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ENGLISH PROVERBSAS A MEANS OF EXPRESSING PEOPLE'S WISDOM, SPIRIT AND NATIONAL MENTALITY

Abstract: This article discusses the role of proverbs and sayings and importance of using them during the lesson.
Key words: genre, sayings, theme, proverbs, wisdom, spirit, mentality.
Language: English
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Introduction

Many people have loved proverbs for the wisdom embedded in them. Others have treasured proverbs for the vividness or earthiness of their imagery. But students of the subject are impressed by still another characteristic of the proverb: its verbal economy. Proverbs are rarely wordy. The usual proverb is spare and austere in expression, and some are marvels of compactness."Wisdom" and "shortness" doubtlessly belong to the popular notion of what makes up a proverb.

English proverbs are rich and colorful. With regard to the everlasting charm of the English proverbs, there are many different reasons. To be specific, they come from folk life, religion, mythology, literary works, other languages, famous writers' wisdom, a nation's history and so on. Its function is to teach and advise people what they see in their lives. Many English proverbs guide people to adopt a correct attitude towards life and to take a proper way to get along well with others. Some other proverbs tell people what to do and how to do it, so the proverbs guide people's daily life. From them, people may broaden their knowledge and outlook. The English language is also rich in a great deal of proverbs in various themes as other natural languages.

The following English proverbs may reveal linguocultural properties of the English proverbs**.**

ABSENCE/ PRESENCE
Absence makes heart fonder.
Absence diminishes little passions and increases great ones.
Long absent, soon forgotten.
Out of sight, out of mind.
Present to the eye, present to the mind.

The expressions (3) (4)mean that the message is clear, that is, the person who is not near you is soon forgotten, (5) says that presence of your partner is cause to remember about him/her and make your partners or relatives close to you.

2. APPEARANCE
All is not gold that glitters.
Appearance is deceptive.

You can't tell a book by its cover.(1) The proverb illustrates that something nice, pleasing to the eye and at first sight perceived as priceless or valuable in reality might not be what it seems. Golden casing might hide something ugly or horrible inside, (2) (3) indicates that appearance can be deceptive as it does not convey the true nature of a person.

3. BEAUTY
Beauty will buy no beef.
Beauty won't make the pot boil.

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Fair face is half a fortune.
Beauty and wealth create beauty.

The proverb (1) (2) says that the appearance can't be solution to everything; however, the intelligence or the profitable side will be solution to any kind of problem while (3) beautiful appearance may open fortune doors. It means (4) that if both: beauty and wealth exist in peoples' life together, in that case, that very beautiful life in reality they will have.

4. CAREFULNESS

Once bitten twice shy.

(1) When something or someone has hurt you once, you tend to avoid that thing or person. Jill: Let's go ride the roller coaster. Jane: No, thanks. I got really sick on one of those, once bitten, twice shy.

5. COURAGE/ COWARDICE

Better to live one day as a tiger than a thousand years as a sheep.
You never know what you can do till you try.
Cowards die many times before their death.

Proverb (1) indicates that an exciting life of a brave person, even though short it might be, is preferable to the dull and long life of a coward. An example (2) reveals that if one wants to achieve something he/she has to take risks, because otherwise a person will not know what he/she is capable of. An example (3) suggests that a coward does not really live as he/she is always afraid of many things, afraid of taking certain risks and challenges.

6. DIFFICULTY

No one but the wearer knows where theshoe pinches.

(1)If someone has an illness, only he knows the pain of the illness but no one else, or if someone has a problem to solve, only he/she but no one else realizes its difficulties.

8. FRIENDSHIP

Friends all is common, between.
God defend me from my friends.
From my enemies I can defend myself.

The proverb (1) means that if you own something new that your friends don't have, know how to share with them instead of only thinking about using it by yourself. The proverb (2) says that, sometimes, even friends may be such a person that can be worse than an enemy that's why in that case even enemies may be less dangerous comparing with "friends".

9. GOD

God helps them, who help themselves.
God sends fortune to fools.
Heaven takes care of children, sailors and drunken men.

(1)If someone saves himself from hazards he/she will be defended in such bad situations. The second proverb (2) indicates that a person is lucky in cards because god helps him/her. The proverb (3) says that a child, a sailor and drunken men is under vision of God.

10. GOSSSIP

Walls have ears
Bad news has wings.

The (1) proverb says that it is important to think carefully before speaking and considering everything that coming through your mouth whether it is about an important or unimportant thing. The proverb (2) means that bad news will be much more interesting than good news that's why everyone loves to hear and spread about as a result it will be known everywhere in a short time.

11. HAPPINESS

Throw one's hat in the air.

The proverb (1) says that if someone hears about good news related to their life, they will be so happy at that time and express their happiness by throwing their hats in the air.

12. HOME

Bird likes its own nest, every.
Englishman's home is his castle.
Home is where you hang your hat.

Home is the father's kingdom, the children's paradise, the mother's world. The proverb (1) Home is the kind of place where members of your family feel free and the most comfortable even it is not very big or very good furnished. The proverb says that (2) you are the boss in your own house and nobody can tell you what to do there. No one can enter your home without your permission. The proverb has been traced back 'Stage of Popish Toys'. In 1644, English jurist Sir Edward Coke (1552-1634) was quoted as saying: 'For a man's house is his castle.(3) The best place for man is his home to feel happy and feel relaxed.(4)It indicates that home is a place which is a kingdom for a father, a paradise for a child and world for a mother. They feel free themselves in their home**[35]**.

13. HOPE

A drowning man will clutch at a straw.
Where there is life, there is a hope.

The proverb (1) says that even though the man who is drowning has a strong hope in that very simple straw can survive him from dying because he has a belief in it. The proverb (2) means that there cannot be life without hope, because before reaching or trying to reach some goal everyone first believes in success.

14. HOSPITALITY

If a man receives no guests at home, when abroad he will have no hosts.
A constant guest is not welcome.
Fish and guest smell in three days.
An unbitten guest knows where to sit.
Who comes uncalled sits unserved.

The proverb (1) means if you don't invite anyone in your home as a guest when you are another country, no one gives you an invitation to you. (2)If someone constantly visits, he/she isn't welcome. (3) If a guest stays more than three days he/she will not be

welcome. They (4) (5) indicate that if you visit without an invitation, you are not welcome.

15. HUSBAND AND WIFE

Jack makes a good Jill, A good.
Better be an old man's darling, than a young man's slave.
The husband is always the last to know.
Man is the head, but woman turns.
The wife is the key of the house.

(1) It means that if a husband loves and takes care of his wife his wife looks more attractive than she is. An example (2) suggests that a woman should marry a man who loves and idolizes her, regardless the fact that he might be an old man, instead of marrying a young man who would make her life miserable and would treat her badly. Proverb (3) reveals that a spouse is the last to know about things that his wife does against his consent or without his knowledge. (4)Women may help their husband to make decision. (5) It indicates that if your wife is with you your problems may be resolved.

16. IMPOSSIBILITY

When hell freezes over.
When pigs fly

(1) Hell is never going to freeze over. However, even though the meaning is quite clear. (2) Expression with the same meaning which is given above. The image again is very descriptive since pigs will never fly. The expressions leave no possibility for the event to happen, since hell will not freeze over and pigs will never fly.

17. IMPERFECTION

Lifeless that is faultless, he is.
There are spots in the sun,

(1) (This means that nothing or no one is perfect, everything has some bad sides or shortcomings. (2)It says that no one or nothing is perfect.

18. LATENESS /EARLINESS

The early bird catches the worm.
It is never late to learn.
Better late than never.

It(1) is an expression in English that originated in the 1600s and means that if you get up early or if you start a project early, you will have more chances of success. It means that (2) it is better to learn something than not knowing anything. While the third (3) says that it is better to be at the end than never.

19. LOVE

Love is not found in the market.
Love sees no faults.

1)You can buy everything. Only love is not sold anywhere. (2) A person who loves someone does not care about any faults of him or her.

20. MAN AND WOMEN

Proverbs reflect diversified aspects of the relations between a man and a woman, attitudes towards one or the other gender. For instance:

Women have long hair and short brain.
A woman's work is never done.
A woman, a dog, and a walnut tree, the more you beat them the better they be.

It indicates (1) that even the hair of the women are long, they are not sometimes able to solve an easy problem. An example means (2). It says that a woman is busy all the time; she has a lot of responsibilities. Very often negative characteristics are allocated to female gender and several cases can even be considered as women discrimination. As an example proverb (3) can be taken into consideration. In this expression women are compared with a dog and a walnut tree, but the proverb also promotes violence towards a woman.

21. MEASURE

There is a measure in all things. The proverb says that everything must have a limitation**[29.107]**.

22. MONEY

Money answers all things.
Money begets money.

(1)It means that if you have money you can buy anything you want to and will have opportunity to go in for your favorite games or activities. Besides that you will not worry about your financial sides and as a result your brain can be calm without any problems related to money. (2) Money may cause to come money in your pocket

23. NECESSITY

Keep a thing seven years and you will find a use for it.
Kill not the goose that lays the golden egg.

(1)(2) If you save a thing which is an extra for you, it may be helpful one day.

24. PATIENCE and IM

Don't cross the bridges before you come to them.
First think then speak.
Watched pot never boils.
An oak is not felled at one stroke.

(1) Means that don't make any action and decision without knowing the situation. (2)Be patient and wait what will happen. It means that don't be hasty to share your thoughts. Think about your position where you are and what you want to say. (3)It means that if you wait something to happen it will not be. (4) It means that time passes slowly and it seems to you that it will never occur.

25. TIME

There is a time and place for everything.
There is a time for all things.
Time cures all things.

It means (1) that if you wait everything may happen in its moment and season (2)(3) The proverb means that if you are a in bad condition, wait and time shows you what will happen in the future.

26. VALUE

Health is not valued till sickness come.
We know do not what is good until we have lost it.
Who has never tasted bitter, doesn't knows what is sweet.

(1)(2)(3) Health, Good things and kind people are not valuable until it goes away from us.

27. WORK

No pleasure without pain.
Hands, Many/ make light work.
Who would search for pearls must dive below,
He who wouldn't work neither should he eat.
Another day, another dollar.
Honey is sweet, but the bee stings.

