир неча қадам қўйган ҳамон, ер тўладан палковник чақириб қолди.

(As soon as he stepped on the steps, he called for a catwalk from the floor).

19. Pr.cl (N / Prg + Vg) -ган кунларда, (in the days when) Sb.cl (N / Prg + Vg)

Театр дирекцияси эшонни ишдан бўшатган кунларида,Қаландаров уни бир ошнасиникида кўриб қолибди.

(Kalandarov saw him at a friend's house in the days when the director of theatre fired Eshon).

20. Time Sb.cl (N / Prg + Vg) -ган вақт (while) Pr.cl (N / Prg + Vg)

21. Sb.cl (N / Prg + Vg) чоқ (When) Pr.cl (N / Prg + Vg)

22. Sb.cl (N / Prg + Vg) кун (Day) Pr.cl (N / Prg + Vg)

23. Sb.cl (N / Prg + Vg) замон (Time) Pr.cl (N / Prg + Vg)

24. Sb.cl (N / Prg + Vg) кез (When) Pr.cl (N / Prg + Vg)

25. Sb.cl (N / Prg + Vg) дам (while) Pr.cl (N / Prg + Vg)

26. Sb.cl (N / Prg + Vg) маҳал (while) Pr.cl (N / Prg + Vg)

27. Sb.cl (N / Prg + Vg) ҳамон (when, is still) Pr.cl (N / Prg + Vg)

...бошини тик тутиб бир неча қадам қўйган ҳамон ер тўладан полковник чиқиб қолди.(О) (... the Colonel came out of the floor when he stood his head upright.

Саида мана шу режа билан иш кўриб юрган кунларнинг бирида кутилмаган бир иш бўлиб қолди.(А. Қ) (Unexpectedly something happened on one of the days when Saida was working on this plan).

Театр дирекцияси эшонни ишдан бўшатган кунларда, Қаландаров уни бир ошнасиникида кўриб қолибди...(А. Қ) (Kalandarov saw him at a friend's house in the days when the director of theatre fired Eshon). (A)

28. Sb.cl (N / Prg + Vg) ўтар-ўтмас (less than, later) Pr.cl (N / Prg + Vg)

Орадан тўрт беш соат ўтар-ўтмас, Қамбар олтмиш яшар бир чол туркманни ўн беш –ўн олти яшар ўғли билан ҳайдаб келди.(С. Айний)

(Less than four hours later, Kambar drove a sixty-year-old Turkmen with a fifteen or a sixteen-year-old son.

29. Sb.cl (N / Prg + Vg) чиқар-чиқмас (as soon as) Pr.cl (N / Prg + Vg)

Редколлегия аъзолари клубдан чиқар-чиқмас, битта кўк "Победа" эшик олдида тўхтади.(Саид Назар).

(As soon as the Red Club members left the club, a blue "Pobeda" stopped at the door) (Said Nazar).

30. Sb.cl (N / Prg + Vg) -(и)ш (ҳамон,билан) (as) Pr.cl (N / Prg + Vg)

У катта йўлга –юқорига чиқиб, чапга бурилиши билан, пастқамликдаги Бақақуруллоҳ яққол кўринди. (А.Қаҳҳор). (As he climbed the highway, turning left, he saw a low Bakakurullah) (A. Kahhor).

Кечқурун Канизак эшикдан кириши билан, Сидиқжон ака бизнинг звенода ишлар эмишсиз деди.(А.Қаҳҳор). (As Kanizak came through the door in the evening, brother Sidikjan asked whether she worked in their work place).

31. Sb.cl (N / Prg + Vg) май,(until) Pr.cl (N / Prg + Vg)

Иш тугамай,ҳеч кимга рухсат йўқ. (No one is allowed to go out until it is over).

32. Sb.cl (N / Prg + Vg) ган(гун) довур(қадар), (when) Pr.cl (N / Prg + Vg)

Хохлаков кабинетига чақиргунга довур, улар кўп нарсани сўзлашиб олишди.

(They had a lot to talk to when Hohlakov called them to the office).

33. With Sb.cl (N / Prg + Vg), ган сайин (сари), (as) Pr.cl (N / Prg + Vg)

Йиллар бирин кетин ўтган сари,биз уларни эслашар эдик.(Ойдин).

(As the years went by, we used to remember them (Oydin).

34. Since Sb.cl (N / Prg + Vg) ҳозир (мавжуд) экан, (as), Pr.cl (N / Prg + Vg)

Ғовзал устида икки томон тортишмоққа ҳозир экан, Музаффар Мирзо кирди.(Ойбек).

(As the two sides were arguing over the issue Govzal, Muzaffar Mirzo came in). (Oybek).

35. Sb.cl (N / Prg + Vg) –ар,- мас, (until) for example Pr.cl (N / Prg + Vg)

Кун ботар-ботмас,биз қишлоққа кириб келдик.(С.Бабаевский).

(Until the sunset, we reached the village) (S. Babaevsky).

36. Sb.cl (N / Prg + Vg) мудом, (when) Pr.cl (N / Prg + Vg)

Уфқларда сайр этган мудом,
Қуёш келиб сувга чўкканда .
Ой булутлар орасидан шом,
Этак-этак шуъла тўкканда.   (К.Симинов.)
Meaning:
When the constant traveler on the horizon,
When the sunsets
When the moon rolls through the clouds,
When the lights are shone; (K.Siminov.)

37. At Sb.cl (N / Prg + Vg), ган онида () Pr.cl (N / Prg + Vg)

Қоронғи бурчакдаги кароватда ухлаётган қизи томонга бирпас тикилиб турди ва чироқни ёқай деб қўл чўзган онида, яна хаёлига майли ухласин деган фикр келдию , секин ўз хонасига кириб кетди. (Ўзбек хикоялар анатомияси 132-б)

She stared a little at the sleeping girl in the bed where it was located in the dark corner of the room, and when she reached for a light, she thought that she should let her sleep a little, and slowly went back to her room. (Anatomy of Uzbek Stories p132)

As conclusion, I can say that the temporal component hypotaxemes consist of a number of subordinates of the templates above mentioned. The temporal componential hypotaxemes consist of at least two structurally-semantic and communicative pragmatically related to components of subordinates.

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I. Zokirova
Andizhan Machine-Building Institute
Assistant teachers

S. Muhammadjonov
Andizhan Machine-Building Institute
Assistant teachers

S. Azamov
Andizhan Machine-Building Institute
Assistant teachers

F. Hursanov
Andizhan Machine-Building Institute
student

THE USE OF RENEWABLE ENERGY SOURCES IN UZBEKISTAN

Abstract: Uzbekistan is considered one of the richest countries in terms of renewable energy sources which exceed the current annual volumes of production of fossil fuels by a factor of three. Solar energy is the most promising renewable technology for Uzbekistan as it is accessible nationwide for many days of the year. Increasing use of solar energy in Uzbekistan can make more gas available for export while meeting the national demand for electricity and heating, especially at remote locations. [1] In this article we discuss the use of renewable energy resources in our country.

Key words: Renewable energy, Uzbekistan, solar radiation, solar power resources, wind power resources, solar plant, small hydro power resources.

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Introduction

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Today, the world economy is experiencing a great need for energy resources. Therefore, the problem of ensuring a balance between nature and man, saving natural resources in achieving sustainable development, and using renewable, environmentally friendly energy sources is becoming more and more urgent. Renewable energy sources (RES) play an important role in meeting energy needs in countries with growing economies. Biomass, geothermal and hydro energy, solar and wind energy are of great interest to various countries. Indeed, the energy balance can contribute to the most rapid solution of such a social problem as ensuring public access to electricity and heat, even in remote areas

The singularly important role energy plays in human lives, and in society as a whole, has made it possible to increase many times over the possibilities for satisfying various human and social needs. The progress of human civilization has always been closely associated with the amount and types of energy utilized. Hydropower potential of rivers, reservoirs and irrigation canals; solar energy; wind energy; biomass energy (including energy from household wastes); tidal energy and energy from ocean waves; and geothermal energy constitute the range of alternative energy options. Renewable sources of energy are theoretically very desirable but

the costs associated with them and the conditions in which they produce energy make their use less attractive. The world's progress in the field of technology to transform and application of various types of renewable energy sources (RES) and assess of the technical feasibility based on these sources electrical and thermal energy demonstrate possibility of satisfying current and future needs of Uzbekistan in power for the long term. This can be done through a phased use of renewable energy and the creation of environmentally safe sources of electricity and thermal energy for different purposes and different power levels for use in the electric power system of the country, in district heating systems, as well as decentralized sources in energy supply to various customers in various sectors of the economy of different regions of the country.

Materials and Methods

Uzbekistan is rich in hydrocarbon resources, and is now almost completely energy provided from its own resources, but the country's economy is highly dependent on the use of non-renewable hydrocarbon resources in the first place -natural gas, whose share in the total energy exceeds 90% [2]. As Uzbekistan is considered one of the richest countries in terms of renewable energy sources, it has the potential to produce 50 billion t.o.e. based on solar energy, with current technology it would be possible to generate 175 million t.o.e, more than triple the amount of fossil fuel the country produces annually [3].Moreover, the studied hydropower potential of Uzbekistan is estimated at 27.5 billion kWh per year. Currently, the country uses only about 39% of the technical hydropower potential. The wind and biomass potential of Uzbekistan exceeds 520,000 MW of installed capacity [4] and 6.3 milliard m3 of natural gas respectively [5]. Energy sector priorities to 2027 include increasing generating capacity, improving energy efficiency in the energy, transport and agriculture sectors, and using renewable energy sources more widely.

To expand the use of renewable energy sources, reduce energy intensity of production and implement the Strategy of Actions on Five Priority Directions of Development of the Republic of Uzbekistan in 2017-2021, Presidential Decree No. PP-3012 of 26 May 2017 on the Program of Measures on the Further Development of Renewable Energy and Energy Efficiency in Sectors of the Economy and the Social Sphere for 2017-2021 was adopted.[6]

- As part of the plan, the government plans to spend 314.1 billion UZS ($81 million) of its own money and raise 20.5 trillion UZS ($5.3 billion) from foreign sources to develop hydro, solar and wind power through 2025.
- Hydro accounts for 12.7% of all Uzbekistani electricity now. Uzbekistan wants to raise it to 15.8% by 2025

- Uzbekistan will build 42 new hydro plants and modernise 32 more by 2021
- Solar and wind will account for 2.3% and 1.6% of the country's power by 2025

Action Program on renewable energy development for 2017-2021 adopted on May 2017 to promote private sector investments in renewable energy development, serve as key indicators in this regard. Moreover, Presidential Decree on 23.10.2018 about measures of development providing financial stability of energy sector outlines the following reforms for 2019-2021 [7]

Increase installed capacity of main TPPs and modernizing them;

- Improving metering infrastructure;
- Modernizing transmission lines of 7.1 thousand km;
- Increasing renewable energy share in production by attracting private sector via Public Private Partnership agreements.

The value of all reform projects that are intended to implement through 2019-2021 is almost $ 5bln. The primary sources of these projects are from Uzbekistan Reconstruction and Development Fund, Government budget and other international donors.

The strategy for improving of energy independence of Uzbekistan: According to the concept of development of power of the country became:

- At the first stage- development gas and oil branches, with the purpose of maintenance of fuel self-sufficiency of republic and stable, reliable work of an electro power system of the country; maintenance with fuel, raw material and thermal energy of all branches of economy with expansion of export of hydrocarbon raw material;

- At the second stage - development of coal branch, with the purpose of maintenance of increase its share in fuel and energy balance with stage-by-stage replacement of a part of the natural gas used for manufacture electric and thermal energy;

-At subsequent stages - large-scale use of renewable power resources, in process of development of technologies and creation energy effective means, transforming renewable energy sources in electric, thermal, chemical, mechanical and other kinds of energy.

Conclusion

To conclude, Uzbekistan with its immense renewable potential can meet the country's all energy demand using only renewable sources of energy. However, hitherto Uzbekistan cannot make use of its potential relying heavily on fossil fuels as a source of energy. The use of renewable energy in Uzbekistan in particular photovoltaic solar panels is considered prospectively. Measures that the Republic accepts have a positive impact on the use of RES in different

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scales. In close future in Uzbekistan a big rise in the use of renewable energy will be observed.

Uzbekistan has the highest potential for solar energy. by the number of Sunny days per year, the Republic surpasses Spain, where solar energy is very developed. At the same time, solar energy is available throughout the country, and its involvement in the energy balance can contribute to the fastest solution of such social problems as providing the population with electric and thermal energy, even in remote rural areas. However, despite the fact that Uzbekistan has a huge potential for solar energy and experiments in this direction have been conducted in the country for decades, the solar energy market has never been created on a full scale. Currently, the use of solar energy in Uzbekistan consists mainly of the use of solar water heaters.

Currently, of all renewable energy sources, only hydropower from natural and artificial watercourses accounts for a significant share in our country. Other sources are still used only slightly.

Petrothermal resources are considered to be the most promising for energy use in the Republic – huge arrays of granitoids lying at a depth of 4-6 km, heated from 70 to 3000C.

To estimate the gross potential, averaged thermograms were calculated up to a depth of 3,000 m, taking into account the average statistical values of the heat flux density and thermal conductivity of rocks. Calculations have shown that the gross potential of geothermal energy contained in dry heated rocks (petrothermal resources), in the volume limited by the depth of 3 km and the area of the Republic of Uzbekistan, is 6700,000 million tons of n.e. Technical possibilities for using petrothermal resources are not determined due to the lack of technologies. It should be noted that geothermal water is available in almost all regions of the Republic. The average temperature of these waters in the Republic is 45.50 C.

It is proposed to stimulate the accelerated development of renewable energy sources in Uzbekistan in the following main directions:

- formation of the legal framework for the use of renewable energy sources;
- stimulating investment in alternative energy, both external and internal;
- increasing access of the population and other consumers of electric and thermal energy to information about the implementation of alternative energy systems;
- introduction of a system of tariff incentives for alternative energy;
- implementation of the strategy for reducing the use of non-renewable energy resources in the Republic.

Thus, despite the evidence of an increasing shortage of non-renewable energy sources in the medium and long term, the development of renewable energy sources is a prerequisite for preserving the country's energy resources (oil, gas, coal) for the future generation, improving the environmental situation, given the significant potential of RES in Uzbekistan. Therefore, there is an urgent need for interest in the introduction of alternative energy sources at all levels of decision-making: the government, business entities and the population.

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QR – Issue   **QR – Article**

N. Ismatova
Kokand State Pedagogical Institute
EFL teacher

N. Alieva
Kokand State Pedagogical Institute
EFL teacher

R. Djalilov
secondary school №26
EFL teacher

A. Abdisamatov
secondary school №37
EFL teacher
Kokand region, Uzbekistan

THE PROBLEMS OF TRANSLATING SOME PHRASAL VERBS FROM ENGLISH INTO UZBEK

Abstract: This article is discusses the essential issue of how the phenomenon of phrasal verbs has been dealt with in translation studies and analyze some methods and techniques of translation of phrasal verbs from (SL) English into (TL) Uzbek through some extracts from fiction and other sources. We would like to shed a light upon some certain types of problematic issues during the translation of phrasal verbs from SL into TL.

Key words: Translation problems, phrasal verbs ,fixed expressions, English, Uzbek, target language, source language, equivalency.

Language: English

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Introduction

Phrasal verbs have always tended to play a rather marginal role in English linguistics which does not do justice to the facts. Although having been thoroughly defined by researchers as to their special models of expression, semantic and syntactic features, phrasal verbs create problems for language learners, partly because there are so many of them, but also because the combination of a verb and a particle so often seems totally arbitrary. However, if one looks closely at the combination of a verb and a particle, patterns start to emerge which suggest that the combinations are not so arbitrary after all.

The aim of this study is to discuss the syntactic, phonological, and semantic criteria of phrasal verbs, and try to present useful ways that may help learners of English overcome some of the difficulties they face in using phrasal verbs.

Placing prepositions and adverbs after some verbs in English, in order to obtain different and various meanings, is a very frequent trend in modern English. This linguistic phenomenon is called Phrasal verb. Phrasal verbs are verbs comprised of two parts: a verb and a particle. The particle is also called a "helper." The particle is usually a preposition, but it can be an adverb or a combination of both.

