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WAYS OF DEVELOPING DIGITAL ECONOMY IN UZBEKISTAN

Abstract: The economic development of Uzbekistan in the context of globalization of the world economy and technological development is difficult to imagine without the rapid growth of the digital economy. For example, the consulting company. This article deals with the ways of developing digital economy in Uzbekistan during the years of 2020-2022.

Key words: Digital economy, economic development, technological development, digitalization and digital commerce.

Language: English

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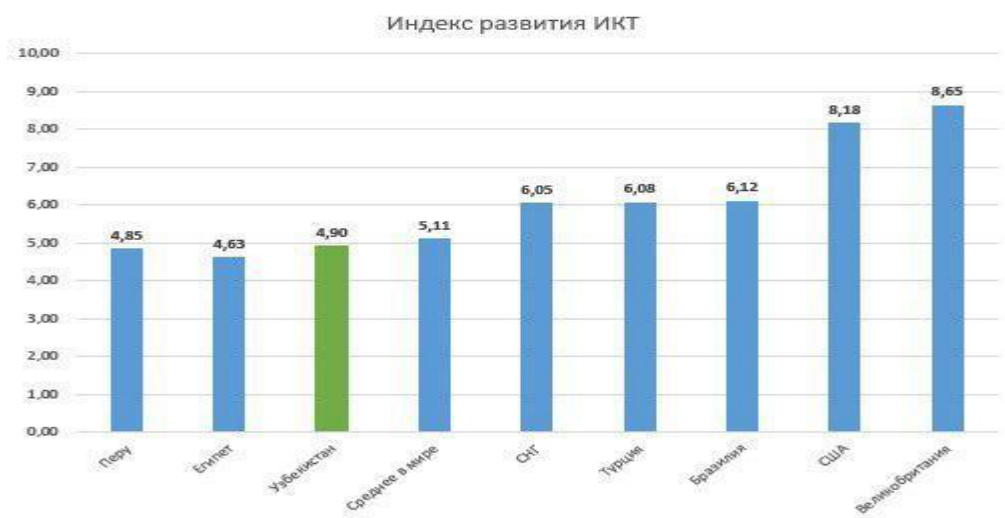
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Introduction

The economic development of Uzbekistan in the context of globalization of the world economy and technological development is difficult to imagine without the rapid growth of the digital economy. For example, the consulting company. Accenture predicts that by 2022, up to a quarter of global GDP will be in the digital sector. It is not surprising that 2019 secretly marked the beginning of the era of technological giants, when 7 companies in the technological sector

were firmly entrenched in the list of the 10 most expensive companies. However, stimulating the digital economy will require removing barriers that impede the development of digitalization and digital commerce.

Analysis. In terms of the ICT development index, Uzbekistan ranks 103rd out of more than 170 countries, ahead of, for example, Egypt, but behind Turkey and Brazil.



Pic.1

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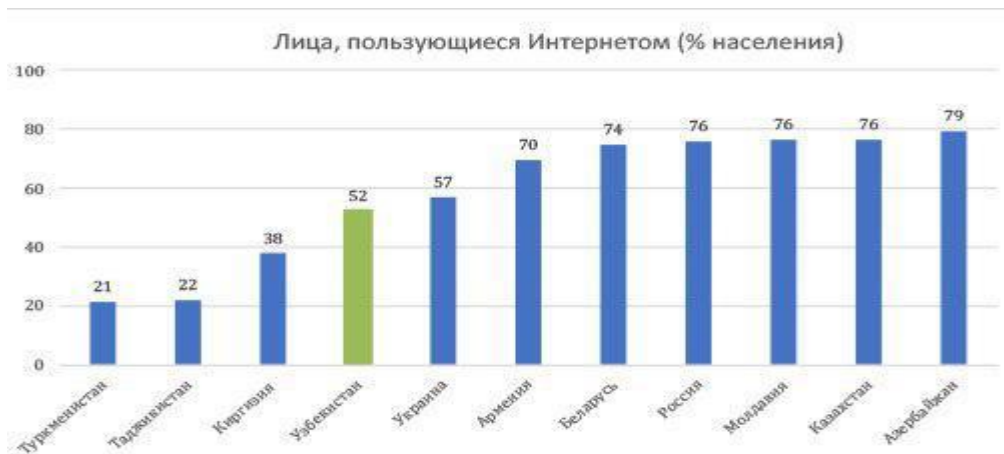
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It should be noted that the problems of the development of the digital economy in Uzbekistan are similar to the general problems faced by developing countries. One of the main problems is poor telecommunications infrastructure and communications. Due to the low investment in ICT (2.8% of the total investment in 2017), the density of base communication stations in the Republic remains very low (1 base station for 1600 residents). In contrast, in Kazakhstan, one such tower serves ICT needs for 643 residents, and in Russia for 235. This leads to the fact that poor Internet and mobile services slow down digital economic growth and widen the digital divide. Compared to the CIS average, in 2019, the average Internet speed (mobile and fixed broadband) in Uzbekistan was about two times lower. The lack of digital skills in Uzbekistan could be a serious obstacle to digital transformation. Uzbekistan,

as one of the few developing countries, has absolute adult literacy rates (100% in 2016) compared to other countries with similar levels of GDP per capita (for example, 84.66% in Lao People's Democratic Republic in 2015 year).

Discussion.

In developing countries, on the other hand, despite the high adult literacy rate, digital literacy remains at a lower level. Perhaps this can be explained by the low level of use and diffusion of ICT in schools. In 2017, 32 out of 1,000 students have personal computers. This is also confirmed by labor market trends - according to a recent study assessing the lack of skills in the Uzbek labor market, 68% of companies surveyed noted the importance of IT and computer skills as one of the key reasons when hiring new candidates.



Pic.2

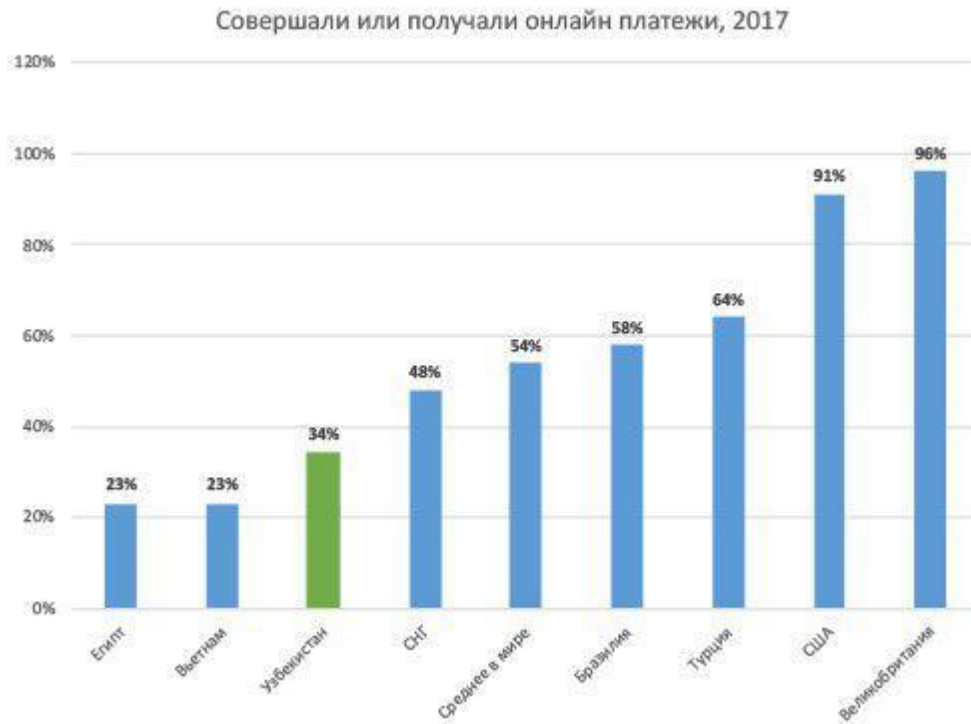
World Bank

Due to the weak digital infrastructure and lack of digital skills in the country, digital turnover is developing at a weaker pace in Uzbekistan. For

example, the decree of the President of the Republic of Uzbekistan states that there is an insufficient level of online trading and trading platforms in the country.

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Pic.3

Source: The Global Findex Database 2017

Despite the existing payment systems (Click, Payme, M-bank, Upay, Humo, Oson, etc.) that allow online payments for mobile communications, the Internet, government services, taxes and fees, etc., only 34% of account holders made or received digital payments in 2017.

Nevertheless, over the past 13 years, the amount of the average payment through the terminal per card has increased significantly - from 207 thousand soums to 2.7 million soums. In 2018, the total amount of payments through the terminal amounted to 53 trillion. sum

Although the Parliament approved the “Law on Electronic Digital Signatures” in 2005, which became the basis for legal Internet transactions, the lack of regulation is still the main barrier to the development of electronic commerce in the Republic of Uzbekistan. Currently, the website, designed to discuss draft regulatory acts (regal.gov.uz), has posted a bill to amend and amend the Law on Electronic Commerce, which introduces improved regulations in the field of electronic commerce. In 2017, Uzbekistan began its journey to the e-government system with the development of a public services web portal.

In 2018, 127 online services were offered from various government agencies, and the number of applications reached 3.2 million. However, out of 32 million, the number of users was only 57.7 thousand people. Starting in 2019, getting public services online is 10% cheaper.

The United Nations E-Government Index reflects how a country uses information technology to provide access and integration for its people. In 2018, the indicators for Uzbekistan are almost equal to the average for the CIS and exceed the global average. Among 193 countries in the ranking, Uzbekistan ranks 81th.

Finally, the inflated cost of the Internet, insufficient coverage and low international Internet bandwidth are the result of a monopolized telecommunications industry. The market form of telecommunications in developing countries is often an oligopoly or even a monopoly. In Uzbekistan and other CIS countries, the telecommunications industry is mainly limited to one leading company, which is endowed with special powers and resources (for example, Rostelecom, Ukrtelecom, Kazakhtelecom, Aztelecom, etc.). An important step towards a digital economy will be the abolition of the state monopoly on international gateways, which is scheduled for 2020. Liberalization of the telecommunications industry will allow Uzbekistan to provide its citizens with safe and affordable Internet services and benefit from the digital economy.

The digital economy has emerged as a result of the emergence, rapid development and widespread dissemination of electronic computing, information technology and the Internet; At present, in many developed countries, the digital economy is being introduced into all industries, target laws and

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programs are being developed and approved that will become the springboard for the development of the digital economy; target indicators for the long-term development of the country are listed. The government of Uzbekistan has included a digital economy program in the strategic development plan of the state, the purpose of which is to create a full-fledged digital environment and digital field in the republic. According to the government, it is precisely the “digitalization” of the economy that will allow the country to resolve the issue of global competitiveness and national security as soon as possible.

The message of the President of the Republic of Uzbekistan Sh. Mirziyoyev Oliy Majlis dated December 28, 2018 notes: “... we should start developing in 2019 the National Concept of the Digital Economy, which provides for updating all areas of the economy based on digital technologies, and implement the program on this basis” Digital Uzbekistan-2030 “. “Digital economy” is the provision of digital space for all spheres of the country's life. The main objective of the program is to create legal, technical, organizational and financial conditions for the development of the digital economy in the country and its subsequent integration with the digital economies of foreign countries. The digital economy will ensure gross domestic product growth of at least 30 percent and dramatically reduce corruption. This is confirmed by analytical studies of reputable international organizations. ” The country has embarked on the development of a program for the country's transition to a digital format in the economy. The stages of this program will last until 2030.

Developed countries of the world are characterized by dominance in the economy of the service sector and the emergence of information technologies on their basis.

However, society is not standing still, its further development and the increasing dominance of the services sector over production have led to the fact that information technology and the IT sector have begun to play a key role in this movement, which greatly simplify the very mechanism by which a person receives any service. The advent of the Internet and the reduction in the cost of access to the global network have become a real information (digital) revolution that has changed the life of mankind in general, and the economy in particular.

The digital economy, namely the emergence of new opportunities, certainly has a positive effect on human life. Thanks to the development of digital technologies, the consumer can quickly get the services he needs, save money by buying products in online stores at lower prices. In the end, the consumer can even start his own business online, become an entrepreneur without leaving home.

The World Bank in its review in 2016 noted that the digital economy contributes to the growth of labor productivity, increase the competitiveness of companies, reduce production costs, create new jobs, overcome poverty and social inequality.

The development of modern society is such that only the digital environment will allow the economy of Uzbekistan to integrate into the global space, since the business sector, in cooperation with citizens, has long been using digital technologies, including digital currency.

The development of the digital economy implies total globalization, an extremely high competitive environment, the availability of qualified personnel and high-quality education, a new quality of life, business and public services, the deployment of a modern Internet infrastructure in modern cities, increasing the digital literacy of the population and systematic training of IT specialists in all areas of economics.

An important criterion for the digital economy is to improve the quality of state and municipal services, and reduce the cost of the state in providing them. At the same time, the state must guarantee the stability and security of the infrastructure, ensure a high level of education of the population, including digital literacy, connect the digital economy with all industrial spheres, and most importantly, integrate the international digital industry into the national infrastructure.

Conclusion.

For this purpose, the Republic should work on the creation of technology parks, research and production clusters and other innovative projects, the widespread and affordable training of citizens of digital literacy, the introduction of digital technologies, ensuring the coverage of the country with the Internet with a network of 5G or higher, and the introduction of electronic document management in activities enterprises. All these measures will require huge financial investments from the state, trained specialists to educate employees of enterprises and the population in the basics of the digital economy, but this is a dictate of the time and the requirements of advanced information technologies that will be put at the service of the people. Thus, the Digital Uzbekistan-2030 program is not just another major state project of the country, it is an important aspect of the innovation activity of the Republic of Uzbekistan, the main goal of which is not only to achieve a high level of development, but also to integrate and interact with developed countries of the world.

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VIRTUAL LABORATORIES IN TEACHING AND EDUCATION

Abstract: E-learning implemented by educational institutions should include not only educational-methodical complexes on disciplines (modules), but also software aimed at the development of professional competencies. The best way to build competences is a virtual laboratory, simulated in an e-learning environment onto real world objects. Creating a virtual laboratory allows, on the one hand, to experiment with the equipment and materials that correspond to the real lab, on the other, to get acquainted with the computer model for the development of practical skills in professional activities. Note that not every educational institution can afford to purchase expensive equipment, which is costly in maintenance, purchase supplies, and most importantly, the replacement at its improvement. The versatility of virtual laboratories compensates these shortcomings. Virtual Lab provides students with the complex problems of various do-mains, virtual instruments to formalize the process conditions, the means to solve the problem; teachers are able to monitor, diagnose the process of mastering the material. Thus, students can independently form practical skills in the time convenient for them, not limiting themselves to the times and the territorial remoteness of the educational organization.

Key words: laboratory, exercise machine, virtual laboratory, electronic training, technique.

Language: English

Citation: Muradova, F. R. (2020). Virtual laboratories in teaching and education. *ISJ Theoretical & Applied Science*, 02 (82), 106-109.

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Introduction

The modern stage of human development is called the period of building the information society. Today, graduates of higher schools must not only possess fundamental and professional knowledge, but also be able to navigate in the modern information society. In this regard, the processes of informatization of education are accompanied by the search for new methods of organizing the educational process, focused on self-organization and self-development of the individual.

Teachers of the British Joint Information Systems Committee disclose the content of the concept of “e-learning” as training using information and communication technologies [6]. In other words, the authors mean e-learning as a set of IT services (IT is an information technology management system) used to organize and conduct distance learning. Therefore, the term “e-learning” includes the content of the concept of “distance learning”, implemented through means of communication (A. Khutorskoy

[15]. Recall that e-learning provides students with the opportunity to choose the pace of study, content and time of development, regardless of the territory of residence. This training is an independent form, consistent and reflects the laws of science, didactics, educational psychology, pedagogy and other techniques. Recall that e-learning has developed in several stages:

- teacher - several students (used e-mail, personal computer, telephone);
- the emergence of local networks, the improvement of communications (training computer programs, disks);
- the use of global networks (Internet learning, distance learning platforms, creating an information and educational environment).

The basic principles of e-learning are modularity, continuity, openness, dynamism, adaptability, creativity. Of course, in e-learning, a special role is given to electronic educational resources that are responsible for the quality of

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education. The term “electronic educational resources” is understood as an electronic educational tool that provides students with information on the methodological features of studying modules (disciplines) online and offline interaction between a teacher and a student; regulation of independent work, educational and methodological complex (content), automated control aimed at mastering competencies in accordance with the federal state educational standard. OV Nass interprets the content of the concept of “electronic educational resources” as computer tools that are used by a teacher to achieve learning objectives [11].

Literature review.

According to the authors M.P. Lapchik, V.R. Mayer, D.Sh. Sailor, the means of information technology are: electronic textbooks, virtual laboratories, testing systems, digital educational resources that allow not only to increase the degree of students' independence, but also to form their professional competencies [4]. Achievement of learning objectives is carried out through the development of electronic techniques focused on the formation of competencies. However, not all educational institutions can provide full-fledged practical training of students, including those based on the virtual reality system. E-learning is limited to video lectures and educational resources in the form of content, there are no practical classes, which raises doubts about the development of the educational program and standard [13]. In laboratory classes, workshops, according to E. V. Dozorov and V. A. Dozorov, students are trained in computer games that create microworlds of the studied modules (disciplines) and contribute to the development of competencies [5]. Microworlds are created through virtual laboratories [1]. S. M. Vishnyakova considers the content of the concept of “laboratory” as an institution conducting scientific and technical experiments, and “virtual” - real, real [3]. Thus, the term “virtual laboratory” is understood by the author as an institution conducting real experiments. A. Ch. Khatagov associates the concepts of “virtual simulator” and “virtual laboratory”, characterizing them as a software package focused on computer lab work [7]. S. Golovin discloses the content of the term “simulator” as a technical training tool, “virtual simulator” as a system of program elements. However, according to the opinion of E.O. Kozlovsky and G.M. Kravtsov, a “virtual laboratory” is, first of all, a software environment in which the opportunity to study objects detailed in relation to real processes in the field of one type of knowledge or activity is organized [8]. V.V. Trukhina reveals the content of the concept of “virtual laboratories” as a software and hardware complex focused on the formation of practical skills through a laboratory installation with remote access, based on software and hardware for

controlling the installation and processing of data, including communication tools [14].

S. A. Yampolskaya, V. P. Zhivoglyadov - as software and hardware tools for research [2]. A virtual laboratory is an information source that provides students with the development of practical knowledge, skills and abilities, which allows modeling objects and processes of the surrounding world [9]. Virtual laboratories should provide students with practical tasks for the development of modules (disciplines) of the main professional educational program containing virtual tools and means for solving them. Analysis of Internet resources allows us to conclude that the majority of authors use the term “virtual laboratory” to mean Internet sites, texts (tasks) of laboratory work, and media files. The creation of virtual laboratories allows, on the one hand, to conduct experiments with equipment and materials corresponding to a real laboratory, on the other hand, to get acquainted with a computer model for the development of practical skills in professional activities. In other words, a virtual laboratory is a simulated object of the real world in an electronic educational environment. Of course, virtual laboratories can and should be used in educational organizations, because the market for educational services does not keep pace with the development of engineering and technology. Not every institution can afford to purchase expensive equipment that requires maintenance costs, the purchase of consumables, and most importantly, replacement when improving it. The versatility of virtual laboratories is compensated by these shortcomings. Summarizing the above, we note that the virtual laboratory is a hardware-software complex that allows you to organize laboratory and practical classes without the lack of real equipment, direct contact with it, replaces the lesson laboratory workshops. Students are given the opportunity to independently and independently of location perform tasks using information and communication technologies and the Internet. According to V.V. Trukhin, there are two types of hardware and software systems: remote laboratories, virtual laboratories. Virtual laboratories include software simulating laboratory experiments, and remote laboratories include a laboratory facility with remote access [14]. One of the goals of creating virtual laboratories is the desire for a comprehensive visualization of the studied processes, tasks - providing students with the most complete perception, understanding of the studied processes. Virtual laboratories make it possible in real production conditions to observe processes that are difficult to distinguish due to the small size of devices or particles, not to depend on time and resources, to change the parameters of experiments without fear of violation of security measures, to form competencies outside of an educational organization. You can use laboratories both offline and online. Virtual experiments, namely interactive laboratory work, can

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be carried out in online resources, or can be through a series of specialized discs. Students' activities in a virtual laboratory are useful for the formation of research competencies, an experiment is the result (automatic processing of the results).

A visual demonstration of experiments is carried out by software that creates a visual effect of the intervention of students in the process. The depth of the student's interaction with the computer program is characterized by interactivity, therefore, at the initial stage, interactivity will be insignificant compared to the final stage. The creation of virtual laboratories is based on 3D graphics, animation and video clips. Virtual measuring instruments allow you to monitor the results and progress of the experiment. Students can independently form practical skills at a convenient time, without limiting themselves to time. Note that there are software without ready-made scripts, that is, practical tasks for testing hypotheses.

Virtual laboratories can include virtual classrooms, mathematical modeling, application software packages, components of CALS - systems and can be used in practice, laboratory studies, course and diploma design, research activities.

Of course, virtual laboratories also have a drawback, as well as e-learning in general - this is the lack of direct contact with the object of study, research. However, virtual laboratories expand the range of services provided, provide the opportunity for interaction of all participants in the pedagogical community. And the current trend of the network interaction of educational institutions, the widespread dissemination of communication channels, a variety of programming tools allows the joint efforts to create virtual laboratories in the form of -services.

Discussion.

Virtual laboratories in terms of methodology can be classified according to the typology of models for the provision of knowledge, namely: hybrid, procedural and declarative types [12]. The hybrid type is used for the development of virtual devices, the external attributes and the control panel are identical to the existing devices. The operating mode of these devices is built on mathematical and simulation models. A promising direction of this type is the imitation of laboratory work, in other words, a traditional lesson is organized, which is commented by the teacher. A minus of this type: an experiment for one set of source data, when they change, students receive processed results without participating in the experiment.

The procedural type is characterized by the presence of applied labor automation programs based on mathematical modeling, which limits the possibility of scenario schemes according to the principle of intelligent simulators.

The declarative type is similar to the preparation and operation of electronic textbooks, but their substantial prototypes are exhibits of real laboratories.

In the didactic plan, an integrated approach to choosing the typology of a model is effective, providing all stages of students' cognitive activity: perception, comprehension, consolidation, formation of competencies, research activities. Consequently, the multimedia complex of the virtual laboratory should include guidelines, electronic textbooks, test materials, visual laboratories, mathematical (simulation), simulators, etc.

Therefore, to create a virtual laboratory, it is necessary to form a computer base, namely: video clips of laboratory tests, various initial data (parameters), choose a model, develop a computational algorithm and software taking into account the specifics of mathematical modeling and the process. The work of the virtual laboratory should fully reproduce the traditional scenario of the lesson. Thus, the program shell of the virtual laboratory reproduces the scenario of the lesson, which includes four stages, namely: the preliminary stage (theoretical basis, instructions for performing laboratory or practical work), the stage of the work (test, assembly of the work scenario, execution), report generation, protection work.

A.O. Matlin, S.A. Fomenkov offer the author's methodology for constructing virtual laboratories, based on the following algorithm:

- 1) creating a virtual laboratory step;
- 2) selection of a graphic image (background) of a virtual laboratory step;
- 3) selection of active areas for virtual laboratory tools;
- 4) selection of a graphical toolkit;
- 5) correlation of active areas and tools;
- 6) definition of a set of tools;
- 7) the assignment of penalty points for the wrong choice of tools and the wrong action [10].

The authors of the methodology propose creating virtual laboratories on their own without the direct participation of technical specialists. The only limitation of the technique is the presence of pre-prepared 2D images of the background of steps, tools.

Recall that a virtual laboratory requires an expanded amount of disk space and RAM, however, given the fact that the student does not need all the work at the same time, one job can be loaded into the shell system to master a specific module and theoretical section. Of course, in e-learning, teaching and learning tools are an integral part of the learning process, which is ignored by many educational organizations when implementing training using distance learning technologies. Software products for e-learning should have mechanisms: creating a model (structure), transforming (editing) a model, and making calculations.

The advantages of using virtual laboratories are:

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1. reduction of the same type of equipment, lack of personnel for its maintenance;
2. automation of the performed actions (operations);
3. availability;
4. Continuous improvement of equipment in accordance with the development of the economy and methods.

Conclusion.

The virtual laboratory provides students with a set of tasks of various subject areas, virtual tools for

formalizing the process conditions, means for solving the problem; teachers - continuous monitoring, diagnostics of the development of the material.

The creation of virtual laboratories is an urgent topic for the education of Russia, supplements the material and technical base of institutions, expands the circle of users of equipment, ensures the development of competencies and the implementation of the Federal educational standard.

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THE ISSUE OF ARTISTIC PSYCHOLOGY TO LITERARY STUDIES

Abstract: Artistic psychology also has differences in literary types and genres. For example, the lyric is focused entirely on the image of the inner world, the spirit world. In lyrical works, the reader perceives the world through the prism of the subject-lyrical hero's emotions. Accordingly, artistic psychology plays a central role in the lyrics, without a lyricism without artistic psychology. Artistic psychology is a condition for the existence of a lyrics; the lyric has no other purpose than describing the experiences of the human soul and revealing the innermost layers of the inner world. The article deals with artistic psychology and its issues in literature.

Key words: World literature, artistic psychology, monologue, spiritual world, mental state, psychological analysis, hallucinations.

Language: English

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Introduction

The study of artistic psychology as one of the most important categories of speech began in the Russian literature in the nineteenth century by the research of N. Chernishevsky, and in the Uzbek literary criticism it dates back to the 60s. Just as the phenomenon of artistic psychology in the word arts has deep roots, it is not new in literary studies. Despite this and the fact that artistic psychology has been widely studied in scientific research, the relation to artistic psychology has not been reflected in the theoretical literature. Prof. H. Umurov in the *Theoretical Literature*, Created Before 1983: We don't discuss the ideas of artistic psychology. This in turn creates a great "gap" between theory and practice. This issue has also been ignored in the theoretical literature published in recent years.

II. Literature review

According to academician Izzat Sultan, the development of fiction literature and the realism of critical realism (since the 19th century) opened a new page in the history of world literature, affirming two important principles in human imagery: sociology (or social determinism) and psychology (or psychological determinism); "psychological determinism confirmed that human behavior were

also caused by his or her world and psychology, and promoted deep penetration of the human being as another, very important factor and requirement of mastery." Of course, these ideas are true. But it is also true that in the Oriental literature, in the Uzbek literature alone, the secrets of the human psyche are revealed by Alisher Navoi in epic poems and lyrical works, and by the great poet of the East, the various methods and means of artistic psychology.

III. Analysis

Dictionaries are arranged in alphabetical order, in which the concept of "artistic psychology" is not difficult. But which of the questions of literary psychology should be described and studied? In fact, the problem of artistic psychology is that it deals with issues such as image, creative method, writer's style, life fact and artistic reality, and artistic skill, so it is only possible to partially cover this issue, but it is not appropriate to spread the same issue in different places. In our opinion, it is desirable to describe the artistic psychology in the section on "artistic image", though it is a wider issue. "The role of psychology in the development of human character and the study of complex processes associated with the human spiritual world," says Yakubjon Ishakov, a researcher

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who studied the types of artistic psychology at Alisher Navoi "Hamsa". Psychologicalism is one of the most important means of creating character". According to V. Osnov, a Russian literary critic who studied the drama of the world-famous writer L. Tolstoy, the hero's character is created by means of multiple recording of the momentary events of his psyche. It can be said that artistic psychology is, in general, a phenomenon closely related to the artistic image. Artistic psychology also has differences in literary types and genres. For example, the lyric is focused entirely on the image of the inner world, the spirit world. In lyrical works, the reader perceives the world through the prism of the subject-lyrical hero's emotions. Accordingly, artistic psychology plays a central role in the lyrics, without a lyricism without artistic psychology. Artistic psychology is a condition for the existence of a lyrics; the lyric has no other purpose than describing the experiences of the human soul and revealing the innermost layers of the inner world. Although the basis of artistic psychology is as a means of creating character in epic and dramatic works that make up a human life story, each of these literary types has its own peculiarities. In other words, the main means of creating characters in a dramatic work are the hero's discourses, monologues, and dialogues. Therefore, dialogue and monologues are also the main means of uncovering the hero's spiritual world in dramatic works; a letter may be used depending on the development of events. The possibilities of using artistic psychology as portraits, landscape psychological details, psychological details are very limited in the drama: the use of dreams, hallucinations, and so on. Epos has a wide range of ways and means to illustrate the human psyche. In the epic round, all the methods and means of the lyrics and drama are synthesized in their own way. As in the lyrics, the writer continues to invade the spirit world, both in and out of the characters' inner world, through the hero's own speech, and through external characteristics and situations. At the same time, the use of artistic psychology has distinct features between the epic genres. The story is a small part of life, in which one or more life events are described, and the genre has little to do with the gradual elaboration of the spirit world, and the gradual "heart dialectics". The characters come into the story readily, so the psychological analysis of the story genre is more situational. In the story, it is not uncommon to use dreams, hallucinations and letters. Psychological detail in this genre is more likely to use psychological detail; and the portrait, in the form of barcodes.

IV. Discussion

The story genre usually has a lyrical premise, that is, a series of events related to the life of a protagonist, often narrated by a participant, usually a protagonist. This brings the story closer to the lyric

from the point of view of artistic psychology, the reality is perceived from that hero's point of view, just as in the lyrics, the reality goes through the prism of the storyteller-heroine's inner world; unlike the lyric, the story tells a specific story. The story gives the author an in-depth insight into the storyteller-heroine's psyche. But this restricts access to the inner world of other heroes, while other characters are portrayed only from the outside. The novel is the most comprehensive genre of possibilities for psychological analysis. Characterized by the creation of a broad picture of the epoch-making history of the novel, the artistic history of a particular social life, the main characteristic of the genre is the social and national psychology and the "dialectic of the soul" character allows you to open different ways and use different methods and tools. The artistic psychology is the result of the psychological analysis of the writer, as a result of the perception and analysis of the human psyche, the mental states reflected in the work. The writer does not directly analyze the psychological text in the literary text, but rather depicts, reflects, "draws" the spiritual world, the mental state of the hero. Therefore, Belinsky uses the phrase "great artist of the human spirit" in relation to the artist. Russian critic N. Chernishevskiy, who was one of the first to raise the issue of psychology in literary criticism, therefore, analyzing L. Tolstoy's work from this point of view: "We do not mean that Tolstoy, of course, always draws such a picture; it depends entirely on the circumstances he describes and, ultimately, his will. At one point he wrote a "snowstorm," all of which contained an image of such inner emotions, and the second he wrote "Marker's Letters," in his work there is no image of any emotion..." The critic never uses the word analytics, but only the image. Therefore, it is possible to say that the psychological analysis of the writer is beyond the text, and that the writer only shows the results of his analysis in the fiction. This is the result - artistic psychology. This artistic psychology is, of course, the result of a prolonged in-depth analysis of the artist. The writer uses various forms such as dialogue, monologue, portrait, dream, hallucination, letter, psychological detail, psychological parallelism in creating artistic psychology.