(1)It means if you want to have or to get benefit from something that you need you must be ready for the difficulties in reaching it.(2)If you work together with partners, your difficulties may be over. They (3) (4) say that if you don't try hard to work you don't have anything to take.(5) It means that if someone tries hard, another day they have opportunity to earn money. (6)It means that before reaching your gain it may be difficult but at the end it gives you pleasure.

OTHER PROVERBS

The squeaking wheel gets the oil, or the squeaking wheel gets the grease.
Between two stools one falls to the ground.
Do as you would be done.
Can't say (boo) to a goose.
The grass is always greener on the other side of the fence.
Heart thinks the tongue speaks,
Kill two birds with one stone,
Stretch your legs according to the coverlet.
Add oil to the fire.

One makes a chair and another man sits in.
Every path has a puddle.
Saints that go to church, all are not.
See what we shall see, we shall.
One swallow, does not make summer.
Fish begins to stink from the head.
Dogs bark, The/but caravan goes on.
As you sow so you reap.
Juice, Stew in one's own means.
Man is a wolf to man.
Strike while the iron is hot.
Like mother, like daughter.
Cut your coat according to your cloth.
In church, in an inn and in coffin, all men are equal

There is no doubt that much of a nation's mentality gets into proverbs, along with the spice of national customs and, above all, the peculiar flavor of the nation's language and phraseology. Proverbs are generalizations of human experience, condensations of oft-repeated occurrences of the trial-and-error variety. Above all, they are the fruit of observation and inductive reasoning, two of the great faculties of the human mind. They have become popular, and were passed from mouth to mouth, from generation to generation.Ultimately it became an integral part of the folklore, and was repeated whenever the situation it described recurred. Every proverb tells a story and teaches a lesson.

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QR – Issue   QR – Article

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THE DEVELOPMENT OF INDEPENDENT AND CREATIVE THINKING OF STUDENTS IN THE LEARNING PROCESS

Abstract: The article says that the rapid growth of scientific information, the formation of science required some re-evaluation of methods of teaching students. Independent work plays an important role in the development of cognitive activity. Independent work is usually understood as work performed without active help from "outside", when the student determines the sequence of his actions, the causes of difficulties and ways to eliminate them in order to achieve the goal.

Key words: improving the effectiveness of the lesson, cognitive activity, reproductive, reconstructive, variable.
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Introduction

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All aspects of life, both political and socio-economic, are changing in our country. All these changes have also affected the education process, which must be brought into line with the needs of society for highly qualified personnel with strong and deep knowledge, capable of self-development and self-realization. The goal of education according to the new standards is to prepare well-rounded individuals who are capable of active social adaptation in society, starting work, self-education and self-improvement. Therefore, there is a need for changes in the process of education and training of the younger generation. Improving the educational process, developing the cognitive abilities of students, forming their basic techniques and skills of educational activity, this is the main task facing the school's teachers. Cognitive activity is the process of activating their activities by the students themselves. Self-realization of students' active activity occurs in situations that encourage them to make independent decisions and actions, to freely choose tasks and creative activities. Since the formation of a developed student's personality includes not only the

development of creative thinking, but also other components of practical activity: the development of memory, logical thinking, and intellectual skills. Students ' mental development is improved in the process of solving both creative and standard tasks. The combination of simple reproduction of knowledge and creative solutions to certain issues is a real basis for increasing creative activity and developing cognitive interest at all stages of the educational process. One of the most accessible and proven ways to improve the effectiveness of the lesson, to activate students in the lesson is the appropriate organization of independent educational work. Independent work is a necessary condition for the formation of a creative, well-developed personality of the student. In independent work, children themselves are aware of the nature of the work performed, they themselves determine and find ways to overcome the difficulties that arise, in General, they themselves organize their activities.

The purpose of independent work is to develop cognitive abilities, initiative in decision-making, and creative thinking. Independent work is organized so that they develop skills and habits to work. The organization and construction of independent work poses many problems: what forms should be

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independent work, what type of task is necessary and can be included in independent work, what is the sequence of these tasks, and much more. When performing independent work, students are faced with different types of work. In accordance with the forms of cognitive activity, there are three types of tasks: reproductive, reconstructive, and variable. Tasks of this type are performed on the basis of a sample or detailed instruction, based on known formulas and theorems. Tasks of the reproductive type can include tasks for reproducing or applying theorems, definitions, properties of certain mathematical objects, solving problems using formulas (finding the path by speed and time, finding a fraction of a number), recognizing various objects and their properties (which of the following graphs are graphs of linear functions, which of the following inequalities are quadratic). Sample work allows you to develop the basic skills necessary for studying mathematics, but does not enrich students with the experience of cognitive creative activity. When performing reproductive tasks, students ' activities take the form of a simple reproduction of what they have learned. Therefore, such tasks do not contribute much to the development of students' thinking, but they are necessary, since such tasks create a basis for further study of mathematics and thus contribute to the performance of higher-level tasks.

The modern system of higher education should be considered as the most important institution of socialization of the individual, in which training and education is a single process aimed at training highly educated, widely erudite, cultural, creative thinking specialists. It is well known that the memory of students is fixed from 10 to 20% of what they hear, 50% of what they see, and 90% of what they do. Therefore, it is necessary, as K.D.Ushinsky said, " to give a person an activity that would fill his soul and could fill him forever, is the true goal of education, a living goal, because this goal is life itself." In the context of the modern education system, the problem of developing independent thinking is particularly relevant. It is the independence of thinking, as a form of subjective activity, as a personal quality of students that is most clearly revealed in the conditions of choice, resolution of contradictions, overcoming the difficulties that arise when performing educational activities. The process of forming students ' experience of creative thinking consists in purposeful interaction, co-creation of the teacher and students in adequate specially organized conditions using the necessary mechanisms, forms and methods of organizing classes. Forms and methods of organizing classes are used in a complex and depend on the tasks of a particular stage of formation. the following groups of methods aimed at forming the experience of professional and creative thinking can be distinguished: According to the method of organizing educational activities:

a) Structural and logical (problem) methods. They are characterized by a step-by-step organization of setting didactic tasks, choosing ways to solve them, diagnosing and evaluating the results obtained (from simple to complex, from theory to practice)

b) Training methods. They are a system of activities for working out certain algorithms of educational and cognitive actions and ways of solving typical tasks during training (tests and practical tasks, in the content of which at the normative stage should be added elements of creativity).

C) Game methods. This group of methods is characterized by a game form of interaction between the subjects of the educational process; educational tasks are included in the content of the game (business games, professional fights, discussions). Since thinking is the most active and complex cognitive process mediated by speech, special attention should be paid to its development in students. In this regard, the concept of "activation of learning" arose in the psychological and pedagogical branches of knowledge. Activation of educational activity is understood as purposeful activity of a teacher aimed at developing and using such forms, content, methods and means of training that contribute to increasing the interest, independence, and creative activity of students in learning knowledge, forming skills in their practical application, as well as forming the ability to predict educational and life situations and make independent decisions.

One of the most accessible and proven ways to improve the effectiveness of the lesson, to activate students in the lesson is the appropriate organization of independent educational work. Considering the forms and content of independent work of students, the teacher should put the goals of this type of activity at the forefront. The organization of independent work of students involves various goals, including:

- systematization and consolidation of the acquired knowledge and skills;
- deepening and expanding theoretical knowledge;
- formation of independent thinking, ability to self-development, self-improvement, self-realization;
- development of cognitive abilities and activity of students: creative initiative, independence and organization;
- formation of skills to use normative, legal, reference documentation, special literature;
- development of research skills;
- motivation of regular purposeful work on the development of the specialty;
- formation of General competencies;
- formation of professional competencies. Psychologists have identified a number of conditions that stimulate and promote the development of creative thinking:
- situations of incompleteness or openness, as opposed to strictly set and strictly controlled;

- the creation and development of techniques and strategies, objects and tools for follow-up;

- promotion of responsibility and independence;

- emphasis on independent development, observations, feelings, generalizations. It is possible to subordinate all organizational forms of training to the task of forming students ' creative thinking experience. Lectures, practical and seminar classes, and independent work of students during extracurricular time should be based on the principle of problem-solving. A problem lecture arouses students ' interest in the issues being studied, stimulates activity and independence in searching for additional information, and models the contradictions of real professional activity. students acquire knowledge as if on their own in the process of solving the problem. Types of problem lectures are: lecture-press conference, lecture-provocation, lecture-dialogue. Practical and seminar classes problem character can be in the form of discussions on specific issues of the topic, "professional fights", which requires examination of additional material;

- in the form of protection of the abstracts that activates the attention of all students and contributes to the development of evidence of thinking;

- as a specific professional situational problems (research problems), in which develop ability to formulate and solve problems, to apply their theoretical knowledge;

- in the form of business games.

Business games are a kind of active method of personnel training, since this training includes research, training and training in a certain form. In this case, the impact on the need-motivational sphere of students ' personality is carried out, reflexive abilities are developed, a holistic professional consciousness is formed, and the level of self-confidence is increased. For successful professional development of the individual, teachers need to remember that one of the main roles in this process belongs to the creative potential, which must not only be developed, but also encouraged and supported by students in the process of studying at the University. All the described conditions and methods for developing students' creative thinking are possible only if teachers have a corresponding attitude to this problem, since the process of preparing for creative classes is much more complicated and takes more time.

The teacher checks these tasks much faster than usual. But it is more useful to invite students to evaluate their own work or the work of their neighbors on the desk. After such a mutual check, students will immediately see the results of their work and pay attention to those tasks that they did not cope with. Different forms of independent work that can be used in the classroom are intended to instill in children an interest in mathematics, aimed at forming the intellectual skills of students that they can use in future independent creative work, regardless of the chosen specialty.

Therefore, it is necessary to realize that the professionals we will graduate from the University today will determine the direction of development of our country in the near future, and how effectively and quickly they will solve emerging, as yet unknown professional issues and problems depends on the quality of their education and the level of development of their creative thinking.