Before moving onto phrasal verbs, we would like to give several definitions of the notion given by various linguists.

One of the English linguists J.B. Heaton pointed out that prepositions and adverbial particles cause more difficulty to many overseas students than any other aspect of the English language. The choice of a preposition or a particle following a certain verb, noun, adjective or adverb can be determined only after constant practice. An important aspect of the subject is illustrated by the phrasal verb in which an adverbial particle combines with a verb to form a collocation producing a new meaning. (1965)

A phrasal verb is usually defined as a structure that consists of a verb proper and morphologically invariable particle that functions as a single unit both lexically and syntactically. (Quirk, Greenbaum , Leech & Svartvik, 1985 in Liao &Fukuya, 2004:196)

According to American lexicographer R. A. Spears a phrasal verb is a verb + particle collocation in which a verb governs a particle that looks like a preposition but functions as an adverb; e.g. put it down, roll along, stand up, call her up, call up your friend. The particle can occur before or after a direct object. (1994)

In addition, an American famous linguist G. Azzaro explains that a phrasal verb is a verb and a particle that together have a special meaning. Particle is as a preposition (e.g. off, on, in, etc) and an adverb (e.g. away, back, etc). For the example: put off (postpone), figure out (find the solution of a problem), hand it (submit the homework to the teacher), and wake up (stop sleeping) (1992: 241).

Phrasal verbs are best described as a lexeme; that is a unit of meaning which may be greater than a word (Crystal, 1995). Phrasal verbs are one type of the English verbs that operates like a phrase, more than a word. This means that they are unlike single and simple verbs in the sense that they are a set of words (verb+ adverb/preposition). The term phrasal verb was first used in print by Logan Pearsall Smith, in ´Words and Idiom` (1925). It is noted that this type of verbs were also known as: discontinuous verbs, compound verbs, verb and adverb combination, verb particle construction, two part word verb and three part word verb (McArthur, 1992).

There can be no doubt that phrasal verbs have received a considerable amount of attention in recent years. One of the eminent linguists, Cornell points out that phrasal verbs have been "discovered" as an important component in university curricula (1985). The interest in phrasal verbs is clearly reflected in modern dictionaries, especially those which list phrasal verbs separately in their own right and give them separate entries. For example, they give put up a separate entry rather than list it under put. Besides,

special dictionaries have been designed exclusively for phrasal verbs.

An English linguist and lexicographer Mortimer states that "The English language has hundreds of two-part verbs such as bring up, carry on, pick up and put up (1972). These are easy enough to understand when the meaning of the whole two-part verb is equal to the meaning of the sum of its two parts". However, he concedes: "But in many cases, knowing the meaning of the parts does not help us to know the meaning of the whole". Thus, to add the meaning of bring to the meaning of up will not help us to understand the meaning of bring up in various sentences. To illustrate what we have said, we can give the following examples:

1) She was brought up by her grandmother. (to care for a child until it is an adult, often giving it particular beliefs)

2) She's always bringing up her health problems. (to start to talk about a particular subject)

3) She was crying so much I thought she'd bring up her breakfast. (UK informal to vomit something)

Phrasal verbs can have meanings that are different from the meanings of the separate units of the phrase, and knowledge of these phrases enhances the understanding and command of a language, as well as the ability to communicate successfully. The reason why phrasal verbs can cause problems for learners is that, over time, some phrasal verbs, which were originally literal, have lost some of their transparency of meaning. Phrasal verbs exist on a cline of transparency, which can be difficult to decipher as a foreign language learner. Even phrasal verbs that consist of the same two words may have different meanings.

Phrasal verbs are difficult for non-native English writers because dictionaries do not always list them. Individual phrasal verbs can also have multiple meanings. In contrast, native writers are comfortable with their use but tend to overuse them. Phrasal verbs can bring richness and color into our writing, but sometimes their meaning cannot be precise. Identifying them can also be challenging. At times, the "helper" is separated from the verb. This makes the helper look like just another preposition. It should be underlined that there are no great tricks to mastering phrasal verbs. Knowing how they work, however, will help us better understand prepositions and add clarity to our writing.

In some cases phrasal verbs have literal meaning, which means that their meaning can be deduced from the component parts. The examples are: climb up, sit down. There are also situations where the meaning from the first word keeps its meaning, but the second has a special ´intensifying` sense – it means something like completely or thoroughly. Examples are break up, tire out. In other cases, the new two-part verb has quite a

different meaning from the two separate parts: give up means ´surrender`, and blow up means ´explode`. (Swan, 1990 p.491)

Phrasal verbs are said to be one of the greatest indicators of linguistic competence for speakers of English as a foreign language. A phrasal verb consists of a verb and a preposition, a verb and an adverb, or a verb and an adverb as well as a preposition. Multi-word phrases such as phrasal verbs are characterized by degrees of opacity of meaning, where some are quite literal and some are completely idiomatic. This can cause learners to avoid using phrasal verbs.

Given that the phenomenon of phrasal verbs is regarded as one type of the English expressions, and constitutes two and more integral parts, it has been investigated by linguists who studied the question of translating English phrasal verbs into other languages. According to their views, there is a wide range of difficulties which are posed to Uzbek professional translators when translating phrasal verbs into Uzbek.

Most of them subscribe to the theory that particular issues of translating phrasal verbs are divided into lexical, semantic, and stylistic problems. Mostly, English phrasal verbs cause semantic gaps in most foreign languages, and therefore they are frustrating to a translator from English to TL, including Uzbek.

When defining and analyzing the problems of translating phrasal verbs, we follow practical recommendations suggested by Ghazala, Kharma, Yatskovich and other distinguished linguists, we utilized their recommendations in translating phrasal verbs into Uzbek. There are various problems confronted by translators in the process of translating phrasal verbs. On the basis of evidence we have collected, we can identify a number of issues that seem to cause problems for most translators.

One of these problems is polysemy which means a word that has more than one meaning. According to one of leading specialists in the field of translation theory, Ghazala, he mentioned: "the use of phrasal verbs is an indication of its polysemic nature, as phrasal verbs have completely new meaning, therefore, translators must be extremely careful at translating a verb followed by an adverb or preposition" (p.104).

Furthermore, the particle plays an important role in modifying the meaning of the verb it combines with, in the sense that they fuse together and sacrifice their basic meanings to produce a new semantic unit. Finally, phrasal verbs have the characteristic of polysemy, in that any given idiomatic phrasal verbs may occur in as many as ten, or more, different meanings according to the contexts in which it is used. E.g.

1- She **broke away** from her friends
U do`stlaridan **ayrildi.**

2- The thief **broke away** from the police
O`g`ri politsiya qo`lidan **qochib qutuldi**.

1- The machine has **broken off.**

Mashina **ishlashdan to`xtadi.**

2- The governments have **broken off** their diplomatic relationship.

Hukumatlararo diplomatic aloqalarga **chek qo`yildi.**

It is a widely acknowledged that there are plenty of phrasal verbs in the English language and one verb may provide different phrasal verbs; each one has its own meaning. The only thing which should be done is to add some adverbial elements after the verb. Yet, we have bound to confess that it is so difficult for translators to distinguish between them; even the context cannot be useful in all cases.

In the same manner, in his article *Some Ways of Translating English Phrasal Verbs into Russian,* Yatskovich casts a light on "the essence of some semantic correspondences in the English and Russian verbal systems" (1999; p. 1).

Yatskovich admits that "it seems almost impossible to create a consistent rigid system of lexical correspondences between SL and TL without encountering numerous debatable problems" (1999; p. 2). One of such debatable problems, he elaborates, is the polysemic nature of phrasal verbs, which has to be always kept in the mind of translator when dealing with phrasal verbs. He, all in all, concludes that "understanding of semantic correspondences in English and TLs` verbal systems can be quite a powerful tool in the translator's arsenal" (p. 3).

The scholar emphasizes the significance of phrasal verbs, arguing that a lack of understanding of phrasal verbs often leads foreign language users to misinterpret the content of messages, and that they avoid using them, resulting in unnatural language and lack of fluidity. They argue further that avoidance of phrasal verbs results in lengthy circumlocutions, and that while these forms are most common in speech and informal writing, they do occur to a significant degree in more formal written language as well.

Ghazala says that what makes the translation of phrasal verbs difficult is the fact that they are mostly unpredictable (1995). They are difficult to be guessed from the context in most cases, unlike simple words which can be guessed (of course not in all the cases). Ghazala gives some examples of the most common particles that are combined with verbs in English (1995). The combination of the same preposition/ adverb with different verbs may result in different meanings.

For example:

On

1. Go on = continue – davom ettirmoq
2. Put on = wear – kiymoq
3. Hang on = wait – kutmoq

Off

1. Get off = leave – tark etmoq, jo`nab ketmoq.
2. Take off = fly/ undress – yechmoq, (kiyimni)
3. Write off = dismiss/ ignore/ exclude – iste`moldan chiqarish.

Up

1. Eat up = finish eating – yeb qo`yish
2. Give up = stop – tashlamoq, to`xtatmoq
3. Speak up = raise one's voice – balandroq ovozda gapirmoq.

As we have mentioned above one semantic unit can express a plenty of meanings across the language. It is one of the problematic cases with the translation of phrasal verbs. For instance:

Come off

1. Leave a place –jo`nab ketmoq,tark etmoq.
2. Succeed – muvofaqqiyat qozonmoq.
3. Take place as plan – rejadagidek ketmoq, risoladagidek ketmoq
4. To have a result – natijasini bermoq,
5. To suffer a result – oqibatidan aziyat checkmoq..
6. To fall from something high – yiqilib tushmoq.
7. To be able to be removed – olib tashlanmoq, yechilmoq.
8. To stop being joined to something – ajralish, ko`chib tushush
9. To stop public performance – namoyishni to`xtatish.

Another feature of a phrasal verb is an expressing of the "sameness" with the help of different phrasal units. For example:

Leave:	Invite:	Visit:
• go away	• ask in	• call at
• get off/ out	• ask over	• call by
• go out	• -ask to	• call in
• push off	• ask up	• call into
• buzz off		• call on
etc.		

Translators ought to be cognizant of the case of phrasal verbs usage in the context. However, familiarity is not about having phrasal verbs in the translators' mother tongue only. It is also a matter of being exposed to them. It is, by no means, possible for translators to know the meanings of all English phrasal verbs not even all the combinations like come, do, drink, go, see, take, etc…

Nevertheless, they are able to know and to memorize the common widely used phrasal verbs. Phrasal verbs are similar to irregular verbs. Translators have to learn by heart only the most common and the most important ones. That is, they have to concentrate on the main core combinations of each of these common phrasal verbs. For example, "come" has about sixty phrasal verbs combinations.

The common ones are:

- Come in – kirmoq(ichkariga)

- Come across – (duch kelmoq, uchratib qolmoq)

- Come on – boshlanmoq, paydo bo`lmoq.

- Come off – risoladagidek ketmoq, rejadagidek sodir bo`l

- Come out – paydo bo`lmoq, nashrdanchiqmoq

- Come through – qabul qilmoq, yetib kelmoq(ma`lumotga nisbatan)

- Come over- biror fikrga qo`shilmoq,tarafiga o`tmoq,bo`lmoq(joyga nisbatan)

- Come apart- bo`laklarga bo`linib ketish,o`zini boshqara olmaslik

- Come along-sodir bo`lmoq(voqea-hodisalarga nisbatan),maqullamoq,

Each of the combinations mentioned above has more than one meaning; simultaneously they have a common essential and basic. Translators can confine themselves learning these common phrasal combinations of "come" and other common phrasal combinations of common verbs in English with their core meanings. In this way, it would be possible for them to translate English phrasal verbs into TL, particularly Uzbek. Still another possible solution for the problem of translating phrasal verbs is to depend on the context; but this does not work all the time and in all the cases.

According to Kharma, "in many cases, if the translator is not familiar with the phrase, the context helps, if not, he has to consult a dictionary as a last resort"(1997: 41). Kharma suggested first to pay a careful attention to the context because it may help as in the following examples:

1- "Please, stand aside the lady would like to enter".

"Iltimos, xonimga yo`l bering."

2- "Try to **bring** the others **around** your opinion".

"Boshqalarni ozingni fikringa **ko`ndir.**"

Through abovementioned examples, translators of every language comes up with their own suggestion of translation which is based on the context given, since most of them have to use some linguistic devices such as omission, generalization and addition in translation .

A further problem of translating phrasal verbs is the translation of collocational phrases which mean according to Ghazala "a phrase with a special meaning that cannot be understood from the direct, surface meaning of its words or from their total meaning when taken together. A colocational phrase on the other hand, is a phrase which always has one single grammatical and lexical form and word order that cannot be changed, interrupted or reversed." (1995: p.128).

E.g: *Jane`s grandmother made up some bed time stories for the children when she was a child. – Jeynning buvisi uning bolaligida u uchun ertaklar o`ylab aytib berardi.*

1. *Jane`s grandmother made up her mind about her visit to Cyprus. – Jeynning buvisi Kiprga borishga qaror qildi.*(Collocational phrase).

The first example gives the right meaning which is very close to the original meaning of "make", but here the character should be imaginative to fabricate some stories.

Moreover, most translators come across the various equivalents in the process of translation, one of them is "to cook up", which gives the same meaning as a single word alternative such as concoct and invent stories but it is a bit informal and impractical for many learners.

Furthermore, the phrasal verb "make up" is one of the polysemous verb unit which has several meanings in speech and this is the case which results in confusion in understanding the gist of the phrasal verbs in the source text; we are going to see each of them with certain examples relying on source of Collins Cobuild Dictionary of Phrasal Verbs (1991: 214):

1. invent an explanation for something; *They made up an excuse for being late – Ular kech qolishiga sabab bola oladigan bahona o`ylab topishdi.*

2. put on cosmetics; *She takes ages to make up in the mornings. – U yuzuga uzoq vaqt oro beradi.*

3. stop being angry with someone; *We often quarrel but we always make it up soon after. – Biz tez-tez janjalashib turamiz, ammo hardoim ginalarni tezdagina unutib yarashib olamiz.*

4. making it complete what was missed; *You will have to make up the work you have missed, while you were away. – Siz yo`q boqlgan paytingizdagi ishingizni/ vazifangizni/ bajarib berishingiz zarur.*

5. arrange and prepare something by putting different things together; *Could you make up a list of all the things that need to be done? – /Tayyorlamoq, hozirlamoq/. Bajarilishi lozim bo`lgan barcha ishlarni ro`yxatini tuza olasizmi*

6. to constitute and comprise some portion of the total percentage; The number of commuters commuting in subway system *made up* 145 mln people per annum for France. – *Tashkil etmoq, iborat bo`lmoq.*

Whilst the second example gives a bit idiomatic meaning, which means "to make a decision" that's the most intriguing challenge for translators, the highly recommended suggestion for solving the current issue is ultimate awareness of phrasal verbs and collocational phrases and their all meanings in the speech.

Ghazala concludes that the complexity of phrasal verbs, which stems from the fact that there are thousands of them, with tens of thousands of their different meanings in existence, "may naturally make the task of translation extremely difficult so that a non-idiomatic translation is often chosen in translation into TL, where such phrasal combinations are infrequent" (2003; p. 213).

Since translators have lots of difficulties in understanding the use of phrasal verbs in the sentences; there is no doubt that they will face difficulties in translating them into Uzbek because they cannot find the appropriate equivalent meaning of phrasal verbs and lack of appropriate English-Uzbek bilingual phrasal verbs dictionary.

Furthermore, Ghazala makes the point that although phrasal verbs have no straightforward equivalents to SL, "they all can be translated comfortably into their precise literal sense, provided the translator understands them properly in their English contexts before translating them into TL" (2003; p. 213). He further emphasizes that they should not be confused with prepositional verbs which, owing to the fact that their verbs retain their common meanings, "can be understood and translated literally and directly" (p. 312).

Another problem which really racks the brains of most translators is an issue of discrepancies between prepositional verbs and phrasal verbs. According to the theory a prepositional verb is composed of a verb + a preposition which is not idiomatic and keep hold of their direct meaning.