V. Conclusion

Accordingly, artistic psychology is content, such as dialogue, monologue, portrait, dream, hallucination, letter, psychological detail, psychological detail, psychological parallels of the content. In addition, the hero can analyze his inner world, his own feelings, and the writer describes it (for example, Anna Karenina, Dmitry Nexlyudov, Rodion Raskolnikov, Miryokub). Of course, this is, in a sense, an analysis of the writer. But in such cases the writer cannot openly evaluate the inner world of the hero -

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cannot analyze it, he has to conduct the analysis only from the hero's point of view, but only because of the character of the hero.

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THE FORMATION AND DEFINITION OF THE INTELLECTUAL POTENTIAL IN EDUCATION

Abstract: *In this article, the leading conditions of intellectual development of students in the process of forming mathematical representations that are in relationship and interaction are the presence of clearly justified goals and content of the educational process in schools aimed at the intellectual development of students in the process of forming mathematical representations, creating a developing environment that takes into account the features of mental development of children and promotes the manifestation of creative activity. Continuity in the work of the school is carried out in many aspects. The theoretical justification and methodological development of the foundations of continuity for each of them should be the subject of special attention of teachers working with school-age children. It seems appropriate to include in the curriculum of the faculties of pedagogy and methods of primary education, school pedagogy and psychology an academic discipline or special course: "Continuity in the work of the school".*

Key words: education, profession, statistics, research, intelligence, methodological skills.

Language: English

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Introduction

The intellect of development and transformation of socio-economic processes in the Uzbek society in the conditions of market and institutional transformation, increasing competition and scientific and technological progress have caused new needs and fundamentally new ways to meet them. In turn, this requires changes in both the teaching methods and the resources used. At the same time, the information and intellectual potential of the organization, knowledge, skills, high technologies, organizational culture and other elements of intellectual property, comes to the fore. Organizing the use of intellectual potential belongs to the category of the most complex tasks of the modern subject, the solution of which requires the formation of specific approaches to management that contribute to the creation, dissemination and productive use of knowledge. The appearance of a new function and a new type of management activity is a confirmation of the relevance of the chosen topic. Intellectual potential

has a number of features, such as innovative technologies, development of human competencies and abilities, innovative activity, integrated use of information technologies, effective communications, and so on. All these features are reflected in organizational systems that create conditions for the accumulation and implementation of knowledge, for entering knowledge markets and providing competitive advantages. A key role is played by the formation of a single information space and communication systems in the organization that allow integrating knowledge and then using it. Effective use of knowledge requires purposeful management actions based on the application of science-based strategies, approaches, methods, techniques, mechanisms, forms of organization, incentives and motivations. Management practice must necessarily take into account that organizational knowledge is based on people's knowledge, which is divided into explicit and implicit knowledge. The abstract and intangible nature of hidden knowledge makes it much

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more difficult to store and transmit, but it is this type of knowledge that forms the basis of the intellectual potential of the entire organization. In turn, intellectual potential is necessary for the development of new knowledge, skills, and production of new intellectual products, as well as for achieving results in the implementation of the set strategic goals.

Discussion.

Students' intellectual potential can be seen as their readiness to generate and master innovations. It consists of the accumulated amount of knowledge, the intellectual level of students, and the experience of innovation. The composition of indicators for assessing the intellectual level of students takes into account the novelty, the novelty of the teacher's technologies used, the novelty of the technology of pedagogical activity, the educational level, and much more. The concept of "intellectual potential" is widely used in modern scientific literature. One of the most important distinctive features of intellectual potential is that it is a set of opportunities that are often not yet disclosed, not formally fixed, but actually exist to perform actions, including those of a production nature. In addition, the mechanisms for using and managing intellectual potential in General require, in our opinion, a deeper theoretical understanding and methodological formalization, this is an additional argument for the relevance of the topic and the chosen direction of analysis. The strategic resource of modern post-industrial society is increasingly becoming human capital, which includes the accounting and evaluation of its intellectual potential. The formation of an intellectual nation is one of the strategic goals of development. The main focus is on the formation of the industrial and innovative economy of the country. Its result is a qualitatively new intellectual nation. Modern society needs a smart, competent, creative-minded person who manages their own intellectual activities in interaction with members of society. The problem of its development is assigned to priority areas. Intellectual potential is an integrative concept that combines all types of intellectual activity and its subjects, science, education, and innovation. This phenomenon is created primarily by the system of continuous education (preschool education and training, General secondary, technical and professional, post-secondary, higher, and postgraduate education), which is the basis of society's intellectual resources. An intellectual person is a person with developed intellectual abilities who is prepared for innovative and creative self-educational activities and communication throughout life. It is characterized by a high level of national consciousness, developed moral and spiritual qualities. Purposeful formation of students' intellectual potential should become one of the main tasks of continuous education modernization. Despite the need for its development, until now there has been

no clear concept in the scientific literature to justify the strategy and tactics of this activity. The development and formation of the intellectual potential of the student's personality requires the identification of leading ideas, approaches, theoretical foundations and principles that determine its strategic orientation. They should correspond to the ideas of modernization. The concept of "intelligence" is one of the most pressing problems, which has been studied by scientists from many countries of the world for many centuries. In the history of mankind, there are many examples of outstanding individuals who have left an indelible mark on the development of science through their intellectual work for the benefit of society. There are different points of view and concepts in the definition of "intelligence". First, it should be noted that this concept belongs to the category of inter-scientific concepts. In this regard, the variety of definitions of the concept of "intelligence" from the point of view of various scientific fields is an indicator of the complexity and multidimensional nature of this phenomenon. In General, in encyclopedic dictionaries, intelligence is characterized, in most cases, from a psychological point of view. From a scientific point of view, "intelligence" is considered in the following meanings:

- 1) A relatively stable structure of the individual's mental abilities;
- 2) The General ability to learn and solve problems, which is the basis of other abilities and is determined by the system of cognitive processes of the individual (thinking, feeling, perception, memory, imagination, representation, etc.), which determines the success of any activity and adaptation to new life conditions, tasks (as a generalization of behavioral characteristics in solving problems);
- 3) The totality of all the cognitive functions of the individual: from motivation and perception to thinking and imagination, the main form of cognitive activity.

Despite the fact that human intelligence and mental activity are different concepts, they are very closely related to each other. Therefore, it is important to understand these concepts in their differentiation. The structure of the concept of "intelligence" is complex and consists of many levels, and its integrity is expressed on the basis of the interaction of mental abilities. Based on the above, we can say that an intellectual person is characterized by a high level of intellectual abilities, national consciousness, patriotism, citizenship, and readiness for creative and innovative activities. No less interesting is the consideration of individual features of intelligence, which is in a dynamic change due to age, health, and the human environment. This is confirmed by many psychological studies. As it turned out, as a result of many studies, the peak of intelligence development is very well observed in 17-19 years of age. In some

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studies, the peak of intelligence development is observed in 12 years, but due to lack of life experience and lack of fundamental knowledge, they cannot fully demonstrate their intellectual abilities. According to piaget, by the age of 15, human intelligence is completely at the stage of development. The object of the study is the educational process in school institutions, and its subject is the pedagogical conditions of intellectual development of students in the process of forming primary mathematical representations.

In accordance with the problem, object and purpose of the study, we solved the following tasks:

1. To reveal the essence of intellectual development of schoolchildren in the process of forming primary mathematical representations.

2. To substantiate the technology of the process in school educational institutions for the formation of mathematical representations in older students based on the relationship of psychological, technological and communicative components of the pedagogical process.

3. Determine the possibilities of the developing environment as a means of activating the mental activity of students.

4. Identify ways to improve the scientific and methodological training of teachers to work on the intellectual development of students in the process of forming primary mathematical representations.

The hypothesis of the study. Getting to the study, we proceeded from the proposition that the leading intelligent development of schoolchildren in the process of forming mathematical concepts in relationship and interaction, are:

a) Having well-grounded goals and content of educational process in the OU, aimed at the intellectual development of students in the process of forming mathematical concepts;

b) The creation of the developing environment, taking into account the peculiarities of mental development of children and facilitating creative activity;

c) Variability in the use of OU programs that stimulate the intellectual development of schoolchildren;

d) Humanization of the educational process as a condition for the intellectual development of schoolchildren;

e) Increasing the scientific and theoretical level and methodological skills of educators as a leading condition for the intellectual development of school-age children and this problem implies the need for information orientation of the higher education system. In this regard, the Informatization of the education system should be considered as a process of transformation of the content, methods and forms of preparation of the individual at the stage of transition of the educational system to existence in the conditions of Informatization of society. The most

important task of education is to teach how to live and work in the information society. This means that a person is required to be creative, and the main bet is on his intellectual potential.

The study showed that an important condition for success in intellectual development is continuity in the training of school students, in the work of school teachers. Continuity in the work of the school is carried out in many aspects. The theoretical justification and methodological development of the foundations of continuity for each of them should be the subject of special attention of teachers working with school-age children. It seems appropriate to include in the curriculum of the faculties of pedagogy and methods of primary education, school pedagogy and psychology an academic discipline or special course: "Continuity in the work of the school".

We recommend including the topic of intellectual and personal development of children in the professional development program for teachers, especially educators. Without knowing the laws and principles of mental development, the ratio of learning and development processes (and about 50 % of respondents do not know them), it is impossible to realize the inclinations of children given to them by nature.

The effectiveness of work to improve the scientific and methodological level of educators is provided by the use of a system of diverse forms and methods of professional activity that enrich their pedagogical instrumentation.

Criteria of effectiveness in improving the scientific and theoretical level and methodological skills of teachers as the leading terms of the intellectual development of preschool children we believe:

a) The level of development of children, determined by the indicators of psycho-diagnostics of intellectual readiness of children for learning activities and their level of education, which is characterized by the results of the integrated use of a number of methods: "Cross", "ladder", the "Two houses", etc.;

b) A complete rejection of the disciplinary model of the communication of adults with children;

c) Creating an atmosphere of creative activity in the team of educators (use of advanced pedagogical technologies, organization of mentoring, generalization of advanced pedagogical experience, preparation of methodological recommendations, production of visual AIDS, didactic games, etc. d) use of pedagogical innovations in the work of educators.

Evaluation of the educator's activity on these aspects is a leading indicator of his / her pedagogical maturity and ability to show a research approach to the child and to his / her own pedagogical activity aimed at finding optimal ways to manage the mathematical development of schoolchildren.

Our research confirmed the hypotheses put forward in the hypothesis and was carried out in the

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logic of the concept of intellectual development of schoolchildren developed by us. It does not claim to be an exhaustive theoretical justification of the problem considered in it. Many aspects of this problem need more in-depth theoretical study and methodological support.

Conclusion.

The problem of intellectual development of school children in the classes of activity, literacy, physical education and other activities of children is

considered to be relevant. The subject of special attention of researchers may be the problem of forming students' cognitive interest, which will contribute to their intellectual development. We consider it appropriate to conduct a study of this problem taking into account the age characteristics of school-age children. All this will contribute to the disclosure of the creative potential of each child and the search for optimal ways of intellectual development of students.

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PALACE GARDENS

Abstract: The article discusses the process of building gardens and palaces from ancient times to the present day. It provides an overview of the impact of gardens, world-class palaces on architecture, and architecture in Central Asia, architectural design, location, and other aspects of palaces. The palace gardens, created especially during the time of Timur and the Timurid periods, as well as the Bukhara emirate are mentioned as the main content of our ideas. It also talks about the current state of such architectural monuments, preserving them for future generations.

Key words: Palace garden, palace, garden, architectural style, eclecticism, Bukhara emir, architectural monument.

Language: English

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Introduction

Historically, garden architecture has been one of the most important roles in urban architecture. We know that ancient inscriptions belong to the legendary Babylonian gardens and gardens of Semiramia, and that the architecture has been developed since ancient times in Turan and Iran.

Archaeologists and art historians have developed several methods for graphic reconstruction of the famous gardens of Babylon, built in 600 BC and one of the “seventh wonders of the world”. The trees in the garden are natural, that is, vertical trees are planted on the upper floors, and the lower ones are low. Palm trees, cypress, cedar, pine and oak have long been

known in Assyria and Babylon. The top floor of the garden was decorated with a beautiful and elegant resort overlooking the beauty of the whole city, the lower part of the park, water and the banks of the Euphrates River. The spaces between the columns in the floors were decorated, and they served as enclosed fences.

According to A. S. Uralov, a book by S. N. Sadikova, Indian scholars M. Ranhava discovered that the first gardens were made by the kings of Achaemenids, Cyrus I and Cyrus II, photocopyers, heirs of Darius and kings of the Sassanid era, not only in Iran, but also in other places. preserved. [3,15-p.]

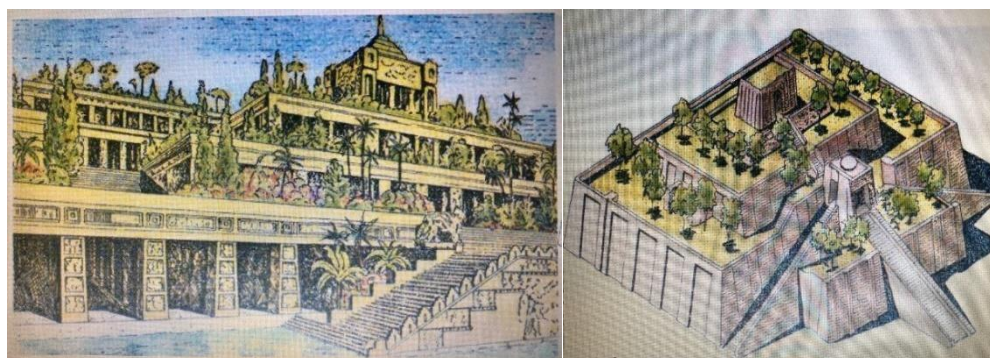


Fig. 1. Graphic reconstruction of hanging gardens. [13, 5-6-p]

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One of the most successful examples is the gardens of Versailles and the Louvre, which came to us from European countries. The design and composition of these palaces still have the perfect

solution, and they are still recognized by architects. Many of the later palace designs were also built to the standards of these palaces.



Fig.2. Palace of versailles

Materials And Methods

And in the countries of Central Asia, we can proudly say that the Gardens created during the period of Amir Temur and Temurids were traditionally accompanied by garden-style architecture. As an

example, in the booklet there are about 14 gardens, A. Uralov noted in his brochures that they outlined their location and graphic reconstruction. [3, 27-28-p]



Fig 3. Timurid Gardens in Samarkand (Chaharbagh).[13, 5-6-p]

Gardens and palaces were regularly created in the architecture of these khanates. During the reign of the Bukhara, Kokand and Khiva khanates of the 19th century, unique architectural and art schools appeared not only in parks, palaces and in general in architecture.

The political and geographical, climatic conditions of the territories of the Khanate, of course, influenced the development of parks and palaces. In particular, the garden palaces of the Bukhara Khanate are formed outside the city, on a wide territory, as a separate garden ensemble. This feature contrasts

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sharply with the gardens and palaces of other khanates.

We will link the construction of many major gardens and palaces in Bukhara under the name Abdul Ahad Khan. After the death of his father, Muzaffar Khan, Abdul Ahad Khan chooses Karmana as the center of the Bukhara Khanate. Since the Bukhara arc was formed before this time, there are no gardens or gardens inside the arch, and it is impossible to create them. Karmana was a frosty relief zone along the Zarafshan River. Thus, it is clear that garden palaces develop only when all necessary conditions and resources exist for its occurrence. Karmana was also in the immediate vicinity of the Zarafshan River, where the banks of the river were a meadow for hunting. [6, 45-46-p]

Discussion

In the books of L. I. Rempel and Nielsen several gardens are mentioned, including Gulcherbog, Mirzachorbog, Charmgarchorbog, Bogolchin. There is information that A. Khotamov, the author N. Bekniyozov in the book "Karmana ancient homeland"

mentions the existence of several gardens of Askarabadcherbog, Nasirbodom Garden, Yarzharbarks. Currently, they have completely disappeared, although, apparently, they provide information on the current territorial borders [9, 95–96 p] [5, 55–61 p].

According to other sources, signs of the existence of 12 gardens were found in the city of Karmana. Although the gardens of this period were short-lived, there were few of them, but the study helps to completely cover the gardens of this period. The palace gardens function mainly in the summer, but most of them are used in the winter.

Their names also corresponded to their functions, and in the vicinity of Charmgarchorbog there was a neighborhood of tanners. They were engaged in leather, leather, and the Khan's business was in this regard.

The garden is one of the most beautiful and planted with unique flowers and plants from around the world.



Fig.4. Graphic reconstruction of Charmgarbog in Karmana.

TIACE. student: Mukhimboev D, supervisor: Boboyorova.Sh.

Results

Thus, the design decisions of architects are developed in accordance with each feature of each garden. Little information is available on extinct palaces and gardens. In this regard, studies of the 1980 s, photographs from archival materials of V. Golikov are especially valuable. The names of the palaces and gardens are closely related to the names of the masters who built them. I. Notkin and V. Nielsen draw attention to the use of traditional methods in the works of Ust Murodov and Ust Hafizov. [8, 145-146 p.] [10, 85-86 p.]

The demonstration of the position of the khan in accordance with the requirements of the time, of course, is reflected in the buildings that he built. They

were sent abroad to Russia for training. An example is the Sotorai Mohi Khosa Palace near Bukhara. An attempt was made to combine Russian and other styles in the palace. Foreign masters also mastered new architectural technologies. Nielsen said the palace was used for the first time, and a new pool was built in a new way.

At that time, the Bukhara khanates could build palaces not only in the USA-Asia, but also in many parts of Russia. Among them are the House of the Bukhara Emirate, a mosque in St. Petersburg and two parks in the Crimea. Their architectural designs also have a style that reflects the traditional spirit of Asia.

Conclusion

In conclusion, we can say that our architectural heritage is inexhaustible. At the same time, our experts are required to contribute to the architectural

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complement by fully exploring what has not been studied.

The architecture of gardens and palaces is especially important in the architecture of Asia, since

the Bukhara Khanate formed gardens and palaces, the emergence of new schools and one of the examples of Uzbek architecture built in other countries.

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METHODS ARCHITECTURE OF THE ERA OF ABDULLAHAN IN BUKHARA

Abstract: This article highlights the architectural style of Bukhara of the 16th century, three periods of construction, architectural styles of the Abdullahan II era, the rise of architecture and an increased emphasis on the design of roofs of buildings. The story of Kasim Sheikh, built by Abdullahan in the complexes of Karmana and Chor Bakr in the village of Bukhara Sumitan, and their method and condition.

Key words: Bukhara, Era of Abdullahan, Qasim Sheikh, Chor Bakr, Hanaka, Mosque, Style, Deck, Dome, Mountain, Ganch, Porch, Complex.

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Introduction

Ancient Bukhara, which today attracts thousands of tourists, is well known in the East. Located on the Silk Road, this ancient city is unique in its world culture, cultural heritage and architectural monuments. Throughout its long history, Bukhara has gone through several stages of active construction and reconstruction. Buildings of old times are flooded with centuries-old layers of culture, with the destruction and destruction of new buildings.

Medieval Bukhara is a wonderful masterpiece of architecture. In the early 16th century, the capital from time to time moved from Samarkand to Bukhara. But even during this period, original constructions were built, indicating that the creative spirit of the builders did not fade [5,28-p].

The Bukhara sheybanids and then the Ashtarkhanids became the capital of the Uzbek state and flourished in the first half of the XVI-XVII centuries. Here Ubaidullahan Shaibani, his son Abdulazizkhan and especially Abdullahan II carried out huge construction work. During this period, the architecture of Bukhara developed rapidly: projects were improved, buildings were designed and completed, and rationalization of construction was observed [6,98-p].

In 1533, the capital was moved from Samarkand to Bukhara, especially during the period of Abdullahan (1557-1598), Bukhara was transformed into the capital, and many construction works were carried out. Academician V.V. Bartold calls Abdullahan the greatest builder after Arslan Khan and Amir Temur [8,61-p].

Materials And Methods

In the architecture of Bukhara of the sixteenth century, three periods of construction can be distinguished in the main areas of development, each of which is about three decades. The first period: 1500-1530, the second period: 1530-1560, the third period: 1560-1590 [6, 98-p].

The first period - the period of development of Bukhara after the Temurids - is mainly associated with the construction activities of Ubaidullahan. This is the period when the Bukhara architectural school developed its local features, and its buildings are still adorned with rich and luxurious decorative ceramic tiles [mosaic] [6, 98-p].

The second period is partially the reign of Ubaidullahan, but is mainly associated with his son Abdulaziz Khan. During this period, roof design and composite building techniques improved. Two

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ensembles and various civilian structures were created. The traditional architectural school in Bukhara continued its formation. [Page 6,98]. In fact, the ensembles were formed by the “double” method, that is, facing the axis in front of each other [p. 6, 99-p].

The third period coincides with the peak of development and architecture in the sixteenth century due to the strong policy of Abdullahan II. The Bukhara architectural school has become more active, with the improvement of religious buildings - mosques, madrassas, dwellings, as well as civil buildings: wood, grapes, caravanserai, baths, pools, cisterns, bridges, etc. [6, 99-p].

The board of Abdullahan II regarding a successful and visionary construction policy has led to a turning point in the construction industry in Bukhara [7, 12-p].

Extensive construction in difficult economic conditions led architects to seek the most economical, targeted and efficient methods. Therefore, the walls of the building are three-story: the external floors are filled with bricks, and the middle with bricks. It is noteworthy that such a wall of economical walls is placed under the cane so that it does not get wet, and these objects are still well preserved [6, 99-p].

The beam structure was quickly developed in a cross-sectional system using various systems. Not only parallel, but also diagonal wall (Kukeldosh madrassa) wall mounts, an increased number of intersections or shields, and geometric structures were created. During this period, mainly one-story domes were used, based on four intersecting rings and shields. Sometimes a small dome with a large dome is attached above the intersection. This method was used in suburban apartments designed to be seen from all sides and emphasize the high function of this building in the architectural complex. These are the buildings of Chor Bakr in the vicinity of the city, the Hazrat Imam in Bukhara, Kashim Sheikh in Karman and the mosque [6, 99-p].

A sample dating back to the early 16 th century was less used during the second and third construction. At the same time, decorative coatings are now made in the form of expensive entrances, mainly on the facades of buildings, in the courtyard, on the decorative shelves of the arch. The interior of the buildings was simplified: instead of glazed

ceramic patterns, two colorful ganch engravings were replaced - “shift” and “cross”. When the inside of the building was well lit through the windows on the holding dome or in the form of a domed hole in the top of the building, the inside of the building was achieved by creating a shadow of volumetric intersections - intersections and shields [6, 100-p].

Architects abandoned white tiles and other cosmetics, creating “white interiors” in large rooms, whose charm was to illuminate the room through a dome-shaped light hole [7,12-p]. Classrooms and a mosque in the madrasah of Abdullahan and Kukeldash in Bukhara, the Chor Bakr complex in Sumitan and the interior of the Kozim Sheikh Khanate in Karman are designed in this way. The interior of the building is not covered with ornaments, and the work of visible structures is strange, therefore, these structures do not require “sunset” or glazed decoration [6, 100-p].

Discussion

During the study period, the Bukhara architectural school was strengthened, the ceiling trims were rounded and made in the form of semi-upper domes. First built in Bukhara in Central Asia, the facade of the building opens onto the front porch. Then, for the first time in Bukhara, it will be built with a front porch. This method was first applied in Bakhovuddin (1545) and Chor-Bakr (1560), and then in city madrassas [6, 100-p].

The grave of Chor Bakr, erected in the village of Sumitan, Bukhara region, was formed around the grave of Abu Bakr Sad, the “descendant of the prophets” and the ancestor of Dzhubar sheikhs. Sumitan Village has become a refuge for the Dervish massif Khojagon, which is the basis of the government of the Khanate [5, 30-p].

The Chor Bakr complex is associated with four famous sheikhs who lived here: Abu Bakr Sad (end of the 9th century, 971), Abu Bakr Fazl (2nd half of the 9th century) and Abu Bakr Muhammad (2nd half of 9-century). 937), Abu Bakr Tahron (2nd half of the 9th century - 945) [1, 644-p].

Near the cemetery of sheikhs Abdullahan II built an architectural complex consisting of a hall, a mosque, a madrassah and a large garden, and in subsequent centuries additional buildings were erected, and the surroundings turned into a park [1, 643-p].

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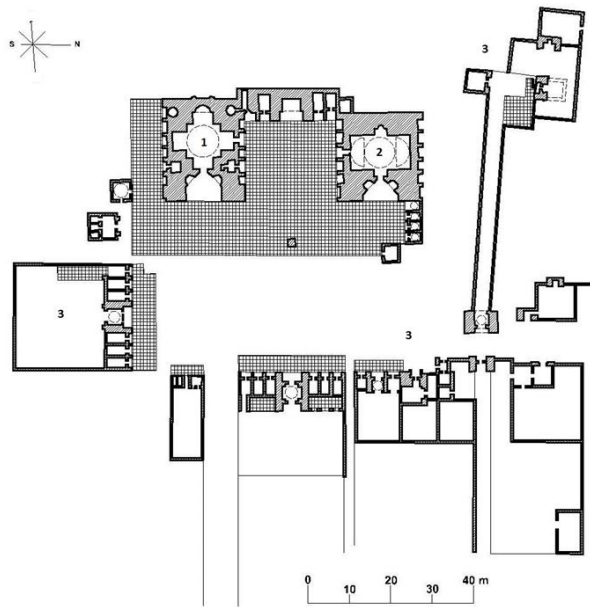


Fig.1. Bukhara. Chor-Bakr, in the 16-th century.

1- mosque, 2- rooms, 3-mausoleums

The room consists of a dome room (9x15.8 m) and a deck. The double-wing side doors and the front door are beautifully decorated, and the two wings of the veranda look great with bouquets [p. 211]. Large Kufi inscriptions on tiled decorations attract attention. The lower dome structure is more complex. The room was connected to two rings at the base of the dome. Madrasah are wider and have almost the same style. The landscape of the portal is divided into three entrances. The attic classroom, with a dome in the middle. Madrasah repeats a series of double decks [4,212 -p]. The fact that a large dome with two-story

terraces on the sides dominates the mosque and headquarters is not a traditional solution for such buildings. Artful inscriptions and small drawings on the plates are skillfully crafted. The exterior of the dome is gorgeous. The mosque is located at the back of the square. The main halls of the mosque and the temple are covered with drum domes. Drum windows with overlapping intersections and domed roofs [4, p. 213].

The ensemble axis is represented by a tower extending to the edge of the platform. Both buildings were built with domes [7, 14].



Fig.2. Bukhara. Complex Chor-Bakr XVI century. General view and interior

Another unique masterpiece built in Karman at that time is the Kasim Sheikh complex. Qasim Sheikh

Abdullahan, the great Islamic thinker of the 16 th century, was an elder of Islam. Abdullahan built a

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magnificent palace in Karman for his feast. It's said about Qasim Sheikh Abdullanom: "His Majesty's great chemistry was to unite the entire regional society, live well with different people, protect the country and property, show kindness and kindness to goodness" [3, 248 -p]. Qasim Sheikh Azizon was his spiritual mentor and elder [10, 238-p].

The layout of the building is cross-shaped, has a central symmetrical compositional solution and is square. The total size of the building is 28x28 meters. To increase seismic resistance, four corners with an inclined dome are provided. The building consists of square bricks, with drums standing on the gate in the center and a dome on it. The surrounding corners are symmetrically located, framed and enclosed in domes and rely directly on the corners. The dome of the building is visible from the side of the building, its facade is covered with blue tiles. On the surface of the

drum under the dome, inscriptions drawn by a lily are enriched with samples of the Holy Quran. The dome was raised about 9 meters above the roof, leaving a gap between the dome, which means that the dome is two-chamber (indoor and outdoor), maintaining the temperature in hot and cold weather.

The living room has 7 rooms, with a large hall in the middle and an altar for sunset. The interior of the building is covered with plaster and lightweight [9, 21-p].

Constructive architectural solutions of the building were skillfully developed by architects of that time and managed to be built at a high quality level. In the corners of the inner loops, luminous star sailboats (sails) are designed to enrich the interior. The use of laced lights at the top of the inner dome also makes the interior of the building more accessible.



Fig.3. Pockets. Kashim Sheikh House 16 th century General view and history

Results

Many scientists have studied the architectural monuments of Bukhara. In the years 1940-1965 I.E. Pletnev formed a group and conducted archaeological and archaeological measurements. In 1974-1975 A. Tkachenko completed the reconstruction of the complex. Since 1975, the Association for the Protection of Cultural and Architectural Monuments of Uzbekistan has been funded and renovated. In 1986, archaeologist E. G. Nekrasov conducted research work at the Kasim-Sheikh and Ahadkhon sites at the Institute for the Restoration of UzNIPI.

The Chor Bakr complex also features a mysterious appearance with its unique architecture. It

can be seen that the tower complex in the complex contains all the buildings. In both buildings, the central dome consists of two strands, which means that the building will look more luxurious and luxurious, and the inner dome is designed in such a way as to maintain external rainfall and maintain a microclimate. The construction of a two-story building was also a requirement of the time. In the rectangular shape of the cross-shaped rectangular rooms, the brick walls are covered with small domes. The internal walls of the building are decorated with corner elements and alleys with narrow arched railings that give the room a cozy atmosphere.