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ARTISTIC WORD SKILL OF NAVOI
(symbols of sun in the "Hayrat ul-Abror")

Abstract: *If to me quot; What kind of reading should you start with the works of a writer or poet? If I were to ask the question, I would have said that the answer was no more than Alisher Navoi. Therefore, without capturing any of their books, the words that are very meaningful, from very impressionable fikru expressions, my heart is full of resentment. I can imagine it as if my wise grandfather lived pouring into the fur hearts. Writings in prose are so rich in subtle and invaluable artistic expressions that the potential of a person to interpret them is not enough. If it is possible to interpret, thousands and thousands of literary scholars are also lacking to promote the masterpieces of immortal creativity created by Navoi to readers and readers.*

Key words: *Navoi, "Hayrat ul-Abror", sun, symbol, artistic skill, word.*
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Introduction

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We dare to say some analysis and interpretation only as an amateur navoiykhon, having resigned ourselves to add to their ranks. Perhaps, knowing the thoughts that have already been told by someone-unknowingly allowing to repeat, you will not order to blame. The reason why we write more popular than pure science is the priority of our intention to interest those who are engaged in knowledge and understanding to the reading of writings.

The epic of Alisher Navoi "Hayrat ul-Abror" has fascinated many for centuries with its thoughtful content and high artistry. In particular, we will witness the fact that each word used in the epic is applied in a high artistic manner with its own subtleties of meaning and dozens of facets. Enjoy the boundless brilliance of the word of the single sun all the same in the boundless brilliance. After the age of forty, a Turkish poet, more precisely, after gaining considerable experience and skill in poetry, was able to put before him a hard work. Navoi "Khamsa" created a great work.

"Khamsa" saw him in a really big breast, because he deeply understood how high the responsibility of arguing with the Lilac was.:

Ганжа **қуёш**ини кўтаргач алам,
Айлади сўз мамлакатин яққалам.

In the description of his friend and mentor Abdurahman Jami uses the same analogy:

Вақти **қуёш**ин чу қилиб пардапўш,
Килки қаро абрдек айлаб хуруш.
Лек манга оллида ажзу ниёз,
Борча улусдин берибон имтиёз.
Меҳрдин офоқ аро гар нурдир,

Here, in a modest position, Navoi resembles a total of sunflowers in the chest and soil in the ground.

In the eyes of the poet, The Sun is not just a ray of light, it is equated with the embodiment of beautiful beauties. So:

Турки Хўтан ёпти чу зебо жамол,
Мушкфишон бўлди насими шамол.

The above verse is about the fact that in the evening the sun sets and begins to fall dark. "Hutan Beautiful" - the Sun. Hutan is one of the cities in East Turkestan. It was used here as an expression of the eastern symbol, from which the sun comes out.

Луъбати Чин чеҳра ниҳон айлади,

Зулфин очиб мушкфишон айлади.

And now the sun really turned her face in the doll and spread her hair, stroking the meaning began to black musk hair.

The sun is the most liquid of the Navoi, with which you will end up demonstrating the subtle varieties of poetry. As soon as the dream ends, gulshan (the sky) adored to face, he cannot forget the darkness again:

Анда ниҳон эрди пари пайкаре,
Дуржи сипеҳр ичра самин **гавҳаре.**

When we pay attention, we understand the following meaning: he moved to another flower (sky), bursting every meadow in it. There, such a fairy would sit a beauty, he-the most precious knight of the box of heaven.

When it comes to Sultans in the epic, initially they were glorified, but in the discussion of merit to this glory again the idea is tied to the sun:

Эй фалак авжидин ўтуб рифъатинг,
Ою **қуёш**дин чолиниб навбатинг.

Content: O, the man whose career has risen even higher than the height of the flood, the moon and the sun will blow into your position. Eternal property for throne country. In the shadow of the tent, the Sun of the country shines.

Navoi knows the power of the ruler in justice and motivates him to be generous:

Кимники, белодинг этибдур асир,
Бўл анга адл илги ила дастгир.
Рой ила зулматни мунир айламак,
Лутф ила оламни асир айламак,
Тиғ агар чекса нечукким қуёш,
Айламак онинг сўнггида меҳр фош.

The poet wants the ruler to be in a fair relationship with the one to whom he showed injustice, to illuminate the darkness as the sun with the right thinking, to attract the universe with grace. Even if someone is crocheted like the Sun, he will warn that he must show compassion from behind.

When he takes a pen in the attribute of charity, he looks at the picture of which generosity, until the siren. The richness of the behavior of the sun makes our perception increasingly profound by comparing the extravagance, insanity and drunkenness of bisectors:

Чархки, **меҳр** олтунин айлар ниҳон,
Юзини онинг қаро айлар жаҳон.
Ёшурур анжум дирамин турки **меҳр,**
Ерга кўмар бош тубан он сипеҳр
Чунки хазон илги сочар зарварақ,
Кўрки **қуёш** рашки бўлур ҳар варақ.

It means that the world will look at the face of the sky (at night), as the sun will pour gold. The sky did not bury him with his head to the ground, because the sun hid beautiful star silver. Since autumn came and scattered the golden sheets with a hand, the poet compares the fact that each leaf is in the color of the sun in an artistic way to life.

Those who give light to your day at night when you stop in the chapter of decency call to realize that they are parents, that they are single as the moon is Sun, that in the brow there will always be a perfect child duty, that the child decency will remain a lifelong dream:

Бошни фидо айла, ато қошига,
Жисмни қил садқа ано бошиға.
Тун кунунга айлагали нур фош,
Бирини ой англа, бирини **қуёш**.

Patient far from the evil, opening the word of the humiliation of taste, those who are proud of their property again like the bread-dear to all of the calm benefactor of the blue. "Чархки, бир қурс ила тузди маош", he said, adding that the whole sky would be one course, that is, to spend the day with bread, he hoped that the rich would find dignity as the sun, calling people not to consider themselves great, raising the wealth of contentment in the head. Glorifying the grace of contentment, the circle of the sky is compared to the mountain of the cast-iron house, and the cast-iron is compared to the pattern on this mountain:

Тоқи муалло анга гардон сипеҳр,
Шамсаси ул тоқ уза рахшанда меҳр.

The poet, who knew truth as pearl, calls him anqo because he was unique in his time. With this, too, will not be disappointed. Animate before our eyes in the tone of a beautiful letter on the face of the sun:

Меҳригиё демаки, анқодур ул,
Жавҳари фарду дуру яктодир ул.
Меҳр узори уза хатти ғубор,
Тун сочининг тобида мушку тотор.

The poet cannot hide his disappointment from his dignity, no matter how much he is blessed by the valiant. Whoever fulfills one, gives him a conclusion, proceeding from the answer of a thousand torment, brings evidence from the bitter truth. The sun is also a sign from the head to the feet tenderness that every night the sky compares it to the state of letting it into the ground:

Чунки, **қуёш** боштин-аёқ бўлди **меҳр,**
Ерга киюрди ани ҳар тун сипеҳр.

When it comes to science and scientists, Navoi does not cover the truth in a state of indestructible abstinence. The humiliation of the scholars, the retreat with the regret of the ignorance of the Saints, attributes those who hold of enlightenment to the image of the sun, to the soul. It makes the ignorant look like a cloud:

Кўктаки, кўзгудек ўлуб **нуру тоб,**
Ёпиб они оҳ тафидек саҳоб.

This is an indecent analogy with the artist: in the sky the sun shines brightly in the mirror, and the cloud will block it, like a blown into the mirror.

Navoi's article on the origin of a group of hearts white, a group of people from the pen family, also decorated from the word sun. The efforts of unbiased and acceptable secretaries and their positive and

negative qualities, their services on white paper will be analyzed. The poet not only mentioned the transfer of the names of lovers, but also emphasized the fact that the letters relating to social life show the ultimate elegance of nation:

Нафъда ул навъки **меҳри** мунир,
Қудрат аро ўйлаки чархи асир.
Шакли ҳилол авжида туғро анга,
Лавни шафақ бошида **воло** анга.

Those: this letter is useful to people as a bright sun, as powerful as a high sky. The seal printed on the new moon-shaped headdress is as high as the sun above the dawn.

The love of those who have learned to shave silver like dawn among the glorious people does not forget until the sun knows that around them also envious, devilish people. To nation praises his kindness, condemns the selfish. It hurts to the clouds that are rotten to block the sun's light:

Меҳрки - равшанлиқ этар фош ани,
Кимга гунаҳ - кўрмаса хуффош ани.
Лек **қуёш** жавҳари чун келди пок,
Бўлса булут нуриға монеъ не бок.

Those: The Sun gives light and the light shines. To whom benefit if the bat does not see it?! Because the ore of the sun is created pure, the cloud is terrible if it tries to block its light. The poet believes that good people do not remain, the life of good is long. It is integrated into the artistic interpretation of life events:

Шишаки рухсор уза сепгай гулоб,
Тоқ уза асрарлар ани орзулоб.
Зулфу санамларнинг эрур мушкфош,
Ким они рухсор уза асрар **қуёш.**

We understand: the glass hangs on the shelf, praising it because of the fact that the rose in itself sprinkled people's faces. Since the hair of the pilgrims was scattered by the anuve, they took their place from the top of the face like the Sun.

The poet, who gives the images of nature full of all the splendor of Navruz, with pleasure applauds

Hamal with pleasure that the blue gives a signal of love to the floor as the sun begins to shine. It is not surprising that in the spring youth moment, in which the sun shines in the same way as in the flower of life, the human body is also very much wishing to experience the splendor of life from the entrance hamal, every moment of it is permeated with goodness.

Чун ҳамал айвонини ёрутти **меҳр,**
Даҳрға меҳр айлади зоҳир сипеҳр.
Умр **қуёшиға** чу бўлди маҳал,
Инсон байтуш- шарафидин ҳамал.

"Jabri jafo" in the background of priceless feelings, narrating from his self-sacrifice, Navoi honored that faithful lover did not groan a bit, although he suffered among the walls of the pakhsa, and named the pit in the late entrance with a beautiful name:

Тоғ аро ёшунди чу **заррин ғизол**,
Мушки Хўтан сочди насими шамол.

Ғизол is antelope. Adapting to the state of hiding in his trough, he found a description in a magnificent mesmerizing style.

The Sultan of the word estate skillfully tossed his priceless pen to entice his imaginary admiration into a life-long admiration. A system of synonyms of the only solar word sun, So: **қуёш, хуршид, шамс, алам, гавҳар, нури тоб, зарли байроқ, заррин оҳу, битта нон, Чин қўғирчоғи** and again mobilized the expression of words and phrases of various forms to open the essence and meaning of the work in a thoughtful manner and to the artist in vain. The sky, the moon in it, is reflected, tied to the sun until the appearance, position, movement and function of the stars.

The more attention you read "Hayrat-ul-Abror", the more lessons you learn. It is this book that will continue to help you to earn truly human qualities in life.