To distinguish between the two types of verbs Ghazala suggests applying direct translation to both of a phrasal verb and a prepositional verb to find out if the meaning changed. Ghazala illustrated this in the following examples:

1. Please, **put** the book **on** the table.
   Kitobni, stol ustiga **qo`ying**, iltimos
2. Please, **put** your coat **on.**
   Egnizga paltongizni **kiying**, iltimos

The first one is meaningful and complete while the second one is not complete, because it is missing something after the preposition 'on'; the writer should add some contents to give a full picture along with a phrasal verb in the context. In addition the first one is

a prepositional verb and the second one is a phrasal verb because it has a special, idiomatic different meaning (dress/ engniga olmoq, kiymoq) which is different from (put/ qo`ymoq).

By far the most common errors made by translators when translating phrasal verbs are *semantic* errors, reflecting an incomplete understanding of the meaning of phrasal verbs. Here we would like to give some examples which are relevant to our theme:

a) Learners' confusion between phrasal verbs and single word verbs whose meanings are related. Correct or more appropriate verbs are shown in brackets:

1. *He has to find out (discover) new means to fight against them.*

2. He will find out (find) that the number of conventional families decreases.

2. In respect of these combinations, an American linguist and scholar of translation A.H.Live mentions that "homonymy is a significant concomitant of this pairing of verb and particle" that creates most confusion and this confusion around these combinations is "further compounded by obscuring of the original metaphor; therefore non-native speakers may find these verbs troublesome" and, she further remarks, it would be absolutely desirable to reduce the vocabulary load and substitute a phrasal verb with a single-word synonym where possible. (1965: 430)

American scholars of translation Darwin. C and Gray. L have suggested that a lack of confidence when using phrasal verbs results in the replacing of phrasal verb with its single-word equivalent which results in unnatural or contextinappropriate language use. Knowing which to use when might, therefore, be a struggle for EFL students. (1999: 65)

Well-known British scholars of linguistics Gardner and Davies describe the phrasal verb as one of the most challenging aspects of teaching introductory English; they are difficult for foreign language learners to acquire, and yet are very common in the English language (2007). They have been described as the truest test of fluency in English as a second or foreign language. Considering the uniqueness of the phrasal verbs causing the problem in translating it into another language, the writer eager to get deeper understanding about the most appropriate way to translate it. It should be mentioned that phrasal verbs are sometimes thought of as more informal and not as appropriate for written English, where some consider it better to replace them with a single word equivalent. However, as Side argues, it may be the case that the single word equivalent has a different range of use, meaning or connotation and

cannot be easily used to replace the phrasal verb, or it may sound too formal or pompous when used (1990).

For example; I`m done in would be used in a different social context from I`m exhausted. Similarly, My radio picks up America has connotations of difficulty which the equivalent receive lacks (all examples are adopted from one of the American linguist R.Side 1990: 145). These examples confirm the fact that direct equivalents of phrasal verbs do not always exist, phrasal verbs tend to be thought of as informal and inappropriate in formal writing.

Two American linguistic philosophers and scholars Darwin and Gray argue that the most common problem for both learners and translators is that they avoid phrasal verb constructions by opting for single Latinate verbs instead. It is easier for them to memorize less common, one-word verbs than to understand and use a phrasal verb, specifically the idiomatic type (1999). This creates speech that is not typical and sounds contrived. For example:

1. I encountered an old photograph. Men bir eski rasmni topib oldim.

2. I came across an old photograph. Eski rasmga duch keldim.

Learners use the right verb but the wrong particle:

Sect members are told to refrain from talking to their parents and to keep out (keep away) from their friends.

Sometimes the use of correct verb but wrong particle confuses most learners because of less awareness and lack of phrasal verbs acquisition.

We tried to come back to (go back to) Uzbekistan.

According to evidence, many learners occasionally make syntactic errors

involving transitive phrasal verbs being used intransitively, and vice versa:

Translators' problems concerning the use of phrasal verbs may be a sign of mislearning or non-enough focus and lack of practice on this linguistic aspect. These results in learners' miscontrol and inability to master phrasal verbs, and therefore inability to translate them.

1. The state should help parents to grow up better generations.

2. He or she begins to look for another love, splitting up the relationship.

Compare:

'I grew up in the countryside' (intransitive)

'Bringing up children (= helping them to grow up) is not always easy'

(transitive)

'Jane and Shane have split up' (intransitive)

'They've ended their relationship' (transitive)

Another thing which stands out in this section is that most learners use idiosyncratic phrasal verbs, that is, they sometimes use phrasal verbs which do not exist in English at all. This is possibly done because of the need to cover a gap in the language. Here are some examples; the right verbs are in brackets: E.g.

1. These differences need to be leveled down (ironed out).

2. People who decide to marry are usually more responsible and they can trust each other more because they know that in case of problems they do not just split apart (split up).

In considering such a crucial issue, an Egyptian scholar of translation and linguist Mohamed H. Heliel in his paper Verb-Particle Combinations in English and Arabic: Problems for Arab Lexicographers and Translators, enumerates one of the thorniest issues that translators may encounter when dealing with the phenomenon of phrasal verbs (1994):

Most translators have a dilemma over the use of phrasal verbs due to their idiomatic nature. A lot of verbs in English verb-particle combinations are employed idiomatically with certain particles, "which makes their meanings unstable and indistinct" (p. 147); and these idiomatic usages are exclusive to a single language, "where they may sound natural to native speakers but strange to non-native speakers" (p.147). This is appropriate to English verb-particle combinations where "the verb by itself would have a radically separate interpretation" (p. 147) as in: E.g.

1. The audience cracked up at every joke

2. The vendor cracked the coconut with a machete (p.147);

According to his view, English verbs may have a range of different meanings in various combinations, which "may be wider and more idiomatic or even opaque in English than in other languages" (p. 147).

All in all, it seems to us that the root of all problems concerning the problems of translating phrasal verbs mainly stems from the following reasons:

a) The productive nature of phrasal verbs prevents lexicographers from keeping up with these and listing them in dictionaries. Consequently, there have been many gaps in the coverage of phrasal verbs, even in specialized dictionaries. Such gaps resulted in the absence of a number of newly coined phrasal verbs. A translator, in this case, is left with no choice but to intuitively work them out one by one in order to produce their Uzbek functional-pragmatic equivalents, which may or may not be correct.

b) The lack of effective teaching methods and materials which may help make

Uzbek translators capable enough to deal with the translation of phrasal verbs. Unlike other pedagogues who suggested valuable methods of teaching phrasal verbs based on the fact that these verbs are not mere random combinations of verbs and particles and there are patterns underlying them,

Uzbek pedagogues nonetheless seem to have resigned to the fact that phrasal verbs are random combinations and for translators to master them they have to memorize them by heart. Accordingly, there are no reliable Uzbek pedagogical materials that can help overcome the problem of the translation of phrasal verbs into TL.

c) Mistranslation and misinterpretation of PVs was apparent from the failure of a number of the subjects to appreciate the polysemous nature of the PVs. We attributed producing such mistaken translations to three reasons, they are:

✓ The variety of shades of meanings given to each phrasal verbs due to the polysemic nature of the phrasal verbs which makes it hard for the subjects to choose the appropriate meaning.

✓ The fact that the combinations of phrasal verbs are quite confusing makes the task of choosing the appropriate meaning more difficult. That is, one proper verb can collocate with a number of particles to form a range of phrasal verbs with many different meanings, and one particle may co-occur with a number of proper verbs to form a variety of phrasal verbs of diverse meanings.

✓ The inadequate treatment of the phenomenon of phrasal verbs in general and specialized dictionaries. Lexicographers skip a large amount of phrasal verbs and provide insufficient definitions for the listed ones.

✓ Every translator uses different strategies to translate a text since different people may understand a word in different ways. Furthermore, there are kinds of expressions such as phrasal verbs which are the products of culture. Phrasal verbs in one language probably have different forms in other languages. It may have distinctive form but the partially same meaning.

Conclusion

The phenomenon of phrasal verb has been the focus of a number of translation studies. The treatment of such a phenomenon has varied considerably from one researcher to another depending upon the standpoint from which it has been accounted for. Yet, one can infer a number of insights: firstly, translating phrasal verb into languages where there are a number of correspondences between them and the English language. Such correspondences play a significant role, as a common ground, in negotiating the idiomatic meaning of phrasal verb and, in turn, in finding the appropriate equivalents to them.

Our objective in phrasal verbs translation is to transfer the closest and meaningful equivalence of phrasal verbs from the English into Uzbek. We have analyzed the both languages` features closely examined some examples from chosen source and determined appropriate equivalence between SL and TL in the phrasal verb translation.

One of the problems in translating phrasal verbs lies in the fact that it is difficult to use phrasal verbs properly in the speech unless the learner is well familiar with their correct occurrence in the speech; otherwise they cause some anxiety and aberration in most English learners.

One possible reason is that phrasal verbs have not been amply placed within the curriculum of many educational institutes and the absence of translation teaching materials to familiarize English language learners and translators with specific constructions; therefore, the frequency of phrasal verbs within the translation must be reviewed and revised accordingly to reduce the problems of translating phrasal verbs for translators, especially for those who are translating them from English to Uzbek.

Another problem of phrasal verb translation which requires further research is a semantic feature of them because the possibility of preserving the polysemous meaning of English phrasal verbs while they are being translated into Uzbek is another rare case.

Another response to the question of appropriate translation of phrasal verbs is that every translator should pay attention to the translation of the phrasal verbs and work hard with each phrasal verb. English and Uzbek lexical systems are so different that they demand the special approach to translating of each verb according to its nature of homonym. In addition, thorough study and consequent understanding of semantic correspondences in the English and Uzbek verbal systems can be quite a powerful tool in the translator's arsenal.

The prospect for the future would be better, if we are aware of the fact that becoming much familiar with all peculiarities of phrasal verbs can be the most effective tool in learning as well as the translation of them. It is a common phenomenon and undisputable fact that high accuracy in the acquisition of phrasal verbs and treatment of phrasal verbs in practical translation can prevent most translators and learners from hardships and disgrace in the translation.

The present analysis will hopefully contribute to the studies of language transfer and in particular of transfer issues in the usage of English phrasal verbs.

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QR – Issue   QR – Article

Nigora Ruzimuratovna Ochilova
Karshi engeneering and economics institute
Associate dosent "Social sciences"

YOUTH AND ENVIRONMENTAL EDUCATION

Abstract: *The article reveals the place of environmental awareness and environmental culture of youth education, examines the activities of the Ecological Movement of Uzbekistan in solving environmental problems in the country and in the formation of the ecological culture of the population*

Key words: *Environmental awareness, environmental culture, environmental protection, nature conservation, the ecological movement of Uzbekistan, moral character, environmental education, environmental problem, environmental worldview, environmental professionalism.*

Language: *Russian*

МОЛОДЕЖЬ И ЭКОЛОГИЧЕСКОЕ ВОСПИТАНИЕ

Аннотация: *В статье раскрывается место экологического сознания и экологической культуры в экологическом воспитании молодежи, рассматриваюся методы и формирования. Анализируется деятельность Экологического движения Узбекитстана в решении экологических проблем в республике и в формировании экологической культуры у населения.*

Ключевые слова: *Экологическое сознание, экологическая культура, защита окружающей среды, охрана прирды, экологическое движение Узбекистана, нравственный облик, экологическое образование, экологический проблем, экологического мировоззрения, экологический профессионализм.*

Введение

УДК 307

Президент Республики Узбекистан Шавкат Мирзиёев отметил,-"что важнейшим вопросам является вопрос нравственного облика современного молодого человека. В Узбекистане воспитание молодых людей гармонично развитыми личностями является одним из приоритетных направлений государственной политики. Только высокообразованный, культурный и профессионально подготовленный человек может быть свободным экономически, служить надёжной опорой в деле проведения демократических преобразований в обществе".

Экологическое воспитание является неотъемлемой частью нравственного воспитания. В современном мире экологическое воспитание и экологическое образование играют крайне важную роль. Сегодня наша реальность кардинально отличается от того что видел вокруг себя человек несколько веков назад. Экологический кризис –это то счем человечество сталкивается в наше время. Именно поэтому экологическое воспитание сегодня имеет междисциплинарной характер экологическое, то есть реализовывается в рамках различных наук.

Экологическое воспитание помогает людям осознать, что именно они несут ответственность за все, что происходит на нашей планете, что именно мы можем помочь сохранить богатство нашей природы.

В Узбекистане вопросы экологического воспитания подрастающего поколения вызывали пристальный ещё с середины прошлого столетия, так как страна воочию столкнулась с экологическими проблемами мирового масштаба. (высыхание Аральского моря, отбросы

производства алюминия, проблема испльзования водных ресурсов трансграничных рек, их последствия для людей и мн. др). Вопросы экологии показывают сложность и долгосрочность их решения, так как не существуют конкретных, ясных, оптимальных решений экологический проблем и воостановления.

Поэтому становится актуальным экологическое образование, как способа активной жизнедеятельности человека в реальных условиях жизни.

В Узбекистане экологическое образование поставлено во главу угла системы образования, воспитания и формирования всесторонне развитой личности. формированием экологической культуры занимается как сама система образования, семья, так и многие общественные институты гражданского общества.

Понятие экологии, его сущность и содержание, правовые, экономические, экологические, социальные аспекты и проблемы взаимоотношения человека и окружающей природной среды, социально-философские аспекты экологического образования изложены в трудах ученых Узбекистана. Немаловажной научной проблемой стал поиск ответа на вопрос,чем же является экологическое образование и экологическая культура.

В научном исследовании Л.Т. Шоносировой изучены вопросы формирования экологического мировоззрения детей дошкольного возраста. В научных работах М.А. Юлдашева, М.М. Абдуллаевой, Б. Халбаева, Н.Ашуровой изучены проблемы формирования экологических знаний у учеников началбных классов. Н.Базарова, Н.М. Эгамбердиева, М.Халилова, Ф.У. Жуманова, Х.А. Рахматова, В.Н.Сатторов, А.У.Нишонова, М. Б. Рахимкулова, А.Р. Маликова и другие провели ряд научных исследований по вопросам формирования знаний по экологии экологической культуры у учащихся и студентов.[1;15; 13;3;9;10;7;8;5;14;6;4]

Главные направления экологического воспитания возможны лишь на базе учета современности в целом, раскрытии главных целей, сути и противоречий в нем, а еще и выводе педагогической науки о современном состоянии, подходов и направлений к воспитанию в наши дни.

В настоящее время суть экологического воспитания невозможно рассматривать лишь как одну из частей природоохранной системы. Это необходимый компонент формирования и развития личности, который способен решить задачи следующих этапов развития цивилизации. Именно поэтому экологическому воспитанию придается столь важное общественное значение.

Важно заметить, как степень экологического воспитания соотносится с обстановкой в мире, в каких отношениях оно состоит с массовым экологическим упадком. Вследствие этого, надлежит указать, что уровеньэкологической культуры прямо пропорционален экологической ситуации в мире, находится в прямой зависимости от экологического воспитания.

Сущность экологического воспитания можно определить такими категориями, как: мировозрение –ценности-отношение-поведение, которые считаются главными составляющими всей системы.

По мнению А.Матчанова, экологического воспитания является одной из граней гармонично развитой личности. Существует три направления данного процесса.

Первое место назвать мировоззренческим-оно непосредственно развивает идеи, которые были заложены в человеке в детском и юношеском возрасте. Независимо от области деятельности будущего специалиста, он должен быть активным участником процесса развития биосферы, обладать рационалистическим видением места человека в биосфере, опираться на достежения современной науки.

Второе направление-"экологический профессионализм" будущего молодого специалиста: способность принимать рациональные, конструктивные и административные решения, учитывая имеющиеся экологические факторы.

Третье направление выработка у молодых специалистов навыков взаимоотношения человека с окружающей средой-шагна пути повышения уровня экологической культуры населения, которая неразрывно связано с возрождением духовно-нравственного отношения к природе. Важным фактором здесь дожностать воспитание в семье. Экологические знания должны сочетаться с подготовкой в области экономики, правоведения и других сферах.

В последние годы в экологическом воспитание наметились качественные изменения:пришло понимание того, что сегодня недостаточно иметь лишь определенный объем экологических знаний, а необходима этико-экологическая позиция и соответствующая ей деятельность человека.

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Boburbek Bakhtiyorovich Mirzaliyev
Ferghana polytechnic Institute
teacher

THE PROCESS OF SWITCHING ON UNCHANGED VINE MACHINES

Abstract: In this article highlights of the process of switching on unchanged vine machines.
Key words: Constant current switching brush, collector, independent drive constant current generators, yakor steppe sectioning, brush collector plates.
Language: English
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Scopus ASCC: 2200.