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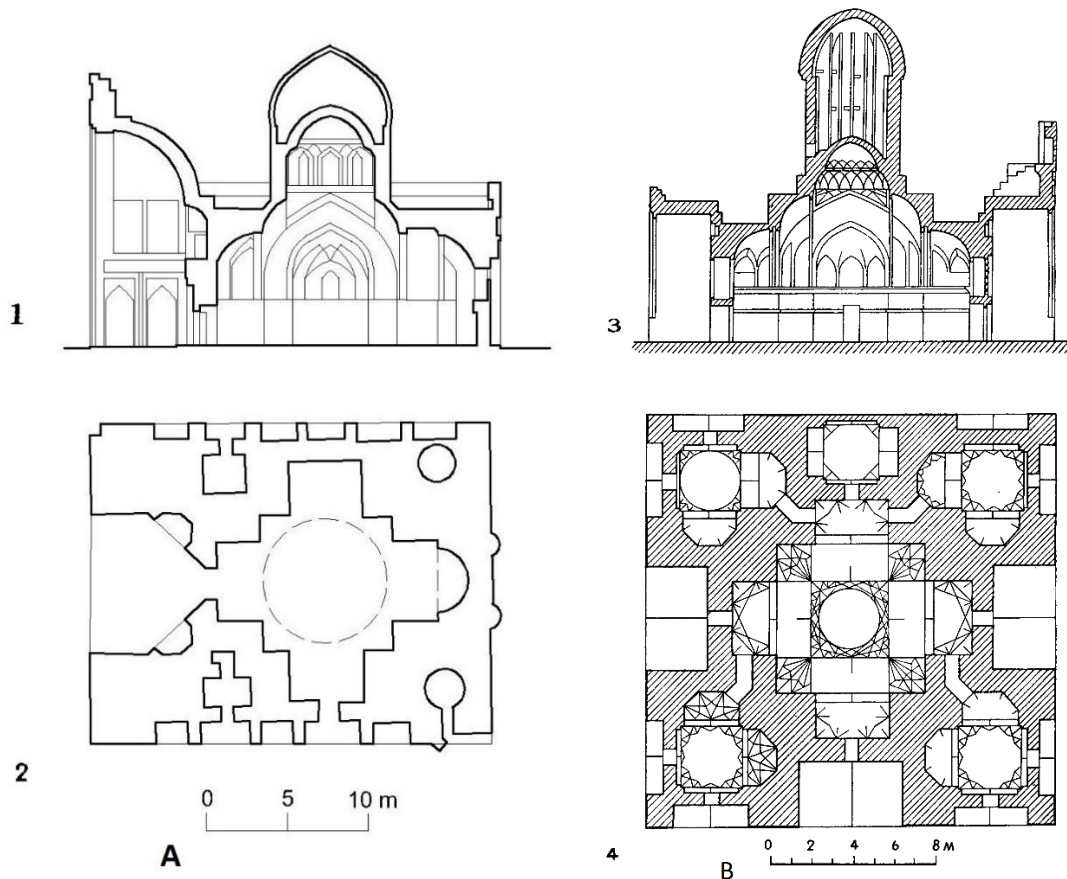


Fig.4. Bukhara. Architectural monuments of the 16 th century. A-Chor Bakr Mosque (1560); 1-half, 2-tarh, B-Qasim Sheikh Khanate (1558-1559); 1-half, 2-tarh

Currently, the condition of the room of Kosim Sheikh is in a satisfactory condition, and over the years of independence it has been updated. The reconstruction project mainly covers some of the damaged areas of the Kosim Sheikh Rooms using materials that can withstand external influences and increase life expectancy. The style of the building, the central dome and the lower part of the drum were also covered with tiles.

When examining the foundation of the building, the foundation was in the form of a strip mortar, and it was laid on bricks 27-28x29x5 cm in size using a ganchhok mortar, and wooden beams were laid on the foundation to prevent moisture from entering. Today it is important to preserve, preserve, preserve and preserve historical monuments, as well as study the monuments in general.

Conclusion

In conclusion, it can be seen that the architectural schools of Bukhara arose in the late Middle Ages. It is worth noting that the three periods of construction of Bukhara architecture were at the peak of the heyday of architecture and styles of the period of Abdullahan II. Most of the buildings that were built at that time were similar in style.

Paying attention to the typology of the Chor-Bakr complex and the Kasim Sheikh complexes, they testify to their specificity during the Abdullahan period. It can be concluded that the complexes were formed in front of the cemetery, the similarities in the layout of buildings, the main hall and rooms on four sides, and their design decisions were generally harmonious.

Studying the unique architectural monuments and styles of Bukhara, conducting research is relevant today.

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SAPALLITEPE - THE FIRST SAMPLE OF AN OLD TOWN IN UZBEKISTAN

Abstract: This article will focus on the ancient city of Sapallitepe in the brass period, in accordance with the architectural decision of the great history, its own culture of the ancient city has all the signs of a proto-city, which is mentioned in the manuscripts of Avesto. The economic, social and cultural foundations of the culture of this ancient city were investigated on the example of this monument.

Key words: settlement, memorial, defensive wall, ceramics, jam, fortress, trap, gate, prototype, residence, monument.

Language: English

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Introduction

Sapallitepe village reflects the ancient architecture of Uzbekistan, the impeccable composition of the whole composition and the fact that the walls were built in straight lines, and the main part of the village was built according to the same previously existing project. Historical analysis shows that the culture of urban planning underlies the primitive statehood of the distant past, rich in history and culture. This conclusion was scientifically confirmed by the example of the Ancient East, where the earliest countries were formed. [5, 4-5p].

The primary source that we want to describe is rich material that the history of statehood in Uzbekistan is at least 3,500 years old. This unique source is an archaeological site of Sapallitepe.

Materials And Methods

Agriculture and handicrafts were the main economic factor in the formation of the ancient city-states. Historically, urban development is largely historically necessary due to the economic life of the population and three other factors. The first is favorable environmental conditions, such as fertile soil, water and other geographical factors, and the second is highly productive irrigated agriculture and agricultural technology. These are the economic factors for the emergence of cities. Thirdly, it is necessary to create conditions for creating a system of religious, military and political governance of a stratified society, which is the result of the following economic factors: [5, 5-p].

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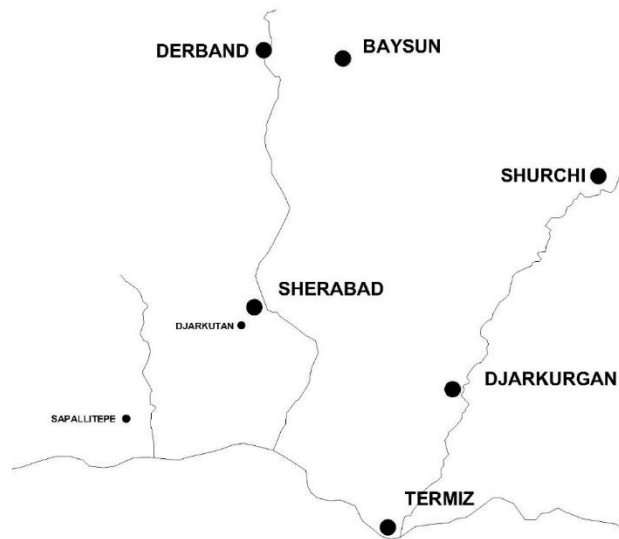


Fig.1. Map of the area where Sapallitepe is located

Sapallitepe is built of brick, magnificent architecture, irrigated agriculture, highly developed interdisciplinary crafts, especially in the field of ceramics, metallurgy, jewelry, textiles and leather. Fire played an important role in religious beliefs.

Discussion

Sapallitepe is an archaeological site of the archaeological site of the copper age, located in the vicinity of Allambulaksai, crossing the Sherabad desert in the Muzrabad district of Surkhandarya

region. The area of the copolytepe, studied by archaeologist A. Askarov in 1969 - 1974, is about 3 hectares. Its central part, about 1 ha, is surrounded by defensive walls. Due to fragmentation of ceramic cracks at the top of Sapallitepe. He is known as Sapallitepe. [1, 19-21 p]. According to archaeological excavations in Sapallitepe, its central part is a fortress built in the form of jam (82x82 m). The fortress is surrounded by three rows of defensive walls. [2, 5-139 p].

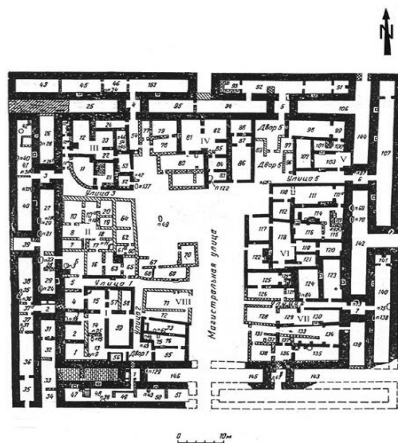


Fig. 2. Sapallitepe. Castle history [3,249p]

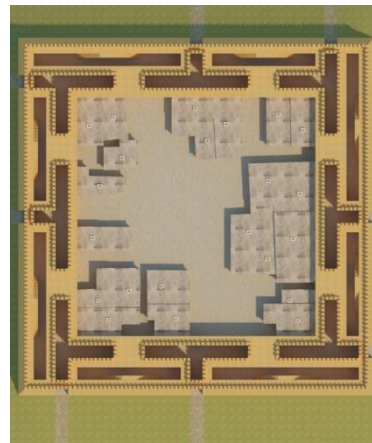


Fig.3. Sapallitepe. View from the top of the castle (author's reconstruction)

In fact, the fortification system consists of divisions that serve as traps inside and out. There are 8 corridor traps that are parallel to the outer line of defense of the fortress. According to the scheme of the

trap system in the corridor, there should have been eight entrances to the castle. In fact, the real gate is located in the center of the south of the fortress, while other "gates" serve as traps in case of military danger.

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The walls of defense were made of bricks, covered with mud. In the internal defense of the fortress, between the corridors, there were two clogged rooms on each side, the doors of which opened from the inside of the fortress. These rooms go through residential complexes in the fortress. Residential complexes inside the fortress are located along its internal walls. These streets are divided into 8 blocks. There is an open space in the center of the fort. Wide streets and narrow streets leading from the fortress are connected with this area. All this is aimed at improving the defense system of Sapallitepe. Such a complex architectural structure was built according to a well-thought-out plan and idea. The architectural

design of the Sapallitepe fortress resembles a protostructure, and its specially developed defense plan is strictly subordinate to the idea of a general plan of the fortress. It was this type of protection that allowed Sapallitepe to provide a high level of security. [2, 5-139 p].

Results

The long corridors that form the defensive system of Sapallitepe, originally served as a defensive structure. As a protective unit, they were gradually used for other purposes when demand fell. Sapallitepe unites 8 patriarchal seed communities [3, 249-250 p].

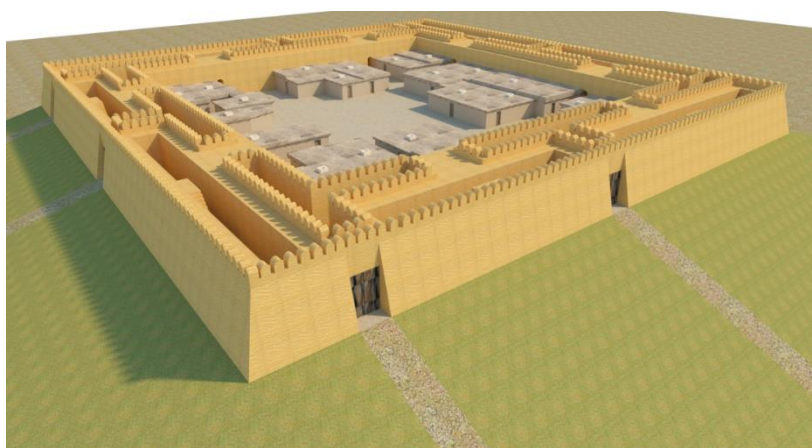


Fig.4. Sapallitepe. General view of the castle (author's reconstruction)

The Sapallitepe community has been living in this area for 150-200 years and has moved to the ancient banks of the Sherabad, Bostonsai river, in search of new fertile land due to lack of water. This happened in the first half of the 2000th century BC. Sapallitepe peasants will acquire a new plot and build the first oldest city in southern Uzbekistan. This city is named after Dzharkutan in the history of Uzbekistan and its main character is Sapallitepe [1, 19-21 p].

Conclusion

In conclusion, the preservation and protection of archaeological sites without damaging them and passing them on to the next generation will contribute to the development of tourism in our country and the growth of the younger generation in the spirit of patriotism. The history, architecture and urban planning, art and culture of Uzbekistan are at least 3,500 years old.

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THE QUASI-EQUILIBRIUM AND NON-EQUILIBRIUM CRYSTALLIZATION MODELS OF METAL ALLOYS

Abstract: Comparison of the shrinkage value of iron-based and non-ferrous metal alloys in the conditions of melts crystallization when using the quasi-equilibrium and non-equilibrium models was performed in the article. The ratios coefficients of cooling rates of alloys when the quasi-equilibrium and non-equilibrium crystallization models were obtained.

Key words: shrinkage, cooling, alloy, the quasi-equilibrium and non-equilibrium crystallization models.

Language: English

Citation: Chemezov, D., et al. (2020). The quasi-equilibrium and non-equilibrium crystallization models of metal alloys. *ISJ Theoretical & Applied Science*, 02 (82), 130-134.

Introduction

Crystallization of metal alloys in the various casting methods occurs in the certain temperature ranges: from the liquidus temperature (T_{liq}) to the solidus temperature (T_{sol}). The combination of the liquid and solid phases is formed in this range. The solid phase is in equilibrium with the liquid phase. This is due to low diffusion and convection of particles in alloy during cooling. The two-phase zone is described by sum of the several functions (bulk particles of the solid and liquid phases, voids when changing coordinates and time), which vary from 0 to 1. This is the main data for the quasi-equilibrium crystallization model of metal alloys.

The non-equilibrium crystallization model takes into account isolation of the various solid phases during solidification. The crystallization process occurs in the range from T_{liq} to T_{sol} , and below T_{sol} .

Comparison of the quasi-equilibrium and non-equilibrium crystallization models will determine the ratio of changing cooling rates of melts in the mold and the predicted value of the casting shrinkage.

Materials and methods

Shrinkage and cooling rate of various metal alloys in the metal mold were determined. The calculation was performed when using the quasi-equilibrium and non-equilibrium crystallization models. The initial data for the experiment implementation were accepted: *alloy steel* – Fe (97.04%), C (0.4%), Si (0.27%), Mn (0.65%), Cr (0.95%), P (0.035%), S (0.035%), Cu (0.3%), Ni (0.3%), Al (0.02%), CLF up (70%), CLF down (30%), T_0 (1590 °C), T_{liq} (1491.906 °C), T_{sol} (1424.209 °C), T_{eut} (1149.479 °C), Q_{cr} (276 kJ/kg), Q_{eut} (238.468 kJ/kg); *carbon steel* – Fe (98.19%), C (0.2%), Si (0.27%), Mn (0.5%), Cr (0.25%), P (0.035%), S (0.035%), Cu (0.25%), Ni (0.25%), Al (0.02%), CLF up (70%), CLF down (30%), T_0 (1610 °C), T_{liq} (1512.896 °C), T_{sol} (1472.422 °C), T_{eut} (1142.583 °C), Q_{cr} (271 kJ/kg), Q_{eut} (236.127 kJ/kg); *chromium steel* – Fe (85.74%), Cr (12.9%), Ni (0.12%), Si (0.54%), Mn (0.48%), C (0.07%), Cu (0.1%), Mo (0.02%), P (0.02%), S (0.01%), CLF up (70%), CLF down (30%), T_0 (1590 °C), T_{liq} (1493.848 °C), T_{sol} (1490.1 °C), T_{eut} (1478.313 °C), Q_{cr} (304 kJ/kg), Q_{eut} (304 kJ/kg); *corrosion-resistant steel* – Fe (69.75%), Ni (9%), Cr (18%), Si (0.5%), Mn (1.5%), C (0.12%), Cu (0.1%), Ti (1%), P (0.02%), S (0.01%), CLF up (70%), CLF down (30%), T_0 (1540 °C), T_{liq} (1447.05 °C), T_{sol} (1388.766 °C), T_{eut} (1346.803 °C), Q_{cr} (259 kJ/kg), Q_{eut} (259 kJ/kg); *malleable cast iron* – Fe (93.58%), C (3.6%), Si (2.5%), Mn (0.1%), P (0.02%), S (0.01%),

Cu (0.15%), Mg (0.04%), CLF up (70%), CLF down (30%), T_0 (1250 °C), T_{liq} (1157.94 °C), T_{sol} (1150.51 °C), T_{eut} (1150.421 °C), Q_{cr} (160 kJ/kg), Q_{eut} (254.52 kJ/kg); *grey cast iron* – Fe (93.67%), C (3.35%), Si (2.05%), Mn (0.7%), P (0.15%), S (0.08%), CLF up (50%), CLF down (30%), T_0 (1270 °C), T_{liq} (1178.297 °C), T_{sol} (1150.075 °C), T_{eut} (1150.064 °C), Q_{cr} (160 kJ/kg), Q_{eut} (257.053 kJ/kg); *white cast iron* – Fe (63.25%), C (3%), Si (0.7%), Mn (0.6%), Cr (31%), P (0.1%), S (0.1%), Ni (1.25%), CLF up (70%), CLF down (30%), T_0 (1400 °C), T_{liq} (1306.389 °C), T_{sol} (1236.225 °C), T_{eut} (1236.183 °C), Q_{cr} (160 kJ/kg), Q_{eut} (242.99 kJ/kg); *silumin* – Al (87.81%), Si (11.5%), Mn (0.08%), Cu (0.1%), Fe (0.5%), Ti (0.01%), CLF up (70%), CLF down (30%), T_0 (690 °C), T_{liq} (596.798 °C), T_{sol} (576.09 °C), T_{eut} (576.09 °C), Q_{cr} (340 kJ/kg), Q_{eut} (505.611 kJ/kg); *brass* – Cu (60%), Zn (40%), CLF up (70%), CLF down (30%), T_0 (990 °C), T_{liq} (898.128 °C), T_{sol} (890.954 °C), T_{eut} (419 °C), Q_{cr} (136 kJ/kg), Q_{eut} (136 kJ/kg); *magnesium alloy* – Mg (93.4%), Al (3.1%), Mn (0.5%), CLF up (70%), CLF down (30%), T_0 (730 °C), T_{liq} (632.002 °C), T_{sol} (586.577 °C), T_{eut} (390.66 °C), Q_{cr} (293.6 kJ/kg), Q_{eut} (363.842 kJ/kg); *nickel alloy* – Ni (62.785%), Cr (9.5%), Al (4.4%), Co (13.5%), Ti (5.3%), W (1.4%), Mo (3%), B (0.15%), C (0.1%), CLF up (70%), CLF down (30%), T_0 (1380 °C), T_{liq} (1282.978 °C), T_{sol} (1267.638 °C), T_{eut} (1223.505 °C), Q_{cr} (297.4 kJ/kg), Q_{eut} (293.709 kJ/kg); *nickel-cobalt alloy* – Ni (80%), Co (20%), CLF up (70%), CLF down (30%), T_0 (1560 °C), T_{liq} (1465.682 °C), T_{sol} (1460.6 °C), T_{eut} (1452 °C), Q_{cr} (270 kJ/kg), Q_{eut} (270 kJ/kg); *tin bronze* – Cu (91%), Sn (9%), CLF up (70%), CLF down (30%), T_0 (1110 °C), T_{liq} (1014.631 °C), T_{sol} (862.914 °C), T_{eut} (227 °C), Q_{cr} (175.7 kJ/kg), Q_{eut} (175.7 kJ/kg); *tinless bronze* – Cu (95%), Al (5%), CLF up (70%), CLF down (30%), T_0 (1160 °C), T_{liq} (1062.592 °C), T_{sol} (1058.225 °C), T_{eut} (1037 °C), Q_{cr} (197.5 kJ/kg), Q_{eut} (296.9 kJ/kg); *zinc alloy* – Zn (72.65%), Al (25%), Mg (0.1%), Cu (2.25%), Fe (0.7%), Pb (0.1%), Cb (0.1%), CLF up (30%), CLF down (30%), T_0 (580 °C), T_{liq} (489.378 °C), T_{sol} (377.686 °C), T_{eut} (377.685 °C), Q_{cr} (180 kJ/kg), Q_{eut} (123.269 kJ/kg).

Results and discussion

The experiment results were presented graphically. Two dependencies were built for comparison of the quasi-equilibrium and non-equilibrium crystallization models of metal alloys.

The dependencies of changing shrinkage of iron-based alloys from melt cooling rate are presented in the Fig. 1.

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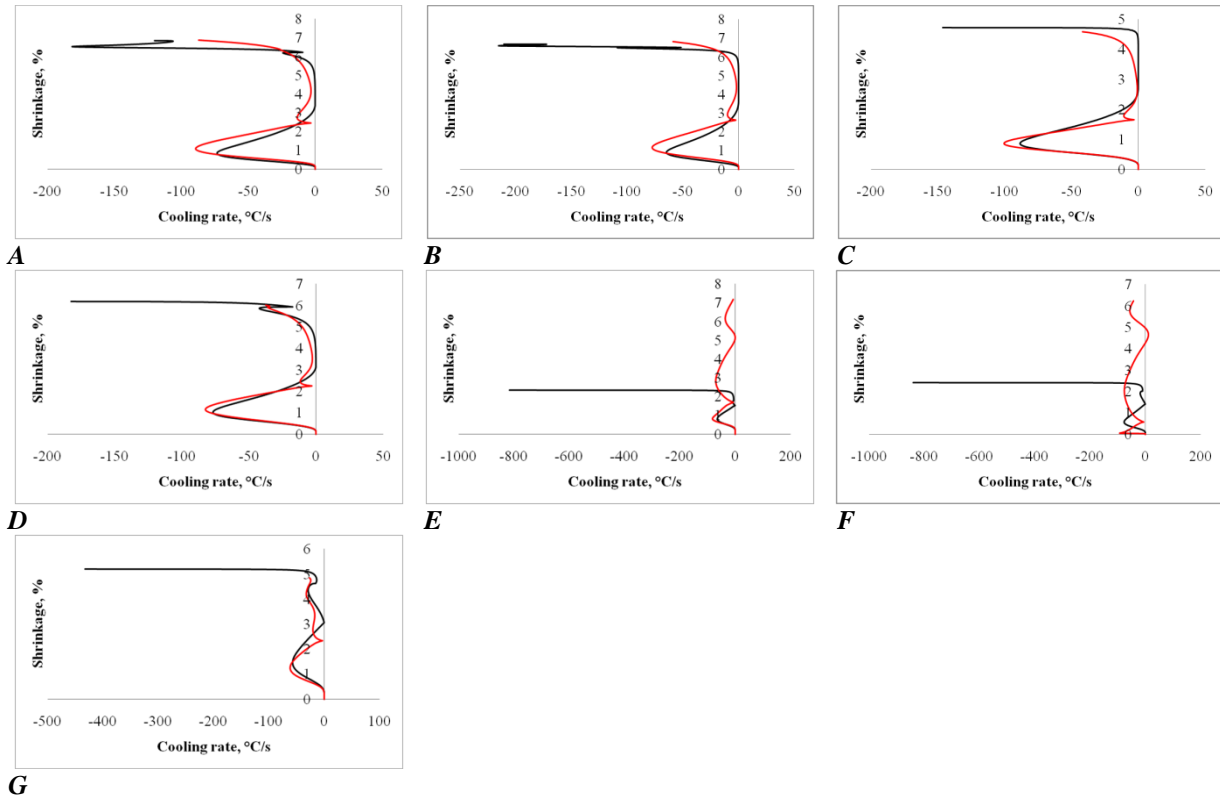


Figure 1 – The dependencies of changing shrinkage of iron-based alloys from melt cooling rate: A – alloy steel, B – carbon steel, C – chromium steel, D – corrosion-resistant steel, E – malleable cast iron, F – grey cast iron, G – white cast iron. — the quasi-equilibrium crystallization model, — the non-equilibrium crystallization model.

Cooling rate of steels at the end of the crystallization process when using the quasi-equilibrium model is several times higher than cooling rate of steels at the end of the crystallization process when using the non-equilibrium model. Shrinkage of steels when the quasi-equilibrium and non-equilibrium crystallization models is almost the same. Maximum cooling rate is observed during crystallization of carbon steel.

Malleable and grey cast irons have different cooling rates. Maximum cooling rate (over 800 °C/s) is observed for cast irons at the end of the crystallization process when using the quasi-equilibrium model. Cooling rate of grey and malleable cast irons was determined in the range of 0-100 °C/s when the non-equilibrium crystallization model. Shrinkage of cast irons when the quasi-equilibrium crystallization model is 2.5-3 times less than when the non-equilibrium crystallization model. Calculated shrinkage for the two models is the same after crystallization of white cast iron.

Cooling rate of iron-based alloys has the negative values (the temperature decreases) in all cases, except for grey cast iron (the temperature of alloy increases at the certain phase section).

The dependencies of changing shrinkage of non-ferrous metal alloys from melt cooling rate are presented in the Fig. 2.

Cooling rates when using the considered crystallization models are different for non-ferrous metal alloys:

- maximum cooling rate of magnesium and zinc alloys is observed at the beginning of the crystallization process when using the non-equilibrium model;

- minimum cooling rate of nickel-cobalt alloy and tinless bronze is determined when the non-equilibrium crystallization model;

- increasing the temperature during cooling occurs only when the non-equilibrium crystallization model (brass, magnesium and zinc alloys).

The shrinkage value of non-ferrous metal alloys after crystallization is different for the two models. Shrinkage of alloys is less in the conditions of the non-equilibrium crystallization model.

The calculated values of the ratios coefficients of cooling rates of alloys when the quasi-equilibrium and non-equilibrium crystallization models are presented in the table 1.

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2. It is determined that the cooling temperature increases over the certain time range during non-equilibrium crystallization of grey cast iron, brass, magnesium and zinc alloys.

3. The ratios of cooling rates of corrosion-resistant steel and nickel-cobalt alloy, brass and zinc alloy during quasi-equilibrium and non-equilibrium crystallization are almost the same.

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SOCIAL EPHEMISMS IN THE UZBEK LANGUAGE

Abstract: This article aims to study social and household euphemisms in the Uzbek language. Facts eufemia is now systemic without a whole as a layer of speech to learn, to manifest all his speech capacity opening, describe the functional-stylistic features, in particular to the functional style types the most important of today's stylistics to shed light on the relationship between and actual problems indicate that. In this article, we tried to focus on this aspect.

Key words: problems of linguistics, social-household euphemisms, taboo, systemic learning, opening a conversational opportunity, sociolinguistics, dysphemism, description of functional-stylistic features, functional style, stylistics.

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Introduction

There are very few euphemisms in the Uzbek language studied, what area of linguistics endemism refers to, the level of language, there are certain opinions about the subject of his study, about the pictorial image it is not. Euphemism should be regarded as lexical unity, it is worth mentioning that lexicology. Descriptions of taboo and euphemism only one lesson in the textbooks "introduction to linguistics" and "Uzbek language Stylistics" included in the program in size is no more.

Three main ideas about tabu and euphemism in general science it is possible to divide into groups. These are:

1-euphemism with a primitive worldview (taboo) it appears in the influence and disappears at the cultural stage of society;

2- euphemisms exist as a language fact, a passive lexical layer;

3-euphemisms are the same in time, they say that speech serves as a tool, also for style.

These views 1963-1964-in the years N.Ismatullaev's " Euphemisms in the current Uzbek language" it is reflected in the candidate's dissertation on the topic. In general, this issue to the fact that in Turkology there is an object of examination from a certain point of view even though as a research object

of Stylistics already has its solution it remains as a subject to be found. Facts Eufemia is now systemic without a whole as a layer of speech to learn, to manifest all his speech capacity opening, describe the functional-stylistic features, in particular to the functional style types the most important of today's Stylistics to shed light on the relationship between and actual problems indicate that. G'. Abdurahmonov's " To The End one of the important issues facing literary critics and linguists is literature it is to open the general and private sides of speech styles with style"; the idea also emphasizes the relevance of this topic. To the study of taboos and euphemisms in the Uzbek language, the number of dedicated scientific works is limited. Who will receive general science in the case of taboos and euphemisms by many Turkic peoples, in particular, Kazakhs, it was studied by scientists of Turkmen, Altai, Azerbaijani, Uzbek and Russian linguists. Of them Aliyev, N.Ismatullaev, N.M.Jabbarov, V. B. Like every other we can pass linguists. From Turkish linguists K.Ironsmith, A.Güngör, U.Linguists such as Söylemez are relatively few in Turkish linguistics who were engaged in the study of taboos and euphemisms studied. The theoretical and practical significance of the article is that later on the same topic the main point during the study is that it is possible to apply theories

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and conclusions, title more in-depth knowledge of the result of the work for Turkish language learners can give the opportunity. The theoretical conclusions of this work are the following: in a large scientific-monographic plan (for example, euphemism of function style types, professional speech euphemism, non-linguistic means euphemism) vs.

In addition to paving the way to study, the theory of technology in general, Stylistics, language, and speech, speech culture, the art of Word application, artistic skills, the study of visual means, the issues of setting a norm, criterion, limit to them further help the scope of the study. Eufemia separately it is the basis for the formation as a sphere. Euphemism is a relatively soft expression of rude or vulgar words and phrases. Eufemism in the determination of various misconceptions, superstitions, religious beliefs the events of the surrounding world, in the name of the determination of a clearly defined thing of the result of lexical prohibitions, what caused human cynical expressions indicates its application. In other words; it is shameful to say, it is terrible to be heard, it is considered dangerous, unpleasant, something that evokes bad feelings in a person soft, gentle, pleasant, caressing, carefree, beautiful meaning-content it is said that the expressive word and phrase (euphemism) is replaced. In this work, we will examine the status of the Prohibition results of euphemisms in the case of the Turkish language. We will learn to designate with defined concepts. In the first section on the example of the Uzbek language, it is spoken about how euphemisms go. Second aspects of Turkish language-specific euphemisms in the section and its application displayed.

The fact that there is not enough information on this topic and this topic is scarce since it is studied, we can also find out the diffemisms that enter into the euphemisms included in the scope of the study, also occurred in the Turkish language lexicon of euphemism it is associated with some manifestations that occur, that is, death and we planted euphemisms.

Eufemisms representing prohibition, superstition, death based on, disease, etc. it comes into being. For example, instead of the word "died", he went to his ancestors", "Gave his heart to God", "commanded to live long" etc. apply. The main reasons for the occurrence of euphemisms in a developed society are decency from the use of vulgar or embarrassing words and phrases that contradict the rules it's a gift. So instead of "you're cheating," you're weaving" it is called. Doctors often refer to terms of the Latin disease or they use special medical terms: cancer instead of cancer, "tuberculosis" TBC, instead of the disease, says it will "die" rather than lead to death. Sometimes words that give a less negative meaning to words such as interrogative, jargon it is applied. Although many times from euphemisms or the meaning of the text when applying euphemisms, even if it determines which word is used instead

significantly softens the negative connotation in rough words in the texts. The reasons for the appearance of the phenomenon of taboos and euphemism, for what purposes applied in general science, in Turkology, including Uzbek in linguistics there are many sources, scientific works, articles, they are told on the go there are theoretical opinions. A.Omonturdiyev " " Eufemism as a research subject of immunology is one of the topics that need to be studied more deeply."

C. Varies: "euphemism is the more gentle of the Forbidden dictionary and a more civilized form is no more", - he says.

L. A. Bulakhovsky: "euphemism is something that evokes a bad idea or replacing the original name of the phenomenon and the evil forces through the word about them to speak without posing a "risk" to call, ... before all "risk prevention take is the formula" quot;, - writes.