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THE USE OF COMPUTER TECHNOLOGY IN THE LESSONS OF STREOMETRY

Abstract: The article discusses the use of computer technology in mathematics lessons, including stereometry in high schools.
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ПРИМЕНЕНИЕ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИИ НА УРОКАХ СТРЕОМЕТРИИ

Аннотация: В статье рассматривается применение компьютерных технологии на уроках математики и в том числе стреометрии в средних школах.
Ключевые слова: компьютер, стреометрия, математика, методика, образования.

Введение

УДК 37.02

Математика занимает особое место в жизни каждого человека , являясь одной из важнейших составляющий мирового научно технического прогресса. Изучение математики играет система образующую роль в образовании, развивая познавательные способности человека, в том числе к логическому мышлению, влияя на преподавание других дисциплин. Качественное преподавание этого предмета необходимо каждому ученику для его дальнейшей успешной жизни в современном обществе.

Современная парадигма математического образования в Узбекистане как магистральное направление видвигает развитие личностных качеств , необходимых в позитивном социальном поведении и эффективной профессиональной деятельности. Если через образования можно решить следующие задачи

Стимулировать интеллектуальное развитие и обогащение мышления через освоение методов познания

Научить человека жить в условиях насышенного и активного информационного пространства

Обеспечить условия для приобретения образования

То, это образование можно считать личностно орентированное образование.

Личностно орентированное образование способствует формированию и развитию умения у ученика абстрактно мыслить, свободно ориентироваться в различных подходах к изучению материала. При изучении стохастики полезно применять алгоритмы для решения стандартных задач, а также формировать навыки самостоятельного составления алгоритмов и др. В

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задачах необходимо обращать внимание учеников на взаимосвязь научных и практических компонентов, выявление закономерностей, которые позволят построить математическую модель, найти алгоритм решения.

Будущий специалист обязан иметь ясные представления о вероятности и особенностях различных методических подходов в изложении вероятностной линии, так как ему предстоит закладывать и формировать вероятностно-статистические знания у своих учеников; должен уметь составлять и решать прикладные задачи, для чего ему необходимо обладать профессионально-значимыми умениями моделирования, а также составления и применения алгоритмов. Ученику необходим определенный уровень логико-комбинаторного мышления, под которым будем понимать логическое мышление, подкрепленное умениями: находить все логически возможные варианты решения; группировать отдельные элементы по определенному признаку; видеть различия в полученных выборках. Автор настоящей статьи задался целью поделиться проделанным им опытом в области преподавания стереометрии в школе.

Каждому из преподавателей математики средней школы приходилось и приходится, вероятно, сталкиваться в процессе своей работы с таким явлением: большинство учащихся предпочитает занятия по алгебре занятиям по геометрии. Особенно ощутительно это сказывается при преподавании стереометрии. Чем объяснить это явление? Такое недолюбливание этого важнейшего участка математики со стороны учащихся имеет причины, отнюдь не зависящие от самих учащихся. Кроме других причин, над которыми стали призадумываться методисты Наркомпроса, передвинув в программе курс геометрии и уделив на его прохождение и повторение больше часов, основная причина все же, по мнению автора, кроется в методах самого преподавания, в неумении преподавателей наглядно, интересно и убедительно изложить тему урока.

Уроки геометрии, в частности стереометрии, должны быт «трижды» наглядными. Изображение плоских фигур каких-либо особенных затруднений для учащихся не представляет, хотя и здесь имеются трудности особенно при изображении различных положений тех же фигур и их элементов. Зато с изображением пространственных фигур и тел, которые изучает стереометрия, дело обстоит хуже. Объясняется это тем, что тела, имеющей три измерения, приходится изображать на плоскости, имеющей всего два измерения, что и создает некоторые затруднения и требует поэтому от изучающих стереометрию наличия пространственного воображения, умения и навыка не только видеть тело, изображенное на плоскости, но и изображать видимое, разбираться в его деталях и т. д.

Каждый из преподавателей знает, какие затруднения встречаются у учащихся, когда им нужно изобразить на чертеже какое-нибудь сечение тела, даже самое тело, или разобраться в данном чертеже, в его подлинной форме, составных частях, углах наклона, во взаимной связи элементов чертеже и в прочего особенностях. Даже весьма способные учащиеся иногда охладевают к занятиям по стереометрии за отсутствием пространственных представлений. Но видеть тела: многогранник, призу, пирамиду, цилиндр и т. д., изображенные на плоскости (на таблице, на доске) даже с их деталями – это еще недостаточно для того, чтобы получить о них полное и точное абстрактное представление, суметь после этого начертить их с памяти и разобраться во взаимном расположении их частей. Необходимо видеть тело с его элементами в подлиннике и сравнить таковой с его изображением на плоскости. Тогда только учащийся сможет получить правильное пространственное представление о нем, начертить его, осмысленно и убедительно проанализировать чертеж и решить даже сложную задачу. Задачники Рыбкина по стереометрии и тригонометрии (задачи по стереометрии, требующие применения тригонометрии – X класс) не будут казаться тогда фетишами для учащихся. Правда, авторы стабильного учебника по стереометрии Гурвиц и Гангнус, указывая на трудности, связанные для учащихся с изображением пространственных фигур и тел на плоскости, ввели в учебник надпрограммную дополнительную главу: «Изображение фигур и тел в пространстве», находя, таким образом, частичный выход из положения. Но здесь наглядности еще мало.

Исходя из вышеизложенного, автор этой статьи ввел в дополнение к учебнику в свою практику преподавания стереометрии метод, если можно так назвать, моделирования. Он заключается в следующем. Так как школа, несмотря на ее неоднократные заказы и сигналы, до сих пор стандартными наглядными пособиями по математике вообще не располагает, пришлось силами учащихся заготовить с начала учебного года необходимые модели геометрических тел и их разверток из жести, проволоки, фанеры, картона. Кроме этого, каждая парта (пара учащихся) заготовила в школьных мастерских по доске из мягкого дерева, размером приблизительного 35 см X 25 см и комплект (набор) проволочных заостренных отрезков (иголок) равной и разной длины, фигур, колец, фанерных и жестяных плоскостей и т.д., словом. Компьютер, в наше время, очень важная и независимая вещь. Многие ребята и даже

взрослые используют его лишь для того, чтобы поиграть в компьютерные игры. Но, к счастью, много и тех, кто нашел ему правильное применение. Так, например, он помогает в учебе. Очень удобно, когда под рукой есть такой помощник, ведь мы, не выходя из дома, можем напечатать рефераты, доклады, одним словом, все что нужно. Кроме того, компьютер может помочь в изучении стереометрии. Ведь существует масса дисков, электронных учебников, мультимедийных обучающих программ, которые приводят к хорошим результатам в изучении стереометрии.

Для реализации применения компьютерных средств на уроках стереометрии необходимо решить следующие задачи:

- показать роль компьютера в современной коммуникативной технологии преподавания стереометрии,

- раскрыть многообразие форм применения компьютера и программного обеспечения в успешном овладении элементов стереометрии , использование информационных ресурсов Интернета, создание компьютерных презентаций по стереометрии.

Перед современным учителем математики встает проблема поиска нового педагогического инструмента. В своей педагогической деятельности мы пришли к выводу, что в современных условиях, учитывая большую и серьезную заинтересованность учащихся информационными технологиями, можно использовать эту возможность в качестве мощного инструмента развития мотивации на уроках математики.

Компьютер позволяет качественно изменить контроль за деятельностью учащихся, обеспечивая при этом гибкость управления учебным процессом. Роль преподавателя здесь не менее важна. Он подбирает компьютерные программы к уроку, дидактический материал и индивидуальные задания, помогает учащимся в процессе работы, оценивает их знание и развитие. Применение компьютерной техники делает и позволяет осуществить обоснованный выбор наилучшего варианта обучения.

Применение компьютера как инструмента для работы с информацией очень разнообразно и многообразно. Он может за несколько секунд просмотреть электронную библиотеку и найти требуемую информацию.

При использовании компьютера вербальную коммуникативную деятельность следует рассматривать в трех аспектах. Во-первых, как свободное общение учащихся в режиме реального времени посредством использования электронной почты и информационных сетей, то есть как аутентичный диалог в письменной форме между партнерами по коммуникации. Во-вторых, как интерактивное диалоговое взаимодействие обучаемого с компьютером, при котором преследуются реальные цели коммуникации, то есть как человеко-машинный диалог. В-третьих, как общение обучаемых в классе в процессе работы с компьютерными обучающими программами, выступающими в качестве стимула для коммуникации и средства воссоздания условий ситуации общения.

Специфика предмета математики, в том числе стереометрии обуславливает активное и уместное применение компьютера на уроках.. Обучающая компьютерная программа является тренажером, который организует самостоятельную работу обучаемого, управляет ею и создает условия, при которых учащиеся самостоятельно формируют свои знания, что и особо ценно, ибо знания, полученные в готовом виде, очень часто мимо их сознания и не остаются в памяти.

Использование мультимедийных средств помогает реализовать личностно-ориентированный подход в обучении, обеспечивает индивидуализацию и дифференциацию с учетом особенностей детей, их уровня обученности, склонностей. Изучение стереометрии с помощью компьютерных программ вызывает огромный интерес у учащихся.

Существующие сегодня диски позволяют выводить на экран компьютера информацию в виде текста, звука, видеоизображения, игр. Обучение с помощью компьютера дает возможность организовать самостоятельную работу каждого ученика. Интегрирование обычного урока с компьютером позволяет преподавателю переложить часть своей работы на компьютер, делая при этом процесс обучения более интересным и интенсивным. При этом компьютер не заменяет преподавателя, а только дополняет его. Подбор обучающих программ зависит, прежде всего, от текущего учебного материала, уровня подготовки обучаемых и их способностей

Работа с компьютером должна быть организованна так, чтобы с первых же уроков начальной ступени обучения она стала мощным психолого-педагогическим средством формирования потребностно-мотивационного плана деятельности школьников, средством поддержания и дальнейшего развития их интереса к изучаемому предмету.

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PECULIARITIES OF FORMING THE APPLICATION OF COMMUNICATIVELY-NORMATIVE SKILLS OF STUDENTS OF NEFILOLOGICAL PROFILE

Abstract: The article is devoted to the issues of formation of communicative pronunciation of normative skills of non-philological students. At the present stage, the practice of communication is characterized by various deviations from the normative pronunciation, which complicates the communication process. Using a communicative approach will help students understand the intricacies and nuances of the pronunciation of English.