Introduction

UDC 62

Due to the fact that the sections of the yakor steppe of the unchanged Vine machine slip through the brush of the connected collector plates in an unsteady state, the sections of the yakor steppe are connected from one parallel network to the second parallel network, they are called the switching process of the vine. In the process of switching, the sectors are short-circuited by means of brushes. In the process, a spark may appear in the collarbone for mechanical, potential, and switching reasons. The sector in which the switching takes place is the sector in which the switching takes place, and the time when the switching process takes place is called the switching period TK. The phenomena that occur between the collars of the alternating current machine and the brush have a great impact on the switching process and the operation of the machine. In general, there may be a weak spark between the brush and the Collet of the alternating current machines, in which the switching process passes well. Because strong Sparks break the surfaces of the brush and collector and do not ensure the long-term operation of the electric machine. The causes of sparks in electric machines can be divided into electromagnetic and mechanical causes.

Electromagnetic causes, connection with electromagnetic processes inside electric machines. Mechanical causes include uneven surface of the Collector, uneven alignment of the brush to the surface of the Collector, vibration of the collector, etc. The spark between the collector and the brush can be divided into the following 5 classes:

$$1)\ 1;\quad 2)\ 1\frac{1}{4};\quad 3)\ 1\frac{1}{2};\quad 4)\ 2;\quad 5)\ 3;$$

among the collectors and brushes $1;\ 1\frac{1}{4};\ 1\frac{1}{2};$ of these classes in all working modes of electric machines of unchanging current; it is allowed to have sparks in the grades. In the remaining classes, short-term work is allowed.

In all modes of operation of the electric machines on the constant current is allowed to have sparks in the classes between the collector and brushes from these classes. In the remaining classes, short-term work is allowed.

The period of short-circuiting the yakor steppe sector with the help of a brush is called the switching period. The period of commutation in simple surfactant steppe unchanged Vine machines (picture 1):
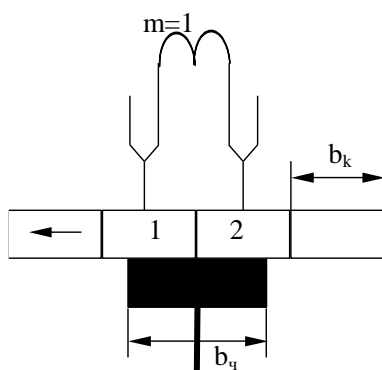
1-picture. Determination of switching cycles

$$T_k = \frac{в_ч}{V_k};$$

here: vch-E of the brush; Vk-the rotational speed of the Collector.

It is necessary to take into account the number of simple surfactant steppes, although in complex surfactant steppes determine the switching period due to the fact that m is a simple surfactant steppes. For the chain involved in the switching process, we write the equation of the switching supporting the second law of Kirkhgof-a simple riddle-to study the switching process in the Simon steppes:

$$ir_c + i_1(r_n + r_{ч1}) - i_2(r_n + r_{ч2}) = \Sigma e \qquad (1)$$

Бундан коммутация токи

$$i = \frac{r_{ч2} - r_{ч1}}{r_c + 2r_П + r_{ч2} + r_{ч1}} i_a + \frac{\sum e}{r_c + 2r_П + r_{ч2} + r_{ч1}} \qquad (2)$$

here are the currents in the switching section; - the currents in the conductors connecting the section to the Collet and the collet; - the sum of the induced self-induction electric driving forces in the sectional involved in the switching process; - the active resistance of the first and second brushes to the sectional, "Petushok".

The process of switching is characterized by a change in the timing of the switching currents. Since the resistance of the switching sector is very small, they can be considered immutable, but the active resistance of the brushes varies based on very complex regularity, depending on the size of the switching current and the haracterization of the larvae. Switching current can be a process of accelerated and slow switching, based on the nature of the change. In the process of slow switching, the spark between the brush and the Collector becomes very weak. In general, in the production of unchanged Vine machines in practice, measures are taken to ensure that there is little-dose accelerated switching process.

We can determine the magnitude of the switching current by solving the (2) equation drawn for the switching process. The switching current consists of two organizers, the first is the main organizer of the switching current, depends on the charging current, the second organizer is considered to be an additional organizer, and the switching sector depends on the resistance of the electric chain to the asset and the sum of the electric driving forces. The size of the additional organizer of the switching current has a very strong effect on the harakter of the switching process, therefore, in the production of an unchangeable charging machine, it is necessary to take measures to completely eliminate or reduce this organizer.

To improve the switching process, it is necessary first of all to improve the state of the collector and brush apparatus, that is, to reduce the effect of the mechanical causes of the spark between the collector and the brush. Below we will consider the electromagnetic conditions of improving the switching process. To do this: 1) with the help of additional poles, it is necessary to generate the electric driving force of the commutator; 2) to reduce the reactive electric driving force; 3) to perform such measures as increasing the active resistance of the electric chain of the sector involved in the switching process.

The formation of a switching magnetic flux with the help of additional poles in the current-produced

alternating current machines is the main method of improving the switching process.

Additional poles are fastened with the help of semicircular bolts in the middle of the two main polar bases. The magnetic force of the additional polar steppe is in the opposite direction to the magnetic field of the yakor reaction, completely covering it and forming a commutating magnetic field. To form such an area, additional polar deserts are connected consecutively using an electric brush, even with the yakor steppes, which are connected consecutively with each other. Additional polar magnetic cores are made of holistic steel or steel tin. In large-capacity alternating current machines, the air gap under the additional pole cores is divided into two, and in the middle of the half with the additional pole magnetic core is placed on a non-conducting coil with a magnetic flux. Additional poles can be installed on all unchanged Vine machines with a Nominal capacity of Rn > 0,3 kW. Often the number of additional poles will be equal to the number of main poles, in machines with a capacity of 2 - 2,5 kW, it is also possible to double the number of main poles.

If there is no covering steppe in the unchanged Vine machine, an additional polar steppe is also the coating of the yakor reaction. As already mentioned above, for the switching process to pass well, the reactive electric driving force should be zero. To do this, it is necessary to have enough of the switching magnetic field, which creates an additional pole. In order to improve the switching process, the effects of the first orderly balancing conductors used in the yakor steppes will also be greater when reducing the reactive electric charge. If, without a wedge in the

yakor, the steppe is fastened to the outer part of the yakor's magnetic core, then the magnetic flux of the scattering weakens, and the reactive electric driving force decreases.

The choice of brushes with a good characteristic is also considered to be the best way to improve the switching process, the characteristic of volt-amperes the application of fast-rising brushes significantly improves the switching process. At loads of a rapidly changing nature, the process of switching is very difficult in the case of non-alternating current machines and non-alternating current electrovoses. In this case, the main pole steppes are shunted with the help of active resistance. The effect of the steppe compensating for the switching process of fast-changing load-bearing alternating current machines is much greater. The magnetic flux of the additional pole cannot sufficiently improve the switching process when the scattered magnetic flux in the overloaded alternating current machines goes out. Even in this case, the positive effect of compensating steppe will be greater.

Despite the fact that mainly variable current is used in manufacturing enterprises, the constant current generators are also used so far in various enterprises, enterprises and devices. The yakari of an alternating current generator operates with the help of an electrodvigatel, a par turbine or an internal combustion engine.

Unchanged power generators are divided into two types, based on the method of initiation: 1. Independent drive constant current generator; 2. Self-starter is an irreplaceable power generator.
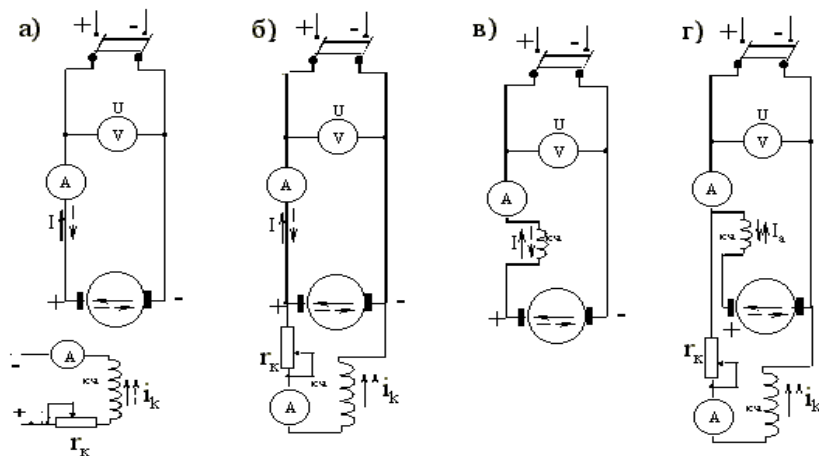
2-picture. Of generators electrical circuits
a) independent b) parallel C) Consecutive d) mixed initiation steppe

Independent lead-free alternating current generators (Figure 2a) are divided into electromagnetic and mangitoelectric alternating current generators. Initiation of electromagnetic alternating current generators into the excitation steppe is obtained either from the accumulator battery,

or from an alternating current source. The main magnetic field of the magnetoelectric constant current generators is generated using permanent magnetic cores. In order to form the main field in the self-propelled alternating current generator, the electrical

energy generated by the electric machine itself is spent.

Electrodynamic drive constant current is spent on dressing the magnetic flow of 5% of the rated current 0,3% of the rated current of the machine. Self-propelled unchanging power generators are divided into the following types, based on the method of connection of the initiation steppe with the yakor steppe: 1. Parallel drive or shunted (2, b-Figure); 2. Serial drive or serial (picture 2, v); 3. Mixed drive (Figure 2, g). The pictures show the directions of the currents in the yakor steppe of the unchanged Vine machine running in the generator mode with a continuous arc and the engine mode with a barricade arc. Parallel and sequentially connected parallel and sequential initiation steppes with yakor steppes are installed on the main polar core of the mixed causative unchanging Vine gene-rator. Parallel and consecutive

initiation deserts can be connected compatible with each other or against dependence. The steppes of mixed start-up steppe unchanging Vine machines are often connected in harmony with each other.

Parallel initiation in the steppe generators the initiation is connected to the parallel current with the steppe of the steppe 5% yakor, and the initiation is 1% of the nominal current. In the series of alternating current generators with alternating current, the starting current is connected in series with the steppe of yakor, and the starting current is equal to the yakor current. Parallel and independent start-up connect the rheostat to the start-up chain to change the start-up current of the steppe non-alternating current generator. Often, large-power irreplaceable power generators are prepared in the option of independent start-up steppe.
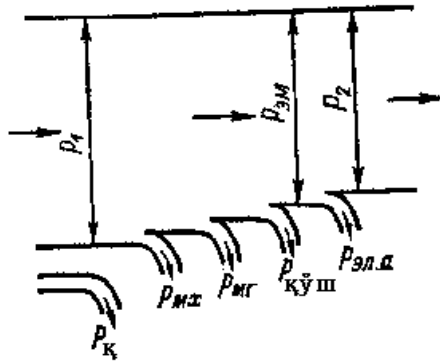
3-picture. Energy diagram of an independent drive generator

Small and medium-capacity unchanged buckling machines are prepared mainly in the variant with parallel initiation steppe. Sequential start-up steppe unchanging buckling machines are not so widely used, mainly for the purpose of bringing traffic jams into motion. The energy diagram of an independent initiation steppe unchanging current generator is shown below (Figure 3). The remainder of the mechanical rmx, magnetic RMG and additional RQ waste of R1 mechanical power, which is transferred from the primary engine to the VAL of the generator, creates electromagnetic power in the yakor. Part of the electromagnetic power in yakor is spent on covering the power waste in the yakor chain (yakor steppe, additional poles, covering steppes).

$$P_2 = P_1 - P_{мх} - P_{маг} - P_{кўш} - P_{эла} \qquad (3)$$

The rest of the electromagnetic power is considered to be useful power, which is transmitted to the consumer.

The useful working coefficient of an alternating current generator, or the power transmitted to the consumer in the yakor steppe, is determined by the ratio of R2 to the power brought to its Vali in the ratio of R1.

$$\eta = \frac{P_1}{P_2}$$

or in percentages

$$\eta_\% = \frac{P_1}{P_2} \cdot 100$$

When the charge of an electric car increases, its useful working coefficient increases to its initial maximum value (at loads close to the rated capacity). When the load exceeds the nominal power of the generator f.i.the G. reduced. This is due to the fact that some of the waste of the generator (electric and Additional) is increased faster than the ratio of useful power.

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QR – Issue   **QR – Article**

Husankhon Munavvarkhan ugli Kodirov
Ferghana Polytechnic Institute
teacher

INNOVATIONS IN THE REFORM OF CONTINUING EDUCATION IN THE REPUBLIC OF UZBEKISTAN

Abstract: The current stage of development of the Republic of Uzbekistan is associated with the implementation of processes of deep reform of the political, economic life, and social sphere of society. At the present stage, public relations based on a market economy are being formed in the Republic. Our own model of transition to market relations is based on taking into account the specific conditions and features of the Republic: traditions, customs, and way of life. New conditions of the labor market dictated the main directions of development of the education system in the Republic.

Key words: innovation, education, reform, educational method, scientific researchings.

Language: English

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Introduction

In the conditions of independence, the Parliament of the Republic adopted two fundamental laws "on education". The first law was passed in 1992. The year 1997 dictated the need to review the main directions of development of the education system in the Republic. The law "on education" and the "national program for training personnel" justified the main principles of state policy in the field of education, defined the system and types of

The fundamental difference between educational reforms in the Republic of Uzbekistan is the state's guarantees in creating conditions for the gradual progressive development of the system of continuing education, state regulation of the market of educational services and the proper quality of education.

The analysis of the existing education system in the Republic of Uzbekistan and the justified National model of training shows that the most significant shortcomings of the previously existing system of training should include its non-compliance with the requirements of democratic and market transformations taking place in the country. There was a lack of close interaction and mutual integration of the education, science and production systems. The

material, technical and information base of the educational process was insufficient, and there was a lack of high-quality educational and scientific literature and didactic materials. The problem of ensuring a close relationship between the structure, content of training and the educational process, as well as the problem of organizing the system of continuing education, has not been solved.

The system of upbringing, education and training of personnel was not related to the ongoing reforms and did not meet the requirements of the ongoing transformations in society.

Single-level higher education did not fully take into account the needs of the labor market, structural changes in production and positive international experience. In such circumstances, the Republic was set the task of radical reform of the entire education system. The education reform is aimed at creating a new generation of personnel with a high General and professional culture, creative and social activity, who are able to navigate their own social and political life, and are able to set and solve problems for the future.

The fundamental reform of the content of education in the Republic required ensuring that the quality of trained personnel meets the requirements of the ongoing reforms in the Republic. Based on this,

state educational standards have been established that are mandatory for all types of educational institutions. The introduction of standards provides for the implementation of the following goals: ensuring high quality of education and training; democratization, humanization, and humanitarization of the educational process; ensuring continuity and continuity of the educational process and personnel training; optimizing the educational process in all types and stages of education; ensuring competitiveness in the labor market and educational services.

State standards are established in the Republic for General secondary education, including primary education; for secondary special, professional and higher education. When developing educational standards for the system of continuing education, their compliance with the level of world standards is crucial.

The entire system of continuing education is being reformed in the Republic. The reforms implemented in accordance with the law of the Republic of Uzbekistan "on education" and the "National program for training personnel" provided for scientific support of the goals, content, methods, means and organizational forms of education, training and personal development based on the use of science, technology, and innovative technologies.

Pre-school education in the Republic is conducted up to six years in the family, in kindergarten. It aims to form a healthy and full-fledged personality of the child, ready for school.

Secondary education in the Republic includes primary (grades I - IV) and General secondary education (grades U-1). Secondary special and vocational education is conducted on the basis of new types of educational institutions: academic lyceums and professional colleges.

The transition of the Republic to nine-year General secondary education and three-year special secondary education is due to economic and social factors. General secondary education in the Republic, in accordance with the National training program, operates on the basis of the state educational standard and is mandatory. It is obliged to lay down the necessary amount of knowledge, develop students ' skills of organizational skills and practical experience. One of its tasks is the initial professional orientation of students.