The influence of Tabu on the language caused euphemisms in the body. Therefore for Taboo and euphemisms are mutually related concepts. Turkish and the process of comparing euphemisms in the Uzbek language shows that the main one is a suitable place of Origin-this is metaphoric of euphemism and research euphemisms superiority. The proximity of the scope of application of euphemisms in Turkish and Uzbek especially Sonora are the words that we meet in our speech and those that we encounter in life it is manifested in euphemisms, which are suffocating to events. In this work, we deeper the euphemisms associated with the theme" Death "and the theme" disease we studied. Adil Ahmedov in his work" taboos and euphemisms in Turkic languages methods of justification of euphemisms; "euphemistic metaphors, euphemistic metaphor, irony, euphemisms from pronouns, other forms of extremism effects deformation, 3 point, derived words, expressing the meaning of respect such concepts as" euphemisms" are analyzed.

A distinctive feature of euphemisms is their constant transformation. The euphemistic words used in the language as euphemism later defined this feature losing begins to be used in its meaning and to form a new euphemism word the need arises. The term "euphemism", adopted in the languages of the whole world (German euphemisms, French euphemism, English euphemism) Greek "eupheme" (a good, original word) appeared from the core. Due to the verbal subject or environment, he or she is a person who has a habit of doing or cynicism, rude or politely can be judged by point of view.

Themes of death and burial, if this phenomenon is acute (to the moment of speech correctly or with a time that is not greater than it is different), with the help of euphemisms, the ending is pronounced. For example " " giving to the Earth put" (but not bury), as well as in the speech of medical personnel:

"Losing the patient -- to prevent the death of the patient, to correct the disease disorders failure, the

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children "go away " (die); instead of the funeral "religious services" and others. This theme and environment of euphemism is called personal possible: they are talking, conversational and into the personal life of a third person it is tied.

Thus, the environments in which euphemisms are applied are as follows:

1. Diplomacy: "the principle of mutual friendship" ("eye to eye")

2. The act of domination as a punishment: instead of "prison" "take hold", "supreme judgment" "instead of" death penalty".

3. State and military secrets: "processing of unusual types of weapons" (bacteriological referring to the gun)

4. Army, intelligence, police, Criminal Investigation, and some other authorities members should not work on the job, "appearance". Applicable here words and phrases with a common meaning, a concrete action at that time and applies to the case "task", "operation", "object" - "secret it comes in the meaning of" a person who needs to be visually observed".

5. Service environment: "goods that need to grow", (deficit), in household speech and colloquial language "organize", "compose", etc. the phrase "Help to get a mole" is common.

6. The relationship between different nationalities and social group, the status of these groups:

"Non-Indigenous population"; "ethnic cleansing" – in one or another district, destruction of persons of a nation that does not belong to the same authority "danger raised groups" - addicts, homosexuals, Phoebe.

7. In some types of professions, denoting a goal, the position of this profession applied to increase or close some defects euphemisms. "Operator of cleaning works" (previous own euphemism lost the meaning of "assimilator"); "acting (performer)" - the death penalty acting person (previous quote; executioner"); instead of the milkman quote; car with a milking operator".

At the first stage of the development of society, it seemed that euphemism, then it ceases to be euphemism and calls the object extreme.

Example: "defected (there is a physical or mental deficiency)" the question was common, this the scientific term had to cover many different words: mind norms, norms (poor quality), unconscious – "immature", weak in mind, mad, unpleasant (naughty) - sometimes even overarching and crazy and many other examples again. Some of these words when there was a euphemism, then to the correct and solid word have become... "new tools and methods of expressing spiritual dissatisfaction quickly it loses its euphemistic meaning and is used in the right sense "the mind is weak", "hit by the head", "the roof is gone" and so on. In addition to the time factor there is also a

more social factor. The same thing in the study of accent and colloquial language it was noticed that those who carry on themselves a few Anatomy and a person turns the name of the object and action related to physiology, related to the genus how words are used in the social lexical function, is also used in emotional expressions. But some a euphemism in this social environment there are needs, demands of speeches. For example, in the dialect and colloquial language, the object, the process is an advanced lexical signifying the meaning of the Prohibition of properties there are tools. For example, the following "pamper", "indecent actions "behave", "pamper" Fe's "sellers: if I want at two o'clock if I want I open at three, if I want I will not come at all, that's what is doing tumult" used in the application of negative-sense actions such as Methods of speech to the situation – to the category of the interlocutor, to the harmony of communication, to his euphemism, depending on the purpose and accent, speakers in a colloquial style means applicants manifest hypercorrection so-called makes: when applying euphemisms, even in another social environment (for example, literature in language speakers) a word that is not considered" obscene "and rude, and phrases are also used. For example, in some modern Russian conversational language speakers use the phrase" Women's summer "in combination with the phrase" summer of campers".

Euphemisms perform a social jargon of specific functions. Among them the main thing-to mask the essence, sometimes with elements of humor, Play, excitement. For example, about the prison – "Academy", "resort", "dacha", hand shackles on" bracelet", on steal" roll wash", on "roll clean", about the corpse "lost an eye", with drug trafficking about the which is taken through a syringe about the substance "colic", about the drug" Greens ". Evfemism this is the meaning used in oral or written speech is neutral and the task of the word "quote; is a word that is emotional, rude or "cynical" words apply instead.

Euphemism has its peculiarity. It is the linguistic essence of euphemism it is to show. For the process of euphemisms, there are the following aspects:

The speaker expresses his opinion through language and speech units. In the process basically, from the tools that directly express the meaning of concepts uses, concrete objects, reality, human activity environment, and human attitude is reflected in speech. But these are mitigations of the situation, rude does not describe, avoid using words directly, communicate the culture is important in expressing respect and others among the speakers. In our speech, only the specified subjects and units related to the environment are also it is applied.

The speaker is simply rude in this or that choice of meanings not only does the vision soften the words or phrases, but also hide the original meaning, comes

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with masks. Subordination to the terms of context and speech in the application of euphemisms: defect the tougher the social control of the situation, the harder the euphemisms come the probability of output is so strong that; and, control of the speech situation weakness, as well as an unusually high level of speech, (family members and friends in communication with,) euphemisms prefer either "open(direct)" meaning or difemizm. Euphemisms as a euphemism in some conditions if assessed, it is assessed differently in another situation.

Euphemisms are characterized by the following language units:

- I. Defining words
- II. Nouns with a sufficiently common meaning
- III. Indefinite or display pronouns
- IV. Words and terms for another language
- V. Abbreviated words related to the designation of state secrets
- VI. Some work movement is incompleteness or feature weak level words, they do not come in their usual meanings, softening euphemism applied as: (about the deaf person) "he does not hear", (about the lame) "he is slightly whitening".

1. In the use of euphemism in the social and personal relationships of the speaker, the most important purpose of the conversation is from the continuing unpleasant or mutual conflict escape is an attempt not to cause discomfort in the interlocutor.

2. Applied for camouflage in a relatively specific, social sense there are euphemisms. Generalized terms are usually used in works, that is, MK, In describing the words that have become a stagnant compound in the case of DHQ it is applied.

For example, in the administrative-departmental jargon in the Uzbek language lager or the prison is called an "institution", a fine insulator is called a "special resident; recently, instead of the "controller "question, the" controller " question is widespread out. SPES 'question before many terms" generalized" including added: "speskontingent" (prisoners or exiles related (a group)), "spesotdel" (used in military departments (section)), "spesaktsiya" (this jargon is used when talking about those who are prescribed to die, and the euphemism of "higher punishment" is now in the administrative legal style applied and used concerning those who were given the death penalty. To this again let's give an example of "neutralize, make the effect impenetrable will, in the sentence "it is necessary to neutralize the mudophaists "eliminate), and instead of the word" murder "is called" physical loss". In the military language instead of the word "projectiles" to get rid of enemies, "bashing" it is applied. The relationship between different peoples and nations to the masses outgoing (correspondents, commentators, deputies, political figure and among others) unstressed, unstressed words, unstressed phrases this tension. So, representatives of some peoples with one word instead of meaning, the

following expressions are used: "Turkish" instead of "Turkish a person of his nationality is called a" person of Uzbek nationality "instead of" Uzbek".

Some times in similar situations, a little bit to the speaking person at times when it is uncomfortable, it is more precisely to try to hide and talk.

For example, when we talk about " quest; Writers of every", we call them quest; in Russian speaking writers are called ".

3. The third purpose of the speaker from the application of euphemism, the sentence in which he spoke the only thing that the narrator tries to understand only in one's way. As far as we know, it is approximate that the information is said in such a round, if such if the information is not in the composition of personal correspondence, but in the printing and if the reader and the listener are all together, then it is gradually fantastic will become. From this point of view, various announcements and publications outgoing prints are characteristic. ("our organization is looking for a driver. Persons with harmful habits, please do not apply.") here it is harmful it is pleasant to drink alcohol when you say that you have habits referring to those who see.

Another type of announcement in determining the information given is male and female depends also on the attitude. "A young woman is serving an unfortunate man"; Words that distinguish" the handsome woman is looking for a personal sponsor" are euphemisms; these words do not apply in the sense that they are Dictionary-rich, maybe the speaker himself indicates what to say; again this euphemisms badly fulfill its general meaning, its "mystery" it is quite easy to understand enough when the meaning is read (what kind of work it is very clear what is looking for, what purpose is looking for a personal sponsor will be.) Based on this, the refinement of the existence of Man, the exact predicates and the meaning of events (for example, some physical phenomena and human body members) one is considered meaningful and is excluded from the language, the other only in communication forms are used, but also expressions in the action of imperfections and abnormal behavior it is said to soften. The socialization of people led to the use of euphemisms, which denounced shame and gentleness. Many euphemisms from the sense of they arise, and they arise from the system of laws and norms of conduct will bring. It should be taken into account that in recent times the euphemism of speech is new tasks-it occurs when there is an exaggeration of the moment of some action. It is as follows some problems of euphemism about the new study must. Lingvist N.Ismatullaev six of the euphemisms in his candidacy dissertation showing its application in function:

I. In place of the name of the intimidating objects;

II. Unpleasant and annoying words in place of the name;

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III. In the place of words that are considered meaningless;

IV. In place of alarming lazy words;

V. In the place of masking the expressed concept;

VI. Not having the attention to denoting organizations and specialties in place of words that give meaning. The difference with the tiny parts of a given classification even if they do, they all open the common cause of euphemism – treatment it seeks to avoid conflicts that arise throughout. Based on the classification of euphemisms, depending on their social nature 46 followings

can be divided into types of a euphemism:

1) generalized euphemisms of the national literary language;

2) Signify and professional euphemisms;

3) family – household euphemisms.

Western and Turkish linguists according to the form and meaning characteristics of euphemisms classified by side. Taking the first research in this field among Turkic peoples one of those who went to the Turkmen linguist S. Altayev (1955). Aliyev liked in his doctoral work, he studied and classified euphemisms in the following form:

A) euphemisms formed as a result of the creative activity of the people:

1. Euphemisms associated with death.

2. Euphemisms associated with farming and livestock.

3. Euphemisms related to sex.

4. Euphemistic features of Proverbs and phrases.

B) euphemisms, which took place in the XVIII-XIX century from the folk language.

1. It arose as a result of the religious imagination associated with death euphemisms.

2. Euphemisms based on human organs.

3. Metaphorical (figurative) euphemisms based on the rules of politeness, decency, and morality.

Uzbek linguist N. Ismatullaev chose in 1964 "Uzbek language" in the nominative dissertation" euphemisms", euphemisms are as follows proposed to study by classification:

A) application of euphemisms and types of meaning:

I. Taboo-based euphemisms:

a) in naming mythological concepts applied euphemisms.

b) poisonous insects, snakes, and other euphemisms applied to animal names.

d) predator euphemisms applied to animal names.

e) disease applied euphemisms for names.

f) male and female applied euphemisms about their relationship.

g) in the language of women euphemisms.

II. Euphemisms based on glazes.

III. Considered a fault in society, applied instead of rude words euphemisms.

a) associated with women's disability (pregnancy, menstruation) euphemisms. b) used in expressing relationships within the family euphemisms.

d) euphemisms associated with death.

e) depends on gender euphemisms.

f) euphemisms applied to human organs.

g) euphemisms associated with clothing evenings.

h) doctor and medical language applied euphemisms.

i) toilet, bath, and other place names relatively applicable euphemisms.

IV. Dialectics used in colloquial language and for religious purposes euphemisms.

V. Stylistic euphemisms.

VI. Applied euphemisms in the diplomatic language.

VII. Enrichment and multiplicity characteristic of euphemisms importance in manifestation.

As a result of the study of taboos and euphemisms in the Uzbek language, the following conclusions were drawn:

1. Tabu and euphemisms language dictionary content, including the Turkish language the lexicon, is also a separate layer. He is the social of the people there will be in connection with life, national customs, mentality.

Tabu and euphemisms are composed of culture and language sources ethnolinguistic are concepts.

2. Tabu euphemisms are one of the relatively rare topics in linguistics one of them. This topic is studied by Turkic linguists and Russian scientists who did. In Turkish linguistics, taboos and euphemisms are all according to the possibilities that have not been studied in depth.

3. Despite the differences between religious beliefs, cultures, languages mythological of many peoples and especially Turkic peoples the heroes are similar to each other and in the name of them is the taboo based on which in most of them there are euphemisms. Totemistic prohibitions that arise in effect are America, Asia, Australia ranks among the cultures of the peoples who lived on the European continents played.

4. Along with the emergence of taboos and euphemisms from religion etiquette in society is formed based on moral rules.

5. Taboos and euphemisms are elements that increase the vocabulary of the language one of them. They play an important role in changing the meaning of words, pronouncing will play.

6. Euphemisms are mainly the attitude of mankind, the culture of the same and other users in community events. Euphemisms go a long history he stabbed me. The concept of euphemism is closely intertwined with the concept of a taboo it is tied. We consider Tabu as an example of religious tabu and social prohibitions we got out.

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7. Trying to avoid conflicts in the conversation, conversation in the interlocutor during it, it is necessary not to create unfavorable conditions, to mask the case, to hold out generalization in the definition of a word that is, live information, several factors such as the widespread use of coriander euphemisms will be associated with.

8. The peculiarity of the euphemism process is that what is being said is rude, evaluation as an unfavorable word, a softer expression of the colloquial situation selectively speaking mask is visible. The use of euphemism speech depends on the method.

9. Euphemisms are different subject groups by different scientists divided.

As a result of the study, we bring the following classification.

1. Some physical process and condition related euphemisms

2. Diseases and euphemisms associated with death

3. With the relations between different nations and social groups related euphemisms

4. Euphemisms associated with some species of the profession

5. Euphemisms related to diplomacy and politics

6. Euphemisms related to religious concepts

7. Euphemisms associated with place names

8. Euphemisms associated with the relationship between the sexes

9. The functions of the application of euphemisms in the continuation of the conversation avoidance of unpleasant or mutual conflicts, relatively specific, social mask the words in the sense, the speaker spoke only in one own way trying to be understandable enters vs.

10. Dismiss is the concept in our speech as a kind of euphemism expression, deception, distraction, one without "wrapping on paper" in a certain way instead of a word, use another one and achieve the effectiveness of speech apply for the purpose.

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LINGUISTIC FEATURES OF CONTOMINATIONAL AND APOTROPEIC NAMES IN THE SYSTEM OF ANTHROPONYMS OF UZBEKISTAN

Abstract: *In this article, we will talk about the linguistic features of the names contamination and apotropaic in the system of anthroponyms of Uzbekistan. The materials of Uzbek onomastics (including some observations on anthroponyms of) have been studied so far in a descriptive way. There is an opportunity to study anthroponyms in theoretical methods. Accordingly, the anthroponyms of Uzbekistan should be studied from anthropocentric, cognitology, linguoculturology. Such a study requires an approach to anthropogenic material not only from a linguistic point of view but also from an ethnolinguistic, psycholinguistic, sociolinguistic, aesthetic, historical-religious point of view.*

Key words: *linguistics, semasiology, lexicology, onomastics, onomasiology, anthroponotic, toponymics, gidronymics, ethnonyms, partly cosmonymy, zoonyms.*

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Introduction

Between the 60-70 of the last century, several directions in linguistics began to be distinguished as an independent sphere with its research object. This was also seen in Uzbek linguistics. For example; the study of phraseology and semasiology from lexicology, experimental and structural phonetics from phonetics, with the separation of word-building from morphology, as an independent director, is intensified. At this time, attention is also paid to the sphere of speech culture, which teaches the quality of language in the process of communicative communication, the features of adherence to literary norms, that is, the colloquial taste, colloquial culture.

During the recorded period, the direction of onomastics, onomasiology, which specifically aimed at the study of the system of horse breeds of the language, also went on the path of rapid development. Initially, at the Institute of the Russian language, gradually, at the Institute of language and literature research of the former Union, onomastics departments, even onomastics centers were opened. He began to collect and learn the proverbial nouns in

the lexical system of national languages. Articles devoted to the problems of onomastics began to be published, collections were published, all-union and regional conferences were organized.

Currently, the study is considered to be topical, coming from Moscow (from above), distributed to the former republics.

Such a plan also came to the Institute of language and literature of the Academy of Sciences of Uzbekistan. In short, Uzbek linguists began to pay special attention to the research of onomastic problems from the 1960 of the last century. E. Bekmatov Uzbek anthroponymy, T.Nafasov Khashkadarya region toponymy, S. Karaev began to study historical names. Before that, in textbooks called Uzbek, the native language of secondary and higher schools, several types of names included in the names of horses with names of genus and genus were listed under the title of horses with names of genus and genus.

At that time, the Uzbek language onomastics, which began to step on, is a scientific direction, which is now much more developed in Uzbek linguistics. At

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present, satisfactory research has been carried out on anthroponotic, toponymics, gidronymics, ethnonymics, partly cosmonymy, zoonymy, as well as onomastic, the spelling of horses.

Over the past period, significant work has been carried out on lexical-semantic features of Uzbek anthroponyms, nominative and motivational bases of anthroponymy on linguistic and sociolinguistic specific problems of anthroponymy research. These lines are the candidate dissertation of the author and a number of the issues listed in the articles studied¹. In particular, great attention was paid to the practical problems of anthroponymy research, and a number of our books on Bien published qilindi. Problems of Uzbek onomastics were widely discussed at several international and Republican scientific conferences. Including Gulistan (1986), Karshi (1989), Urgench (1991) and others.

Now a rich experience has been accumulated in the study of Uzbek onomastics in general, including anthroponymy. These relate to both theoretical and practical problems of scientific research of anthroponymy. At the same time, Uzbek several theoretical and practical problems of the bar of anthroponymy await its scientific basis and thoughtful study. For example, anthropomorphism se.logic and motivation, scientific principles of the classification of anthroponymy, the study of anthroponymy in sister and non-sister languages, the principles of the periodization of anthroponymy, the historical anthroponymy of Uzbekistan, the issues of the sociolinguistic, national-cultural, philosophical-ethnic approach to the fund of anthroponymy in different styles, the lexical requirements, and principles of the formation of explanatory, paraphrased transcription of anthroponymy, the study of anthroponymy, problems of creating O'zbek language anthroponymy, etc.

Such problems facing Uzbek onomastics, including Uzbek anthroponotic, and the research of horses with a high reputation in the Uzbek language are not until there is a comprehensive study that summarizes the achievements of the neck.

Any language has so many linguistic Vos that it can provide its multifaceted communicative function need and function. Here one such tool is the lexeme (word), which expresses concepts about something and phenomena related to concrete and abstract, Real existence or imaginary, religious-philosophical, cultural and household spheres.

A quantitative set of integers, organized status as a specific team constitute the composition of the linguistic dictionary fund. These lexemes are usually studied as a certain vocabulary in linguistics: the noun constellation, the adjective constellation, the verb constellation. These categories are explored as additional categories within themselves. Here such a position also applies to the Lexis - malar, which makes up the noun category.

Language names things and phenomena, different and complex concepts about them, summarizing their sides, relying on the characteristics of the main character. For example, the melon plant in the Uzbek language and its yield are referred to as melons. Similarly, in the Uzbek language, the living being IoTs are referred to as sheep in a general way. Later melon and goy are named as additional groups according to a certain property. For example, such names as Poppy, Jack Russell terrier, chalk melon, Hisar sheep, Kazakh sheep, merinos. But here, too, summarized and summarized the concept about them - there is a rip-off. If without this, each melon grain or sheep grain would be called separately (in fact it is impossible), the lexical wealth of the language would be quantitatively Infinite, the language would not be able to fulfill its communicative function. So, to summarize things and phenomena, all existing beings in the world of the object is a miracle of human thinking and language out. But there is also a need for the latter, which is a daily dialogue of, for linguistic's life. This is what the object is, and events, is to name each of the living beings separately, singly and with wisdom.

In ancient times, it was gan to give a general name to what people saw when they did not yet know the secret of natural phenomena. Such names served to distinguish, to distinguish, to distinguish between different objects, things, phenomena. So, for example, the soybean meant water and any water, any mountain where the so goes into this type of object. But gradually the ancient people faced many objects, mountains, from which the water flows around them. In the people there was a need to distinguish one object that flows water (river, shadow, fountain, etc.), mountains, hills and hills, which differ from each other. Because of the habitat of ancient people it was either on the slopes of this mountain, on the banks of rivers. For them to correctly find their habitat, Mountains, Rivers played the role of a character, so that they could find their place of hunting without error. As a result, the individual gave additional special names to distinguish one or river from another mountain and river. Such names as Akdarya, Karadarya, Karatag, Uluttag, which existed from ancient times, began to appear here.

The naming of the object, the object, and the phenomenon, taking apart the grain, began to take on all the things that life requires, and the language now began to multiply the names yuri - beg, as the possessive nouns. The noted vital need also led to the fact that people belonging to one seed and one family, living as seeds, tribes, balls, groups, should be distinguished from each other.

Several historians, ethnographers, who studied the social life of those who lived in Ancient Times, noted that the name of a person belonging to the same seed or tribe, which was the common name of a tribe, corresponds to the name of the seed or tribe to which

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it belongs, that is, a person belonging to the same ethnic group was called And the names of the seed or tribe consisted in the name of an animal, a bird, an ethnic group worshiped as sacred, divine. Gradually this tradition developed, each person who was a member of the seed and tribe was called by a separate name. That's how the person's names (the first, first-genitive nouns of the person) appeared. Now in linguistics, there are two groups of horses, which are called genus and genus horses. These two groups form the lexical composition of the language, the traditional wealth, the system.

The onomastic Department of linguistics studies the so-called nouns in the language, their emergence, motivational foundations, semantics, linguistic structure. Onomastics is a Greek word, meaning "the act of naming".

Onomastics studies any horse with a name that forms the units of language onomastics in the linguistic and sociolinguistic aspects. Onomasticon is a noun denoting a common set of nouns in a language, and it is a noun reporter's, which refers to the language of an ethnic group of certain epochs.

It is known that any science must have its object of study. From the above statement, it becomes clear that the object of the study of onomastics is the presence of any exclamatory out tips in the language.

It is also known that certain linguistic units the types of linguistic - spiritual groups and lexemes in the language. Here such linguistic units are considered an object of study of a particular sphere and direction in linguistics. For example, the Department of phonetics of the Uzbek linguistics studies phonemes, the Department of lexicology studies lexemes, the meanings of semasiology lexemes, the Department of morphology studies morphemes, the Department of so-called legalization studies the methods and types of word legalization in the language, and the Department of syntax studies, sentences, texts, linguistics studies the artistic of language tools, etc. So, onomastics also have Day units here as a field of linguistics? Yes, able.

The language units that onomastics learn are Sonoma (ops), that is, the appearance and types of a horse with a horseshoe. These are anthropogenic, too - prim, zoonim, phyton, them and others. Gel-risen terms denote the types of onomastic units. Each of these onomastic units consists of a set of several microonomastic units. Their bike has covered a wide range of special articles.

Azerbaijani linguist A.M.Gurbanov in his book "problem- Azerbaijani side - bi language "considers one of the special sections of lexicology as" onomalokia "(onomastics) and considers onomastic units as "onomastic units", as well as 7 groups of the so-called horses that make up these units are thought about Anthroponyms, ethnonyms, toponyms, hydronyms, zoonyms, Cos metonyms, ctematonyms. He has already commented on other works in the

onomastic sections of this point. Of course, the designation of the type and boundaries of the names that make up the onomastic unit of this mu - all does not cover all the manifestations of the so-called Horse, the subject that we are going to study is the imperfect person (person) is the so-called horses.

A set of anthroponyms in a language is referred to as anthroponymy (just like toponymy, zoonyms). For example, Uzbek an-troponymy, Kazakh anthroponymy. The field of anthroponyms research is called anthroponymy, and this branch of onomastics - Kane studies the linguistic and non - linguistic consonants of anthroponyms. Anthropogenic specialist refers to as a toponymic. As we have already cited above the concept of onomasticon, the aggregate of an - troponyms in a language, forms the existing Anthrocon.

What are the anthropogenic units that study anthroponymy, which tash-clay the fund of anthroponymy? If concrete is obtained, then the following onomastic means, which are the patronymic of a person in the Uzbek language, are units of the Uzbek anthroponymy:

1. Nouns are nouns that are given to a concrete person.
2. Nicknames.
3. From a nickname.
4. Naming a person in Uzbeks with the help of past forms of ("Daughter" "Son"), which existed in the past.
5. With the help of Arabic forms of the noun ("ibn", "binni"), restoring the name of the ancestors of the past to the person's name.
6. Russian surname and patronymic, officially adopted from the 20-30 of the last century.

The above are anthropogenic units and study them Uzbek anthroponymy.

Scientific research of the Turkish anthroponymy system began in the 60 of the last century. Turkish linguistics is one of the first T.In 1960, Jonuzakov chose the candidate dissertation on the topic "individual horse - riding in the Kazakh language". Turkish language-in this first study devoted to the names of people in the genus, the concept of horses with names, in the transition of the genus horses to the genus information about, the legalization of nouns and the grammatical structure is given.

The book also gives an idea of the names of people, that is, anthropoid - what they mean. Analysis of this matter has shown that there are three different interpretations of the meaning of the name here in science. This:

- A) the word denoting the basis for the noun lug means;
- A) name;
- C) the meaning of the name about the singular, private concept, which occurs as a noun of the singular person1. After the analysis of the quoted meanings, the authors come to such a conclusion: "so, whether

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the names of a person have meaning, what constitutes it, the so-called Idea is a BNR from a scientifically complete and until unresolved reasoning in linguistics until their".

The authors explained why the meaning of a noun is often equated with the denotative meaning of the lexeme, which is the basis for the name, as follows: the fact that the names of a person can not be interpreted in many cases in the adjective of the name of a concrete person, and the interpretation of the ethnographic meaning of the But as we noted above, this is the genus equestrian meaning of soya, which is the basis for the name ma - no.

What is the meaning of your name "authors"?" goal is to show that "week is committed to explaining the meaning of the names of the fellow cavalry." At the same time, they called this meaning "the initial meaning of names "1, but if we pay attention to the interpretation of the meaning of nouns in the annotated part of the book, then we will witness that in addition to the consonant meaning of the name, the meaning of the ethnographer - fig is also interpreted.

The authors of the book admit that the interpretation of the meaning of names is a complex, the difficulties encountered in this matter were mum - kin into 8 groups and convincingly analyzed.

At the time of the Usha, the first scientific articles about Uzbek names began to come to a year. Initially, about some motives of the name be - R. Shamsieva, E.Begmatov published articles about the peculiarities of understanding and interpretation of the meaning of names haqida1, articles about linguistic originality of nouns and the of nouns, which are common among the Kashkadarya population. Later, in the articles written by us, the traditional originality of into - purses, the legalization of nouns, views were made on the private side.

M.Shamsieva's article says that there are 5 different motivations for naming, 5 different motivations for naming girls, as well as the reasons for putting religious names -4.

In the area studied in the Nosirov article, some names related to the vowels of naming are widely addressed. For example, when the baby is born, the names of Qo`chqor, Qo`zi, Altibay, which refers to the signs on his body; some names indicate the time of birth of the baby Chorshanboy, Juma, Jumaboy, child or event, day of the event birthday hit Heydar (Saturday sale for driving goods to the market - Mal Aydar day) and others brought valuable information about.

Names of author Tarot, Ramadan, Asad, Rajab, Muharram, Safar the month of birth of the baby; statutes, cathedrals, Bahor, Gulbahor the season of birth of the child; holiday, Hayit, Hayitgul, Hayitmurad, Qurban, Qurbanboy the names of the days of celebration and ritual; guest, guest, Eve, grandfather, grandfather, grandfather, father, satellite, passenger the names of which the baby was not born

in his house; forty, sixty, eighty, ninety names what is the age of the father when the baby comes into the world; Chori, Panji names the owner of the name - in the family is a child; Toke, son a dash, goal, opposite, vs.connection with the dream of seeing a son or a girl; the name of the monument means that the baby is without a father or mother - you are left; Suyun, Leech, Joy, glad names signify the joy, emotional state of the parents.

The names in the article are also classified according to the character of the appeal, which is based on the name, and they are divided into twelve groups. Onosirov knew the collective thoughts about the meanings of the names of people. In his opinion, the names are not dry land, they have a certain meaning.

In the study, the Turkic layer of Uzbek names was classified according to the motives that are the basis for the name, and then the Uzbek names were classified according to the name - affixes, descriptive names, names, and wishes. In the third chapter of the dissertation, the gram - matrix structure of names is studied. The dissertation is distinguished by its richness to metallic materials.

Anthroponymy-entered the linguistics of O'abek from the 60 of the last century, as a scientific direction that studies the proverbial horses of Adams (personalities). Thanks to scientific and practical research on the names of people in the Uzbek language during the Utgan period, anthroponotic has now become an advanced Department of Uzbek onomastics. Bunda Uzbek names, their lexical-semantic features, literary and dialectical appearance, the grammatic structure of names, peculiarities in their legalization, the lights dedicated to the interpretation of the sociolinguistic-motivational meanings of Uzbek names, the research on the OE and mastered layers of the names of week, the development of the name Fund and the historical, ethnic, cultural - spiritual, linguistic factors related to the

Along with similar scientific achievements, several linguistic and non - linguistic features of the Uzbek anthroponyms are also waiting for their clever researchers. The most important of them, in our dice, are the following.

Uzbek historical anthroponymy is almost not studied. It is necessary to carefully collect and train anthroponym materials, preserved in historical written monuments, folklore works, texts, and other sources. In this study, especially some object and sub-object causes, determination of is-derived names in the past under the influence of prints, the introduction of them into the new era demand.

In general, the meaning of noble horses, how to understand and interpret it is waiting for a deeper search. Although several scientists have been researching this issue, they have not yet come to a standstill. It is clear from this point of view that it is not necessary to put forward the scientific

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requirements for the meaning of the genus of horses in the meaning of the genus of horses, nor to attribute the meaning of anthroponyms to the meaning of the genus of horses.

Creates show that there are specific structures of anthroponyms, features of legalization. In anthroponymy, the functional property of a single lexical unit (component) is sometimes observed that the parts of a noun do not have a mutual spiritual connection, etc. Also, the names formed from the imitation of some, although the names are legalized threeway. It is important to thoroughly study such laws, the reasons for which are characteristic of Antro - eponymic, based on a quantitative significant anthropogenic material.