Key words: pronunciation skills, communicative approach, communicative competence, normative pronunciation, improvement of pronunciation skills.

Language: English

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Introduction

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Currently, much attention is paid to the practical knowledge of a foreign language by specialists of various professions. Classes in a foreign language at a non-philological university orient the student toward mastering the language as a means of communication within the framework of his chosen specialty. Mastering a foreign language as a communicative competence means not only knowledge of the language system, but also the ability to correctly use the language to realize the goals of communication. The basis of communicative competence is a set of skills that allow you to participate in speech communication in its productive and receptive forms. Language training is aimed at the formation of speech skills, and speech activity acts as an object of learning. Speech activity is the process of receiving and transmitting information using language in the process of communication, which is a combination of speech actions. This is a process of active, purposeful, mediated by the language and due to the situation of communication reception or transmission of voice messages in the interaction of people with each other.[1] Speech activity is not only a goal, but also a learning tool. This implies: 1) the communicative behavior of the teacher, which involves students in general activities, influencing the process of communication; 2) the use of exercises that recreate the process of communication; 3) the orientation of the students' arbitrary attention to the purpose and content of the statement and, to a lesser extent, to its form.[4] For teaching both productive (speaking, writing) and receptive (reading, listening) types of speech activity in their interaction in the educational process, it is advisable to use denotation cards. A denotation map is a logical structural diagram of a text or a specific field of knowledge. Denoted (from the Latin word denotare - to mark, designate) is an object or phenomenon of reality surrounding us, which is considered as a semantic component of the text or as a component of the objective plan of a speech utterance. The denotative analysis of the text was developed by the linguist A.I. Novikov; it is a reflection of the content of the text reproduced in the graphic denotation map. Accordingly, denotation map is a graphic way to highlight the basic concepts of the text. A denotation map has a hierarchical structure that visually represents subject relationships. The graphic

content of the text is structured by level. [2] Using a denotation card in the educational process allows you to implement the principle of interconnected teaching of types of speech activity (reading, listening, speaking, writing) based on common language material using a special series of exercises. General linguistic material should serve as a basis for the development of both receptive and productive types of speech activity; create a basis for the development of written and oral forms of communication. The organization of a special series of exercises is aimed primarily at the formation of skills common to all types of speech activity. A denotation card can be used at all stages of training. Practice shows that it is necessary to train students to work with denotation cards first for reading and listening, and then for speaking and writing. Denoting maps can be effectively used in teaching reading. Any text, as a product of the author, reflects objective phenomena that are in certain relationships and relationships. In each text, three plans can be distinguished: a) the actual subject plan, b) the plan of semantic content, c) the plan of its language design [3]. To understand the text means to reveal all three planes in it, that is, answer the questions: What about? What are the semantic connections? How is thought formed and formulated and by what means is it expressed? At the first stages of working with a denotation card, it is advisable to compile it in an audience with students. When compiling a denotation map, you can teach all types of reading when working on the same text (viewing, searching, familiarization and studying reading). Typically, work on a text begins with viewing the text and answering the question: "What is the text talking about?" The title, captions for drawings, diagrams, keywords solve this problem, and the first source data appears in the denotation map. The next stage of work: review the text and say: "What is said in each paragraph of the text?" After solving this problem, the first level appears in the denotation map. Next, we begin the fact-finding reading, which involves a more detailed extraction of information. Students reveal the subject in his connections and relationships. Learning reading completes the denotation map. Full disclosure of the subject plan of the text is the basis for a deep understanding of its semantic, linguistic and speech levels. So, work on the text should begin with covering the general content of the text, its main theme, moving on to its detailed understanding. This work includes the following steps: 1) the study of the title, drawings, schemes; 2) hypothesis; 3) initial viewing reading; 4) confirmation or refutation of the hypothesis; 5) introductory reading; 6) in-depth analysis of the text (learning reading). In the practice of teaching foreign languages, three types of work with denotation cards are known. Presentation by the student of ready-made maps compiled by the teacher or specialist. This type of work can be used to control

the understanding of texts. Teaching students how to draw up denotation maps (drawing up together with the teacher). Self-mapping by trainees. As a rule, students who study compiling denotation maps freely engage in verbal communication, since they gain experience in organizing a subject plan, that is, they easily build a hierarchy of subject relations on the topics being studied. The following exercises for teaching reading using denotation maps can be recommended. 1. Given a ready denotation card. Read the text. Find in the text information that reveals the main blocks of the denotation card. Read the text. Compare whether all information is reflected in the denotation map. 2. Given a denotation map with some empty blocks Fill the empty blocks with information from the text. 3. The scheme on which the structure of relations is plotted is given. Find in the text information that reveals this relationship. 4. A denotation map is compiled in an audience in English. Translate the denotation card into a foreign language. 5. Make a denotation map to the text, compare with the denotation map proposed by the teacher. 6. Complete the denotation map by drawing the missing blocks. When teaching reading as a form of speech activity, you must first pay attention to the selection of texts. The text should be interesting, informative for the student, should enrich his cultural and professional level. [5] When compiling a denotation map, students' mental activity is stimulated when working with text; logical thinking develops the ability to choose the most important from a large amount of information. This contributes to a more solid learning vocabulary. When compiling a map based on textual material, a student learns to identify basic concepts, key vocabulary, groups words according to subtopics of different levels, and establishes logical connections between them, which in turn become an effective means of conscious mastery of vocabulary material. Denotation cards are a support for the development of speaking skills, the basis for a logically meaningful statement. There are three main difficulties in the process of speaking: - disclosure of the subject of expression, - the formation and retention in memory of the logical sequence of statements made, - the selection of language tools for the formation of thought. Any statements include answers to the questions: "What to talk about? What should I say? How to say?" A denotation map removes most of the difficulties in the student's transition to independent expression, first of all, removes psychological difficulties, since the subject of the statement is clearly defined in it, characteristics of the object, its connection with other objects, direction and sequence of the statement are given. When teaching speaking, students can form the ability to compose a denotation map both on their own statement and on the listened message when they are perceived. Thus, you can consider the denotation map as a means of controlling the completeness of the statement and the degree of its

development (when speaking) and the accuracy of understanding (when listening). The denotation map contributes to the formation of a program of semantic utterance from general to particular. Moreover, existing knowledge serves as a means of concretizing new knowledge. The methods of working with a denotation map are very diverse, but the essence of all of them is that students improve their ability to fully, accurately and correctly understand and reflect objective reality in speech, trying to convey the maximum amount of information about it. Acting as a logical and semantic support, the denotation map also contributes to the orientation of understanding on the language of the statement. Students rely on denotation cards to repeat material they have learned in preparation for tests and exams. Thus, the organization of teaching a foreign language can be carried out as the organization of research and cognitive activity of a student to determine the subject content of the text and the means of forming and formulating thoughts. Such a diverse use of denotation cards ultimately leads to increased motivation in learning a foreign language and the intensity of the learning process as a whole.

Thus, improving the pronunciation skills of students is one of the most labor-intensive stages in the process of forming communicative competence. Therefore, it becomes relevant to search for ways to minimize time spent on mastering normative pronunciation, to qualitatively change the vector of application of teacher and student efforts, to give them a more rational character. The development of exercises that allow interconnected teaching of phonetics and various types of speech activity, exercises aimed at a wider introduction of self-control over the level of formation of their pronunciation skills, should be the subject of a special study. All forms of work on pronunciation should be subordinate to solving practical problems; they should not be time-consuming in class, as they should be organically integrated into the learning process as a whole. A prerequisite for effectiveness is the regular drawing of students' attention to phonetic phenomena in connection with ever-expanding material in new combinations. All this reduces the risk of pronunciation errors and makes you pay more attention to the pronunciation side of speech.

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STAGES OF FORMATION AND DEVELOPMENT OF TECHNICAL PHILOSOPHY

Abstract: In the article the author discusses the impact of technology on the human and society in the formation and development of technical philosophy, its current problems, the system of measures taken, and the culture of technology use.

Key words: Philosophy of technology, philosophical direction, stages of development, negative trends, innovative development, social thought.

Language: English

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Introduction

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Since its appearance as a human-thinking creature, it has long sought to make some kind of things, inventions and discoveries in order to facilitate its life and labor activity. As a result, various technological discoveries and inventions have led to drastic changes and evolutions in the dawn of human consciousness. The reasons are, in turn, the emergence of various social consequences, which necessitates the study of it from a philosophical point of view. At the same time that humanity dominates the techniques and technologies that it has created and discovered today, the fact that it becomes a captive to the techniques and technologies it has created or that it becomes a "slave to the techniques" shows the relevance of carrying out scientific research work within the framework of this topic.

Especially in the second half of the XX century, the technical phenomenon, its specific role in the life of society, further deepened the issues related to the prospects for development, which became philosophical problems in life. The philosophy of technology is one of the youngest spheres of knowledge, and it is worth noting that its predestined research is distinguished by its possession of ontological, epistemological, axiological and, in general, ideological problems of technology and technical activity, philosophy and technique in everyday consciousness are often perceived as opposites. In particular, philosophy - a symbol of the theoretical development of the world, and technology- indicates the need to be viewed as a symbol of the practical development of the world. It should also be borne in mind that the philosophy of technology as an expression is manifested in revealing the peculiarities of the human phenomenon in a way directly related to the development and progress of the technological process as a large-scale connotation inherent in the culture of modern civilization.

The philosophy of technology is a philosophical direction and independent network that studies the phenomenon of technology as a whole as a complex, holistic, dynamic and contradictory view of modern civilization, and its study and research are of
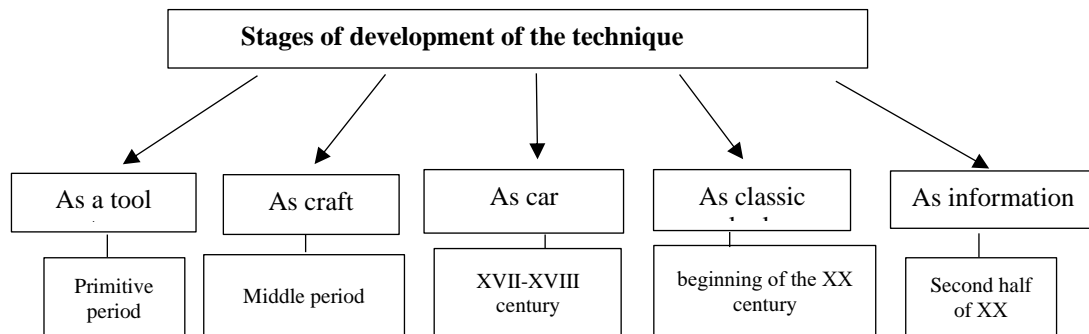
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paramount importance. This, in turn, is being studied as a set of attitudes and teachings, such as technical, technology, engineering and technical activities, human and technical, technical and nature relations, ethics and aesthetics, global challenges of modern technology and technology.