Special attention is paid to the reform of primary education in the Republic. One of the most pressing problems is the selection of teachers for primary classes. Primary school, which forms the worldview, mind, and intelligence of the child, requires the best, experienced teachers. The content of primary education is being reviewed. New textbooks, new programs, and manuals are being created. In the Republic is carried out a differentiation of the educational process in elementary school.

The innovative approach is expressed in the variability of the content and methods of the learning process. It is based on the children's abilities, their individual capabilities, and the organization of classes and alignment groups. The content of General secondary education in accordance with the requirements of the reform includes a mandatory and additional component. The compulsory component is determined by the state educational standard sets the required level of training of students, an additional component is determined based on the student's needs and abilities, logistical and personnel support schools. Experimental training programs have been developed for secondary schools in the Republic.

The reform of secondary special and vocational education in the Republic of Uzbekistan provides for the creation of new types of educational institutions. Secondary special, professional, and three-year education is provided in academic lyceums and professional colleges on the basis of General secondary education.

Academic lyceums provide intensive development of intellectual abilities, in-depth, differentiated and professionally-oriented training of students.

Professional colleges provide for the formation of professional inclinations, skills and abilities of students, obtaining one or more specialties for the selected professions.

In the Republic in accordance with the plans of reform of secondary vocational education a list of school subjects, educational and special programs, the amount of training hours required for in-depth study of basic knowledge and training. This process involves the implementation of the principle of continuity and continuity with General secondary and higher education. Qualified requirements for graduates of academic lyceums and professional colleges are established.

A mechanism is being developed for qualitative assessment of the activities of institutions of secondary special and vocational education and the level of knowledge of their students.

On the basis of state standards of secondary special and professional education, experimental training programs and teaching AIDS are being developed for academic lyceums and professional colleges in all areas: industry, transport and communications, construction and utilities, agriculture, medicine, pedagogy, and socio-economic services.

Training of specialists with higher education is carried out in higher educational institutions - universities, institutes and other educational institutions of higher education on the basis of secondary special professional education. Higher education has two stages: bachelor's degree and master's degree, which are confirmed by state-issued documents on higher education.

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The organization and development of a two-level system of higher education involves: the development and implementation of state educational standards for bachelor's and master's degrees; training of teaching staff for higher education institutions, including in leading foreign educational and research centers; conducting structural transformations of higher education institutions; improving management, expanding the independence of higher education institutions; introducing public management in the form of boards of founders, Trustees and Supervisory boards; development and introduction of effective mechanisms for integrating education with science and production; development and development of technologies and means of individualization of education; self-education, distance education systems; intensification of students ' education using new pedagogical and information technologies and a modular training system; ensuring the humanitarian orientation of education based on the rich spiritual and intellectual heritage of the people and universal values.

Higher education in the Republic plays a major role in training teachers and the intellectual elite of the state.

In the system of Republican continuing education, serious attention is paid to postgraduate education and professional development and retraining of personnel. Post-graduate education is obtained in higher education institutions and research institutions and includes post-graduate studies, adjunct studies, doctoral studies and job seekers. Higher education of the Republic solves the priority task of training qualified teachers of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in their profession and focused on related areas of activity, capable of effective work in the specialty at the level of world standards.

This task requires scientific support for the goals, content, methods, means, and organizational forms of education, training, and personal development in higher education based on the use of science, technology, and innovative technologies. Solving the problems of higher professional education is impossible without improving the pedagogical intellectual culture, without overcoming established stereotypes, conservatism in pedagogical science and practice. These problems are directly related to the development and implementation of innovative technologies in the educational process.

One of the components of a teacher's readiness for innovation is their professional competence. Professional and pedagogical competence of a teacher is an integral personal characteristic. It reflects the readiness and ability of the teacher to perform pedagogical functions at a high professional level.

In the preparation of teachers for innovative activity it is possible to use technology in innovative teaching.

The formation of a teacher's readiness for innovation can be determined by the following main criteria: awareness of the need for innovation; readiness to engage in creative activities; consistency of personal goals with innovation; the impact of innovation on professional independence; the ability to professional reflection; the level of technological readiness for innovation; readiness to overcome creative failures.

The teacher's willingness to innovate and the ability to organize the educational process based on innovative technologies can improve the efficiency and quality of the educational process.

Considering innovative technologies, it is necessary to focus on the introduction of active learning methods in the educational process.

Active learning is, first of all, methods, forms and means of learning that allow students to activate their cognitive activity. In the work of a high school teacher, the most effective ones can be: a problem lecture, a visualization lecture, a two-person lecture, a press conference lecture, a conversation lecture, a discussion lecture; seminars-discussions with "brain attack", game modeling, business and simulation games. Methods of active learning technologies include: creating specific situations, situation-problem, situation-assessment, situation-exercise, etc.

Active learning methods have a multi-functional value in the educational process and can be used to solve various didactic tasks.

Today's highly effective technology is problem-based learning. Problem learning is a technology of developing learning. The function of problem learning is to stimulate an active cognitive process, to form a research style of thinking. Problem-based learning meets the goals of educating a creatively active person.

In the process of problem learning, the role of students ' independence increases immeasurably in comparison with reproductive forms of learning. The essence of problem learning is the organization of problem situations by the teacher in the educational work of students and the management of their cognitive activity for the assimilation of new knowledge by solving educational problems, problems and questions. This is a search path for learning. The didactic principle of "problemativeness" is based on the resolution of logical-cognitive contradictions, which are based on objective laws of the process of human cognitive activity.

The following technologies allow us to solve these problems most effectively: time restrictions, sudden prohibitions, high-speed sketching, new options, information saturation, absurdity, recodification, Delphi technology, "Black box" technology, diary technology, "6-6" technology,

direct collective "brain attack", mass "brain attack", "brainstorming", dialogue with a destructive related assessment, shadow "brainstorming", etc. in the educational process, special importance is attached to educational technologies that are based on teachers' activities related to planning their intended results and ways to achieve them, modeling these methods, implementing the developed plans and models, managing the activities and behavior of individuals who implement these plans. The technology of education is considered as the design of educational processes that are managed and reproduced in the educational process. it is a project of personality formation that describes it from educational tasks to checking the results obtained.

The most important source for this technology is the oral folk art of the Uzbek people, the multi-ethnic people of the Republic of Uzbekistan.

The pedagogy of cooperation is based on the main ideas of national independence. The main ideology of cooperation pedagogy is the formation of a spiritually rich, moral and harmoniously developed personality. This process is inextricably linked to the overall process of democratic transformation in the Republic of Uzbekistan, the affirmation of the idea of independence and new progressive values in the minds of the younger generation and youth. The technology of cooperation solves the problems of the process of implementing national ideology, which are associated with the revival, development and implementation of progressive national spiritual and moral values and norms in modern life, in the educational process.

Today, Uzbekistan is a fundamentally new state in which positive changes in all spheres - political, economic, cultural and spiritual-involve gradual reforms. At each stage of reforms, innovative technologies are introduced into the system of Republican continuing education, the scientific basis of educational and educational technologies is developed, and the vast experience of pedagogical innovations, author's schools, and new experimental technologies is studied.

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Ismatillo Ummataliyevich Tuxtanazarov
Ferghana state university
Teacher

Adhamjon Melibayevich Maxmutaliyev
Ferghana state university
teacher

SCIENTIFIC AND METHODOLOGICAL PROBLEMS OF WRESTLING DEVELOPMENT

Abstract: The paper deals with the main scientific and methodological problems of training Greco-Roman style wrestlers. The author proposes a system for managing the training process based on optimizing the parameters of technical actions and using special technical devices with feedback.

Key words: management, system, training, technique, tactics, skill, highly qualified athletes, three-component training system, sports exercises, training process.

Language: English

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Introduction

UDC 37.02

Currently, there is no doubt that the management of the system of training highly qualified athletes is a very complex form of intellectual activity, that the processes of competitions and preparation for them should be managed. To effectively manage the training and competition processes of highly qualified wrestlers, it is necessary to solve the issues of improving the structure of organizational forms of management, selecting criteria for evaluating various aspects of the athletes 'fitness, using quantitative information with a qualitative analysis of various characteristics of the athletes' motor activity, etc.

A further stage in the development of the three-level system of training athletes is research related to the identification of patterns of connections of its elements. One of the aspects of research in this direction is the study of the relationship of physical qualities manifested in competitive conditions, with technical skill, with the state of the body systems, means and methods of implementing a specific technical action, taking into account the achieved level of physical fitness.

Implementation in practice of the above theoretical provisions is the three-component system of training in sports exercises described below.

Analysis of literature sources and our research have shown that successful training in sports exercises is performed with the following three components:

1. Sufficient level of development of physical qualities of the athlete.

2. Perfect movement technique.

3. Rational use of the athlete's motor potential.

These components, individual for each athlete, are closely related to each other. Let's look at each of them in more detail. With an insufficient level of development of physical qualities, the athlete is often unable to even begin to learn the exercise. So, for example, when performing a deflection throw in Greco-Roman wrestling, the athlete must break off the opponent from the carpet, bending, fall back, while spending considerable effort. If the athlete is not able to do this, then it is too early for him to learn this technique, he must increase the level of speed and strength training and only then begin to learn this

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throw. Similarly, when performing a backflip from a position in a group, the gymnast must jump up from a position no lower than forty centimeters. Otherwise, with poor physical training, he will not be able to do a somersault.

The above examples show that when learning sports exercises, the athlete must have a sufficient level of physical fitness to perform this exercise. This level is characterized by a threshold value of the degree of physical quality development that is most closely related to the result of the motor action being studied.

The degree of development of physical qualities of an athlete is usually determined by analyzing the competitive activity, technical and tactical skills and the state of the body systems based on the results of test exercises. We recommend a certain sequence of application of test exercises in the training process.

First, the test exercises that are most closely related to the result of the studied movement are identified. Next, the exercise that the athlete will be trained in is analyzed, and the characteristics of technical and tactical skill that are closely related to the result of the test exercises are recorded. Then the threshold values of these characteristics are identified, below the values of which the sports exercise cannot be performed.

If the athlete has values of these characteristics above the threshold, then you can start training this movement. If these characteristics have a value below the threshold, then a set of exercises is developed and used in the training process to increase the value of the level of these characteristics, and you can start learning the exercise only after the athlete reaches their threshold value.

These values were detected on the basis of electromyographic studies. The sequence of inclusion in the work of muscles, the duration of their electrical activity and the relative strength of tension when performing techniques by an attacking wrestler was determined. The analysis of experimental materials showed that, for example, performing a deflection throw in Greco-Roman wrestling [1] is accompanied by electrical activity of all the studied muscles. However, the specific weight of the electrical activity of each muscle at different times is different.

The total level of muscle tension recorded in the standard position on the polydinamometer of our design was taken as 100%. When performing techniques, this total level was compared with the registered level. It turned out that against the background of significant muscle tension, the tension of the large pectoral muscle (117.9%), the trapezius muscle (78.3%), the spine straightener muscle (95.6%) and the anterior tibial muscle (80.6%) is highlighted. The predominant tension of these muscle groups in most cases is associated with the implementation of the most important moments of the studied technical actions of wrestling. For example, a

significant strain of the pectoral muscle in a deflection throw characterizes the efforts of an attacking athlete when he presses the opponent's torso to his chest. The tension of the trapezoid muscle and the spine straightener muscle is associated with the extension of the torso during the tipping.

Analysis of electromyograms shows that in some cases, the most important elements of the reception are performed when the activity of the muscles is equal to or even greater than the activity shown at the maximum voltage on the dynamometer machine. This is due to the fact that the maximum tension of individual muscles in specific, familiar conditions is higher than on a dynamometer machine. In addition, the task of maximum muscle tension in isolated movements occurred under artificial conditions and was not accompanied by appropriate emotional arousal. Apparently, the best means of influencing special muscle groups is still the technical actions themselves or special exercises that are as close to them as possible.

It follows that the functional training of martial artists [2] should solve two main tasks: improving the energy supply of muscles and the development of innervation of muscle contractions. The model of functional training of martial artists consists of these two main components. The endurance component is primarily intended for improving the energy supply of muscles and consists of aerobic, aerobic-anaerobic, anaerobic-glycolytic and anaerobic-alactate orientation of motor activity. The speed-power component is aimed at the development of innervation of muscle contractions and consists of sections of intermuscular and intramuscular coordination, the speed of the pulse and anabolic hormones.

The reliability of test exercise results is of particular importance when registering threshold characteristics. Thus, tests performed insufficiently technically and (or) with insufficient use of the athlete's motor capabilities do not accurately reflect the level of development of the analyzed motor qualities and can not be effectively used in the training process of teaching sports exercises.

It is necessary to teach sports exercises on the basis of a perfect technique that makes them perform with a good result. An athlete, even with a high level of physical development, but with an imperfect technique, will perform a learned movement with a low result. In this case, perfect technique is understood as performing a learned movement with characteristics (closely related to the result of the exercise) that have an optimal value that determines its performance with a high result.

Based on these studies and our 16-year experience as an athlete and coach, the following system of training and improving sports exercises with perfect movement techniques was proposed. First, the characteristics of several variants of the sports exercise being studied are recorded. Then, from

among these characteristics, the ones that have the greatest relationship with the result of the exercise are selected. From these characteristics, the characteristics of exercises performed with insufficient use of the athlete's motor capabilities are discarded. The remaining characteristics are approximated by a second-degree polynomial, whose mathematical processing makes it possible to find the optimal value of the characteristic at which the sports exercise is performed with the highest result. After that, the training process of training a sports exercise is performed with a message to the athlete after each attempt of the actual and optimal value of the characteristic, and he seeks to perform the exercise with the optimal parameters.

The method of determining the optimal parameters of sports exercises is discussed in detail in our work. Performing sports exercises with close to maximum use of motor potential has its own characteristics. First of all, we note that highly effective sports motor actions should be performed in most cases not with the maximum, but with the optimal use of motor capabilities, and in the decisive phase of the movement, on which the result of the exercise as a whole depends. The degree of use of the motor potential of athletes is higher than in other parts of the motor action.

Optimal use here is understood as the best, providing without harm to health, stress. Thus, when performing an upward jump, the maximum stress of forces that determines the highest jump height will be optimal. At the same time, in marathon running, long-distance skiing, and other exercises that require athletes to have great endurance, you can sometimes see participants at the finish of the distance fall to the ground from fatigue, and in some cases, the finish ends in a fainting state. It is obvious that in these cases, motor actions are performed with the utmost effort, in which the athlete's health can be significantly damaged. In such cases, the optimal end of the exercise will be the stress of strength, which will show a high result, but the state of health will not be harmed, that is, in these cases, the optimal stress should be lower than the maximum possible.

A review of the scientific and methodological literature and analysis of the materials of our own research from the standpoint of performing motor actions with maximum use of the athlete's motor potential convince us that sports exercises can be divided into three groups:

- the first group includes motor actions that can be performed repeatedly in the training process with the maximum (or near the maximum) stress, especially in competition conditions, when the sports result is the main condition for performing the exercise;

- the second group is characterized by the fact that the exercises should be performed with a lower, optimal, significantly different from the limit, using the motor capabilities of athletes, since the maximum stress of forces damages their health;

- the third group includes sports exercises that are performed with the optimal use of forces, and the implementation of the main, decisive part of the movement - with the near-limit use of the motor capabilities of athletes (this group of exercises mainly includes attacking techniques in martial arts).

Let's consider the features of the first group of movements. Repeated execution of motor actions in training and especially in competition with near-limit the use of motor abilities of athletes are usually valid in sports where the result is achieved by the tension forces in excess of their threshold value (threshold voltage of forces there is a tension force, whereby it becomes possible to perform exercises). So, when training the barbell press from the chest, the athlete can repeatedly try to perform this movement. With an insufficient level of development of physical qualities, it does not work for him until, through prolonged training, he will not be able to reach such a threshold level of strength training that will give him the opportunity to perform the exercise being trained.

Usually such performance of movements even at the tension of forces close to the limit is permissible - the athlete simply will not master this exercise. However, such training is allowed only with athletes who have reached a level of preparedness that allows them to master such an element. For an untrained athlete, this strain can lead to injury. Therefore, such training should be carried out with careful medical supervision. At the same time, it is necessary to increase the level of physical fitness of athletes, allowing them to repeatedly perform exercises with near-limit use of motor potential.