Until now, not all anthropogenic units have been studied to some extent. Nicknames in the Uzbek

language, types of local - dialect nicknames need additional research. In particular, the linguistic features of pseudonyms in the press pages of fiction and folklore, as well as in oral dialogues, is one of the almost unexplored.

The materials of Uzbek onomastics (including some observations on anthropoid) have been studied descriptively until now. Now there is an opportunity to study anthroponyms in theoretical ways. Accordingly, the anthroponyms of Uzbekistan should be studied from anthropocentric, Cognitologic, linguoculturology. Such a study requires anthropogenic material not only from the linguistic point of view but also from the side - swelling of the ethnolinguistic, nanomagnetic, psychoanalytic, sociolinguistic, aesthetic, historical - religious point of view.

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ON EFFECTIVENESS – AS A MEASURE OF COMPLIANCE OF FUNDS AND TASKS THEY SOLVE

Abstract: This article discusses the concept of efficiency as a measure of the correspondence of the means and the tasks they solve in the context of operations. In the general case, efficiency is understood as a certain degree of conformity of any means, efforts, measures, actions, etc. specific goals for which they are involved. A significant variety of activities and the goals achieved with this determines the corresponding variety of concepts of efficiency.

Key words: efficiency, activity, achievement, goal, personality, positive conditions, operation, nature, process.

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ОБ ЭФФЕКТИВНОСТИ – КАК О МЕРЕ СООТВЕТСТВИЯ СРЕДСТВ И РЕШАЕМЫХ ИМИ ЗАДАЧ

Аннотация: В данной статье рассматриваются понятие эффективности как меры соответствия средств и решаемых ими задач в условиях операций. В общем случае под эффективностью понимается некоторая степень соответствия каких-либо средств, усилий, мероприятий, действия и т.д. определенным целям, для достижения которых они задействованы. Значительное многообразие видов деятельности и достигаемых при этом целей определяет соответствующее многообразие понятий эффективности.

Ключевые слова: эффективность, деятельность, достижение, цель, личность, позитивные условия, операция, природа, процесс.

Введение

Современные условия осуществления целенаправленной деятельности характеризуются сложностью отношений, ростом дефицита ресурсов, значительной нагрузкой на природу и в связи с этим интенсивным развитием соответствующих опасных факторов, что обуславливает необходимость учета не только полезного эффекта от деятельности, но и парирования опасностей, сопровождающих эту деятельность.

Целенаправленную деятельность по достижению как осознанных, так и неосознанных целей можно рассматривать в областях соответствующих взаимоотношений между людьми (область отношений), производственной деятельности (область производства), при

соответствующем взаимодействии с природой (область природы). При этом все области взаимоуязвимы и направлены на достижение некоторого полезного эффекта.

Этот полезный эффект можно рассматривать как результат перевода некоторого (в соответствии с целью деятельности) исходного объекта в требуемое состояние – продукт. В качестве продуктов могут быть, например, такие, как: в области отношений – согласованный пакет договоров; в области производства – техническая система; в области природы – полезные ископаемые. Естественно, что любая деятельность по созданию продукта в условиях кооперации связана с заключением соглашений, регламентирующих отношения людей, обеспечением производственного процесса, и

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осуществляется в соответствующих условиях при активном или пассивном воздействии на природу.

В то же время любой вид целенаправленной деятельности кроме очевидной полезности может сопровождаться целым рядом негативных факторов, представляющих опасности для Человека сегодняшнего дня, окружающей среды его обитания и особенно для будущих поколений. Так, производство продукта может сопровождаться появлением техногенных факторов, конфликтными ситуациями в отношениях между людьми и приводить к перерасходу природных ресурсов. При этом, если полезный эффект в разных областях субъективно увязывается по мере знаний и возможностей, то негативные факторы объективны и могут усиливать друг друга при воздействии их на Человека.[1]

Рассмотрим позитивные и негативные (опасные) стороны по областям целенаправленной деятельности.

Позитивные условия в области отношении определяются такими факторами, как:

- *в сфере личности*: стремлением к обеспечению жизни, здоровья, прав и свобод, имущества, чести и достоинства; наличием Всеобщей декларации прав Человека; возможностью решения спорных вопросов на правовой основе...

- *в сфере общества*: процессами демократизации и стремлением людей к равенству; осознанием важности сохранения общественного порядка и спокойствия; высокой значимостью общественных объединений и организаций...

- *в сфере государства*: практически закончившимся процессом распределения между государствами земного, водного, воздушного и космического пространства; соблюдением конституции, обеспечением суверенитета, границ и территориальной целостности; появлением общепланетарных интересов...

В то же время проявление принципа “альтернативности всего сущего”, интенсивный рост народонаселения Земли и связанный с ним растущий дефицит ресурсов на душу населения приводят к опасностям, определяемым такими факторами, как:

- *в сфере личности*: неравномерностью ресурсов, приходящихся на душу населения; процессами раздела собственности; неприятием “инакомыслия”...

- *в сфере общества*: противоборством этносов и проявлением тенденций сепаратизма; различием религиозных убеждений; делением групп по национальным, имущественным и др. признакам...

- *в сфере государства*: различием мировоззрений; различием жизненного уровня; наличием отдельных территориальных претензий.

Позитивные условия в области производства связаны с интенсивным развитием научно-технического прогресса и определяются такими факторами, как:

- *в общественной сфере*: широким внедрением средств электронно-вычислительной техники на всех этапах жизненного цикла систем; созданием и эксплуатацией высокоэффективных транспортных систем наземного, водного, воздушного и космического бассейнов; широким использованием лазерных средств...

- *в энергетической сфере*: повышением эффективности использования традиционных видов энергии; использованием солнечной энергии для военных и гражданских целей; созданием единых энергетических систем...

- *в информационной сфере*: информатизацией различных видов деятельности; лавинообразным получением и накоплением новой информации; созданием и использованием общего информационного поля...

В то же время необходимо отметить такие опасности, как: в вещественной сфере: возможные аварии и катастрофы, связанные с отходами элементов при эксплуатации созданных систем; загрязнения земли, воды, воздуха и космоса, нерациональное использование ресурсов...

- *в энергетической сфере*: нерасчетные режимы при производстве, хранении, эксплуатации и утилизации ядерных топлив; несанкционированные отключения энергоснабжения...

- *в информационной сфере*: сокрытие, уменьшение и искажение информации; использование информационного давления в корыстных целях...

Изучение отмеченных опасностей в области производства выходит за рамки известной “техники безопасности”, так как предполагает их анализ и парирование на всем жизненном цикле создаваемых систем, (от проектирования до утилизации).

Позитивные условия в области природы определяются такими факторами, как:

- *в естественной сфере*: сохранением природного равновесия; пониманием законов развития биоты; осознанием научной общественностью необходимости интеграции усилий на глобальном уровне...

- *в искусственной сфере*: наличием природоохранных законов; развитием экологически чистых и безотходных технологий; пониманием потребности в экологической экспертизе разрабатываемых масштабных проектов...

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1. Постановка задачи

В широком смысле понятие эффективность употребляется для определения соответствия проводимых мероприятий достижению полезного эффекта. Мероприятия и ожидаемый полезный эффект могут рассматриваться в различных аспектах целенаправленной деятельности, которая охватывает целую совокупность различных аспектов. В этой связи изучение целенаправленной деятельности связано с исследованием многоаспектной эффективности. В общем случае многоаспектная эффективность предполагает определение соответствия проводимых мероприятий достижению многоаспектной цели. При этом многоаспектная цель достигается в том случае, если обеспечивается соответствующее достижение множества одноаспектных целей.

Устойчивое развитие при целенаправленной деятельности, распределенной по интересам, пространству и времени в условиях ограниченных ресурсов может быть обеспечено только на основе регулирования за счет соответствующего управления. Достижимые цели, решаемые задачи, проводимые мероприятия и расходующиеся для этого ресурсы (людские, вещественные, информационные, энергетические), регулируемые финансовыми потоками, должны быть определены (взвешены) на количественной основе. Это значит, что должно быть определено количественное соответствие расходующихся ресурсов решаемым задачам и достижимым целям, которые в свою очередь должны быть ранжированы в едином измерении. При этом достижимые цели и решаемые задачи, рассматриваемые в целом ряде аспектов (таких как политический, социальный, экономический, оборонный и научно-технический), распределены по областям отношений, производства и природы. Достижение целей должно быть увязано с решением соответствующих задач, которые в свою очередь определяются проводимыми мероприятиями с использованием необходимых ресурсов. Другими словами, требуется определение многоаспектной эффективности, под которой понимается степень соответствия каких-либо средств, усилий, мероприятий, действий и т.п. определенным целям, задачам соответствующих аспектов, для достижения (решения) которых они задействованы.

Традиционно процесс достижения определенных целей рассматриваемыми средствами (соответствующим образом организованными ресурсами) связывают с понятием операции.[2]

Количественная оценка соответствия средств целям операции осуществляется на основе определения показателей эффективности. В ка-

честве показателей эффективности какой-либо операции могут быть рассмотрены:

- непосредственно эффективность достижения цели (например, вероятность достижения поставленной цели в стохастической постановке или уровень достижения в детерминированной постановке);

- затраты, потребные для достижения цели (например, стоимость задействованных средств);

- время достижения цели, а также в условиях прогнозирования компонентов операции - реализуемость отмеченных выше показателей.

Процесс целенаправленной деятельности связан с соответствующим преобразованием ресурсов. Выделяются исходные, производственные, целевые и возвратные ресурсы. При этом исходные ресурсы в процессе соответствующего производства переходят в целевой продукт, который после достижения поставленной цели и после установленного срока функционирования переводится в возвратные ресурсы. Этот процесс рассматривается как последовательные этапы ресурсного цикла.

В то же время целевое использование ресурсов соответствующим образом распределено во времени жизненного цикла. В этом цикле выделяются этапы определения целей и задач рассматриваемых мероприятий, их проектную разработку, дальнейшую материализацию, целевое использование и в зависимости от складывающейся ситуации - модернизацию или утилизацию. При этом последние этапы сопровождаются новым жизненным циклом мероприятий по реализации уточненных целей дальнейшего использования или утилизации.

2. Решения задачи

Процесс достижения определенных (заданных) целей рассматриваемыми средствами принято связывать с понятием операции.

Под операцией понимается любое мероприятие (или система действий), объединенное единым замыслом и направленное к достижению определенной цели [3]. Вид операции определяется той целью (или задачей), на достижение которой она ориентирована. Цели могут соответствовать тому или иному системному аспекту из полной их совокупности:

- политическому (достижение некоторых политических целей, например, в межгосударственных отношениях, подписание определенных договоров и соглашений...);

- социальному (обеспечение необходимых социальных условий жизни граждан определенной категории, региона, государства; обеспечение социальных гарантий...);

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• оборонному (обеспечение обороноспособности страны и дружественных государств, достижение определенных задач...);

• экономическому (развитие и стабилизация экономики, получение прибыли, расширение капитальных вложений...);

• научно-техническому (обеспечение заданного уровня и эффективности научно-технических разработок, создание высокоэффективных образцов и систем...).

Операции высокого иерархического уровня, как правило, охватывают полную совокупность аспектов и определяются многоаспектной эффективностью. Это наиболее общий случай операции. Операции, рассматриваемые в рамках одного аспекта - это частные случаи операции. При этом в частном случае должна быть обоснована возможность исключения из рассмотрения других аспектов, либо их влияние выделено в определенные ограничения.

Операции различаются по характеру действующих средств и достигаемых при этом целей. Так, операция для анализа боевой эффективности предусматривает изучение взаимодействия всех сил и средств конфликтующих сторон, обладающих определенными боевыми средствами нападения и защиты. Операция для анализа экономической эффективности предусматривает изучение всех задействованных категорий в интересах достижения некоторых экстремальных значений экономических показателей данного вида деятельности. Операция для анализа технической эффективности направлена на исследование путей достижения необходимого технического уровня разрабатываемых систем и их компонентов и т.д.

Помимо операций, различаемых по направлениям деятельности, выделяют операции по этапам деятельности, например, этапам проектирования, изготовления, эксплуатации, непосредственного применения и т.д.

Основной задачей исследования эффективности при проектировании является подготовка рекомендаций по выбору рациональных вариантов проектных решений на этапе непосредственного проектирования, исходя из наивысшей эффективности создаваемой системы в широком диапазоне будущих условий применения. Операции, связанные с изготовлением и эксплуатацией, отражают специфику процессов, протекающих на этих этапах. Особое место занимает операция непосредственного применения, на которой рассматриваются процессы, происходящие в реальных условиях и времени.[1]

Бурному развитию методов исследования операций и их быстрому внедрению во все отрасли народного хозяйства в значительной степени способствовало появление

быстродействующих ЭВМ. Они позволяли проводить значительный объем вычислений и расширили возможность применения математических методов исследования операций для обоснования принимаемых решений.

Особое внимание исследованию операций уделяется на этапе проектирования сложных систем, когда на основе анализа эффективности таких систем вырабатываются рациональные проектные решения. Исследование эффективности проектируемых систем проводится в рамках развивающегося научного направления "проектная эффективность" [2].

Основная задача "проектной эффективности" состоит в определении конкретных параметров каждого проектируемого элемента, исходя из оценки эффективности системы в целом. Объектом исследований является проект элемента сложной системы с учетом всех его конкретных конструктивных особенностей и свойств, с анализом их влияния на эффективность всей системы и учетом затрат на всех этапах жизненного цикла. Для задач проектной эффективности характерно моделирование операции не только задолго до ее осуществления, но также и для еще не созданной системы, которая будет функционировать в неопределенных условиях. Основу составляют методы математического моделирования с использованием (при наличии) результатов физического моделирования. В условиях конкретности технических решений по проектируемому элементу особо важное значение приобретает учет высокой степени неопределенности. Решение задач проектной эффективности базируется на информации от предшествующего этапа исследований, представляемой в виде исходных требований, а также с учетом последующих этапов жизненного цикла-изготовления, эксплуатации, непосредственного применения элементов в составе системы, а также модернизации и утилизации. Практический опыт таких исследований, разработанные подходы, методы, модели и целый ряд алгоритмов могут быть использованы для проведения исследований эффективности и безопасности широкого класса принимаемых и разрабатываемых решений в рамках различных видов операций.[9]

В общем случае понятие "эффективность операции" в рамках системной безопасности связывается как с целенаправленной деятельностью, предполагающей достижение определенных полезных целей и задач (направление эффективности), так и с парированием возможных опасностей рассматриваемого спектра (направление безопасности). Если эффективность целенаправленной деятельности определяется

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мероприятиями, обеспеченными необходимыми видами ресурсов в установленные сроки, то эффективность парирования возможных опасностей определяется задействованием

соответствующей системы мер. При этом подходы и методы построения операций и определение показателей эффективности являются общими.

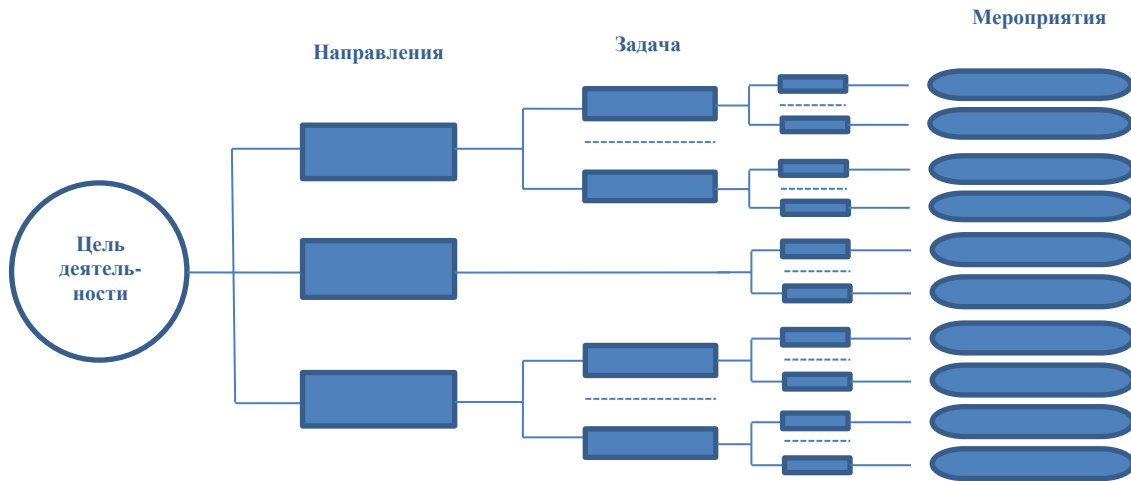


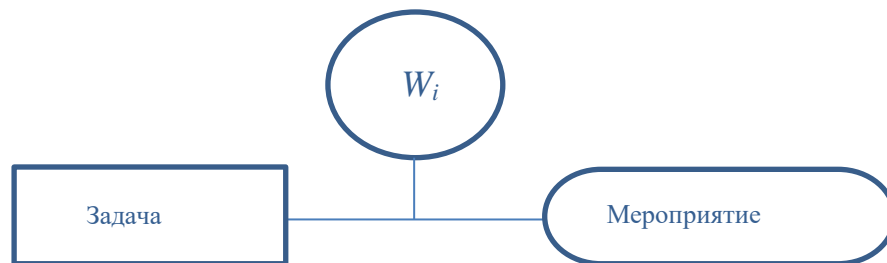
Рис. 1.

Как правило, целенаправленная деятельность проходит в рамках осознанных и неосознанных целей. При этом если осознанные цели направлены на некоторую полезность, принимаемую на данный период времени, то неосознанные цели могут быть направлены как на полезность, так и являются источником некоторых опасностей. Следует отметить, что выделение неосознанных целей следует рассматривать лишь как удобный прием при анализе эффективности целенаправленной деятельности.

Основой целенаправленной деятельности являются осознанные цели. В этом случае осознанная цель деятельности достигается

решением соответствующих задач по направлениям деятельности. В свою очередь, каждая задача достигается соответствующими мероприятиями, обеспеченными во времени необходимыми видами ресурсов. Эффективность каждой поставленной задачи определяется реализацией выделенных ресурсов в рассматриваемых условиях. Схема целенаправленной деятельности представлена на рис.1.

Определяющим звеном является эффективность решения i -ой частной задачи, причем под W_i понимается мера решения поставленной i -ой задачи:



Можно выделить два предельных случая определения меры достижения главной цели.

1. Главная цель считается достигнутой при безусловном решении всех частных задач $W=1$ при $W_i=1, i=1, \dots, n$ (частный случай).

2. Мера достижения главной цели является функцией меры решения частных задач (общий случай). В этом случае формируется закон достижения главной цели. Такой закон может быть представлен в скалярном или векторном

виде. Наиболее общий случай сводится к заданию закона достижения главной цели. Закон достижения главной цели определяется соответствующими условиями проводимого анализа.[1]

Анализ основной цели деятельности определяется направлениями, образующими исчерпывающую системную совокупность видов деятельности.

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Важное значение имеет управление достижением цели, на основе количественных оценок эффективности достижения цели и безопасности развития при реализации соответствующих обратных связей для коррекции задач и мероприятий. Схема управления представлена на рис. 2.

В общем случае исчерпывающая системная совокупность может быть задана:

- отношениями между людьми;
- преобразованием ресурсов в требуемое состояние;
- соответствующими воздействиями на природу.

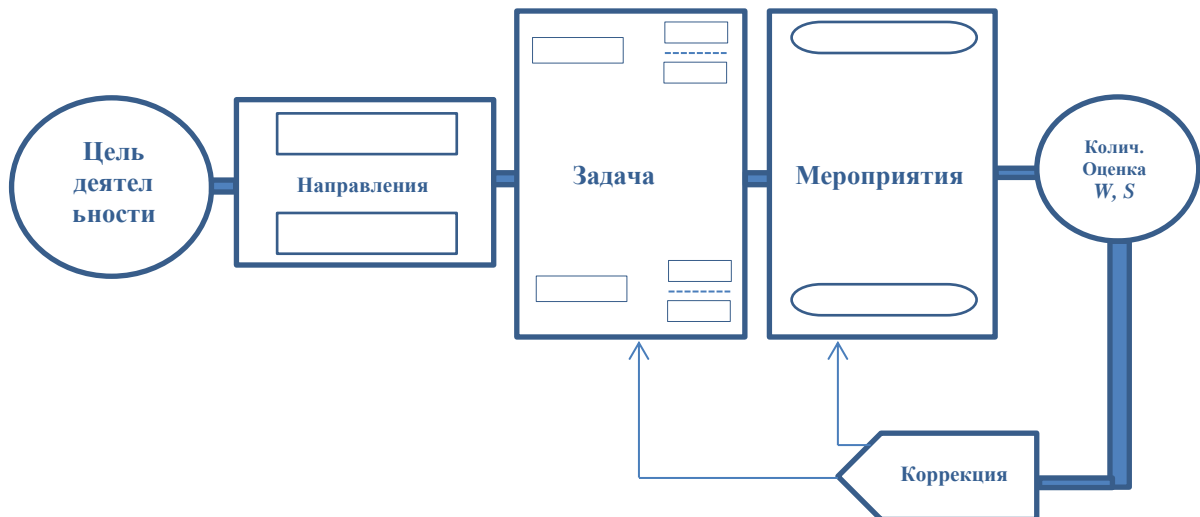


Рис. 2.

При этом в качестве ресурсов рассматривается их полный спектр, включающий людские, вещественные, энергетические, информационные и финансовые составляющие. Учет тех или иных компонентов этого спектра ресурсов определяется постановкой задачи конкретного исследования.

Отношения, в зависимости от постановки задачи, могут рассматриваться в схемах:

- индивидуум-общество-государство-коалиция;
- индивидуум-индивидуум; общество-общество; государство-государство; коалиция-коалиция;
- различные комбинации указанных предельных схем.

Отношения определяются, с одной стороны, нормативно-правовыми категориями (законы, договора, нормативные акты и т.п.) и механизмом их реализации, а с другой - ненормативными категориями (обычай, традиции, нравственность, религия и т.п.). При формализации отношений наибольшую сложность представляет определение нравственности как особого вида общественных отношений, санкционируемых формами духовного воздействия (общественные оценки действий, индивидуальное восприятие понятий добра и зла, уровень образования и т.п.). Общеизвестно, что на любое действие может быть направлено соответствующее противодействие, для любого запрета может быть найден обходной путь, поэтому степень исполнения нормативно-

правовых позиций требует учета нравственных категорий. Операция по изменению отношений до заданного уровня (на основе принятия и исполнения соответствующих нормативно-правовых ограничений), а также учет отношений в операциях преобразования ресурсов и воздействия на природу предполагает формализацию информационных (юридическое, правовое, нормативное и информационное обеспечение деятельности), вещественных (средств, обеспечивающих исполнение нормативных категорий), людских и финансовых ресурсов.

В общем случае преобразование исходных ресурсов в требуемый продукт деятельности предполагает:

- определение цели мероприятий, направленных на изменение исходных ресурсов до требуемого состояния; это изменение может задаваться как окончательным видом преобразуемых ресурсов (например, изменение заготовки до требуемой формы и размеров детали, сборка различных деталей по заданной схеме в определенный узел, агрегат и т.д.), так и требуемым уровнем воздействия по исходным ресурсам (например, энергетическое, информационное или другое воздействие по цели определенным полем “поражающих” либо “восстанавливающих” факторов);
- определение системы воздействий на взаимозависимые компоненты ресурсов полного спектра;

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- определение динамики действия средств воздействия по исходным ресурсам (по времени, по этапам, по фазам и т.д.);

- определение реакций на рассматриваемые компоненты со стороны метасистемы, составной частью которой эти компоненты являются, а также со стороны не учитываемых (“отброшенных”) компонентов ресурсов (характерно для частного случая анализа ограниченного спектра ресурсов);

- определение соответствующих условий проведения операции.

Учет воздействия на природу и природных условий при анализе других областей обычно предусматривает определение параметров литосферы, биосферы, атмосферы на основе задания географических, геологических, климатических и других характеристик.

Совместный анализ эффективности и безопасности налагает определенные требования на учет природных условий в плане:

- исследования исходного состояния природной среды на момент начала операции в районе ее проведения;

- анализа прогнозируемой “нагрузки” на природную среду в результате проведения операции;

- исследования возможных направлений и мероприятий по сохранению и улучшению экологической обстановки в ходе проведения операции;

- анализа возможности возврата природной среды в исходное состояние после завершения операции.

Выделяются два случая рассмотрения областей:

- достижение цели связывается с одной из названных областей;

- достижение цели связывается с комплексным учетом областей.

Первый случай может рассматриваться как частный случай второго, более общего, случая, который является сложным и трудноформализуемым. Однако, несмотря на это, формализация целенаправленной деятельности должна проводиться из представления общего случая с учетом всех компонентов при дальнейшей возможности обоснованного упрощения.

Задачи эффективности определяются объектом исследования, который может быть представлен как некоторый проект программы развития определенной категории от региона до элемента сложной технической системы.

Рассмотрение объекта исследования как проекта связано с необходимостью прогнозирования неопределенных будущих ситуаций на заданный интервал времени с некоторой точностью прогноза. Прогнозирование

представляет собой исследовательский процесс, в результате которого получают вероятностные или интервальные оценки будущего состояния объекта на основе анализа тенденций его развития с учетом целого ряда факторов [2].

Программа развития предполагает определение целей и средств их достижения на основе векторного представления полезности деятельности. При этом полезность определяется на период целевого использования средств. Объекты программы находятся в непрерывном развитии, что требует рассмотрения полезности в динамике развития компонентов программ на весь период их жизненного цикла.

Рассмотрение объекта исследования как некоторой программы определяет необходимость анализа в общем случае полной совокупности системных аспектов. Поэтому задачи исследования эффективности могут рассматриваться в политическом, экономическом, социальном, оборонном, научно-техническом аспектах. В связи с этим направление исследований эффективности на уровне программ может трактоваться как “многоаспектная эффективность”.

Рассмотрим основные понятия, связанные с исследованием эффективности целенаправленной деятельности. Как было отмечено, под эффективностью понимается степень соответствия средств тем целям, для достижения которых они задействованы в рамках рассматриваемой операции. Эта степень на количественном уровне определяется соответствующими значениями показателей эффективности.

Определение эффективности предполагает:

- задание цели операции;
- выбор показателей эффективности;
- построение математической модели операции.

Под целью понимается результат действий, когда объект воздействия переводится из некоторого исходного состояния $\{B_0\}$ в конечное $\{B_k\}$. Классификация целей может проводиться с различных позиций. Например, цели могут быть осознанными, когда четко определен желаемый исход операции и она ориентирована на достижение именно данной цели. Цели могут быть также стихийными, когда желаемый результат однозначно не определен и может иметь ряд вариантов либо целое поле возможных исходов.

Различают также цели формализуемые, когда они могут быть описаны некоторыми параметрами, математическими зависимостями, логической схемой функционирования и т.д., а также трудноформализуемые, которые не поддаются формальному представлению, а описываются на вербальном уровне. Следует иметь в виду, что формальное представление

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целей всегда сопряжено с некоторыми допущениями и здесь важен анализ их обоснованности и приемлемости, чтобы не исказить существа цели деятельности.

По числу системных аспектов, в рамках которых формализуется цель деятельности, различают одноаспектные и многоаспектные цели. Одноаспектные цели ориентированы на достижение результата деятельности по одному из системных аспектов (политическому, социальному, экономическому, оборонному или научно-техническому). Многоаспектные цели могут охватывать не менее двух взаимосвязанных аспектов.

При рассмотрении операций, в которых участвует несколько сторон, можно выделить цели совпадающие и несовпадающие. Совпадающие цели характерны для условий сотрудничества сторон, когда они свою деятельность направляют на достижение общей цели. Несовпадающие цели характерны для условий конфронтации, когда цели сторон могут быть» противоположными в так называемых конфликтных ситуациях.

Различают также цели абстрактные и материализованные. Особое значение имеют материализованные цели, для которых желаемый результат операции может быть задан определенным уровнем воздействия на материальный объект или желаемым состоянием этого объекта.

Совокупность целей различного уровня может быть представлена определенными позициями, иерархически увязанными в «дерево» целей с их материализацией на нижних уровнях.

Для количественной оценки эффективности целенаправленной деятельности используются показатели эффективности. Показатель эффективности – это характеристика, количественно выражающая степень выполнения поставленной задачи и позволяющая судить об эффективности операции. В качестве показателей эффективности в зависимости от вида операции, участвующих в ней средств, условий проведения и т.д., могут рассматриваться следующие:

– скалярные, когда исход операции характеризуется одним показателем (это наиболее простой случай, однако возможность использования только одного показателя должна быть обоснована);

– векторные, когда исход операции определяется несколькими показателями;

– детерминированные, характеризуемые числом, не имеющим случайных отклонений;

– стохастические, характеризующиеся распределением возможных исходов операции и определяемые методами теории вероятностей и математической статистики;

– функциональные, описываемые некоторой функцией, зависящей от параметров компонентов операции;

– общие, которые характеризуют эффективность операции в целом;

– частные, отражающие эффективность отдельных фаз или этапов операции;

– обобщенные, характеризующие отдельные стороны операции или эффективность нескольких ее этапов.

Наиболее общим случаем является решение задачи исследования эффективности в векторной постановке.

В качестве основных принципов выбора показателей эффективности можно указать:

– необходимость строгого соответствия между целью (задачей), поставленной в операции, и показателем эффективности;

– критичность к задаче исследования, т.е. показатель должен соответствовать уровню и масштабу исследования;

– возможность наиболее полного учета всех факторов, определяющих исход операции;

– простота вычисления;

– возможность наглядного представления и ясный физический смысл показателя;

– непротиворечивость частных показателей общему и др.

Обратим внимание, что ряд принципов носит противоречивый характер. Так, весьма затруднительно обеспечить одновременно и наиболее полный учет всех факторов, и простоту вычисления показателя. В таких случаях прибегают к определенному компромиссу, мера которого должна оцениваться при анализе адекватности модели операции ее реальному существу.

Основу исследования эффективности составляет математическая модель операции при формализации цели, средств, системы действий, условий и соответствующих реакций.

3. Выводы

Исследование эффективности сводится к определению компонентов вектора эффективности и к сопоставлению векторов для различных вариантов решений. Определение компонентов векторов для случая одноаспектного исследования зависит от характера самого исследования. Так, если анализ эффективности проводится в области отношений, то целью операции является изменение характера отношений. Используемые при этом средства носят юридический характер (заключение договорных соглашений, принятие законов, нормативных обязательств и т.д.), а механизм их исполнения может ориентироваться на такие категории, как применение соответствующих

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санкций мри невыполнении обязательств, учет традиций, обычаев нравственных устоев и т.д.

Если анализ эффективности проводится в области преобразования ресурсов за счет целенаправленной деятельности, то целью такой операции является получение продукции с требуемыми характеристиками, средствами достижения цели – совокупность людских,

вещественных, информационных, энергетических и финансовых ресурсов.