The philosophy of technology is studied as a special field of knowledge that studies the essence of technology, its legalities, the main stages of its development, its role and role in the life of Man, its impact on the development of society, its role in the system of culture, the nature of interaction and interaction. The philosophy of technology literally means philosophical schools, the teaching of technology through human culture and civilization, at the same time the problems created by modern scientific and technological progress, the study of ideological and methodological aspects of contradictions. Thus, the philosophy of technology gives a broader, humanitarian view of technology.

Technology has gone a long historical way in its development, including 5 main stages: motor, craft, machine, classic and information.

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┌─────────────────────────────────────────────────────────┐
│        Stages of development of the technique            │
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As a tool	As craft	As car	As classic	As information
Primitive period	Middle period	XVII-XVIII century	beginning of the XX century	Second half of XX

1-table. Stages of development of the technique

At the initial stage of the origin of the technique, a person does not yet know how to make tools and uses a stone or bone as a "knife", "ax", "hammer". This is considered a period of historical "simple weapons", which lasted a very long time, and this period ended with the emergence of such ancient civilizations as Mesopotamia, India, China, Egypt.

The second stage, that is, the stage of the craft lasted thousands of years and historically ended only with the beginning of the new century, which in turn gave its place to the third stage of development based on mechanical engineering, that is, the stage of Mechanical Engineering, which by this period laid the groundwork for the development of engineering activities of the development

At the beginning of the XX century, technology stepped into the fourth, that is, the classical stage of its development. The peculiarities of this stage are manifested in such a way that it laid the groundwork for the emergence of classical technical sciences in it. In particular, new spheres and types of activities have emerged, such as the theory of mechanics and machines, radio engineering and electronics, the theoretical basis of electrotechnical Sciences, the construction of mechanical engineering, aviation, thermal power plants, which, along with unprecedented socio-economic changes in the history of mankind, have led to the emergence of today's existing global environmental problems. For example, according to the world-famous fox News TV channel, the city of fur in the Aral Sea region is included in the ranks of the most terrible places in the world, and in the rating of the TV channel it is noted that the city occupies 11th place[1]. As can be seen from this rating, the fur, which was once considered a port city, has become to this day the appearance of a city with a severe environmental condition, as a result of technical progress and the influence of anthropogen factors.

In the second half of the twentieth century, with the transition of mechanical engineering to its fifth stage of modern Information development, technology, thanks to the created artificial intelligence, rose to unprecedented heights previously, which opened up endless opportunities for further acceleration of scientific and technological progress. New areas of technical knowledge have emerged. In particular, technical areas such as computer technology, systems engineering, nanotechnology, robotics, ergo-economics, Quantum Electronics, Engineering ecology emerged and developed [2]. As a result, today the problem of searching for alternative energy means on the basis of innovative ideas in the technique, preserving the blessings of non-renewable natural raw materials is becoming more urgent.

In addition to positive changes due to the technological progress process, a number of negative trends are manifested, this is manifested by a decrease in the quality of Education, a decrease in the ability of students to memorize complex problemschiliklar, a decrease in the ability to master, the predominance of

clip art, the fact that people spend more free time with technical devices and, the technique has led to Kuchay negative situations and situations such as the view that education and upbringing for them are corrective to all the "shortcomings". As a result, what attention should be paid today to ensure that humanity does not fall into the whirlpool of technical and technological dependence? in order to find the answer to the question "What is the philosophy of Science?", special philosophical research is needed, which in turn gives the possibility of a more profound interpretation of the essence of technical philosophy. After all, our President Sh.Mirziyoyev noted: "today we will move to the path of innovative development aimed at radical renewal of all spheres of life of the state and society. It is not surprising, of course. Because who will win in the current period, when the times are rapidly developing? A new idea, a new ideology, a state based on innovation will win" [3].

As we study technical progress from an ontological, gnoseological point of view, it is observed that it is has the advantage of considering it as a process associated with education, upbringing, the dissemination of technical knowledge, the formation of individual consciousness and thinking, the technical and technological creativity of a person, the purposeful development of new ideas. As an example of this, we can see in the results obtained by the scientific and technological progress of the "Asian tigers", such as China, Singapore, South Korea, which have achieved today's progress. It is known that China has reached its own pace of independent technical and economic growth, as soon as it ceases to buy cars according to the "traditional" scheme in the West and moves to rebuild the entire economic, educational and technological sphere.

According to experts, technical progress, in turn, dictated the need for compliance with the principles of innovation, which, as a result, made it possible for a person to manifest himself as an active subject of scientific and technical creativity. This type of activity led to the emergence of silicon science, smart city, which led to internet creativity, where man was considered the product of hearing through a specific virtual universe, consuming digital content, generating almost uncontrolled anarchy (powerlessness) [4]. A deeper understanding of the meaning and nature of these processes, their study, analysis-as a problem of technical philosophy, causes scientific debate and debate. In our opinion, from the negative impact of scientific and technological progress, only an educated, moral, free-thinking person can protect himself. Therefore, special attention should be paid to the issue of education as the main means of developing science, and attention should be paid to the formation of a culture of technical use for the younger generation. For this purpose, it is aimed to develop a theoretical model focusing on the hypermorphic process from the starting point to the higher point of formation of the"use of technical culture from general education to use of secondary education + secondary special education + post-secondary education + higher education.

The conclusion from the analysis of the actual problems of technical philosophy is that a person of the XXI century should be not only a wise, professional, creative, but also a humane and moral person. It is necessary to develop the individual not as a general declaration, but as a subject of activity and to transform society into an active participant in modernization and innovation processes [5]. We are sure that this problem should be solved practically by combining the efforts of the state+society+social elite+private entrepreneurship, that is, persons interested in development. We must create national programs aimed at developing national culture, education, science, social thought and the spiritual world of man.

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THE EFFECT OF CENTRAL ASIAN COBRA VENOM ON THE ACTIVITY OF ROTENONE SENSITIVE AND INSENSITIVE NADH OXIDASES OF RAT LIVER MITOCHONDRIA AND THEIR CORRECTION BY FLAVOSAN

Abstract: After the administration of venom of Central Asian spectacled cobra into rats' organism, the oxidation of NADH from the internal pathway of the respiratory chain of the liver mitochondria slows down, but in the external path, on the contrary, is enhanced. These changes are observed against the background of the release of cytochrome c from the inner mitochondrial membrane. As a result, electron transport from the respiratory chain to the oxygen molecule slows down. If flavosan is introduced into the animal organism with the subsequent administration of poison, the oxidation of NADH in the respiratory chain of the inner mitochondrial membrane is accelerated, but on the external, on the contrary, it slows down.

Key words: oxidative phosphorylation, NAD.H-oxidase, flavosan, cobra venom, succinate oxidation, electron transfer, cytosol, respiratory activity, NAD.H oxidation

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ВЛИЯНИЕ ЯДА СРЕДНЕАЗИАТСКОЙ КОБРЫ НА АКТИВНОСТЬ РОТЕНОН ЧУВСТВИТЕЛЬНОЙ И НЕЧУВСТВИТЕЛЬНОЙ НАД.Н-ОКСИДАЗ МИТОХОНДРИИ ПЕЧЕНИ КРЫС И ИХ КОРРЕКЦИИ ФЛАВОСАНОМ

Аннотация: После введения яда Среднеазиатской очковой кобры в организм крыс окисление НАДН на внутреннем пути дыхательной цепи митохондрии печени замедляется, а на внешнем пути, наоборот усиливается. Эти изменения наблюдаются на фоне выхода цитохрома с из внутренней мембраны митохондрий. В результате замедляется перенос электронов из дыхательной цепи до молекулы кислорода.

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Если ввести в организм животных флавосан с последующим введением яда окисление НАДН в дыхательной цепи внутренней мембраны митохондрий ускоряется, а на внешнем, наоборот замедляется.

Ключевые слова*: окислительное фосфорилирование, НАД.Н-оксидаза, флавосан, яд кобры, окисления сукцината, перенос электронов, цитозоль, дыхательной активность, окисления НАД.Н.*

Введение

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Актуальность. По данным всемирной организации здравоохранения (ВОЗ) от одних только укусов ядовитых змей ежегодно страдают около 0,5 миллиона человек, из которых около 40 тысяч погибают [1-3]. Яды аспидовых змей первично действуют на дыхательный центр [1, 4], нервную систему с вторичным поражением кровообращения [1, 5], они почти не вызывают локальных изменений. Под действием яда кобры многие органы, в том числе и печень, претерпевают обычно острое жировое перерождение. У отравленных животных протоплазма печеночных клеток оказывается мутной и зернистой, снижается количество митохондрии, нарушается дыхание и окислительное фосфорилирование митохондрии [6-9]. При этом низкие концентрации ядов вызывают разобщение дыхания и окислительное фосфорилирование, а большие – ингибирование дыхательной функции митохондрии.

Недавно было установлено, что суммарного флавоноидного препарата из термопсиса (Thermopsis alterniflora, сем. бобовых - Fadaceae) – флавосан, малотоксичень, введение его орально в дозе 5000мг/кг массы тела не вызывало заметного побочного эффекта и гибели животных [10].

Исследование влияние флавосана на организм животных в условиях гипоксии показало, что он заметно повышает устойчивость животных к кислородному голоданию [11]. Антигипоксический эффект флавосана связан с экономным расходованием кислорода в условиях гипоксии [11, 12].

Было показано, что при введении в организм животных флавосана на фоне действия яда кобры продолжительность жизни животных повышается. Более высокие дозы флавосана заметно препятствуют повышению газо-кислородного обмена, то есть организм более экономно расходует кислород [13], что в конечном итоге приводит к увеличению продолжительности жизни животных, отравленных ядом кобры [14].