Another type of movement that can also be performed repeatedly in training with a strain of forces close to the limit is performing strength and speed-strength exercises to failure, as well as performing them with weights or resistance of the partner. For example, performing General developmental physical exercises: pull-UPS on the crossbar for the number of times before failure, stops in the hang angle for a while, etc. Usually performing such movements does not lead to injuries.

In connection with the above, we can conclude that in a number of exercises (for example, in power movements, in exercises performed to failure, etc.), it is permissible to repeatedly perform the studied movements in the training process with the near-limit use of the motor capabilities of athletes. It does not cause harm to health and is habitual for athletes with a sufficient level of development of physical qualities and the corresponding difficulty of the studied movements.

To answer this question, it is necessary to study near-limit indicators for the main elements of wrestling in the conditions of competitive activity. It is in the conditions of major international

competitions that an athlete shows his maximum (near-limit) physical capabilities, motivated by material, social, and other incentives.

Ongoing research at major competitions (world Championships, European Championships, Russian Championships, Olympic games) allowed us to develop a technology for automated analysis of competitive activity of an athlete. At the same time, the main criterion for selecting and calculating the leading elements of motor activity was taken into account their informativeness, reliability and reproducibility in the conditions of training activities.

Our years of research have allowed to identify and justify the methods of statistical analysis the importance of the six elements of competitive activity: protection - NZ; efficiency of equipment - AT; GPA - SB; interval of attack - IA, a variety of technology - RT and integral level of preparedness - T.

We present a refined method for determining and calculating these elements.

1.The successful attack interval (IUA) is the average time between the estimated moves. The attack interval (IA) is the average time between the estimated moves and attempts.

2.Average score (SAT) - the ratio of points won to all techniques performed or the number of fights performed.

3.Attack efficiency (EA) - the ratio of points won to the sum of points won and lost.

4.Reliability of protection (NC) - the ratio of won technical actions (TD) to the amount of won and lost TD.

5.Preferential performance (PR) - the ratio of the won techniques in the stand to the sum of all the won techniques (performance in the stand and in the stalls).

6.Variety of equipment (RT) - the number of TD from different classification groups.

Determining competitive characteristics in the course of a fight is very difficult - with a rapid alternation of attacking and defensive techniques in the fight, it is impossible to register all attacking and defensive techniques, the time between performing successive attacking techniques, etc.Therefore, in practice, video recording of fights and computers for their calculation are usually used to identify competitive characteristics.

As can be seen from the analysis of the parameters of technical actions, the criteria for their mathematical calculations are mainly elements of tactical and technical skill. All this once again emphasizes the importance of this aspect of skill in the integral display of the specific activity of the wrestler in this type of martial arts. In addition, many years of research and extensive statistical data on the analysis of major competitions have allowed us to formulate and present the following initial positions of the elements of the athlete's motor activity for subsequent training programming:

The first position is to study the reserve tactical, technical and physical capabilities of the athlete for the main elements of a competitive match. This is a new position that allows you to see the perspective of the athlete in specific elements of his skill, as well as the level of this skill relative to competitors. These calculations are determined as a percentage, since according to Professor A. G. Dembo, " All indicators for which "proper" values can be calculated must be expressed as a percentage of the proper value. This expression allows us to judge the functional value of systems."

Reserve capabilities of a single combatant are determined by comparing their "absolute circumference" (100% index) at a given time with the elements of a competitive match of a particular single combatant. As a result, it was revealed that in the largest international competitions, wrestlers not only in one or two elements of a competitive match approach the "absolute circle". For example, a fighter of the tempo type of fighting does not reach the "absolute circumference", that is, his reserve capabilities in terms of, for example, the reliability of protection are 9-22%. According to the main characteristics of competitive activity, this indicator is at the level of 40%. Our calculations also allow us to have guidelines for the movement of the athlete to the "circle", i.e. it is possible to actually predict the growth of skill and development of physical qualities. In addition, it allows you to get urgent information about the effectiveness of new sets of exercises introduced into the training program, focused on a specific element of his skill, and evaluate the effectiveness of the exercises. And, finally, to prevent breakdowns, overtraining in those elements of competitive activity in which the athlete came to the "circle".

The second position - the use of six coefficients in the analysis of competitive activity allows you to solve several important problems in the development of wrestling in the world. In particular, to identify the types of wrestlers who demonstrate spectacular wrestling, to evaluate the maximum and permissible indicators of skill of athletes based on these coefficients, to evaluate the selection system, the direction of the training process in national teams, etc.

The third position is the study of compensatory mechanisms of motor activity. The study of the typology of athletes allowed us to come into contact with such a phenomenon as compensatory mechanisms of motor activity of a single combatant. An athlete who has reached the "roundabout" in the main element of a competitive match, taking into account individual characteristics, finds additional reserves for further skill growth in other elements of a competitive match.

The fourth position-modeling of competitive activity of the athlete in the conditions of training with the help of special stands. This stage of research is necessary in order to convert relative (percentage)

indicators of competitive activity into temporary, power and spatial characteristics. In addition, the stand simulating competitive activity allows you to study and control this activity taking into account the individual characteristics of athletes, as well as to study any element of competitive activity in isolation in the laboratory.

The fifth position - systematic control by means of pedagogical and instrumental methods of research and system of training facilities of growth of technical skill of the wrestler (from the beginner to the Olympic Champion.), as an implementing factor, which is in conjunction with all elements of the three-level

training management system, will allow you to accurately and gradually lead the athlete to the highest sports results.

The results of the research made a significant contribution to the theory of training Greco-Roman style wrestlers, showing that the use of a coherent, theoretically sound and proven system for managing the training process on the basis of optimizing the parameters of technical actions and the use of special technical devices with feedback can lead to the elimination of the backlog of Russian wrestlers from foreign competitors.

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QR – Issue   QR – Article

Fakhritdin Alisherovich Asqarov
Namangan State University
senior teacher

Sohibjon Sobirjanovich Qambarov
Namangan State University
senior teacher

Nozim Raimjonovich Ummatov
Namangan State University
teacher

CONTROL OF MOTOR CAPABILITIES OF ATHLETES AT DIFFERENT STAGES OF TRAINING ACTIVITIES

Abstract: *the paper presents an innovative approach to testing athletes. The authors recommend increasing attention to indicators of growth of individual results. The author advises not to compare the results of different athletes with each other or with established standards. It is proposed to take as a basis the setting when each athlete strives to achieve his personal goal in physical fitness, in health promotion.*
Key words: *control, proper standards, testing, motor readiness, physical abilities, training process.*
Language: *English*

Introduction

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Having gained independence, the Republic of Uzbekistan has embarked on a new path of ideological-political, socio-economic directions, taking practical measures and measures for the comprehensive protection of its population. These activities further develop the enthusiasm of the population and especially young people for physical education and sports.

When we look at artists, musicians, thinkers and experts in several fields who have brought the states to the level of greatness, they are considered among the athletes who have recognized their country the fastest in the world. No matter what kind of sport it is, it unites millions of people of different races, religions. The reason is connecting people like sportswear to each other the sphere that makes up the Commonwealth is distinguished by its special originality. On the basis of Sports, different people become single-minded. They share their sufferings with each other. On the basis of this, friendship and families also arise. The first president of the Republic of Uzbekistan The A. Karimov said: "Sport is an old tradition for the Uzbek people" _ hundreds of people in Uzbekistan have expressed their opinion that along with the National Sports houses, modern sports are also being developed.

One of the most promising ways to improve the effectiveness of physical education is to monitor the physical fitness of students. The essence of this control is to obtain information about the student's motor capabilities at different stages of educational activity, which makes it possible to make timely decisions on clarifying the means and methods of pedagogical influence. Considerable attention is paid by scientists and practitioners to the development and use of optimal methods for assessing the motor qualities of young people. Various mechanisms are

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used for organizing events to study the readiness of young people to carry out physical culture and sports activities. Among the regulatory requirements described in the literature in the system of physical fitness management of young people, the most important are due standards based on the analysis of information about what a student should be able to do in order to successfully complete the training tasks that are put before him in the process of training and training. The advantage of proper standards is shown in the fact that they must correspond to the specified level of physical fitness and specifically indicate the development of those physical abilities that are necessary to perform the studied motor action.

Testing the motor readiness of young people is quite widespread in the practice of work to solve a whole range of problems:

- assessment of the individual level of motor readiness of the student;

- analysis of changes in the development of physical abilities during the educational process;

- determining whether students ' physical fitness meets certain requirements;

- conducting mass surveys of students in order to analyze the level of their motor capabilities;

- identify the effectiveness of existing physical education programs;

- studying the results of physical education teachers ' activities;

- implementation of sports selection from the number of students in secondary schools.

To assess the actual level of physical fitness as one of the most important components of a student's physical culture, indicators that characterize the development of physical abilities are usually used.

It is known that the basic physical abilities (speed, strength, endurance, flexibility, coordination) can be evaluated by a very specific set of control standards that meet the basic requirements of measurement standardization.

Recently, there have been a number of methods for assessing the motor readiness of students, including: a combination of well-known control exercises in various versions. The most practical value for physical education, if we talk about motor tests, is the idea of three types of norms: comparable, individual and proper.

The meaning of comparable norms is to compare students of the same age and gender who share common characteristics. Comparable norms include age norms, and when they are defined, people are divided into age groups. Age norms are determined (developed) taking into account biological (motor) age. The biological age of students corresponds to the average calendar age showing this result. Motor age may be ahead of or behind the calendar age. Motor age ahead of the calendar, referred to as the motor accelerates, otherwise the motor retardante. In practice, it is very common for a student to refer to

accelerators on some tests, and to retardants on others. For the coaching and teaching staff, this information is important for establishing the reasons for this situation.

There are tests that characterize physical abilities that are not affected by body features. However, individual motor abilities of students are influenced by anthropometric features (length, body weight). In this case, the rules are developed taking into account not only the age, but also the length and weight of the body. For this case, either special nomograms or classification indexes are used.

Individual standards are based on comparing the performance of the same student in different States. In physical education of school-age students, the use of differentiated indicators is complicated by the instability of information coefficients that characterize the functional and motor capabilities of students. Each student at any age has individually the best weight corresponding to their optimal physical readiness, so finding such patterns and determining individual norms for a particular student is of great practical importance.

In the same way, appropriate standards are developed and established, which in most cases do not coincide with the actual indicators of physical fitness. They are developed according to the principle of what the level of a certain physical quality should be or how the student should be able to run, jump and throw.

According to the literature, two methods are currently used to calculate the proper standards of physical fitness. One of them, proposed by M. ya. Nabatnikova (1982), is used in various sports to determine the necessary level of physical abilities, and has proven itself well. However, the use of this approach for calculating standards, according to experts, is impractical, since it is aimed at achieving high sports results in the chosen sport. Another technique is based on a mathematical relationship described by a logical curve. Despite the obvious advantages of this method, it does not take into account the natural dynamics of physical fitness of young people, which is known to be very specific in different regions.

According to many experts, two indicators should be taken into account when determining the level of physical fitness. First, assess the initial level of readiness of students in accordance with the comprehensive program of physical education: high, medium, low. Secondly, to characterize the growth of indicators of physical fitness for a certain period of time. When evaluating changes in indicators of physical abilities, the coach-teacher should take into account the peculiarities of their development in different groups, take into account the specifics of the dynamics of indicators in students of a certain age compared to the initial level.

Thus, at present, considerable attention should be paid to finding new forms and methods of testing

students. Innovative approaches to testing students are characterized by increased attention to indicators of growth of individual results. Testing should encourage students to achieve a higher level of physical fitness, not cause a negative attitude to exercise, and help create a positive psychological mood in students. Tests should be informational in nature, giving students an idea of their level of physical fitness and recommendations for improving it. You should not compare the results of different students with each other or with established standards. A more correct approach should be considered when each student strives to achieve his or her personal goal of physical fitness and health promotion.

Recently, many attempts have been made to introduce a single regulatory framework for assessing the level of physical fitness of young people. However, many aspects related to assessing the physical fitness of students remain insufficiently developed. These include, in particular,:

- lack of a clear understanding of the significance of height and weight indicators in various motor tasks;

- the influence of age-related features of somatic indicators on the effectiveness of tests has not been sufficiently studied;

- many recommendations for assessing the physical fitness of students do not have sufficient experimental justification;

- lack of a unified regulatory framework for assessing the level of physical fitness of students;

- the influence of morphological features on the level of sports results has not been sufficiently studied.

All of the above confirms the opinion that the assessment of physical fitness of students is the most controversial and further experimental development is necessary.

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Sohibjon Sobirjanovich Qambarov
Namangan State University
senior teacher

Fakhritdin Alisherovich Asqarov
Namangan State University
senior teacher

Nozim Raimjonovich Ummatov
Namangan State University
teacher

SOCIO-EDUCATIONAL FEATURES OF THE APPLICATION OF INNOVATIVE TERMS IN PHYSICAL EDUCATION AND SPORTS

Abstract: *the article is an expression from a brief interpretation of the phrase-terms directly related to the study of new technological phrases used in various fields and their application in physical education and sports activities, teaching physical education and sports exercises.*

Key words: *science, technology, finance-economics, medicine, valeology, model, autogen, meditation, interview, tolerant, monitoring, motivation.*

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Introduction

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One of the most important tasks of physical education of students, the solution of which remains largely within the subjective categories of practical activity of the University teacher, is to improve the methodology for the development of power abilities for the successful implementation of the test requirements of the program material Alpomish and Barchina.

Orientation of students to the creative development of the program for physical culture and sport requires an ordered impact on their intellectual, emotional, and ideological environment, as the modern idea of physical education and sports personality is associated not only with development of motor skills, health, but also the breadth and depth of man, his motivation and Outlook in the sphere of physical culture and sports of detail. Due to the low level of health and growing by the percentage of morbidity among students, there is a need to introduce health-saving technologies in the educational process.

Due to the technical progress at the Jaxon scale, the development of economic and political processes, various technical terms are used in almost all manufacturing and related fields.

In the conditions of Uzbekistan, both innovative terms (valeology, model, autogen, meditation, interview, tolerant, monitoring, motivation and hundreds of other terms) are being consumed in science, technology, finance, economics, medicine and other fields.

These processes are widely used in education and training and serve as an important factor in the expansion of the level of knowledge of students and young people and also in the improvement of their social well-being.

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The purposeful use of innovative phrases in the organization of physical education classes and sports classes is one of the important issues in the development of the present period. The focus of the study on this area is on the relevance, aims and objectives of the topic, namely:

1. Study of new technological expressions used in various fields and ways of their application in physical education and sports activities;

2. A brief description of the phrase-terms, which are directly related to the teaching of physical education and sports exercises;

3. To recommend for the development and implementation of ways of using the term-expression of innovation in the process of training specialists;

On this basis, research methods such as the analysis of specific literature, the organization of a conversation with specialists on the topic, the observation of training sessions and conducting questionnaires were used;

Research findings, summary and practical recommendations:

1. The first president of the Republic of Uzbekistan at the solemn ceremony held on the occasion of the 22nd anniversary of the adoption of the Constitution of the Republic of Uzbekistan noted in the report of I.A.Karimov – " today, given the fact that we live in the 21st century – in the age of globalism and the Internet, where traditional labor is of primary importance, the scale and extent of the competitive struggle in the world market are increasingly emphasizing this fact."[1]

In this sense, it is a periodical duty to direct students towards their profession by providing them with concepts of innovative technologies in modern education and expanding their knowledge circles.

As well as "... first of all, the consciousness and vision of our young generation, which is becoming a decisive force, the world-view, political and civil levels, the legal culture are rising, and most importantly, the manifestation of the fact that tomorrow we are building for ourselves, our native land" - he says. [2]

In these schools, like other branches of education and training, as well as in the process of physical education and sports activities, the tasks of paying attention to the physical training, physical development and comprehensive growth of schoolchildren are expressed.

2. Training of specialists in physical education and sports activities, improvement and retraining of their professional skills, deepening of scientific and theoretical knowledge is also one of the main tasks. In their content, it is considered a matter of priority to master a new modern phrase – terms, to explain to the reader youth and to use them publicly in all activities.