Если анализ эффективности проводится в области природы, то целью такой операции является обеспечение состояния соответствующих природных компонентов, а средства достижения цели аналогичны средствам в целенаправленной деятельности.

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RESEARCH ON THE CLASSIFICATION OF SURKHANDARYA DIALECTS

Abstract: The speaking structure of the territory of Surkhondarya is complex. In this territory there are also a dialect of the Kipchak dialect and a dialect of Karluk dialect. Kipchak and Karluk dialects have a difference in railway. On the territory of Surkhan is bilingual. This greatly influenced the dialects. In part, the concepts of the Uzbek dialect of the Tajiks of Surkhan and the Tajik dialect of the Uzbeks of Surkhan need a scientific classification. This opens up new features of bilingualism in Uzbekistan.

Key words: Spoken structure, dialect kipchak, dialect karluk, dialect, difference w/y, bilingual, Uzbek dialect of Tajiks Surkhan, Tajik dialect of Uzbeks Surkhan, bilingualism.

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Introduction

In the literature devoted to the classification of Uzbek dialects, there is little information about Uzbek dialects. E.D.Polivanov, A.K.Borovkov, in the works of V.V.Reshetovs, there are also some opinions on the classification of Uzbek dialects of Surkhondarya.

In the traditional classification of Uzbek dialects, Uzbek dialects are included in the J-group of the general Kipchak dialect of Uzbek dialects in Surkhondarya. According to the classification of E. D.Polivanov, Surkhondarya Uzbek dialects are non-Iranian, that is, a group of Kipchak dialects that retain the properties of singarmonism.

In his article "issues of classification of Uzbek dialects", I. A.Borovkov calls Surkhondarya Uzbek dialects Shaybani Uzbek or J- dialect. Commenting on the main feature of this dialect, they indicate that the number of vowels phoneme is 8 units and 9 units with the exclamation [ɔ] in the first syllable. In another work, he introduces rural dialects in Surkhondarya into the J- dialects of the a- group.

The Kazakhs of the surkhondarya dialect are included in the Uzbek-Kipchak dialect according to the classification of scientists. This dialect includes Uzbeks living in the Ohangaran Valley of Uzbekistan,

Mirzachel, Samarkand, Zarafshan, Bukhara suburbs, Kashkadarya, Surkhondarya. The representatives of these regions are Khorezm, Andijan, Namangan, Kokand, Kipchak, Chimboy, Kungrad, and Tajikistan. In the geese scientist classification, more attention is paid to phonetic and morphological features of syllables.

Gezi also gives information about the dialect of the scientist Boysun. He writes that "different peoples living in cities and villages such as Samarkand, Kattakurgan, Karshi, Shahrisabz, Kitab, Guzar, Boysun, Tajik, Arab and Afghans speak in today's lively dialect of the qarluq tribe".

In the study of Uzbek dialects V.Reshetov's services are also great. In his works, he studies in-depth scientific studies of Gypsy dialects, as well as dialects of the city-type Karluk, and writes several works about these dialects. Taking into account the influence of the ethnolinguistic process, the language of fraternal and non-fraternal peoples on each other, existing on the territory of present Uzbekistan, the historically-linguistically common Uzbek language is formed from 3 large components (qarluq-chigil-Uygur; Kipchak; Oguz dialects). In the classification of Uzbek dialects, it takes into account the features of

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territorial location, ethnic character, and language. Due to this, the Uzbek dialects of Surkhondarya are assigned to the North-West Group in terms of territory, according to their ethnic character, among the dialects in the A- group according to the features of Kipchak and language. He said, "the dialectical dialect is spread in a very large area. In all regions of Uzbekistan there are representatives of this dialect. Most of the regions of Sirdarya, Samarkand, Bukhara, Kashkadarya, Surkhondarya, and Khorezm are representatives of the Kipchak dialect. Not the dialect of the Uzbek Kipchak dialect is also found in the regions of Kazakhstan, Kyrgyzstan, Tajikistan," he said. V.V.Reshetov shows phonetic and morphological differences as the most important linguistic features of these syllables based on examples. Based on the above-mentioned authors classifications in several articles and monographs, Rahimov first broadly classified Uzbek dialects in Surkhondarya and gave a scientific basis to his position in Uzbek linguistics. However, this noted scientific and monographic work could not cover all branches of Uzbek dialects of the multifaceted Surkhondarya region. Many rural dialects do not yet have their verification. In particular, the middle part of Surkhondarya has scientific and practical significance in checking the phonetic, morphological and lexical characteristics of Uzbek dialects, their relationship, and differences with the Uzbek literary language and other Uzbek dialects.

S.Rahimov Surkhondarya Uzbek dialects are classified as follows:

- 1) J-Uzbek dialects (the dialect of Kipchak);
- 2) local Uzbek dialects (dialects specific to the Karluk dialect);
- 3) two-language accent.

In its classification, it showed the characteristic phonetic, morphological and lexical features of rural and urban-type dialects in the Surkhondarya region.

Based on these classifications, we have also divided into groups based on the results of a thorough study of Uzbek dialects in the central Surkhondarya region for several years.

Crimp dialects. S.According to the Rahimov classification, representatives of this dialect note that in terms of its language property is not the same as in the whole territory, the dialect of Kipchak is also divided into two groups.

Representatives of the dialect of the first group are in the south-west and north-west of the territory in terms. To this, Rabot, Yamchi, Pitov, Kofrun, Bandikhon, Istara, gang, Khujabulgon, Munchak, Tillakamar, Chilonzor, Kallamazor, Gurjak, Khujaulkan, Steppe, Pulhokim, Pudina, Sariqamish, Tangimush, Khomkon, Padang, Chorbog, Inkabod, Besherkak; Minor in the jargon district, Aktepa, Ismailtepa, Kyzylmozor, Chinabad; In the Khumkurgan district, Halaki, Azlarsay, Elboyan, Yanakli, Achamayli, Qarsakli, Khodjamulki,

Zarkamar, lalmikor, Yangier, Bostan, Kumkurgan, Saykan, Taypan, Pakhtakor, ulus enter the settlements.

Representatives of the second group of dialects live in the villages of Gaza in Boysun district in the north-eastern part, Ipok, Jobi, Mumkin, Qarsagon, Obshir, Kakan, Mirshodi, Dalvarzin, Obodon, Jindibulak, katman, Kyzylgul in the Shurchi district.

Characteristic features of these syllables:

1) the number of vowel phonemes in syllables is typical for all nouns of nouns and V.V. There is a system of vocalism i, a-ə, u-Y, 0-ə, i-o', e (e), ə, I with a phoneme of 9-10 vowels recorded by Reshetov. In this respect, Boysun-Shurchi group Uzbek dialects are distinguished by the fact that on the one hand, they are close to such dialects as upper Kashkadarya, Andijan, Margilan, Kokand, Karakalpak, Jizzakh, on the other hand, they retain singarmonism and the presence of a phoneme specific to Turkic languages: qashka, avur, avzo', ata (qashka, heavy, mouth, father in the literary spelling).

[ɣ] phoneme – narrow, previous line, labeled vowel: give, KVN, kvl, like vstökər. [ɣ] the scope of application of phoneme is rather limited, in the mid-Surkhondarya group dialects it has the property of distinguishing the meaning from five to six words: tysh//chysh (go down and dream), yr (hurish-it urdo), ur (urmaq – udarit), tysh (dream time), pyt (Fe and weight measurement), put (foot), flour (sound-it did not stick, un-ynish, growth: ynmedi), on (on – Moke). Compare, in the "DLT" ych-three (number), YCH Yarmak - three coins, ych-one of the trees that grow on the mountain: in the Turks, the pen is made from the same tree: it is also made of Felt-tip; three-thing tip, limit. Tysh (tysh to see), Dream (event, situation) (DLT, I, 71; MLV, 434-436) in "knowledge of the fire "and"Story Of The Lord"; was used in the meaning of "blowing", ur – "beating "in the yr" interpretation " (tafsir, 338-339). The meaning separator function of [ɣ] phoneme is much less than. But the scope of commonality is wide. Therefore, phoneme [ɣ] was firmly established in the mid-Surkhondarya group dialects. Even in the pronunciation of the younger generation, it is possible to distinguish the sound of the language back [u] with the language received [ɣ].

[ø] phoneme – medium-wide, front row, a labeled vowel. the scope of application of the phoneme [ø] is also quite limited, as is the phoneme [ɣ]. Fonema features a few words of difference in the way meaning occurs: kəz, kək, kəñil, øz (self – bara øzim I am), gərkaṽ – go'rkov, øzbək ørəṽə (car) like.

[ø] and [o] in terms of the meanings of the following words floured provides the difference: horse (plants, fodder, fire), øt (verb, the herb of the liver), tølə (basement), fiber (verb), bol (no relation), bøl (to be distribution-said then), øñ (right side), øñ (color: kəyləgi going øñləp'), narrow (net – November), tər (home net of four – 4), or (to reap

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wheat), or (hair o'rlab end – the yuqorilab will) like.
Guess:

In the lexicon of the dialect, we are studying, which is not found in the lexicon of other dialects and the literary language, we give examples only from the specific words of this dialect, əyə-kaft, chuməki-cousin, ədisər-of course, appointment, əbgər-to be interested, əllətavur-allanechuk, allanay; Bavur-liver, bəbək-baby, bətnn-slander, slander; berm Qar qaraç – look here, grandmother – women-girls – collar shirt, Meyman Çobnn – big black Pasha, daqqi – mahmadana, kəllik-horse – ulov(transport), chibich – the first-born goat, kəgnn-the two ends of an energetic long rope are tied to two pegs or columns, perpendicular to the same rope are connected by several small ropes (corners), while the goat or sheep are healed by the or the lambs are tied to the same ropes.

Karluk dialects. Qarluq (y-Lich) dialects have phonetic, morphological peculiarities in the future. Full progressive assimilation: ld>ll: Gelli – geld; PM>PP: Gell-geld-geld, Barapp-geld.

We will continue to group the description of these characteristics:

1. Word forms: I was-going, ke-come, yazva-yazıbolva b.

2. Present tense continuation verb: future: yatuptu-coming, future: yatuptu – going, Future – going, Future: yavsiz-coming.

3. I person plural –we go when we are added, We say – we go; II person plural-we// - in your composition n consonant G // Gbilan shares: eksəğiz-eksiz, barsag-you go.

4. Representatives of the older generation of dialects count five hundred thousand, three thousand – 77, ekköombesh – 30, ontoryussem – 1400 sum, although such features are also less than three.

5. In lexical terms, too, this accent has its distinctive features. Kurak suyagi qipch in the literary language. palbag Karl. polvin (error); qipch. lagankarl. hamirtavak (a tub that makes a large dough); qipch. korpacha-Snow Maiden Whirlpool; crimp. tappa Karl. baked/ / whimsical, beshbarmak (food name); qipch. geləgəy qərl. keləgöy (name of the dish); qipch. I will not be a snowman. smear (name of the dish). Of the peculiarities of the dialect of the letter from the same, the dog breed does not apply at all. Instead of the puppy: the puppy in the place of the puppy; in the place of tobacco, the garden; the second floor of the two-story house bala: Han; if you want to say put up to the height, it is used in the style of the tappet.

Dialects of bilingual speakers. Representatives of this dialect live in the center of the city of Boysun and near it in the villages of Gaza, Gardener. The manner of speech of the inhabitants of these villages is radically different from the language of representatives of other dialects. They speak two languages.

Thus, the population, who knows the Tajik and Uzbek languages, speaks "two languages" in Polish, only the population who knows the Uzbek language speaks one language. This state of bilingualism in the central Surkhandarya region should be studied specifically and should be called dialectological bilingualism.

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PECULARITIES OF IMPLICITNESS IN ARTISTIC TEXT

Abstract: *Implicitness in the article is considered as a necessary component semantic content of the text, which includes both implicit propositions from explicitly reported in the text, and generalizations from implicit propositions, as well as correlations between generalized meanings of different propositions. Generalizations and correlations are possible through artistic categorizations, which a linguistic experiment helps to consider.*

Key words: *implicitness, information, specific contextual meaning, presupposition, over-translation, translation strategies, explication.*

Language: English

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Introduction

The problem of hidden meanings in the literary text, of "difficult" writing is of interest text researchers for a very long time, since works of innovators of the theater of the XX century K.S. Stanistavskogo and E.V. Vakhtangov.

The concept of "implicitness" is a phenomenon of the existence of knowledge in a learned form, without necessarily bringing it into a conscious form. In language, implicitness manifests itself as implicit values of linguistic units, in speech, as implicit meanings, that is, meanings that are formed upon activation of implicit knowledge in a situational pragmatic context. The knowledge involved in the formation of implicit meanings in speech is of different types and has a different degree of implicitness. Pragma-communicative knowledge of the circuit type (knowledge of behavioral frames and

scenarios) has a high degree of implicitness. A significant degree of implicitness can be said in the case of value-pragmatic knowledge (knowledge of moral and ethical cultural norms). The least implicit is knowledge of the declarative type (facts of a scientific, philosophical, literary, etc. character).

Linguistic recognition of implicitness in speech is possible when it is de-automated (partially or fully understood in the interlocutors' voice), e.g. in speech phenomena such as speech euphemism, speech subtext, speech inference. A literary text is a productive material for the study of implicitness, since awareness (partial or full) of implicit knowledge is a condition for the full creative perception of a literary text (its categorization).

Traditionally, in literature, methods such as author's maxims, philosophical digressions, situations of aggravation of the conflict, when characters openly

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express their points of view, introducing a character, the mouthpiece of the author's ideas, are used to deduce from automatism and categorization in literature. Since in this case ideas important for the text are expressed directly or almost directly, such methods can be called direct. In parallel with straight lines in the literature, numerous indirect methods have been used and are used to represent ideas that are important for the text: the creation in the text of psychologically complex, unambiguously situations that are correlated with real ones; the introduction of several (often conflicting) points of view into the text, the introduction of ambiguous images, etc. Indirect writing methods sharpen the reader's attention and remove perceptions from automatism, however, access to text met positions is most often possible only through artistic categorization, as shown our experiment, which will be described later.

The phenomenon of implicitness has been studied in various sciences for more than a decade, however, the problems of nature, typology, as well as the features of the functioning of implicitness remain unresolved at the moment, it is no coincidence that the terms implicit and implicit are used in different contexts. So, scientists write about the implicitness of linguistic units [4], the implicability of the text [9, p. 12], implicit discourse [12], implicit information [1, p. 4], implicit content [7], etc. Implicitness can be studied as an integral part of a communicative act [Ibid], as a phenomenon manifested at different levels of a language system [12], as a component of linguistic units [4], and particular manifestations are studied implications — implication ([2, p. 13], etc.), implicatively [6].

Such a diverse understanding of the problem of implicitness determines the purpose of the study - to identify key aspects of the study of implicitness for further work on the allocation of means of creating implicitness in the text. Achievement of this goal is facilitated by a number of tasks: consideration of the main points of view on the nature of implicitness, identification of various types of implicitness, determination of the causes of implication in the text.

Methods

In modern science of language, an understanding of implicitness as information, i.e. perceived by man information about something [13, p. 38]. With this understanding of the concept under study, it seems important to clarify E. G. Borisova that "information is implicit, which falls into the viewer's mind due to his special efforts, and the sign of such information is the optional of receiving it when understood, the non-percentage of its restoration to the listeners" [same with 32]. Based on this, we can conclude that implicitness is information that may not be fully understood by the addressee and conceived by him. With a similar statement of the problem, in a number of works implicitness is defined as an implication that

includes not previously learned, i.e. "Old" information (such as presupposition), and "new" information being displayed [15]. Also, in some works, reference and recursive types of implicit information are distinguished [17]. Referential implicitness is singled out in a literary text and understood as "semantic education arising on the basis of the mental operation "reference" (establishing correspondence), correlating the situation of reality familiar to the reader and the situation described in the text" [Ibid., p. 16]. Recursive implicitness is interpreted as "the result of the mental operation "recursion"" [Ibid., p. 20]. Recursion is understood as "embedding mental representations into each other. It is important for self-awareness, reflective thinking and social intelligence - the ability to analyze a situation from the perspective of another person" [14, p. 201-202].

In domestic linguistics, there is another understanding of implicitity - as part of the content of the text [16]. According to K. A. Dolinin, the implicit meaning of the statement or, in other words, the subtext is called "the content that is not directly embodied in the usual lexical and grammatical meanings of the language units that make up the statement, but is extracted or can be extracted from the latter when it is perceived" [Ibid., p. 37]. At the same time, the researcher identifies two types of the implicit meaning of the statement - the subtext: referential and communicative.

Discussion

The difficulty of interpreting this story writes I.N. Gorelov: "According to K. Paustovsky, who in one of his articles refers to Hemingway as a master of the subtext," how is this done, it is very difficult to explain "(Paustovsky 1970). The article analyzes the story "White Elephants", upon careful reading of which it turns out that K. Paustovsky is not quite right in saying that in the text "there is not a word indicating the essence conversation between characters but reading this story, you understand what they mean they think. " Actually the words operation, injection, phrases a mere trifle, everything will be well, as well as the entire text as a whole, indicating the nature of the relationship between speakers man and woman, give the reader verbal information sufficient for registration a certain hypothesis "[19, p.89]

Turning to one of the most "opaque" texts in the history of literature - the story E. Hemingway "The Hills like White Elephants" - W tried to develop a typology of categorizations that arise in a "complicated" discourse. Regarding this story, there is numerous research literature as well as publications on the Internet (student essays, essays by high school students, leadership of teachers of universities and schools to reading a story).

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Conclusion

We believe that the author's intention, the reader's interpretative capabilities, and the language means of creating the text also influence the occurrence of implicitness in the text. Therefore, depending on the source of implication, we can talk about the implicit knowledge of the author and the reader involved in the production and interpretation of the text, also about the implicit information that the text carries, the implicit content of the text formed by linguistic means, and implicit meanings, obtained as a result of interpretation of the text by its addressee. Each of the identified aspects of implicitness analysis involves the formulation and solution of certain research problems. Each of the identified aspects of implicitness analysis involves the formulation and solution of certain research problems. For example, the analysis of the text as a source of implicitness involves the identification and typology of markers

(signs, indicators, actualizes, etc.) of implicitness, which indicate the presence of hidden information in it. In relation to the addressee, it is important, first of all, to consider his interpretative strategies, which make it possible to discover the deeper meanings of the text and to reveal the role of the background knowledge of the recipient in this process. Finally, with respect to the author, the analysis of implicitness is mainly associated with an understanding of his intentions, but also the identification of presuppositions is of great importance.

The question of the existence and causes of implicitness is, therefore, still important. Scholars understand the nature of implicitness in various ways, taking into account the different sources of implicitness and the areas of its functioning, but we agree that implicitness should be studied extensively, taking into account not only the features of the text, but also the experience of the reader and attention.

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UZBEK NATIONAL JOURNALISM TRAINING MODEL IN THE CONDITION OF MEDIA CONVERGENCE AND INTERNET ERA

Abstract: This article overviews the current state of national journalism training model in Uzbekistan. Main characteristics of media convergence, the increasing importance of this trend in journalistic practice and education are analyzed through the theoretical and empirical perspectives. The importance of journalistic education worldwide is rapidly changing with the growth of Internet journalism. These changes also shape new forms of mass communication, including blogging, citizen journalism, freelance journalism etc. It is also emphasized that interactive journalism is developing in the Internet, with a wider range of possibilities, the popularity of mobile communication and the development of social networks, increasing the role of the citizens in the dissemination of information – and the need for updating the education. Internet journalists, graduated from specialized faculties, need more knowledge and experience than Internet users, and they should meet the needs of the people in the global media and traditional media outlets fast and qualitatively. In this regard, the article highlights the importance to further improve Uzbek national education system, by providing examples of international experiences and models of qualified journalist cadres who meet the information age requirements. The author offers recommendations on the use of information technology in modern journalism education and the formation of students' professional skills in digital media and Internet journalism. Methods and tools for introducing information communication and internet technologies into educational models and teaching processes should be directly linked to modern requirements.

Key words: media convergence, divergence, qualified journalist cadres, digital media, internet journalism, journalistic education, globalization, multimedia tools, mass communication, education models.

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Introduction

Mass communication and journalism play an important role in the internal dialogue of any country, as well as in international relations. Training of specialists for this area has always been a topic of controversy.

It should be noted that in recent years the number of mass media in Uzbekistan has increased. The President of the Republic Sh.Mirziyoev notes in this regard: "Today, more than 1 500 media outlets operate in our country. They differ according to the form of ownership, direction, and means of information transfer. Obviously, they all need highly qualified

staff." [Decree of the President of the Republic of Uzbekistan dated May 24, 2018 № PP-3737]

This also has an impact on journalism education. A number of models and forms of training for journalists have been created in different countries so far. Since the very first journalism education in Uzbekistan, the main task for the higher education institution has been to train well-trained, able-bodied professionals for the various media outlets.

All necessary conditions are created for the free and effective functioning of the media in the country. More than ten laws and about 30 subordinate acts were adopted [Alimov B.].

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The task now is to train journalists and commentators with the highest level of professionalism, leading professionals in the field.

“Today, the task of training journalists, analysts and commentators, professionals with high standards, and professionals who are real masters in their profession, is still relevant. Criteria for the penetration of journalists, deep disclosure of the socio-political processes in our society with their essence and importance, the courage to raise issues that hinder our progress, and our unbiased and fair approach to the subject should remain the unchanging rule of our press.” [Alimov B.].

Journalism education in Uzbekistan was first established in 1949 at the Faculty of Philology of the Central Asian State University. Since then, journalism faculties and departments have been established in a number of regions of the country, and a national system of professional training has been created.

In Uzbekistan, five higher education institutions: National University of Uzbekistan (NUUz), Uzbekistan State World Languages University (UzSWLU), Journalism and Mass Communications University of Uzbekistan (JMCUUz), Karakalpak State University (KarSU) and Webster University in Tashkent provide training in journalism and media communications.

According to the Decree of the President of the Republic of Uzbekistan dated May 24, 2018 № PP-3737 "On the establishment of the University of Journalism and Mass Communication in Uzbekistan", the University is considered to be the basic higher educational institution for the training of journalists for the media, including highly qualified international journalists and academic staff who are fluent in several foreign languages, conducting research, creating a media education system in the republic, and retraining and advanced training of workers in the field, the development of scientific and educational materials in this direction .

By 2018, the newly established of Journalism and Mass Communication University of Uzbekistan has started to train 8 undergraduate and 9 graduate specialties in Journalism and PR spheres.

There were a number of further developments in journalism education during the admissions in 2019. In particular, applicants have been enrolled as undergraduate students in the field of "Military Journalism";

Another noteworthy point, The Webster University branch in Tashkent, established by the Decree of the President of the Republic of Uzbekistan No. PP-4245 of March 20, 2019, also offers both undergraduate and graduate programs in Media Communication sphere too. By 2019/2020 academic year the university started to train specialists in Bachelor of Arts in Media Communication.

Apparently, national journalism education is being updated to meet the requirements of the time.

The issues of training, retraining, improvement of professional skills of journalists in the field of specialties, qualitative improvement of material and technical basis and the provision of educational process with modern technical means are of great importance.

In recent years, a number of important documents have been adopted to move higher education to a new level. Modern educational standards and a transparent admission system have been introduced.

The programs for the development of higher education institutions and improving the quality of education approved in 2017-2021 by Presidential Decrees have been welcomed by university professors and the public [Decree of the President of the Republic of Uzbekistan dated April 20, 2017 № PP-2909] .

The Decree of the President of the Republic of Uzbekistan dated October 8, 2019 "About approval of the Concept of development of higher education of the Republic of Uzbekistan till 2030" was an important guide for the development of all universities in the country [The Decree of the President, 2019].

The Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev as of May 24, 2018 "On the Establishment of Journalism and Mass Communication University of Uzbekistan" as a prerequisite for the development of journalism education and functioning of the university, can be the fundamentals for developing journalism sphere, its features, scientific-theoretical, philosophical-aesthetic principles, providing a training of highly qualified journalist cadres according to the national and international standards, deeply mastering modern media technologies; creation of educational and methodical literature on relevant areas and specialties, taking into account the achievements of our country in the field of mass communication and journalism, the experience of educational institutions of foreign countries and the needs and requirements of mass media in the regions, as well as the modern information technologies and distance learning in the educational process. Besides this, implementing new methods is also useful [The Decree of the President, 2018].

In this regard, it can be said that nowadays the introduction of modern information and communication technologies and interactive teaching methods in the journalistic education, consistent study of the most important achievements of foreign experience, increases the effectiveness of educational system in this field.

DISCUSSION

It should be noted that in the current time, a number of Russian experts and neighboring Kazakhstan scholars have also examined issues such as modern teaching methods for journalists, requirements for teachers, technology required in

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pedagogical processes, and joint training sessions with production organizations and consumer media. At the same time, research on this topic has been carried out in the far and near abroad. In particular, I.A.Fateev, a Russian journalist, wrote: "Journalists' Choice of Russia: Theory, History, Modern Practice", A.Kalmykov "Internet Journalism in Media System: Formation, Development, Professionalization", monograph V.S.Helemendnka "Union of pen, microphone, camera", E.L.Vartanova's "Collaborating Convergence of Mass Media?", A.G.Kachkaeva's editorial entitled "Journalism and convergence: why and how traditional media turn into multimedia", "Media convergence and multimedia journalism" (compiler S.Balmaeva). However, recent emerging information technologies are not fully covered by newer forms of online journalism and the peculiarities of their advancement in scientific research and literature. Moreover, great experience has been accumulated in the UK, the US and Germany.

There are many teaching aids, scientific publications on Internet journalism and multimedia journalism in Uzbekistan. Candidate of philological sciences, associate professors N.Kosimova, N.Muratova, D.Rashidova have published publications on theoretical and practical issues of Internet journalism. These resources can serve as an important source of training for internet journalists today. In particular, Nargis Kasymova's "The Basics of Internet Journalism", Sh.Kudratkhodjaev "Use of the Internet in Journalist's Activity". "Internet: creation, history, security issues", D. Rashidova and N. Muratova's "Internet journalism", D. Rashidova's "Information technology and interactive Internet journalism", "Internet in Uzbekistan: opportunities and challenges" are the main resources for teaching students on Internet technologies. The themes widely analyzed in these manuals are connected with Internet technologies and online platforms such as history of the subject, development stages, internet journalism genres, traditional and online media, news websites, filling out and designing a site content etc.

METHODS

Since education in journalism is closely related to the activities of national and foreign media, the nature and features of editorial offices, the state of the media, fields and networks different methods such as comparative analysis, interpretation, case study are used in this research.

DATA ANALYSIS

In the twentieth century, the media gained enormous opportunities through information technology. For instance, the evolution of printing technology has led to the spread of books, newspapers and magazines in millions of copies. When the radio was discovered at the end of the XIX century,

information was first transmitted to consumers in electronic format. Since 1969, the Internet has become a fast and easy access to digital media resources.

The globalization of information changes the world very rapidly, and gives new solutions and opportunities to the uncertainty of its vital activity. The information revolution that has emerged as a result of the accelerated development of new information and communication technologies and mass media techniques has become a major source of radical changes in political, economic, socio-cultural backgrounds. The emergence of global information networks such as the Internet has seriously changed traditional economics and business, and the convergence process has swept technological, economic, and legal boundaries. These processes, which have important historical significance, have also influenced media outlets. Today, any user on the Internet may have access to textual, visual, and audio information. This is not only a data sending, but it's such a scene that the video and audio have become a continuation of the text. Speaking about multimedia media here, it is permissible to state another convergence concept. At the same time, the borders between traditional media have disappeared, and a new era has begun in the journalistic, press and media circles. The current socio-political, intellectual, and ideological processes around the globe during the modern information technologies are, of course, reflecting both the world and Uzbek national mass media. It is difficult to imagine modern mass media, without digital media and the Internet.

"The growing globalization of the global media space requires rapid and consistent response to media and media events. Training of highly qualified personnel in this area remains a priority for higher education institutions. Contemporary development associated with globalization, science, and social life has led to two trends in journalistic education: tendency to universalism and its specialization" [Nurmatov A., 2013].

In the context of journalistic and educational development, formation and broadbanding of online journalism in our country necessitates a careful study of convergence and divergence in online television as its component. This is because the increasing demand for online media is growing, and the demand for professionals who work professionally is increasing. Scientific-theoretical and practical analysis of the development of online television by means of a thorough analysis of the existing online journalism system, development of suggestions, suggestions and recommendations is a factor determining the relevance of the work.

"Modern technological achievements are not only an effective search for information, but also an opportunity to disseminate it in the world. At present, globalization of information in the news market is accompanied by an increase in international

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competition, the emergence of mass media, free exchange of communication technologies, and an informational system that seeks to have absolute control over the world information space. New technologies that have been used in media activities require the technical and analytical skills to be fully mastered during younger staff training" [Mirsoatova M., 2013].

In order to develop the national online journalism sector, it will be necessary to pay special attention to the training of cadres, which can effectively operate in this area, in order to ensure that the national web sites of the media are maintained at the most prominent media outlets of the world.

Discussing the national model of journalism training and its problems, journalist and scientist Sanobar Zhumanova wrote the following:

"So far, the material and technical base of higher educational institutions has not created the necessary conditions for training qualified journalist cadres. At the new university, taking into account the achievements of our country in the field of mass communication and journalism, the experience of educational institutions of foreign countries and the needs and requirements of the mass media in the regions, creation of educational literature on relevant areas and specialties, as well as the modern information technologies and these problems can be solved if the introduction of distance learning is implemented" [Zhumanova S., 2018].

If we apply to the higher educational system of countries such as the United States, Great Britain, Germany, Japan, India, we will see that they pay special attention to training in the field of mass communication. The term "Mass communication" has a broader concept than "Journalism", which includes, among other media outlets, Public Relations such as press services, advertising agencies etc. The most remarkable aspect of this is the emphasis on specialist training in this field, not only on the quality of media training, but also on educating the audience how to access techniques and technologies.

Particular attention is paid to the fact that part of the classroom teaching in the field of mass communications in Germany focuses on the preparation of information materials, the reporting and the editorial, and the second part – on the forms and methods of direct public presentation. At the same time, during the classroom sessions one will be able to prepare information material on a particular topic and get information about how to fill in with a text, a photo or video material, use the technical capabilities of any media to prepare information material, specific training requirements for online journalism, and direct afternoon sessions, information services, promotion in advertising agencies.

Attempts to develop skills of students in the field of mass communication, such as designing

publications, broadcasting audio and video materials, preparing news stories, advertising scripts, scenarios.

These skills make it possible for freelancers to operate not only in one media, but also in all media channels, especially in internet journalism.

At the same time, the use of technology requires media professionals to be universal, as well as be able to give recommendation for specialization in coverage of topics. Journalists need to work professionally in any direction, regardless of their presence in the internet or other traditional media, and only then they will improve the quality of materials provided by the media.