Исходя из этого, следует считать важным изучение антиядовые действия флавосана при отравлении крыс с ядом среднеазиатской кобры.

Материал и методика. В экспериментальных исследованиях были использованы белые крысы самцы массой в среднем 180-200г. Животных содержали на смешанном рационе в хорошо вентилируемом, светлом помещении, в деревянных клетках (размером 50х30см) по 6-8 крыс в каждой. Пищу и воду крысы получали без ограничения.

В эксперименте проводилось исследование некоторых механизмов антитоксического действия флавосана. В качестве токсина выбрали яд среднеазиатской кобры Naja naja Oxiana Echwald. Животных разделили на 5 группы по 6-8 в каждой. Во второй, третьей, четвертой и пятой группах яд среднеазиатской кобры животным вводили внутримышечно в дозе 2 мг/кг веса [14]. Через 2 мин животным второй, третьей и четвертой группы дополнительно вводили флавосан – 250, 500 и 750 мг/кг массы тела соответственно. Первая группа крыс получала физиологический раствор. Через 15 мин после введения яда кобры животных декапитировали.

Яд среднеазиатской кобры получали из института зоологии АН РУ₃. В работе были использованы образцы яда коллекции 2010 и 2011 г, высушенного в эксикаторе над хлористым кальцием.

Митохондрия выделяли из ткани печени животных по общепринятому методу дифференциального центрифугирования [15] с некоторыми модификациями [16]. Крыс забивали, извлекали печень и погружали ее в стаканчик со средой выделения следующего состава: сахароза 300мМ, трис-НС1 - 10мМ, ЭДТА - 2мМ. Печень очищали от посторонних тканей (жира, соединительной ткани), затем определяли ее массу путем взвешивания, размельчали ножницами и помещали в десятикратный по сравнению с органом объем предварительно охлажденной среды выделения и гомогенизировали в течение 30-40с в комбинированном гомогенизаторе с тефлоновым пестиком, имеющим резьбовой ножевой блок с тканеподающим устройством.

Активность полиферментных систем митохондрий определяли после замораживания и оттаивания митохондрий. НАД.Н-оксидазная активность оценивали добавляя в ячейку объемом 1мл 3 мкмоль НАД.Н. НАД.Н-оксидазную активность определяли также в присутствии 2 мкг ротенона. Среда изменения: 0,66 М сахароза, содержащая 50 мМ трис-HCl, рН 7,4 и 5 мМ гистидина [17]. Активность оксидазных систем в митохондриях регистрировали полярографически при помощи вращающегося платинового электрода в стандартных условиях в ячейке полярографа объемом 1 мл при 25°С. Содержание белка определяли по методу Лоури [18].

Результаты и их обсуждение. Известно, что митохондрии печени имеют две системы окисления – внутренний фосфорилирующий путь окисления сукцината и субстратов, окисляющихся через НАД, и внешний путь свободного окисления добавленного НАД.Н; начальный участок дыхательной цепи этого пути представляет собой НАД.Н$_2$-цитохром в$_5$-редуктазу [19]. Один из этих путей окисления ингибируется ротеноном (внутренний путь окисления). В табл. 1 представлены результаты раздельного определения скоростей окисления НАД.Н по внутреннему и внешнему путям при 25°С. Видно, что введение в организм животных 2 мг яда кобры на кг массы тела яда кобры скорости окисления НАД.Н по дыхательной цепи на 41,2% от контроля. В то же время скорость окисления НАД.Н по внешнему – ротеноннечувствительному пути окисления НАД.Н повышалось на 95,7%.

Таблица 1. Влияние флавосана на внутренний и внешний путь окисления НАД.Н митохондрии на фоне отравлении крысы ядом кобры (M ± м; n = 6-7)

Вариант	Дозы флавосана, мг/кг	Скорость дыхания, нанограмм атом кислорода/мин мг белка	
		Внутренний путь окисления НАД.Н	Внешний путь окисления НАД.Н
Интактные животные	0	61,24±5,05	4,60±0,42
Отравленные животные	0	36,01±4,21[****]	9,00±0,77[****]
	250	42,62±4,00[****]	7,81±0,53[****]
	500	49,84±4,67[***]	6,90±0,38[***]
	750	54,45±3,85[**]	5,92±0,32[*]

Примечание: здесь степень достоверности различий: [*]P < 0,05; [**]P < 0,02; [***]P < 0,01; [****]P < 0,001.

Таким образом, эти данные указывают, что торможение дыхательной активности внутренней мембраны и повышение внешний путь окисления митохондрий является одним из самых ранних функциональных нарушений митохондрий при отравлении животных с ядом кобры.

Введение флавосана на фоне отравление животных ядом кобры приводит к нормализации внутренний и внешний путь окисления НАД.Н митохондрии и эти изменения зависела от дозы флавосана. Так, если после введения 250, 500 и 750 мг флавосана на кг массы тела животных внешний путь окисления НАД.Н повышается соответственно на 69,8; 50,0 и 28,7% от уровня нормы, то внутренний путь уменьшается – 30,4; 18,6 и 10,6%. Это означает, что флавосан стабилизирует внутренний мембраны митохондрий и тормозит выбывание цитохрома *c* из мембраны.

На наш взгляд, условиям активации внешнего пути окисления НАД.Н и ингибирования внутреннего пути окисления субстратов при отравлении животных ядом кобры является десорбция цитохрома *c* внутренней мембраны митохондрий в межмембранное пространство, в результате чего происходит подключение системы флавин$_5$-цитохром в$_5$ к цитохромоксидазе. Эти результаты свидетельствует о глубоком нарушении сопряжения между белок-фосфолипидными связями внутренней мембраны митохондрий при набухании [20, 21]. Нарушения в мембранах, связанные с изменениями фосфолипидов, в значительной степени изменяют способность внутренней мембраны митохондрий к акцептированию цитохрома *c* [21, 22]. Эти характеристики очень чувствительны к образованию нарушений мембран и изменяются даже при малых степенях «скрытых» повреждений [22]. На наш взгляд, расщепление фосфолипидов внутренней мембран митохондрий эндогенными фосфолипазами при действия яда кобры приводит к нарушению функции свободноплавающего переносчика восстановительных эквивалентов от дегидрогеназ к цитохромным цепочкам – коэнзим Q [23]. В дыхательной цепи существуют три центра связывания коэнзим Q: 1) исследованная и охарактеризованная Л.С. Ягужинским и сотр. [24] гидрофобная площадка в сукцинатдегидрогеназе; 2) участок дыхательной цепи между цитохромами *b* и *c$_1$*, где связываются антимицин А, 2-гидрокси-3-алкилбензо- и нафтохиноны; 3) место связывания ротенона в НАД.Н-дегидрогеназа [23]. В этих точках связывания коэнзим Q взаимодействие ядра коэнзима с соответствующим ферментом осуществляется за счет разных функциональных групп молекулы коэнзим Q [24].

Повреждённые митохондрии являются спусковым крючком освобождения цитохрома *c* через митохондриальные поры [25]. Высвобождающийся цитохром *c* является «смертным приговором» клетки [26]. Цитохром *c* влечёт за собой передачу сигнала апоптоза, результатом которого часто является различные заболевания. Так, во многих апоптозных нейронах в период развития у позвоночных нервной

системы происходит утрата кардиолипина - легкоокисляемого фосфолипида, входящего в состав внутренней мембраны митохондрий. Показано, что содержание кардиолипина снижается перед исчезновением в этих клетках митохондрий, причем к моменту утраты кардиолипина масса митохондрий уменьшается незначительно. А тот факт, что исчезновение кардиолипина конкурентно связано с продукцией митохондриями активных форм кислорода и увеличением пероксидации липидов указывает на участие в этих процессах свободных кислородных радикалов [27]. Со сказанным хорошо коррелирует сообщение принципиальной важности о двух стадийности процесса освобождения цитохрома _c_ из митохондрий апоптотических клеток. На первой стадии наблюдается отделение цитохрома _c_ от внутренней мембраны митохондрий, где он ассоциирован с кардиолипином за счет электростатического и/или гидрофобного взаимодействия. Это отделение происходит после окислительной модификации кардиолипина. Последующее повышение проницаемости внешней мембраны митохондрий под действием онкобелка Bax приводит к высвобождению цитохрома _c_ из митохондрий [28]. Об утрате молекулярного взаимодействия между цитохромом _c_ и кардиолипином, обусловленной перекисным окислением липидов, несколько раньше сообщали и другие исследователи [29]. Именно модификация кардиолипина в условиях перекисного окисления липидов индуцирует выход цитохрома _c_ из митохондрий в цитозоль, что является одним из важных начальных этапов апоптоза.

Цитохром _c_, вышедший из митохондрии в цитозоль, связывается с цитозольным белком, названным "первый фактор, активирующий апоптоз" (Apaf-1). С Apaf-1 связываются также дезоксиАТР (dATP) и несколько молекул прокаспазы 9 (неактивного предшественника каспазы 9, особого фермента-протеазы) [30-32]. После образования комплекса прокаспаза 9 расщепляется на каспазу 9 и более короткий пептид, не обладающий какой-либо активностью. Каспаза 9 атакует прокаспазу 3, расщепляя ее с образованием активной каспазы 3. Каспаза 3 – это протеаза, которая осуществляет протеолиз ферментов, занимающих ключевые позиции на метаболической карте клетки, а также белки-предшественники нуклеаз и структурные белки. Все это в конечном счете АТФ аза либо инактивируется окисленной формой фосфатидилсерина, либо просто не узнает окисленный фосфолипид. Вот почему окисление фосфатидилсерина посредством АФК ведет к его

появлению во внешнем слое плазматической мембраны. По-видимому, существует специальный рецептор, обнаруживающий фосфатидилсерин в наружном липидном слое. Предполагается, что этот рецептор, связав фосфатидилсерин, шлет внутрь клетки сигнал апоптоза.