It is noted that the phrase-term, which is widely used in various industries, entering consumption, is gaining popularity. For example:

- innovation – new, innovation, update;
- valeology is the science of Health Promotion, Health Care;
- meditation is a mental effect, bringing the human psyche to a concentrated state;
- autogen - self-persuasion, management, coercion;
- model-form, copy, template;
- monitoring-Control, Verification, study,
- motivation-motivation, motivation, motivation;
- reaction-action, circumstance, process that occurs in relation to the effect;
- Liberal-Moderate;
- global-world-wide, whole world.

It is worth mentioning that such new terms (entering from the outside) are more likely. That is:

- students studying in the educational institutions of physical education and sports can use it effectively in their abstract, lecture, graduation – qualification work;

- young teachers and mentors can apply scientific research work in the processes of TV reporting;

- teachers and trainers should be able to use written and oral speech during the preparation for lessons and classes, and in the process of their conduct during the study of each technical and tactical actions;

- in providing news and information in the mass media, the use of innovative terms and phrases depending on the type of sports, technique of performing exercises, characteristics, facilitates the understanding of the population, especially the reader youth, sports lovers;

- in the process of using innovative phrases in television programs on the topic of sports, it is desirable to give a short comment on their essence.

Some examples of the application of innovative terms:

- valeology-measures aimed at strengthening health through the use of games that give different layers of the population, especially students the most comfortable exercises, in order to improve health, to form a healthy lifestyle.;

- meditation is the use of low-energy or effortless organs (fingers, feet, lumbar spine, etc.) that concentrate the psyche through mental exposure. Make sure to perform them with the help of light exercises for stretching (stretching) at the level of opportunity;

- autogen (control of emotions, self-perception) - training in classes and sports, fatigue in the process of competitions, reduction of fatigue or, on the contrary, awakening of the organism in preparation for them, as well as practicing recovery exercises, training of consciousness and feelings in those involved;

- model-use of various forms (model, template,) in non-traditional places (training outside the stadium;

- monitoring-monitoring the processes of monitoring, checking, monitoring the activities of students in independent classes and classes;

- motivation-effective use of the most important methods and tools in achieving achievements, goals and objectives in all types of training;

- reaction-in physical education and sports, mainly the opposite effect in relation to the effect, the characteristic effect from the effect;

- diversification – the operation of movements through a certain method, force and motor;

- Liberal is a multi-meaning term that can be associated with practical activities that carry out their position, opportunity and desire in sport;

- global-this term can be met in its activities related to the preparation and participation in the world championships, Olympiads and Asian Games.

In conclusion, the terms used in the sphere of physical education and sports - the expansion of the circle of knowledge of students, students and specialists-also play an important role in improving practical activities. So, now all the problems have not been solved. Specially:

- in physical education and sports, all terms and concepts in the state language are not fully implemented (70-75 %);

- it is difficult to pronounce foreign language terms in the state language (60-70%);

- training on the development of new incoming terms-obesity does not pass (60-65%);

- it is not satisfactory to teach different terms to students and students and athletes in educational institutions;

- there is not even a lack of specialists who believe that the emphasis on the application of innovative terms does not need (50-55%).

Admittedly, the fact that modern sports are at the stage of global development, it is unlikely that new terms and phrases will come into our speech due to the fact that our republic is increasingly deeply entering the Dun sport community. The same innovation lexicon is desirable to form a qualification, teaching young people at the stage of a strict education and benefiting from it.

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QR – Issue   QR – Article

Dilafruz Abidovna Xudayberdieva
without a specific place of work
senior teacher

Xayrulla Nosirullaevich Shodmonov
without a specific place of work
senior teacher

METHODS OF TEACHING ECONOMIC DISCIPLINES IN MODERN CONDITIONS OF THE MODIFICATION

Abstract: *Method in the exact sense of the word is the teaching of methods of training and education. The subject of the teaching methodology is the process of teaching a particular discipline.*
Key words: *method, innovation, education, modern condition, modification, economic.*
Language: *English*
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Introduction

UDC 33

Many people know that the effectiveness of the educational process is largely determined by the method of teaching the discipline. The concept of "method" is translated from ancient Greek as a way of research, theory, and teaching. Therefore, it is a way of teaching a particular academic subject. The role and importance of methods in the field of economic Sciences in modern conditions is constantly increasing. If education in the field of natural Sciences is less susceptible to changes due to the dynamics of social life, then economic education responds most directly to changes in social development. Therefore, the problem of improving the methodology of teaching Economics is becoming very relevant. Its task is to study the regularities of this training and establish on their basis the regulatory requirements for the activities of teachers. In other words, a method is a set of certain methods through which the requirements for teaching are implemented [1].

The methodology of teaching social Sciences is designed to provide a high theoretical level of teaching, strict scientific character, brightness and clarity of presentation of the material. As a set of

certain techniques, the teaching methodology is inextricably linked to the content of the studied science and its methodology. In many examples, you can clearly trace the relationship between methodology and teaching methods. For example, the lack of development of the methodology inevitably and negatively affects the methodological level of lectures and seminars, and Vice versa. The methodology as a teaching about methods of education and upbringing is a part of the General theory of education and training-didactics, which develops the whole complex of issues of content, methods and forms of education. The latter acts as an organic part of pedagogy, which has as its subject education, training and education of people. Private methods of teaching individual disciplines are links in the General system of pedagogical Sciences. They include and use the basic principles of pedagogy and didactics in relation to the peculiarities of teaching specific disciplines [2].

The methodology deals with the regularities of teaching and studying a particular science. Bearing in mind its service role in relation to the latter, it is possible to define the methodology as a form by which the content of this science, its significance for practice, its relationship with other Sciences, and its

educational value are revealed in the process of studying and learning. It is known that everything special is also common in this respect. Therefore, the method of teaching each of the social Sciences, acting as a special one in relation to the method of teaching all social Sciences, is at the same time General in relation to private methods. The method is designed to ensure the implementation of the principles of didactics, namely: - connection of theory with practice; - systematic and consistent training of specialists; - consciousness, activity and independence of students in their studies; - connection of individual search for knowledge with educational work in the team; - the combination of abstract thinking with clarity in teaching; - the strength of learning; - the availability of scientific knowledge; - the unity of teaching and education in all forms of the educational process [1].

The scientific basis of the methodology permeates all the links of educational work. The following forms of educational process in the teaching of social Sciences have developed in the University educational practice: lectures, independent work of students, seminars, consultations, tests, exams, and various forms of extracurricular work. The effectiveness of training and the level of training in any discipline is directly dependent on the interaction of the "teacher-student"link. The economy is no exception. There is no substitute for the atmosphere of creativity that occurs when the teacher and students communicate directly. In educational practice, the following forms of the educational process in the teaching of social Sciences have developed: lectures, independent work, seminars, consultations, tests, exams, and various forms of extracurricular work. None of these forms can be recognized as universal, capable of replacing others. The forms of the educational process are interrelated, interdependent and logical sequence. The methodology of one form of work has a significant impact on the other. Thus, such a form of oral communication between the teacher and the audience for the purpose of transmitting scientific knowledge as a lesson-lecture is still relevant. In addition, in order to" broadcast " the facts and their relationship to students, you can ask them to analyze the situation (problem) and search for ways to change this situation for the better. Modern educational lectures are divided into 4 types:

1. A review lecture aimed at restoring the acquired knowledge or getting acquainted with some new poorly studied material for the formation of a complete knowledge.

2. A problem lecture presents the material as a problem or a set of problems, a set of different points of view on one side or another. There is no specific solution to the situation, it must be sought together by both the teacher and the students (the method of specific situations).

3. A subject lecture is a section or part of the theoretical course being studied. It may well contain questions and some overview information.

4. Installation lecture, the main task of which is to systematize the knowledge available to students, focusing on the most complex problems, recommendations for independent work and information about the literature used [2]. The main functions of the seminar (in order of priority) can be: - educational and cognitive function-consolidation, expansion, and deepening of knowledge gained at lectures and in the course of independent work. - training function-school of public speaking, development of skills of selection and generalization of information. - stimulating function means an incentive to further test your creative powers and prepare for more active and purposeful work. - educational function-formation of worldview and beliefs, education of independence, courage, scientific search, competition. - the controlling function is to check the level of knowledge and the quality of independent work of students [3].

In addition to lectures and seminars, there is also independent work of students. The role of the teacher in the organization and management of independent work includes: teaching independent work during lectures, workshops, seminars, and consultations; management of independent work: development and completion of tasks for independent work, assistance in improving efficiency and quality; control of independent work: both direct and indirect through control and verification activities; correction of independent work: group and individual. The complexity of the management and organization of independent work of students is explained by a number of factors, the main of which is: - frequent change of economic priorities; - insufficiency of the library Fund with modern high-quality textbooks and manuals on economic Sciences; - specifics of this work (outside the schedule, outside the walls of the educational institution); - lack of unity in the organizational and methodological requirements for independent work [4].

To improve the learning process in today's time, it is best to conduct an integrated lesson in order to study, consolidate and summarize material on a specific topic. The lessons provide for changing the types of activities of students, using technical tools (slide shows, movies), and performing tasks to consolidate the studied material. Intersubject knowledge, skills, and skills used in educational activities are also reflected in the extracurricular activities of students. integration helps to bring subjects closer together, find common points of contact, and present the content of disciplines more deeply and in a larger volume. An integrated lesson differs from the traditional use of intersubject links, which only involve the occasional inclusion of material from other subjects. The subject of the

analysis in the integrated lesson is multidimensional objects, information about the essence of which is contained in various academic disciplines. This leads to the emergence of a qualitatively new type of knowledge, which is expressed in General scientific concepts, categories, and approaches. The structure of integrated lessons differs from regular lessons in the following features: first, the maximum clarity and compactness of the training material; secondly, the logical interdependence, interconnectedness of the material of the integrated subjects at each stage of the lesson; and finally, the large informative capacity of the educational material used in the lesson [2]. When planning and organizing such lessons, it is important for the teacher to consider the following conditions:

1.The integrated lesson combines knowledge blocks of two or three different subjects, so it is extremely important to correctly identify the main goal of the integrated lesson. If the General goal is defined, then only the information that is necessary for its implementation is taken from the content of the items;

2. Integration helps to relieve stress, overload, and fatigue of students by switching them to a variety of activities during the lesson. When planning, it is necessary to carefully determine the optimal load of various activities of students in the lesson;

3. When conducting an integrated lesson, teachers who teach different subjects need careful coordination of actions [3].

It is no secret that the effectiveness of the educational process is largely determined by the teaching methodology. The widespread use of unified methods and the transition to exclusively written control over students ' acquisition of study subjects formally reduces the role of the teacher in the direct learning process. Meanwhile, the level of training and the effectiveness of training are directly dependent on the interaction of the teacher — student link. Both sides should play a creative role in the learning process. It is important to avoid so-called stencil training, when students are trained to solve a certain type of problem, and the development of their economic thinking is sacrificed to the number of problems considered. The student must learn to understand not only simulated, but also real economic

processes. A significant role in the preparation of students is played by their independent work, as mentioned earlier, especially the development of independent search skills when performing abstracts, term papers and other research works. It is difficult to overestimate the importance of the departments ' activities here. The use of educational and auxiliary literature can have a greater effect if, under certain conditions, the Internet is actively introduced into the educational process. In this case, the boundaries of communication between students and the teacher are pushed both in space and time [4]. The offer of elective courses and special courses should not become an end in itself. First, any choice should be in line with the main core of training. Secondly, the subjects of choice should be selected at the same level of complexity and scale of development, as well as acting as alternative sides of a common subject of study.

Training reaches the goal when the audience takes into account the national and cultural traditions of the majority of students, when the phenomena of the national economy as a whole or a separate region are analyzed in standard theoretical situations. Thus, none of the above forms can be recognized as universal, capable of replacing others. Therefore, from a methodological point of view, it is not correct when some departments take the path of artificial separation of individual parts of the educational process, unreasonably replacing them with others. The forms of the educational process are interrelated, interdependent and logical sequence. The methodology of one form of work has a significant impact on the other. It should be borne in mind that the quantitative ratio and the role of different training methods may change exponentially. Thus, the role of seminars and independent work of students increases in senior courses. Teaching methods are also influenced by factors such as the amount of time allocated to the subject by the curriculum, the availability of modern technical training tools and equipment for classrooms, etc.Therefore, it will be possible to create fundamentally new school and University programs, where all subjects will be permeated with integration ideas and tasks.

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Rano Azimbayeva
without a specific place of work
teacher

Gulnora Qulahmedova
without a specific place of work
teacher

INNOVATIVE ACTIVITY OF THE ORGANIZATION: MODERN METHODS OF EVALUATION

Abstract: *The article analyzes the main aspects of the organization's innovation activity, as well as methods and tools for its evaluation.*

Key words: *innovative activity, its main components and evaluation methods, factors of influence on innovative activity innovation, like all sciences, has its own conceptual apparatus, which consists of a certain system of concepts.*

Language: *English*

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Introduction

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Changes in all aspects of life in the state, both political and socio-economic, are taking place in our society and probably will continue to occur. All these progressive changes have affected the natural process of vocational education, which must be brought into line with the needs of society for highly qualified personnel with strong and deep knowledge, capable of self-development and self-realization. The law on education States that a student has the right to receive the full range of educational knowledge. The teacher should form a highly qualified specialist-a citizen of the Republic of Uzbekistan, capable of an active life position, correctly oriented in the modern system of values of our society. Current trends require changes in the strategy of education and training of the younger generation. It is not functional competencies that come to the fore during training, but the education of such personal abilities of the student that later allow him to take an active position in life circumstances and determine the educational trajectory, career growth, understanding of other people and cooperation. That is why there has been such a great interest in the

educational models, pedagogical innovations, technologies and methods that are most effective for this purpose. The main distinctive feature of innovative technologies and interactive teaching methods is the initiative of students in the educational process, which is stimulated by the teacher from the position of a partner assistant. The course and result of training acquires personal significance for all participants in the process and allows students to develop the ability to independently solve problems.

The innovation system contains these sections:
1) Innovatic and innovator.
2) Innovations.
3) Innovative activity
4) Innovation process.
5) Innovative risks.

Innovation activity is one of the main sections. Innovative activity of the firm (organization) is a complete characteristic of its innovative activities, including a susceptibility to innovations, the intensity of the action undertaken by the transformation of innovation and their timeliness, the ability to ensure the validity of the methods used, the rationality of innovation process technology in composition and sequence of operations. Innovation activity is

characterized by readiness to update the main elements of the innovation system, as well as susceptibility to everything new [3]. It is used to determine the type of innovation activity. Innovation activity is characterized by the composition of certain actions that are necessary for the implementation of a certain technology. The activity of a commercial organization is a characteristic that shows the relationship between the essence of innovation and the result, which can be both positive and negative under the same initial conditions. This is due to different innovative activities. Characteristics of innovative activity:

1) It is necessary that innovative activity has a strategic character both in the long term for many years, and in real time.

2) Innovation should be tactical in nature. It must be rational in the logic of its actions and in timeliness. On the part of the strategic plan, innovation activity is characterized by five indicators: the quality of the innovation strategy of competition; the level of mobilization of innovative potential; the level of attracted capital investments (investments); the level of methods and culture used in carrying out innovative changes; the validity of the implemented level of innovation activity [2]. On the part of the tactical plan, innovation activity is characterized by only two indicators: the correspondence of the firm's reaction to the nature of the competitive strategic situation; the speed of actions and implementation of strategic innovative changes [5]. Management of innovative activity needs to be approach from the standpoint of qualimetry [1]. Qualimetry is a scientific discipline that studies the methodology and problems of quantitative assessment of the quality of objects of any nature [4]. If we consider the category "innovative activity" as an object of measurement, it acquires the properties of a feature-a quantitative indicator. The category "innovative activity" itself contains certain features. Elements of innovation activity:

1) the Quality of the innovation strategy of competition. Consistency of the mission strategy with the external environment, opportunities, whole and many other strategies of the company.

2) the level of mobilization of innovative potential. The ability shown by the superiors and performers to attract the necessary potential, the ability to have not only an explicit part, but also a hidden part of the potential, or rather the ability to show high competence in the process of attracting innovative potential.

3) the level of attracted investments. Expressed by the management (superiors) ability to attract capital investments that are necessary in terms of volume.

4) Methods and culture that are necessary when making innovative changes. It is necessary to apply concepts and methods that are aimed at achieving specific competitive advantages in innovative activities.