It should be noted that the development of Internet journalism has also shaped new types of activities in the field of mass communication. In particular, blogging social media, and various new types of journalism are developing. Interactive journalism is developing in the Internet with a wider potential. Promotion of mobile communication and the development of social networks are increasing the role of the population in the dissemination of information. Internet journalists need more knowledge and experience than any Internet or social network users to meet the needs of the audience of the global media in time and in high standards.

There will be big demand for skillful internet journalist in job markets in the future. Students of this sphere will need to learn the skills of working on modern information technology and their programming skills in the lower stages, to form knowledge and skills in the field of media work at higher levels, and in the field of journalistic creativity, because the texts, photos, audio and video materials prepared for the global network, as well as the quality of the material, should be available in the formats and sizes to online media.

Sanjar Sadik, one of the Uzbek scholars, wrote in his work on the Basics of Radio journalism: "Internet journalism has also captured the printed text as well as the live radio commentary on the live broadcasting on television." [Sadik S., 2010].

To do that, the specialist also needs some software knowledge.

"As the greatest achievements of the 21st century, global media can be said to be globalization, transition to digital technology and the Internet ... Naturally, the media has become one of the first in the vast virtual world. So online magazines were created" [Muminov F., 2005].

Convergence is one of the major impetuses for the radical renewal of the media. This concept represents a mix of different media outlets that are united in one mass communication channel. Technology convergence makes it possible for the public to communicate information through various information channels: cable, satellite TV, cellular communication, mobile communications, etc. It also creates universal online media that combines text,

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radio, and television. As a result, the audience will also be able to access information from different formats and formats that are based on evidence or information from a topic or an event.

In the journalistic practice, convergence is shown in several ways:

1. The convergence of the prepared journalistic material – every piece of material prepared by the journalist will consist of a text, video, audio, and transmissions in all media channels.

2. The convergence of journalists. Journalist prepares materials using multimedia tools. It needs to have sufficient knowledge of skills and abilities to make sensitive information for all types of media.

3. Convergence of the information market. The unification of the media with telecommunications and IT-technologies has brought together new participants in the information market: satellite channels, internet TV, computer companies, internet providers.

In the context of convergence, multimedia, networking services, computer technology, and dual-use technologies are integrated into one communication channel. This article can change not only the media system, but also the news media about it [Dadakhonov A., 2016].

In such a situation, the demand for journalistic cadres, which can be used efficiently and rapidly in journalistic creativity, and which collects and processes information materials with the use of the latest information and communication technologies, meets the requirements of time. A.Nurmatov, a prominent Uzbek scientist, notes: "It is now very important to cultivate universal journalists who can write news, take interviews, shoot images and videos, and prepare materials for publishing or broadcasting" [Nurmatov A., 2013].

Particular attention is paid to the fact that part of the classroom teaching in the field of Mass Communication in Germany focuses on the preparation of news materials and editing, and the

study of ethics and theoretical aspects of the profession, while the second part focuses directly on the forms and methods of publicizing them in editorial offices.

According to Andrea Czepec, a combination of a university degree and practical training on the job constitutes common educational background of journalists in Germany. There are two tiers of journalism education in Germany: 1. a university degree in Journalism or another field, which is not compulsory but usually expected, 2. practical training on the job through a standardized traineeship (Volontariat) or practical courses at a journalism school (Czepec, 2019, 65 pp.).

In this country, students will learn how to write news on a specific issue and how to enrich the news material with text, photo or video material, use the technical capabilities and means of each media to prepare news material, specific requirements for writing and editing news to online journalism. Attempts to develop skills of students in the field of journalism and mass communication, such as designing online publications, assembling and broadcasting audio and video materials, preparing news stories, advertising scripts, scenarios are compulsory. These skills make it possible for journalists to operate not only in one particular media, but also in all media channels, especially in internet journalism. In this case, the use of technology is universal from media professionals.

In a short period of time, the experience in the national education system for the formation of Internet journalism skills and the preparation of Internet journalists for students of journalism education trends and specialties has been formulated. At the International Journalism Faculty of the Uzbek State World Languages University, 5220100 - Journalism (International Journalism) provides students with the following courses in Internet Journalism:

1-table. Extract from 5220100 - Journalism (International Journalism) Educational direction curriculum.

| Number in the educational plan | Subject | Total hours |
|--------------------------------|---|-------------|
| 2.00 | Mathematical and natural-scientific subjects | |
| 2.03 | Digital Journalism | 122 |
| 4.00 | Subjects of speciality | |
| 4.04 | Online Journalism | 244 |

At the newly established Uzbekistan Journalism and Mass Communication University, having summarized his experience of higher education in journalism and taking into account the needs of

Internet journalists, 5220103 – Journalism (Internet Journalism) and 5A220101 – Journalism (Internet Journalism) has been trained specialists the field of bachelors and master's degree. These areas are

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directly related to the curriculum that specialized in the preparation of Internet journalists directly,

because the subjects in them are more profound in nature.

2-table. Extract from 5220103 - Journalism (Internet Journalism) Educational direction curriculum.

| Number in the educational plan | Subject | Total hours |
|--------------------------------|---|-------------|
| 2.00 | General professional subjects | |
| 2.04 | History and modern structure of the Internet | 122 |
| 2.05 | Online Journalism | 122 |
| 2.07 | Announcement, reports and interview on the Internet | 122 |
| 2.11 | Information Security in Virtual System | 122 |
| 2.12 | Basics and Features of Web Design | 188 |
| 2.13 | Working with information resources | 36 |
| 2.14 | Multimedia journalism | 108 |
| 2.15 | Robot journalism | 72 |
| 2.16 | Convergent Editorial | 108 |
| 3.00 | Subjects of speciality | |
| 3.02 | Social networks and blogs on the Internet | 122 |
| 3.03 | Basics of digital photography | 60 |
| 3.04 | Data journalism | 122 |
| 3.05 | Mobile Journalism | 122 |
| 3.06 | Essays and documentary on the Internet | 108 |
| 3.07 | Selective courses | |
| 3.07.1 | Copywriting in Journalism | 64 |
| 3.07.2 | International global communications | 78 |

3-table. Extract from 5220103 - - Journalism (Internet Journalism) Educational direction curriculum.

| Number in the educational plan | Subject | Total hours |
|--------------------------------|----------------------------------|-------------|
| 2.00 | Subjects of speciality | |
| 2.02 | Theory and Practice of New Media | 130 |
| 2.03 | Basics of Medialogy | 130 |

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|-------------|---|------------|
| 2.04 | Media projects and management on the Internet | 350 |
| 2.05 | Multimedia-based Internet Media | 100 |
| 3.00 | Selective courses | |
| 3.04 | Journalism in social networks | 66 |

By analyzing these tables, we can say that, national model of training journalists has been improving and developing during last decades. One of the main trends is specialization in journalism education. The other trend is implementing new media technologies and spheres into the teaching processes. Recent curricula include interactive journalism, robot journalism, digital journalism, convergent editorial, journalism copywriting, web journalism, and Data Journalism.

These are widely-used courses in developing countries, and their entry into national journalism education shows the progressive development of the latest world science achievements into national journalism education. In addition, journalists need to know how to use the latest information technologies, regardless of their media outlets. The use of smartphones, tablets, and laptops in educational process will also help to create fast and high quality information.

The proliferation of "smart" phones across a broad spectrum allowed students of journalism, as well as network users, to become "reporters" and "video producers". Students can edit HD video and package stories using a few inexpensive apps. The impressive capabilities of smartphones could be the great leveler in journalism education and an important bridge to the profession. For example, now students in Uzbekistan can use the same tools as students in France. And university programs without resources to fully equip media labs and studios can now leapfrog to a sophisticated digital news operation without a huge capital infusion. The smartphone revolution also lessens the gap between university students and the profession. Students now have the tools to equal or surpass their professional counterparts. And students can become their own media brand and bypass legacy media altogether. Obviously, it is an exciting time for journalism educators and journalism students.

CONCLUSION

The age of information is becoming a new form of online journalism and traditional media activities, in the spirit of mutual competition between them. Today, the rapid development of journalism, including civil journalism, blogging, interactive journalism, journalism, and journalism, is changing the form and methods of journalistic education. In the context of digital media development and competition

growth, it is crucial for national and international experiences to study modern models of journalists' training.

As the most important factor for the reorganization of the journalist training system, the Media convergence has reached the following conclusions:

1. Media convergence in the journalistic practice provides the staff with the preparation of information materials for all types of media channels.

2. The convergent editorials are becoming more and more popular in the advancement of Internet journalism, the media web-sites and news online media.

3. Formation of all types of information materials such as a text, a photo, audio and video materials, info graphics and animation in online media and editors remains a cornerstone of effective journalistic competitions in the information market.

4. In the age of information, there is a growing need for qualified reporters to develop convergent materials, and this has encouraged journalism training institutions to review their curricula. At present, the curriculum of all faculties is being taught in one or more subjects about Internet journalism.

5. The development of social networking platforms and blogging, and the active involvement of students to digital technologies and the Internet requires the immediate reconsideration of content of a number of subjects.

In general, in the age of digital media technologies, and the growing competition between national and foreign media, training professionals who can work on last media technologies is very essential. The study of national and foreign educational models, technologies and new approaches in this field, and their implementation into practice, is one of the most important tasks not only for higher education, but also for journalism and mass communication. Journalistic education is a crucial component of the development of this field and determines its future. While the information age demands the broad application of information technology in the community, the need for deep knowledge and skills in this area is growing. Especially important is the role of online journalist personnel in protecting the country from external aggression and filling the national Internet segment.

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IMPROVEMENT OF ACTION BASED GAMES FOR YOUNG LEARNERS

Abstract: *It is natural that many fields of knowledge have long since learned the origins, content and importance of moving games. The theory and methodology of history, ethnopedagogics, anthropology, pedagogy and physical culture, as well as other disciplines are also of interest. In the Republic of Uzbekistan, a number of scientific and practical works on national folk games were published, and several manuals and books were published. A review of the aforementioned and published literature by current countries experts reveals that moving games are a conscious activity that is dedicated to their specific function.*

Key words: *game, player, communication technologies, imitation nature, start-up gaming, creative players, important point of game, anthropology, several manuals.*

Language: English

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Scopus ASCC: 3304.

Introduction

The notion of a "game of motion" embraces many different forms of folkloric play, each of which contributes to the physiological and intellectual development of the most comprehensive children. It is a type of rhyme, the main content of which is more focused on improving the efficiency of movement. Raising children in the spirit of colonialism, diligence and community commitment is one of the most important issues of our day. From the first day a child enters school, it is necessary to instill in them a passion for work, organization, workmanship and ability to finish the job. For this purpose it is necessary to use all means of education, including children's games.

II. Literature review

N. Krupskaya repeatedly spoke about the importance of the games in the education of preschool children. "Play is very important for preschoolers: the game is a serious form of education for them."

N.K. Krupskaya's thoughts also speak of the importance of the game in physical development. There are many games that develop 'physical skills', improve eye skills, and increase thunder. It is particularly important to apply in the pre-school facilities such things that increase the speed of the target and gain a great deal of respect for the laborers. The importance of the role of moving games requires careful analysis of the content of their themes and, accordingly, selection for children of different ages. Every game is a unique tool for children to learn about the environment, as well as the creation of creative didactic music.

III. Analysis

Figurative emotional methodology plays an important role in improving children's mental processes. It provokes the imagination that arouses children. The house encourages creativity. Psychologists' research shows that a child's ability to master space and subject matter through homework. At the same time, the mechanism of space perception

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is greatly improved. As the activity improves, the physical abilities are developing and the heart and respiratory system improve. In addition, games are important not only for the physical development of children, but also for their mental and ethical education. They should be aware of a sense of responsibility not only for their own actions but also for the actions of their comrades. Match games are designed to improve and strengthen the skills learned in physical education lessons. When using games, it is important to take into account not only how fast they have been done, but also the quality of their performance.

This knowledge is also available for kindergarten coaches, elementary school and physical education teachers, extended group educators, educators of JEKs, students of physical education, students of the Physical Education Faculty of Pedagogical Institutes and College of Physical Education, will be useful. Whatever form of play the child is enjoying, the moving game helps to evoke different emotions, especially positive emotions. Great educational force is the source of these joyful emotions. In space, the perception of space is manifested in its assorted forms. Indirect emotion sensory (emotional) and indirect (logical thinking, understanding) independent behavior of the child, and the strictly defined behavior of the child in the rules of the house, on the one hand; understanding and visualizing their movements from the space game environment requires that they exhibit a reaction. The rules of the game developed by the teacher provide the necessary opportunity for pre-emptive activity in space for movement. At the same time, a sudden change in the game situation (initiation movement or alarms) disrupts the action plan. It requires fast reactions to complex children and skills in space. Games like "Ikki ayoz", "Sehrli tayoqcha", "Jasur bolalar", "Maymunlar va ovchilar" and so on.

This reaction is determined by the level of development in children's ability to adapt their activities to a particular environment. I have to help a child educator. In this case, the educator will gradually teach the child to find some more modes of action, given the state of the home and the need to achieve the task. While the issues were spurred on in a row and in space, the boy used a quick and farther escape from the beginner, showing him livelihood and agility near him. "Tuzoq", "Ayyor tulki" and so on.

The ambitions that have been created to fulfill the role of homework have also helped to get around in the environment. "Chambarakdan o'tib bayroqqa yugurish," "Bo'ri jo'rlikda," "Jasur bolalar" and so on. In these children, the ability to evaluate the optimal behavior with a well-developed autumn and to be able to choose the motions based on the timing of the movements and the performance of the movements.

It is important for a child to become a target among children who are moving fast. It was

complicated by the need to respond quickly to the ever-changing game situation. However, the older children in the group successfully acquire this skill during the repetition of games: "Tuzoq", "Ayyor tulki", "Quvlashmachoq" and so on.

In an interactive game, the child tries to determine the proximity of the subjects. For this reason, it has been described by eye assessment as well as spatial hearing. "Uzoq yaqin", "goh u yerda goh bu yerda", "ko'z bog'lash o'yini" and more.

The study of Y.Y.Stepanenkova shows games that clarify children's understanding of interpersonal space relations: front, back, middle, print, above, below, through, side, opposite, consecutive, and so on. (Tezroq yur), (to'qish) (kim tezroq), (chambarak orqali bayroqcha tomonga yugurish), (lochin va kurk tovuq) "to'pni kengliklar aro dumalatish" and so on.

IV. Discussion

When choosing a moving game, first of all, it is important to know the physical and psychological effects of the games presented in the tutorials and manuals.

It is also important to remember that when a game is set, it is not only appropriate to act, but also to help each other develop a sense of support and support for children through the use of action games. To do this, he started using games such as "Qoch bolam sor keldi", "Pir-r etdi", "Ikki yaxob" "Mushuk keldi", and so on.

Children of pre-school age groups should consider their interest in choosing mobile games. Children of this age are not interested in what the game of wolf lambs, mice, cat images do, but their behavior, for example, catches a mouse with a squirrel. Movements become more complex in games. For example: "Bo'rilar zovurda" in which children run and stop, the mouse has to jump over and pass the joy without being caught by the wolf. For children of this age, as well as playing two parties, the presence of confrontation is more interesting, for example, in the game of "Ikki yaxob" one side is trying to "Yaxoblardir" children and the other party is "Yaxlatilib" tries to avoid staying.

It is not easy to run various races with kindergarten children. Carrying a game relay is easy at first sight, and the results of other children's games show that such games do not give children any idea of the impatience of the child's impatience may cause.

The team that loses and wins the game is very difficult to calm down after the game. Given that preschoolers are not behaving well yet, it is important to divide the groups into groups of 4-5 rather than two teams. These groups can be arranged so that they can look after each other without falling apart. Because they maintain the order of getting started with the queue. In these games, the children watch each other, and each member of the group demonstrates their ability to shoot accurately at speed and agility. The

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winning player will bring bitterness to his team. The game is considered a bitch after the game is over. The winner with the most points is the winner. The educational importance of the game has been growing with the proper consideration of all the conditions. The boots should be distributed during the game, including the lines, boundaries, distances, desired game objects, balls, flags, etc. Later, children should be accustomed to self-serving. Often, an educator teaches these organizational tasks to assign one or two children as an adjunct. Then the queue is changed every time. The facilitator should consider how to explain it before the game. The explanation should be very brief, clear and concise. The content of the game should be free from tricks when explaining rules. Then there is who to say which the players are. There is no need to explain every gallon when conducting a familiar game for children, but the rules of the game should be noted by the instructor. It is advisable to point out the child who is often mistaken in the rules of the game. The facilitator should not be the only observer at the time of the game. The game should be conducted in such a way that children can enjoy it, be content with it, and learn complex rules. The tutor should watch the participants during the game and take care of the individual children.

Some educators ignore some violators. The whistle must be played only at the appointed time, and the teacher should not forget the visible shades. That is, showing these situations nurtures the will and discipline in children, protects them from excessive behaviors, and being tolerant and disciplined creates an important quality. It is also important to teach children to stop immediately during the play. The general rule is to make sure that the characters or whistles stop at any point during the game. (Left or right). After that, it is very important to follow the teacher's words and explanations. However, the game should not be stopped for a long time, as it should be remembered that children are excited about the game. The instructor should also pay attention to the boundaries of the game. This is a very special time, because the game has little to no fun.

For example: it is more difficult to schedule a game than gymnastics. Children cannot be asked, but it can affect children who are excited and interested. Therefore, the educator should pay attention to the

appearance of the child's fatigue (frequent breathing, blushing) and behavior (frequent violations, roughness, sluggishness) and stop playing in a timely manner. The game can be completed in various ways. 6-7 year olds are interested not only in the game but also in the results. Therefore, it is necessary to analyze the results of each game. It is worth noting that any student in the game has shown the skill, skill and friendliness of the game. The result of each game should be explained by the educator in his or her own way, and a beautiful analysis for children.

Educators and teachers are the organizers and leaders of the games. Motivated games help children improve their physical wellbeing, improve their health, strengthen their body and their overall working abilities. They need to be able to give the children the knowledge and skills they need to be able to move freely in a variety of activities. They need to cultivate the mental and willpower qualities that will help them to survive. In addition, children need to have the necessary knowledge and skills to independently organize and play games, to stimulate interest in a variety of games, exercises and routines. Along with the implementation of such tasks in the educational process, it is necessary to achieve the formation of students' ethical norms, as well as to fulfill the aesthetic and labor education tasks beautiful.

V. Conclusion

The teacher sets out the specific objectives of the game before moving on to the game. These tasks must be appropriate for the child's age or ability to do so. Defines the game's specific objectives before analyzing and conducting the game. These tasks are important for encouraging children to take initiative and to participate. As children play the game creatively, they are brought up with the ability of organizers. An example of creative initiative is to help your partner in one end, to make decisions on their own or with their friends. If children have already mastered the game, their activity during the game may increase even further. The activeness of the children during the game depends on how well they are prepared for the game. It does not require a lot of effort, which is not related to stress or overcoming difficulties. Games are not fun for children.

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COMPARISON OF COLOR SYMBOLISM IN ENGLISH, RUSSIAN AND UZBEK FOLK TALES

Abstract: The abundance of flowers and their shades in nature and in the sphere mediated by human life made it necessary to add additional, complex colors to the language. The names of natural prototypes were used more often as a material for the formation of new color designations: raspberries, blood, etc. Additional tokens, in turn, differ from the main color names in special compatibility, often quite limited. This can be seen in fairy tales, folklore of the country.

Key words: Fairy tales, colour, symbol, folklore, sign, myth, folk traditions, prototypes, correspondence.

Language: English

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Introduction

Symbols from Greek. symbolon - sign - an identification mark. Any color can be read as a word, or interpreted as a signal, sign, or symbol. The "reading" of color can be subjective, individual, or it can be collective, common to large social groups and cultural and historical regions. Symbolism of color - the ability of color to convey meanings, arouse feelings, cause associations. Color associations are determined by the specifics of individual, national, religious, etc. perceptions. People have always attached particular importance to reading the "language of colors", which is reflected in ancient myths, folk traditions, tales, various religious and mystical teachings.

II. Literature Review

N. V. Shesterkina, exploring the concept of "white color" in Russian and English paremas, relies on the opinion of A. Vezhbtskaya that "the axiological orientation of color designations is due to their conceptual relationships with prototypes - typical color carriers" A. Vezhbtskaya as similar prototypes, forming a valuable idea of color, gives the universal elements of human experience: "day and night, sun, fire, vegetation, heaven and earth" Guided by the idea of A. Vezhbtskaya about the existence of certain

prototypes for arising eniya in folk culture representations of color, consider the conceptual sphere "white."

In the encyclopedia of signs and symbols O. V. Vovk white color is interpreted as "a natural symbol of light and day, a wonderful embodiment of truth and goodness, purity and innocence, divinity and sacrifice." However, not in all world cultures this color is perceived from the positive side, for example, for the countries of the East, white is the color of mourning, it was similarly used in Europe, in the Middle Ages the mourning clothes of French queens were white As the color of mourning, white was known to many Slavic peoples. Funeral attributes, mourning clothes during the burial of young people (especially girls), as well as children, were white.

III. Analysis

The color of animals in Uzbek folk tale is also described by such complex coloratives as piebal 7, pegin 1, black 6. The black lexeme is used only to denote the suit of the horse. However, regarding its collorative semantics in ethnolinguistic, etymological and explanatory dictionaries there is no clear definition. Dictionary of Uzbek folk dialects describes the adjective "crow" as a lexical designation of a dark brown suit of horse.

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So, in astrology, 7 colors corresponded to 7 major planets: red - the color of Mars, blue - the color of Venus, yellow - the color of Saturn, green - the color of Saturn, purple - the color of Jupiter, orange - the color of the Sun, purple - the color of the Moon. Moreover, the colors symbolized not only the planets and their influence, but also the social status of people, their various psychological states. This was manifested in the selection of clothes of certain colors, folk sayings, ceremonies, etc. Different peoples have developed a certain symbolism of colors, which has survived to this day. Moreover, any color can have both positive and negative values. Consider the symbolism of the primary colors.

RED

People have always shown a special interest in red. Red is the color of life. Blood, flowers, fruits, clay from which man was created. Adam in translation is a red earth. Red is power, energy, without which life is not possible. A prehistoric man sprinkled an object that he wanted to revive, with blood. Symbol of fertility. In many languages, the same word denotes red color and in general everything is beautiful, beautiful. For Polynesians, the word "red" is synonymous with the word "beloved."

It means hard work, struggle, war, conflict, tragedy, anger, cruelty, rage, passion. The magical effect of red color - attracting a partner (love magic), ensuring fertility, health, protection from evil spirits, demons, evil eye, spoilage, disease, to decorate your appearance and environment. The red color was used as a distinction in society, it is the clothes and the environment of the king, emperor, priests, warriors, judges, executioners, wizards, courtesans, revolutionaries. Means power, greatness. In Byzantium, only the empress had the right to wear red boots.

The emperor signed in purple ink, sat on the purple throne. Red is the main heraldic color. On the banner, it symbolizes rebellion, revolution, struggle. In many tribes of Africa, America and Australia, the soldiers, preparing for the battle, painted their body and face in red. Carthaginians and Spartans wore red clothes during the war. In ancient China, rebels called themselves "red warriors", "red spears", "red eyebrows" After the victory, the Roman generals painted their faces (in honor of Mars) in red. The red flag in the British Navy has existed since the 17th century and symbolizes the "challenge to battle." The red flag was also used during the Paris Commune of 1871, in our country during the uprising of 1905, the revolution of 1917 and the next several decades. The term "red" is often used in relation to the Communists. Red is the color of anarchy. Supporters of the Italian national leader Giuseppe Garibaldi (1807-1882) were called "red shirts" because they wore red shirts as a sign of disobedience to the authorities. The expression "red calendar day" comes from the custom of marking the days of saints and other church dates in red ink.

This color is used for hazard warning (e.g. road signs). The area where the brothels are located is called the "red light district", since it was precisely such lights that used to hang in front of such establishments. Red rose - a symbol of love and beauty.

YELLOW.

Yellow - the color of gold, which from ancient times was perceived as a frozen sunny color. This is the color of autumn, the color of ripe ears and fading leaves, but also the color of illness, death, the other world.

For many peoples, women preferred yellow clothing. Often the yellow color served as a hallmark of noble persons and upper classes. For example, Mongolian lamas wear yellow clothes with a red belt. These are the clothes and the headdress of the king, the ritual clothes of the priest, the signs of royal and priestly authority - a rod, power, cross. Here, yellow is shown on precious textures and materials - such as gold, silk, brocade, gem stones.

Yellow color is used as a warning, yellow with black - a sign of prohibition. The combination of black and yellow instantly "catches" attention and is associated with wasps, bumblebees, dangerous insects or animals (tiger, leopard). Yellow card - distrust, warning; "Yellow acacia" in the language of flowers means "gone love."

IV. Discussion

If you try to build a synonymous series, then adjectives with a pronounced negative color will be submitted to it: black - gloomy - dark - hostile - unknown - dangerous (full of dangers) - dense - evil, etc. In its original sense, "black" is the color designation, but almost always behind the color designation, is hidden (more or less explicitly) the secondary meaning of the epithet. The definition of "black" is so strongly associated with negativity in Russian, Uzbek and English cultures that it almost never loses its emotional - negative load. "As a serpent flies into the city, it will cover the whole sky with black wings!" ("Nikita Kozhemyak").

Moreover, the epithet is often part of syntactically indivisible phrases (black business, black raven, etc.). "The horse under him stumbled, the black raven on his shoulder began to shake, the black dog bristled behind him" ("Ivan is a peasant son and a miracle is a judo"). The emotional load of the sentence is emphasized by the repetition of the epithet. "The king began to see; here he kissed his daredevil son and his bride from the dark kingdom" ("The Tale of the daredevil, rejuvenating apples and living water"). In this context, the epithet "dark" is a variant of the "black" seme and bears a negative connotation.

The meanings are hidden in the epithet: 1) separation (a kingdom that is far away); 2) hostility (the kingdom in which everything is located that is foreign to man). So the ideological function is

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fulfilled. Unlike the concept of the Russian people about black, the Chinese people have historically developed an understanding of black in slightly different semantic shades: unattractive, cold and dangerous. Dark and black colors were most likely associated with the afterlife, although the Chinese had other associations associated with black, positive. The hero's journey into the underworld is replaced in the tale "As a Young Man Seeking His Beloved" by walking on a distant island in the middle of the sea.

The suffix -yonek- serves to give the adjective an affectionate meaning. "And the serpent did not see that the white dove hid right there in the dark corner" ("Nikita Kozhemyak"). In this example, "white" defines the color of the bird, only the location of the adjective after the noun (defined word), the so-called inversion, gives the sentence a more elevated sound. It is noteworthy that in this example, a couple of antonyms play the emotional and ideological burden: white - dark.

V. Conclusion

The English color terms, which some scholars refer to as "natural" symbols, are extensive information structures with a rich associative background, which is realized in the literary text and makes color meaning important in the semantic structure of the text.

The symbolism, which is the basis of the text-forming function of color designations, can be revealed by referring to various kinds of reference books on symbolism and cultural studies. The well-known symbol dictionaries record the most stable associations inherent in the English language consciousness, and, thus, turning to the study of the symbolic potential of English color terms makes it possible to better understand the literary text and penetrate the author's intention, which is especially important for teaching English as a foreign language.

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SET OF SEMANTIC TAGS FOR UZBEK LANGUAGE UNITS: CONSTANTS AND OPERATOR / CLASSIFIER

Abstract: As we mentioned in the previous section, the constants and operator / classifier labels that explain language units are used to develop semantic tags. Constanta and operator attachments require separation of words into meaningful fields and dictionary microsystems. Uzbek linguistics has considerable experience in this area and has an information bank. First of all, we will sort out a dictionary microsystem or LMGs that can serve as operator labels for Uzbek language units.

Key words: dictionary, constants, operator, classifier, tag, microsystems, LGM, tool, names

Language: English

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Introduction

In modern Uzbek literary language, a number of lexical-thematic groups of the lexical layer are identified and the lexemes included are identified. Considering that the inclusion of vocabulary words as an example can artificially increase the scope of the work, we prefer to include the vocabulary group and the words in it (see Annex 1).

Analysis

In the modern Uzbek literary language the Turkish vocabulary layer is divided into several lexical-thematic groups:

1. Words related to human understanding.
2. The name of the animal.
3. Birds and poultries, the names of their members.
4. The name of the insect, the flyer.
5. Name of human and animal members.
6. Words that describe sex differences.
7. Expressions of kinship, intimacy.
8. Words representing plants and trees, their products and their bodies.
9. Natural geographical object, place words.
10. Words expressing direction, side, place.
11. Name of natural phenomena.
12. Natural thing, subject name.

13. Name of object is created by human.
14. Words related to the concept of housing, place.
15. Clothes, ornaments, the names of their parts.
16. Name of household, household goods and their parts.
17. Mineral resources, name of ore.
18. Name of profession.
19. Name of food, drink.
20. Numerical expressions.
21. Words that mean size, distance, and totality.
22. Words that describe the property, the feature, the character.
 - 1) words that are positive;
 - 2) words that are negative;
 - 3) the feature of the taste;
 - 4) odor properties;
 - 5) color properties;
 - 6) temperature feature;
 - 7) speed feature;
 - 8) distance, location characteristics;
 - 9) the feature of the situation;
 - 10) the properties of light, brightness;
 - 11) sound feature;
 - 12) size, surface, properties of measurement;
 23. Words related to the concept of age.

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24. Words related to the concept of time and season.

25. Name of disease of human and animal disease, defect.

26. Name of sound, speech and music.

27. Words that express the concepts of ritual.

28. Words related to religious imagination.

29. Abstract words.

30. Pronouns.

31. Words that indicate action and condition:

a) Neutral-objective action names;

b) words expressing positive action;

c) words expressing negative action;

d) the name of mental processes;

e) words that indicate mental state.

32. Excuses.

33. Imitation Words.

34. Auxiliary words.

There are several lexical-semantic groups of Tajik words in modern Uzbek literary language. In the following, we will also add them to the list of tags that represent the operator tag function above.

35. Name of real and legendary animals, birds and poultries.

36. The names of insects, small animals.

37. Vegetable crops, their products.

38. Housing, construction and conformation words.

39. Name of natural objects of nature.

40. Names of places and lairs created by man.

41. Music is the name of the concepts associated with it.

42. Words on school, education, science and enlightenment.

43. Words on sales and financial affairs.

44. Words on social and historical relations.

45. Military concept, name of weapons.

46. Name of concepts related to voice, speech and speech disorders.

As you can see, 46 LMGs were allotted above. These are operator tags that represent a separate semantic property. Constanta tag is relatively stable and is mainly derived from the semantic field or macrosystem. We combine the aforementioned LMGs into semantic fields, based on the constants and operator tags.

The previous section provides information on the characteristics and groups of constants and operator tags based on the experience of the Russian corpus. Quantitatively, semantically tagged corpora are few in

the global corpus, since the creation of an algorithm for answering the semantic query of artificial intelligence is a complex process. Yet he is an artificial intelligence; cannot be compared to the human mind. Despite this, extensive work has been done in the Russian corpus; the results are adorable; it has the advantage of being more semantic than other cores.

Semantic constants for nouns can be grouped based on the experience of world corporations, based on the semantic area of the Uzbek language, glossary macro and micro systems:

t:hum – shaxs;

t:hum:etn – etnonim;

t:hum:kin – qarindoshlik otlari;

t:hum:supernat – g'ayritabiiy mavjudot;

t:animal – hayvonot;

t:plant – o'simlik;

t:stuff – narsa va material;

t:space – o'rin-joy va kenglik;

t:constr – bino va inshoot;

t:tool – uskuna;

t:tool:instr – asbob;

t:tool:device – mexanizm va uskuna;

t:tool:transp – transport vositalari;

t:tool:weapon – qurol;

t:tool:mus – musiqa asboblari;

t:tool:furn – mebel;

t:tool:dish – idish;

t:tool:cloth – kiyim-kechak va oyoq kiyim;

t:food – ovqat va ichimlik.

Conclusion

Shown above T: hum, t: hum: etn, t: hum: kin, t: hum: supernat labels, when "t" represents a taxonomy, "hum" means "*shaxsni bildiruvchi so'z*". These are persistent labels, which can be viewed as semantic fields. Secondary labels such as "etn", "kin", "supernat" are operator / classifier, refer to LMGs and serve to clarify the meaning of the word. The t: tool tag is a constraint, and it means generic tool. represents the belonging to the lexical-semantic field; other annotations added to t: tool: instr, t: tool: device, t: tool: transp, t: tool: weapon, t: tool: mus, t: tool: furn, t: tool: dish, t: tool: cloth t: tool (the equipment) means *tool, machinery and equipment; vehicles; weapons; musical instruments; furniture; container; clothing and footwear*, clarify the meaning. t:food is constant tag, operator tags are created if a comment is added after the food tag.

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IMPLICATION OF DEBATE AND DISCUSSIONS FOR EFL LEARNERS AT SECONDARY SCHOOL

Abstract: Debate activities can be used to enhance students speaking skills in the following ways: Improving Collaborative Skills through Brainstorming: Brainstorming was important for the participants to activate their prior knowledge or schema, share and see the connection of their ideas and form a personal link between themselves and the content subjects. Participants were also able to focus their attention on different aspects of the information. Raising the Awareness of Different Roles of Debate Speakers: Mock debate, the trial session, played a significant role to raise the participants' awareness of roles each speaker had to play.

Key words: Debate, discussion, mock debate, collaborative skill, brainstorming, role play debates.

Language: English

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Introduction

Problem-solving debates: This type typically involves eight students. Four students are assigned to each team. One student from each side presents a position based on historical and philosophical arguments. The next two students take the position on why changes are or are not justified. The third set of students proposes a plan that would carry-out their position. The final two students summarize the position of their team and provide a closing argument.

There are a lot of advantages for using debate as follows:

- Debate encourages class participation among those students that typically do not talk in class. Most importantly, debate offers an opportunity for students to move beyond the acquisition of basic knowledge in a subject matter and progresses into the types of higher order critical thinking skills that good debate requires..

- Debaters must analyze, synthesize and evaluate the knowledge they have acquired in order to propose, oppose and make competing choices. Debate can help people develop their investigation and analysis skills.

People can benefit from learning how to be leader who needs to analyze a problem, win others' agreement under pressure, and persuade others to act. Debate helps develop critical thinking skills:

- People learn how to be open-minded to questions and issues. They are forced to consider the opposition's viewpoints, and anticipate others' position.

- Debate helps develop effective speaking skills. Debaters need not only speak in front of different audiences and judges, but also apply the best principles of public speaking to select, arrange, and present their materials. They can become flexible and comfortable to speaking. It helps develop organization skills. Debaters need to arrange arguments clearly and convincingly, so that the ideas can be easy to follow and hard to forget. It helps develop teamwork skills, debate is a competitive activity, but it relies on cooperation as well as it is an efficient way. Linguists found that students in a large scale survey of 70 universities rated improved communication skills as debate's most substantial benefit. These findings

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show the importance of collaborative communication during the debate and the more involved students are during the debate the more they will gain from the learning process. The delivery of debates is intrinsically linked to collaborative learning skills and critical thinking. The process of expressing thoughts and different “for and against” perspectives in a debate structure encourages interaction amongst peers. Students also need to communicate the perspectives of others. However, those opposed to the use of debates believe that the argumentative element of debate structure can create a confrontational environment. In contrast, others found few students who reported any distress or anxiety associated with the competitiveness linked to the debate structure. They believe the delivery of evidence in debates is intrinsically linked to collaborative learning skills. Collaborative learning in this manner can enhance skills such as explaining, reasoning, stimulating thinking and asking questions. Moreover, Johnson believe that students can also more frequently develop skills in generating new ideas and solutions and can transfer learnt content, applying it more readily to different situations. This form of collaborative learning through dialogue can promote students’ active learning and high-order thinking presenting this evidence ensures full class participation beyond those who are seen as the usual contributors. A strategy to ensure full participation is to start the debate with a group who have researched the specific subject and then open the floor for all students to evaluate the debate and the evidence presented. In contrast, Temple found that participation was limited to those in the debate team. He found that students did not consider listening to other debate teams to be active and engaging. Instead, Temple advocated the fishbowl debate, where all students are divided into two groups and take part in every debate, or alternatively have a third group that is the audience. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action. The success behind using debates in the classroom is not in winning and losing but rather how well team prepared for and delivered their arguments. Students are more likely to be authentic when they debate a subject to which they can relate. Educators must have a plan in place if the debate gets “hot” and students argue instead of debate. Debate can also be used to explore issues in an area such as social studies, economics or history. For example, one could have a debate on whether or not human aggression is innate or learned. Whether or not a debate topic is related to a particular curriculum, debate has a lot to offer participants.

Discussion

Lesson 3. The theme: State versus private education”

Type of debate: The problem solving debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Speak about diverse effects of private education comparing with other countries)
2. Then they were divided into two groups
3. Students gave opinion about advantageous and disadvantageous sides of this theme.

The **strengths** of this implementation of this technique, they are used to speak spontaneously, pupils can portray their notion and sentiments precisely, as well as they exchange their diverse kind of perceptions, the most favourable side of this is to get to know to cooperate with each other respectively. They learned from each other to listen and respect, give right to speak to each other as well as they were conducted to state personal involvement and worldwide view comprehensively.

The **weaknesses** of this lesson is not all pupils could participate in this debate technique because of incapability of depicting their ideas since they are afraid of this on public during the lesson, that is why there is no inclination to become associated with this discussion. During this lesson, this technique couldn't entice every pupil's attention to the point.

The **opportunity** of this technique in this lesson is the implementation and expression of learned phrases and new items of pupils during the lessons in their own to this lesson.

The **threat** of this technique in this lesson is to be accustomed not to be able to participate in order to express their opinions about diverse characteristics of advertising because of personal aspect of diffident, as well as unconfident, fearfulness of pupils during the lesson.

Lesson 4. (full version is attached in the appendix)

The theme: Political parties

Type of debate: The four-corner debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Think about the role of political parties in our society)
2. Then they were divided into two groups
3. Pupils gave opinion about the important role of parties.

The **strength** of this debate technique is to speak more fluently, can listen as well as catch up with each other perception. Partly, many pupils lost their fear to speak on public, the strength appeared to express their ideas since they were made to speak repeatedly.

The **weaknesses** of this technique in this lesson is when stating their ideas they had difficulty in follow

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grammar rules and structure , since they were accustomed to make speech spontaneously.

The **opportunity** of this technique in this lesson is pupils learned new informative facts about political parties as well as acquired sufficient knowledge about it.

The **threat** of this technique in this lesson is not to able to make some backward pupils, they remain untouched of the new informative facts and news , development of their knowledge.

Lesson 5. (full version is attached in the appendix)

The theme: “Mass media ”

Type of debate: Meeting house debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Speak about the importance of mass media in examples with different aspects)

2. Then they were divided into two groups

3. Pupils gave opinion about importance and diverse effects of this theme.

The **strength** of this debate technique is to speak more fluently, can listen as well as catch up with each other ideas. Most pupils lost their fear to speak on public, the strength appeared to express their ideas since they were made to speak repeatedly.

The **weaknesses** of this technique in this lesson is when stating their ideas they had difficulty in follow grammar rules and structure , since they were used to making speech spontaneously.

The **opportunity** of this technique in this lesson is implementation of pupils’ learned new informative facts about mass media and chance of making opening argument.

The **threat** of this technique in this lesson is not to able to make some backward pupils ,they remain untouched of the new informative facts and news , development of their knowledge.

Lesson 6. (full version is attached in the appendix)

The theme: Listen to the radio

Type of debate: Think pair-share debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Speak about the difference between radio and TV in order to get information ,which one is beneficial ?)

2. Then they were divided into two groups

3. Students expressed their perceptions about differences comparing each other.

The **strength** of this debate technique is to speak more fluently, can listen as well as catch up with each

other perception . Pupils learned to collaborate with their pair, could make correct each others’ mistakes respectively as well as got to know new information.

The **weaknesses** of this technique in this lesson is In some small groups when stating their ideas from two pupils only one was active , the other was passive The **opportunity** of this technique in this lesson is the implementation of positive and negative adjectives in their speech.

The **threat** of this technique in this lesson is not to able to make some backward pupils, they remain untouched of the new informative facts and news, development of their knowledge.

Lesson 7. (full version is attached in the appendix)

The theme: Can we save trees? ”

Type of debate: Problem solving debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Think about which one is beneficial to cut trees or save them to preserve environment)

2. Then they were divided into two groups

3. Pupils exchanged ideas about different sides of this theme.

The **strength** of this debate technique is to speak more fluently, can listen as well as catch up with each other opinions . Pupils could solve an issue with exact examples

The **weaknesses** of this technique in this lesson is when stating their ideas they had difficulty in pronouncing some words

The **opportunity** of this technique in this lesson is implementation of some grammatical structure, like degrees of adjectives.

The **threat** of this technique in this lesson is not to able to make some backward pupils, they remain untouched of the new informative facts and news, development of their knowledge.

Lesson 8. (full version is attached in the appendix)

The theme: “ Energy from the earth ”

Type of debate: Pyramid debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (What are the causes of global warming)

2. Then they were divided into two groups

3. Pupils stated their different opinion about this theme.

The **strength** of this debate technique is to speak more precisely, can listen as well as catch up with each other perception. They could work with whole class

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respectively, and individually stated their opinion without fear.

The **weaknesses** of this technique in this lesson is when stating their ideas they had difficulty in clarifying their opinion freely .

The **opportunity** of this technique in this lesson is implementation of new phrases relating global warming

The **threat** of this technique in this lesson is not to able to make some backward pupils, they remain untouched of the new informative facts and news, development of their knowledge.

Lesson 9. (full version is attached in the appendix)

The theme: Film stars

Type of debate: Think pair-share debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Think about difference between cinema and theatre, which one is beneficial for our society?)

2. Then they were divided into two groups

3. Pupils exchange different viewpoints about distinctive features of cinema and theatre..

The **strength** of this debate technique is to feel free themselves, as well as they stated their opinion precisely, worked together and exchanged their opinion

The **weaknesses** of this technique in this lesson is in some small groups when stating their ideas from two pupils only one was active, the other was passive.

The **opportunity** of this technique in this lesson is pupils learned new informative facts about political parties as well as acquired sufficient knowledge about it.

The **threat** of this technique in this lesson is not to able to make some backward pupils, they remain untouched of the new informative facts and news, development of their knowledge.

Moreover, at the beginning of the lesson, many pupils were backward to express their opinions but when it comes to the end of the lessons at the result of the some aspiration, pupils had inclination to speak

and tried to find and search from diverse sources in order to exchange new facts. They were very active to become involved in making speech without fear of making mistake. They get to know to respect each other listen, tried to speak more. They learned to make speech in any topics, they had notions and willing to clarify.

Debates also engage students through self reflection and encourage them to learn from their peers. They prepare students to be more comfortable engaging in dialogue related to their beliefs as well as their areas of study. In improving oral proficiency of EFL learners so as to learn second language the technique of debate and discussion plays a crucial role comprehensively in spite of the some deficiencies .

These techniques not only improve their oral fluency but also their personal confidence in order to make speech, debates reinforce the mutual collaboration among learners in every aspect of branch as well as it causes to make improvement of knowledge relating to diverse topics . The use of debate in educational system is growing as both a curricular and extra-curricular activity largely because of its educational value. The most obvious benefit is the opportunities students have to develop and practice oral skills. These skills are extremely important to academic and personal development, yet few curriculum materials are available to support the teacher in fostering them. What makes debate especially valuable for fostering development of oral skills is that it is not only structured, but also interactive. Debate requires that participants listen, think and respond. It is not enough for the debater to simply memorize and perform a speech. Instead, debaters must listen to their opponents, engage in a questioning process and incorporate this information into their own presentations. It is also an excellent way to develop critical thinking skills. The process of researching a debate is one of examining the pros and cons of an issue, determining what the problems are and considering alternative solutions. The research and presentation of a debate is clearly a team effort, and participation in activities like debate explicitly develops the skills needed to work in teams.

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SWOT ANALYSIS OF IMPLEMENTATION OF DEBATES IN IMPROVING ORAL PROFICIENCY

Abstract: *If we analyze strengths and drawbacks generally, we may reveal them comparing the characteristics of debate, discussion and dialogue. When we take some consideration about debate, this is oppositional: two sides oppose each other and attempt to prove each other wrong. Debate assumes that there is a right answer and that someone has it. This article analyzes implementation of debates in English teaching classroom.*

Key words: SWOT, analysis, debates, discussions, oral proficiency, English teaching environment, opinion.

Language: English

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Introduction

In debate, personal experience is secondary to a forceful opinion. Debate creates closed-minded attitude, a determination to be right. Individuals are considered to be autonomous and judged on individual intellectual might. In debate, one submits ones best thinking and defends it against challenge to show that it is right. Debate calls for investing wholeheartedly in ones beliefs. Debate defends assumptions as truth. Debate defends one's own positions as the best solution and excludes other solutions. Debate affirms participant's own point of view. In debate, one listens to the other side in order to find flaws and to counter its arguments. Debate causes critique of the other position. In debate, one searches for glaring differences. In debate, one searches for flaws and weaknesses in the other position. Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person. In debate, winning is the goal. Debate implies a conclusion.

If we turn to the next term, discussion tends to contribute to the formation of abstract notion of community. In discussion, personal experience and actual content are often seen as separate. Discussions often assume an equal playing field with little or no

attention to identity, status and power. Discussions are often conducted with the primary goal of increasing clarity and understanding of the issue with the assumption that we are working with a stable reality. In discussion, individual contributions often center around rightness and be valued for it. In discussion, the impact may often be identified and processed individually and outside of the group setting. In discussion, one listens only to be able to insert ones own perspective. Discussion is often serial monologues. Discussion tends to encourage individual sharing, sometimes at the expense of listening to and inquiring about others perspectives. In discussion, emotional responses may be present but are seldom named and may be unwelcome. Discussion is centered on content not affect related to content. In discussion, emotional responses may be present but are seldom named and may be unwelcome. Discussion is centered on content not affect related to content.

Analysis

During the process of practice, we strove to utilize the debate and discussions in order to reinforce pupils' speaking skills and teaching communicating as well as check their background knowledge, world outlook, perception about news, changes in developing world. During the pedagogical practice,

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sometimes we had responsibility of "9" and "8" grade pupils, using this chance, we utilized this method modestly. The pupils were exposed to express their way of thinking and viewpoints of every aspect of the presented theme. Many discussions were organized which were full of incredibly interesting conceptions and notions.

Discussion

Lesson 1. (The theme: Advertising standards
Type of debate: Role-play debate)

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Speak about pros and cons of advertising in society)
2. Then they were divided into two groups
3. Students gave opinion about positive and negative sides of this theme.

When it comes to the **strengths** of this implementation of this technique, they got used to speaking spontaneously and were able to express their ideas and opinions clearly and exactly without fear, as well as they exchanged their diverse kind of perceptions, the best advantageous side of this is to learn to collaborate with each other respectively. They learned from each other to listen and respect, give right to speak to each other as well as they were conducted to state personal experience and worldwide view comprehensively.

The **weaknesses** of this lesson is not all pupils could participate in this debate technique because of inability of expressing their ideas since they are afraid of this on public during the lesson, that is why there is no will to take part in this discussion. During this lesson, this technique couldn't attract every pupil's attention to the issue.

The **opportunity** of this technique in this lesson is the chance for learners to implement and express learned phrases and new vocabulary during the lessons. That is, this technique clarifies new positive sides.

The **threat** of this technique in this lesson is to be accustomed not to be able to participate in order to

express their opinions about diverse characteristics of advertising because of the characteristics of bashful, modesty, as well as not self-reliance, shyness of pupils during the lesson.

Lesson 2. (full version is attached in the appendix)

The theme: "Multinationals"

Type of debate: Fishbowl debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. (Speak about the positive and negative effects of multinationals in our country)
2. Then they were divided into two groups
3. Students gave opinion about positive and negative sides of this theme.

Strengths of this implementation of this technique, they are used to speak spontaneously pupils can express their ideas and opinions clearly and exactly without fear, as well as they exchange their diverse kind of perceptions, the best beneficial side of this is to learn to collaborate with each other respectively. They learned to demonstrate respect, they were conducted to state personal experience and worldwide view comprehensively.

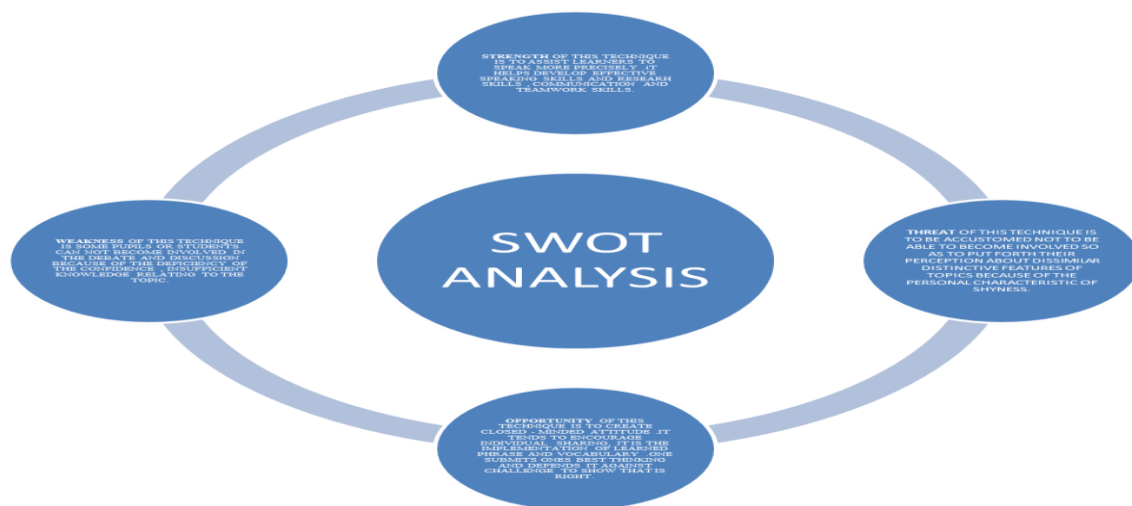
The **weaknesses** of this lesson is not all pupils could participate in this debate technique owing to inability of portraying their conception since they are afraid of this on public during the lesson, that is why there is no will to engage in this discussion. During this lesson, this technique couldn't appeal every pupil's concentration to the issue.

The **opportunity** of this technique in this lesson is the accomplishment and assertion of learned phrases and new structure of pupils during the lessons in their own to this lesson. That is, this technique elucidate new irrefutable sides.

The **threat** of this technique in this lesson is to be used not to be able to become involved so as to put forth their perception about dissimilar distinctive of advertising since of the characteristics apprehension, humble as well as, self-consciousness of pupils during the lesson.

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CONCLUSION

When it comes to the conclusion, the technique of debate plays a crucial role in improving oral proficiency of EFL learners in second language acquisition as well as contribute to the process of the language methodology. There exist many advantageous and positive sides of this technique in second language acquisition.

Firstly, the overall experience of the debate and the processes that the students go through while taking part in the debating activity seems to have increased the confidence level of the students to face the audience on any issue at hand and it seems to have increased their ability to put forward ideas and opinions formed after much investigation, research and discussions within the group.

Secondly, they help learners to gain new knowledge on the topic in question, generally, learners

consider the increase in the level of confidence and critical thinking skills as being the more significant gains achieved through their involvement in the debate.

Thirdly, debate can actually be used as a teaching tool/technique in the classroom once students have acquired a reasonably good level of proficiency and facility in the language. It is obviously a technique that can motivate students to challenge one another and encourage them to explore and exploit their facility in the language for the purpose of exploring and expanding points of arguments with the express objective of winning over the audience and also to convince the opposing side to accept their stand on the motion being discussed and debated. In educational process using debates in the classroom provides students the opportunity to explore real world topics and issues.

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THE PROBLEMS OF RECREATING WRITER'S STYLE IN TRANSLATION

Abstract: Style is the general tone and color of the artwork, the way the image is analyzed, and the artist's attitude to reality. The style cannot be converted into a linguistic description of the work by separating it from the author's general creative mind. The style is closely linked to the image. Their connection is explained by the writer's artistic reflection of reality.

Key words: human life, scientific method, translation style, cultures, linguistic, disciplines, denotative.

Language: English

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Introduction

The style is a collection of basic, typical ideological and artistic features of the writer's work that are repeated in his works. Ideas related to the writer's worldview and the content of his work, the plots and character sets most illustrated by the author, the most frequently used artistic means, and his own language constitute his personal style. It refers to a set of key stylistic elements that are often encountered in the work of the author during a particular period or are typical of the whole of his work. It also includes the words and phrases that a person regularly uses in oral or written language, regardless of his or her creative activity.

Literature review

In Omar Khayyam's rubais, the immortality of matter, the vividness of human life, and the call to humanity to enjoy the realities of life, are presented in the classical poetic form of pots, goblets, oils, lodges, and celestial bodies: the sun, the moon is glorified through the stars. The style is a linguistic system, which differs from the different language types, with its own vocabulary, phrases, syntactic devices, expressive and descriptive features of its internal elements. It is easy to identify elements of a particular style when they interact with other style elements. For example: parable style, folklore style, live speaking

style, newspaper language, formal departmental work style, book style, literary method, scientific method, scientific and technical method, socio-technical method, public speaking style, public speaking style, formal style, written style, poetic style, professional style and so on. In the administrative or departmental style, there are plenty of phrases in the form of formal business correspondence, and academic phrases often contain abstract phrases. The archaic method is still used in writing works that depict the events of the past. Writers who have their own distinctive individual style have more than one distinct style. The emergence of a new style in the writer's work is often associated with his creative evolution, the turning point in life, the shift, and the change in artistic style. Of course, this does not justify the conclusion that new methodological developments are emerging only when applied to new material. There is also no denying that new life material encourages the author to engage in intensive methodological research. Sometimes it is necessary to make some changes to the existing methodological system. Apart from the factual material, it is also important for the style to be decided, whether intentionally or intentionally, with the reader throughout the entire creative process. It is based on the needs and tastes of the students who are brought up in a particular environment or in their unique historical, linguistic and aesthetic context. For

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example, the translator is compelled to take into account this subjective nature, especially in the case of translations, when there is a conflict of taste. In this sense, the translator's style is also closely related to the author's style. After all, the translator also has his own way of translating, creating and observing, using certain visual aids, linguistic units, and combinations. It is important in all literary genres to give the tone of a literary work in translation. From individual articles or proverbs to sonnet, ghazel, rhyme, story, novel, if not harmony, the translation sounds fake. The melody, in turn, is associated with other components of a literary work, vocabulary, syntax, inversion, prostration, radical, rhyme, weight, etc., in translation or naturalness, or vice versa context, which results in an artificial environment. The stylistic nature of each artist comes from the language resources. Language and style are similar, but they are not mutually exclusive. When language and style are anything, when translating a writer's work from one language to another, it does not just give the dictionary equivalent of its dictionary and give it a methodological effect. Because every author has his or her own language, that is one of the most important conditions for literary translation.

Unless the translation style of the author is correct, you can hardly believe that such a translation is accurate. In that case, the translator unwittingly puts himself in the place of the author. The fact that the translator is fluent in two languages, has experience in life, artistic skills, and a writer's style, demonstrates just how important it is to be able to reproduce it. When the term 'style' is construed to mean a characteristic way of speaking the characters described in the work. Every word has its own style of course it would be a waste to try to figure out the style features of the spelling. The style of the words is revealed in the text and the combination of words. It is important to use each of these stylistic variants in their place, if they are used incorrectly, there may be a gross error. The term "color" is considered to be derived from the word "color" in the annotation dictionary of the Uzbek language, while the Russian-internment dictionary of the Uzbek language contains color, Latin color, and Italian colorito and Russian through Uzbek. Akhmanova's Dictionary of Linguistic Terms states that this is derived from the English word colour. The linguistic means of reflecting a particular nation, nation, and nation are the main tools that determine the national character of a work of art. Every artistic and ideological work is unique both in its own way and in its nationality. Internationalism is reflected in the content and idea of the work, and the nationality in its form. The form of the work, along with a number of aspects, includes its language, and in particular its composition: the national nature of the work is largely created by lexical and phraseological units. In addition to internationalism, the dictionary composition of the

language, which includes nationality, gives an indication of the material and social life of the language community, including national traditions and customs, geographical reflection, spirituality and worldview. The material reflects the religious beliefs, moral norms the direction of thinking. The differences between languages are usually explained by the fact that certain concepts, events, customs and traditions in the material life of one nation do not appear in the other people's way of life and therefore their names do not naturally exist in the same language. In addition, some bilingual bilinguals with dictionary equivalents may differ from each other in their characteristics. This prevents the language units from interacting with each other in defining their national identity. While the originality of the original is largely determined by the national character of the linguistic elements contained in it, the restoration of the artistic and ideological background of the original is related to the reproduction of the national color of the work. Therefore, the issue of national identity in translation has been growing in recent times by both translators and translators.

Discussion

Many of the translation defects are attributed to the linguistic means of national identity. Because many of the mistakes and shortcomings in translation practice still relate to the revival of national identity in the translation process, so far this issue has not been resolved, either theoretically or practically. Each artifact is an event that took place at a particular time. Thus, a work written on a historical theme introduces the modern reader to the history of people's lives. Such works are filled with countless historical and archaic linguistic tools, which, in keeping with the needs of the period, not only revitalize the spirit and breath of the period, but also enhance the artistic and aesthetic appeal of the work. In short, the language should be used in such a way as to make the text understandable to the reader, and at the same time revive the work. This means that the translation should not be misused in addressing the archaic and historical layers of the language, but should be used in such a way as to give the reader an idea of the period in which the work was created. In particular, there is a tendency to modernize and interpret modern linguistic means that reflect the historical and national life of peoples used in the composition of historical events. This is due to the fact that many translators are not well aware of the historical and archaic words in their own languages, but rely on the bilingual dictionaries available during translation. These dictionaries, however, are often incapable of creating a historical or national description of the language because of the richness of the present-day vocabulary. The translation of the spirit of historical works in translation does not mean that the ancient artistic monument should be depicted in the language of that time period from the beginning.

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It is natural that the work, written six or seven hundred years ago, is well understood not only by people of other languages but also by people of original origin. Period also seals the national language. This means that the translation of a long-standing work in the "language" many years ago, in order to recreate the era, distances the work from the modern reader. After all, any work is translated into the language of the time, regardless of the period in which it was created. The paintings of the period are restored with the linguistic elements of the time the work was created. If the language of the work, as a perception of the language in which it was created, will never change, the language of translation will become obsolete over time need to do this. Historical works have sometimes changed the meaning and function of words and expressions, and they have recently been used to express utterly different concepts. The ignorance of such changes in the meaning and function of linguistic units results in an unusual interpretation of the author's opinion. Let's talk about translate historical works into translation history. Some translations are available in the same language or in several languages. This phenomenon is called variation in translation studies. The notion of variation implies not only the translation of a large work, but also the variation of certain words and expressions within a single work. The doctoral thesis by translator J. Sharipov, entitled "From the History of Translation in Uzbekistan," shows that there are several translations of several works on Uzbek literature. Sharof Rashidov's poem "Kashmir's Song" is written in a foreign language and is based on Indian mythology. From the beginning to the end, the work was inspired by lyrical moods, refined emotions and feelings. We understand this poem as an artistic age by the magical power of the word. In the ballet staged on this work, the linguistic factor is the word genre, and the author's deep, happy mind is the image associated with other means of expression - movement, music, sight and hearing through the at the same time, the Indian coloring idea is embodied in the author's thoughts through the words "out of place". According to Komissarov, a Russian translator, any language symbol usually involves three different approaches. They are semantic, syntactic, and pragmatic relationships, the first being those that reflect the relationship of the sign with the subject it

represents, the second that connects the sign of the language with the other symbols associated with the system, and the third is the use of sign language. is the relationship that makes the connection between Thus, the language symbol is distinguished by semantic (denotative), syntactic, and pragmatic meanings. The language symbol is the word L. S. Barhudarov. The pragmatic meaning of the word includes its methodological characteristic, that is, an indicator of emotional expression - the connotative meaning. Consequently, the pragmatic requirement in translation dictates the accuracy of the translation text at the level of the original text. In recent years, researchers have drawn more and more attention from the pragmatic aspect of language communication, with a high level of additional knowledge of communication participants. Most differences between the original and the non-language factors of translation require that the interpreter be aware of many other disciplines and cultures in addition to profound linguistic knowledge. As pragmatic problems arise in relation to intercultural communication, the task of the translator is to re-interpret it according to the requirements and standards of the translation process, with a clear understanding of the purpose of the translation process. The pragmatic function of a particular translation requires that the interpreter sometimes prioritize the reader's aesthetic response, while refusing to perform a high degree of conformity.

Conclusion

In summary, the pragmatic adequacy of translation is determined by the fact that the original and the translator have the same information. In addition to linguistics in speech, there are also other human sciences. These are sociology, psychology, ethnography, physiology, communication, and so on. New psycholinguistics, sociolinguistics, ethnoinguistics have developed on their basis. It is well known that a particular culture with its subjective features cannot be separated from the speaker by a representative of a particular social community. The language can never be isolated from the human being, and language is impossible without its subjective observation and subjective influence.

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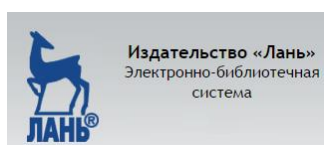
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