5) the Validity of the implemented level of innovation activity. Any level of activity (strategic or tactical) must be consistent with the state of the environment and the organization. An unjustified increase in activity can turn an organization into an incapacitated one.

6) Compliance of the company's response to the nature of the competitive strategic situation. The innovative situation is expressed by the state of the object and the state of the external environment. There are three main types of an enterprise's reaction to a strategic situation: reactive behavior, active behavior, and planned-forecast behavior [2].

7) the Pace of development and implementation of the innovation strategy. That is, frequent production and promotion of innovations. Managing innovation activity and increasing its degree implies the presence of two groups of factors of influence: external and internal. External factors of influence include: the instability of the external environment, the innovation climate and the investment climate. Internal factors include: publicity (openness) of the organization, high qualification of employees, and strategic flexibility. It is important to keep these factors in mind. There is a set of methods for evaluating the organization's innovation activity developed by Russian scientists and candidates of science. Some of these methods evaluate only the effect of implemented innovations, without taking into account that innovative activity is a certain characteristic of innovative activity based on the resource potential of the organization. Other scientists focus their attention on existing resources in the company, not taking into account the regularity of their use. A significant number of methods for evaluating innovation activity are difficult to apply in practice, and this greatly reduces their relevance to modern organizations. The method developed by scientists V.P.Baranchev, N.P.Maslennikova, and V.M.Mishin affects exclusively the resource component of innovation activity (table. 1). This method considers such characteristics of the organization's innovation activity as:

1) The supply of quantitative resources.

2) Innovative receptivity.

3) High quality of organization and communication.

4) A need for innovative competence. The first characteristic evaluates only financial and human resources, and the rest-internal characteristics of the organization. In turn, the methodology developed By R.A.Fathutdinov gives an assessment not only of the resource, but also of other result components of the organization under study. The high quality of the innovative competition strategy and the speed of implementation of actions in carrying out strategic innovation changes are the final indicator of innovation activity, all other indicators are qualitative and quantitative. The method evaluation of innovative activity of the organization Y.A.Reutov consists of

three blocks: resource, efficient, and statistics. All of them are necessary for evaluating the corresponding component of the considered characteristic.

Results of the comparison of methods of innovation activity of organizations, the best technique is Y.A.Reutov. Since the speed of performing actions is average and all blocks are used for evaluation. In the author's methodology, the resource block consists of two components: qualitative and quantitative. The qualitative component evaluates the organization's uncountable resources, and the quantitative component evaluates the estimated resources. It is necessary to evaluate the indicator of innovation activity in comparison with the existing base value. The basic values are indicators for previous periods and the corresponding indicators of competitors. The selection of basic values is directly related to the user of the methodology and the goals of evaluating innovation activity. The result block identifies the dynamics of the innovation process and evaluates the effects that the organization has received in the course of innovation activity. The last, statistical block of the methodology reveals the degree that is necessary for the organization to be called innovative and active. Thus, the proposed A.Y.Reutov's method of comprehensive assessment of the level of innovation activity of an organization takes into account the key components of the studied strategic characteristics of innovation activity-resource, result and statistical components. The result of this method is an assessment of each component of innovation activity, as well as its integral value. Based on the three methods considered, we can create a fourth one that would contain all three blocks: resource, performance, and statistical. Also, the new method would have a high speed of performing actions and operations. This method would estimate the amount of material and non-material resources spent in the development and implementation of innovations, and also assess the effect obtained as a result of innovative activities.

Methodological techniques that contribute to the development of critical thinking. Today, it is becoming clear that higher education students more than ever need to be able to solve complex problems, critically analyze circumstances and make thoughtful decisions based on the analysis of relevant information. The ability to think critically must be developed in a specific learning environment. Critical thinking is conscious, analytical thinking, when an elementary understanding of information is the starting point, not the final stage of learning. [1] there are many Methodological methods that contribute to the development of critical thinking. Many are used by teachers in the classroom. It is important that they are used systematically and purposefully, and the atmosphere in which classes are held is safe, friendly and free, so that training will be available to everyone. In geometry classes at the faculty of physics and

mathematics, we often use critical thinking methods such as "synquain"," cluster", "Brainstorming" or the discussion method. For example, on the topic "Directed segments. Vectors" uses the "Collapse information" method sinquain:

1. Vector.
2. Free, zero.
3. To build, to guide, to get.
4. A null vector is called a vector if its beginning and end coincide.
5. Ray. Or how to apply the brainstorming method? The brainstorming method claims to be universal. The task of brainstorming is to use the power of a small group to generate ideas. in General, small groups are stronger than the sum of the forces of individual participants. Brainstorming is designed to encourage students engaged in solving problems to put forward a large number of ideas, including the most incredible and fantastic. The principle underlying this strategy is that the greater the number of ideas expressed, the more likely it is that at least one of them will be successful. Sample brainstorming tasks for geometry:

1. Suggest ways to determine the height of a high-rise building by simple means, that is, without complex devices. (Storming can be used by the teacher for the topic "Polyhedra".)

2. A spider is sitting on the ceiling in the corner from the room, and a fly is sleeping on the floor in the opposite corner. What path should the spider take to get to the fly on the shortest path? (The Theme of "Parallelepiped"). The strategy of innovative learning involves a conscious system of management of the educational process. The first component of the system is the teacher's identity. The teacher acts not as a carrier of information and certain knowledge on the subject, but also as an assistant in the formation and development of the student's personality. The second component-the assimilation of knowledge is no longer just a reproduction, but is organized in various forms of search and thought activity. The third component-training is aimed at group forms of teaching, joint activities, a variety of forms of interaction, interpersonal relationships. The method of analysis of the situation. Case-technology that allows you to combine theory and practice, learn knowledge, acquire skills and abilities for practical solutions to complex problems. The inclusion of students in creative work with case technology requires compliance with a number of conditions · systematic assistance from the teacher; · preliminary consideration of what task of a productive nature can provide the development of basic skills.

To do this, it is useful to provide the case technologies with the necessary tables and graphs in addition to the figures set out in the text. It should be noted that managing the work of students using the method of situation analysis has several goals: developing skills of analysis and critical thinking;

connecting theory and practice; presenting examples of management decisions made; presenting examples of the consequences of decisions made; demonstrating different positions and points of view; forming skills for evaluating alternative options in conditions of uncertainty. Thus, many of the main methodological innovations are associated today with the use of innovative technologies and teaching methods. Interactive learning is, first of all, interactive learning, during which the interaction of the teacher and the student is carried out.

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O. Chuboeva
Ferghana State University
Associate Professor

THE IMPORTANCE OF "KAZILIK ADABI" IN ABU BAKR KASANI'S WORK "BADOI-US-SANOE"

Abstract: *This article covers the issues related to the court cases in Abu Bakr Kasani's work "Badoi-US-Sanoi". The requirements and features to the judges, the importance of the judicial office were revealed.*
Key words: *Alauddin Abu Bakr Kasani, Islamic law, kazi, fiqh, kazilik morality-odobi, "Badai-us-Sanai", badargah, farzi-Eyn, milk, evidence.*
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Introduction

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General information about the life, scientific activity and works of Alouddin Abu Bakr Kasani is available in the works of oriental scientists, including the historian of Aleppo and Kamoliddin Ibn Adim, son of Shogiri Ahmed ibn Hibatullah of Kasani, in his work "Bug'Yatu-t-tolab fi tarixi Halab", he brought valuable information about the life and scientific activity of Alouddin Kasani, which is not.

Scientists from Uzbekistan M.Komilov, A.Kamparav, M.Homidov and M.Umaraliev such scientists as illuminated in their research the data on Alouddin Kosoni and his work "Badoi". S.Gaybullaev was engaged in scientific analysis of the work of Alouddin Kasani "'Badoi'u-s-sanoi' fi tartibi-sh-sharoi'" (beautiful laws in the order of Sharia laws) at the International Islamic Academy of Uzbekistan. Abu Bakr explained his outline on the issue of Kasani's style in the work.

In his opinion - "the development process of the science of islamic law and the direction of the rules in accordance with the method of research of the fikh farsi jurisprudence, as an independent science, occurred during the period of the theoretical and devonian development of jurisprudence.

Jurisprudence is a wide range of meaningful expressions that arise as a result of the centralization of the rules of fikh law, the concept of law at certain points. At the same time, reflect on the basic concepts of the legal environment as a common product of human mental activity, including humanity."

Based on the demand of his era, a theory of knowledge related to mining was created. Thinker Alouddin Kosoni wrote in his book "Bado'e-us-sanoe", which consists of several volumes, the post of a judge and all the categories involved in it, other season, who explained the concepts. On the basis of the bases, explanations, concepts presented in this book, the diggers conducted their activities.

In the formation of judicial power of the present time, in the regulation of the activities of judges, in the prints of their proceedings, alouddin Kosoni holds a place in the "kazilik morality" written by him. Because the activity of historically developed judicial power, namely the requirements for judges, has been improved in an evolutionary way. We understand that the concepts presented in the process of studying this book, The comments given, are of actual importance even now.

The book "Bado'-us Sanoe", written by Alouddin Kosoni, the book of ethics of the kazilik, is a separate chapter. Although this book was created in accordance with the Islamic rules of the period of Arab Caliphate, in the process of learning to read it, we can further improve our spirituality, strengthen our inner

confidence in our own conduct and allow ourselves to see the work with purity..

Written on the basis of the Sharia law, the book of morality of kazilik is sorted as in all seasons. In the seasons of the kazilik custom, it is about the following:

1. About the obligatory position of the judge;

2. About the one who is considered worthy of the post of a judge;

3. About the one who accepts the post of a judge;

4. About the terms of the organization of the kazilik;

5. About the manners of the qazilikni proceedings;

6. When addressed to another judge, it is about the issues that will be resolved and the solution will be rejected;

7. About the issues that the judge decides and does not solve;

8. About the error of the judge in the issuance of the verdict;

9. About what the judge can refuse" - (Bado'-us sanoe 82-page)

The post of kazilik is a system of established state posts of the Arab Caliphate in the form of a monarch. This position is a senior position in public administration and was established in alokhi in the form of hierarchy. We share our thoughts with some sections of this season.

The first part of the section on the ethics of this post gives an understanding of the obligation of the post of the post of the post of the post of the post of the post.

The career of the judge is obligatory, because it is a work that is (is) ordained, that is, the hucm carries out the issuance. (Sad-26, Al-Maida-48) (Bado'-us sanoe 83-page)

The kazilik is to make a Hukm based on what Allah has revealed with truth to the relationship between people.

Since the post of the judge is introduced to issue a sentence, it means that it is an obligatory from the necessity that it is current. The position of an imam member is also obligatory without any disagreement among Ahlul-haq.

There is nothing to be a lesson in the disputes of some fates, companions with respect to their community. (Bado'-us sanoe 85-page)

When necessary, common interests such as the recording of the khukms, the establishment of impartial work between the oppressor and the oppressed, the elimination of conflicts considered as the basis of mischief arise only through the Imam.

In the Arab Caliphate State during the time when Abu Bakr Kasani lived when we paid attention to history, the community was led by the caliphs and the khudis by his nibs, and the disputes between the community were regulated by him. But the main task of the imam was the management of the team. To see the controversial issues among people in the team, the Caliph established several types of positions within his authority. One of the positions established was considered the position of the judge.

The thing was known from the method-word. Again, the same thing is known that the imam can not be compared with what he has appointed for himself (position), so the place where he performs his duty in this field is muxtar'a mukhtaj, even if he is-qazidir.

The powers of the post of judge can not be compared with the powers of the Supreme Court. Khukmdor is responsible for all areas of Public Administration. The judge was responsible for the issues of jurisprudence in social relations.

Therefore, both the Rasulullah (s.the a.v.) they sent veterans to different parties:

Hence, the kazilik career was one of the necessities of the imam's career. It was therefore also an obligatory position.

Muhammad (a person other than the prophet) called it a hard(firm) obligation, because he is from the khokims of the consciousness of the necessity (necessity), he can not cancel the career, because he can not bear the nullity of the wise (recognized by the mind) khokm.

In the second part of the book of the kazilik Odabi, the requirements for the person who will become a Kazi are covered.

There are conditions of suitability for mining:
- Inability to reason (not mental illness);
- Age of puberty;
- The division of Islam;
- Freedom (not slavery);
- Health of vision members;
- Speech(ability to speak); (Bado-us sanoe 86-page)
- Choleric from badarga.

Therefore, the appointment of a sick person, a young child, a disbeliever, a hand, a blind person, a person who can not speak, a person who has received a badarge punishment, is not a geese, because the geese is not only a branch of the administration of the land, but also the greatest element of the administration.

And those listed above are also not entitled to the transition to (guardianship), which is the lowest form of Management (Administration). Even higher forms will not have their rights.

In the third part of the book, the book gives an understanding of those who will be assigned the post of the digger.

Here is what we say in this matter: if the post of a judge is invited from within the axli of the country to a person who is considered fit for it, it is considered: if there is a person who is fit for a judge in the land, he is not obliged to accept this post, and he has the opportunity to accept In this case, a worthy person in the state is sent to the post of the head of state. From Wikipedia,the free encyclopediaa) he appointed

Shorikh to the post of qazılık and appointed him Khazrati Uthman and Ali(r.a) confirmed. When the head of State addressed the region, noib ruled the territory, the conflict was resolved by the judge. Abu Bakr cites evidence that the non-qazani did not commit the non-qazani and that the non-qazani did not commit the non-qazani. In particular - "it is the spirit of returning from this post that the Prophet (PBUH) said:the a.v) there is a narration from him who says to Abu Zar: "do not be an emirate! I'm sorry. again, he said-that " on two issues the management is an Apple in the garden!I'm sorry. (Bado'-industry 94-page)

The next section of the book is the terms of the excavation. The terms of the pile are several types (the process of carrying out the activities of the pile is considered to be the requirements, and the requirements in the prosessual legislation of the current period are the same, since these rules are their own. In the codes there is a section called Process parties or participants. He is the accused, the victim, the plaintiff and the respondent in the section, the other participants are given in the articles. Their rights and duties are also legalized) and some of these species are subordinated to the judge, some are subordinated to the judge himself, some to those to whom the judgment was issued in favor of him, and some to the detriment of others.

Conditions for the appointment of a judge are the conditions under which we consider it permissible to appoint a judge, since if the judge is unfit, then his appointment will not be permissible from necessity.

The most important thing is to consult with scientists faqih on this matter. In complex matters, the conduct of a jury and the organization of judicial consultants are established by our laws. In the case of the issue, when it comes to the middle ixtilof with scientists, it is looked at (the presiding opinion)and what leads to the truth is taken. If they (consultants) come to an opinion that contradicts his (presiding) opinion, then he also acts with his own opinion.

In the fifth part, which covers the issue of moral decency of the judge, the quality of the judge in the proceedings is written.

"You understand that if proof is brought to you, there is no benefit from talking about something that cannot be done. Whether it is in front of you, in your assembly, in your rightful trial-take care of people, so that a noble person does not suffer in your injustice. Let the helpless man not despair of your justice."

Abu Bakr Kasani analyzed all aspects of the activities of the Kazakh in the chapter "the custom of the Kazi "of the work "Badoi-us-sanoe" by comparing the views of all sects of the Islamic religion.

Abu Bakr Kasani said - " if a person who is fit for a post is one, it will be obligatory for him to accept the post of a judge, because if there is no other fit for this post than him, the fulfillment of this prayer will be entrusted to that person and this position will become a farzid for him." To the person who is worthy and appointed by the state in the country is to be glorified as a lamb prayer.

In summary, it can be said that the study of this book is significant in the process of ensuring the rule of law in Uzbekistan and ensuring the independence of judicial power.

The book of kazilik Odabi serves to ensure the moral perfection of the judges.

It is necessary for the judges to work without prejudice in the process of work and to be competent, as well as the program. Judges should rely on the printouts of this book in the process of seeing the case, read and learn the knowledge in this book to strengthen their internal confidence in the judgment and decision-making.

I consider this book to be perfectly translated by our specialists and trained in the system of forensic training is appropriate.

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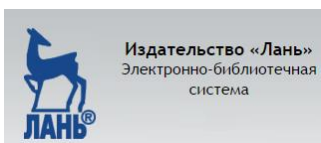
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