Здесь в первую очередь нас интересует не то, в каких далее процессах и в какой роли участвует выделившийся цитохром _c_, а сам факт высвобождения его из митохондрий. С нашей точки зрения, этот простой, на первый взгляд, акт очень важен, так как в качестве положительной обратной связи поддерживает нарушение транспорта электронов в дыхательной цепи, снижает утилизацию O_2 митохондриями и, следовательно, способствует накоплению его в клетке и устойчивости необходимого для апоптоза состояния окислительного стресса сначала в митохондриях, затем в цитоплазме и внутри всей клетки. К тому же, положительная обратная связь по поддержанию окислительного стресса в клетках реализуется, очевидно, и по другим каналам. Одним из них является активных форм кислород - зависимое повреждение митохондриальной ДНК (мтДНК) с образованием и накоплением, в частности, 8-гидрокси-2′-дезоксигуанозина. Правда, это окислительное повреждение мтДНК в какой-то степени репарируется [33]. Другой канал такой обратной связи может действовать путем окислительного повреждения мтДНК-полимеразы, что должно приводить к уменьшению репликации мтДНК [34] и соответственно ослаблению митохондриальной базы. Таким образом, в митохондриях существуют разные способы подержания возникшего в них окислительного стресса не ниже какого-то определенного уровня.

Анализируя полученные результаты можно заключить, что в присутствии яда кобры скорости окисления НАД.Н по внутеннему пути дыхательной цепи митохондрии подавляется, а скорости окисления НАД.Н по внешнему пути повышается. Эти изменения происходит на фоне десербции цитохрома _c_ из внутренней мембраны митохондрии и знаичительному повышению процесса перекисного окисления липидов митохондрии. Эти факты свидетельствуют о том, что при отравлении животных ядом кобры наблюдается глубокие нарушения в системе окислительного фосфорилирования и цепи переноса электронов. Введение флавосана в организм животных отравленных ядом кобры приводит к повышению скорости окисления НАД.Н по внутеннему пути дыхательной цепи митохондрии и подавлению скорости окисления НАД.Н по внешнему пути.

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ON THE PSYCHOLOGICAL CRITERIA AND FACTORS OF ORIGIN OF CONFLICTS THAT ARISE BETWEEN YOUNG PEOPLE

Abstract: *In this article, the emergence of conflicts of interest, needs, views on the basis of dependence and the emergence of conflicts on the basis of this dependence, as well as problems such as social fragmentation, social tension, are highlighted, which arise during the period of corruption, factors of their occurrence, interests, needs, views between the parties in the individual relations.*

Key words: *The era of secularism, conflicts, interests, needs, social cohesion, social empowerment, group integration of conflicts.*

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Introduction

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Saying that while going about the education of young people, do not hurry in this regard, it is necessary to keep a thorough work in all respects, proceeding from the demands and desires of young people and parents .

Sh.Mirziyoyev

The most difficult step in childhood is fertility. During this period, the child begins to experience the transition phase, that is, the transition from childhood to maturity.

We are thinking about this period and its specific aspects. The period of capricorn is a special period of human life, in which there are such psychological states as a sharp development of secondary sexual organs, a change in body structure, the formation of imaginations about oneself, an increase in maximalism in attitude to the external environment.

Another characteristic quality inherent in the age of capricorn is the observation of disproportionate circumstances by this period. Disputes that are characteristic of the ospirinian period are sharply different from disputes that are characteristic of another period. We will try to investigate the psychological characteristics of the conflicts that are inherent in the ospirin period, which are observed between them.

The study of this specificity here is one of the topical issues of our era of studying the observed conflicts in ospirs from these cases.

When we describe disputes, we pay special attention to their conflicting sides, that is, the interests, needs, views between the parties, etc. lar will come out of dependence and disputes will arise on the basis of this dependence. However, the question of exactly what kind of resistance can be called a dispute is topical in this regard. And this in its place naturally goes to the issue of their psychological criteria. We will dwell on these criteria below. According to a group of scientists, when solving this problem, it is necessary to pay attention to the following situations (2,3,4):

1) the interdependence of the parties, that is, the two sides are connected, the activity of one person provides for the action of the second person, these actions call the response reactions of the first subject, etc. so the interaction of the parties arises, their control is observed, but if there are strict rules of communication (for example, the battle of the boxer), then this is not a dispute;

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2) to understand the conflict of circumstances, that is, one party or both parties can assess the actions of the other as hostile actions aimed at achieving the desired goals, or paste fighting;

3) to choose the strategy of the second behavior: to choose a compromise or a decision acceptable to both parties izlash, or to escalate the dispute, to establish, for example, from the struggle of views (cognitive dispute) to the struggle of individuals (personality dispute), then to the struggle of groups and to the mowing of tyranny.

There are no criminals or rights in the dispute, everyone wants to achieve their goals. Dispute-this is the kind of interaction in which the outcome will depend on all participants in the dispute, each person contributes to the dispute. But usually a person thinks: "in a dispute, not me, the other person is to blame", "I am right, and the other person is wrong, he is bad", and each person collects an ally around him to prove his rightness. This is how the conflict occurs.

The end of the dispute will not always be the same. In the case of reconciliation of the parties or in the case of the withdrawal of one of the parties from the dispute, as well as reconciliation caused by the interference of the third forces, the dispute is eliminated by itself.

As noted above, the dispute is an overbought form of resistance, but at the same time it serves as a method of determining and resolving resistance. In this sense, the question arises: what causes the dispute, what are the stages of its development? This can be answered as follows: do not depend on the dispute, the object of life situation that the opposing parties face will come and these parties themselves will have certain interests, needs, goals. Naturally, the recognition of the need not how from the second side of the one side of the conflict is social-psychological basis make up. This self-contradiction of the structure and thus produces a situation of dispute to the dispute. Thus, a conflict situation – this set human needs and interest, thus, the ground for a real fight between different social actors is created. The subject of a dispute – so this is the basic contradiction, and this contradiction, therefore, the parties resolve to fight to enter.

Since the dispute is resolved in the course of the dispute, a way out of the situation is sought, so that the issue of the function of the dispute is raised. Positive or negative, good or bad. In other words, is the emergence of conflict good or bad? Here, from our usual point of view, we will answer the causal, because the dispute will always be in the form of family troubles and disagreements, service malpractices, nationalities, territorial, socio-political dependencies, sufferings and losses. From this it is customary to look at the dispute as a negative phenomenon.

However, if we look closely at the essence of this problem, then from an unusual point of view, an unusual age is noticeable. Based on this, the dispute can be considered not only a negative social phenomenon, but also a positive phenomenon. In this place, our opinion is as follows: in fact, a dispute is an unpleasant, undesirable phenomenon that begins to emir the normal functioning social system, but in the process of the conflict, such forces arise that they can return peace and tranquility to the system, and also keep it in a stable state.

At the same time, there is also an opinion that the conflict is perceived as a deviation from the norm, as opposed to the mood of the view, it is the norm of social relations, the normal state of society.

While carrying out a motivational analysis of the controversial behavior, P.I.Ilin notes that conflict is such a mutual interaction of two parties that the realization of the goals of one side contradicts the goals of the second side, that is, competition arises as an object situation, on the other hand the emotional dislike of another person, the mood of competitive interaction between people, the various psychological characteristics in them bring about disputable behavior. Given the fact that there are disputes in the interaction of people, they can also perform a positive constructive function:

- the dispute gives impetus to a certain movement, depending on the culture, while denying the stagnation;

- in the process of a dispute, a guardian of the object of the source of disagreement occurs and the possibility of its resolution, "subtraction" from the Middle, means of preventing future disputes are found;

- conflict is a way of self-affirmation of an individual, especially in adolescents, a dispute is a form of behavior that is necessary to maintain the status in the group.

- in scientific activity, the conflict within the group creates the level of tension necessary for creative activity; therefore, research has shown that the productivity of creative scientific activity is higher in conflict individuals;

- group conflicts contribute to the group integration, consistency, resolution of the conflict situation, attracting attention, fragmentation of group members into the general life of the group.

An important point is felt in the study of the problem of conflicts and their causes. The analysis of social and socio-psychological research makes it possible to distinguish the following main causes of conflicts:

- socio-economic-determines the emergence and emergence of socio - economic relations in which there are quarrels in the modern society;

- socio-psychological-the needs, motivations and goals of the activities and behavior of different people;

- differences in behavior motivations, goals in the ustanovka of people in the social demographic.

These differences arise depending on the gender, age of the people, their belonging to different nationalities.

When people pay attention to the change in social economic situations, in this way they come from their own interests and needs. Naturally, from such a need to pay attention to which one and which one disproves the contradictions of social causes. The notengagement at the level of income and purchases between the richest and the poorest, the absence of the middle strata of society in practice, the unevenness of social, economic and political development will lead to the emergence of disputes at literally different levels: individuallararo, on the scale of the whole society. Society insecurity, the degree of conflict arises from a variety of factors: a high emotional psychological state against the background of interaction between people, an increase in the level of satisfaction from the economic situation and life, an increase in the representative conflict, the transformation of diviant behavior into "pleasant social "norms (hit, racketeering, terrorism, drug addiction, prostitutes, etc.), "guilty" find (what to do and who is to blame?). In its place, such negative psychological factors do not affect the development of the social, economic and political situation in a good way.

Social conflict is always accompanied by a peculiar socio-psychological environment, which is called social tension. Social tension is a special state of social consciousness and behavior, a special state of appreciation and perception of reality.

Social empowerment is an emotional-psychological state of a society or part of it, as it appears when the ripe crisis is not encroached on in time, conflict-resistance is not eliminated in any way and becomes a "going-to-go" situation. In this people understand the difference between the declared ideals and goals of social development and its real consequences.

Social addiction is characterized by the following parameters:

a) the prevalence of dissatisfaction with life (increase in price, inflation, poor shopping cart, fear of personal safety, etc.)

b) loss of confidence in the governing elite (pessimism in the evaluation of the future, increased risk sensitivity, mass mental disturbance and the emergence of an atmosphere of emotional arousal);

C) the emergence of stichy mass movements (various conflicts, rallies, demonstruisies, strikes).

The main stages of social tension are as follows:

1) background level of social tension – the norm:

2) hidden zodiac sign of the growth of the social conflict – above from the norm on its border;

3) the stage of social tension, which is divided by the increase in dissatisfaction and the realization that the situation that has arisen is controversial;

4) critical stage of the transition of social dissatisfaction to a sharp conflict;

5) accelerated stage of development of social conflicts – an explosion;

6) the highest stage of development of social dissatisfaction – the culmination of the conflict;

7) social discontent falls on the background level and is like the stage of the end of a social conflict.

- Above we touched on the psychological criteria of conflicts in part. Well, in today's globalisation process, the question arises as to the origin of conflicts between the ospirins and how the problems of their elimination are being resolved. It is characteristic to find a solution to the issues of its prevention before conflicts arise. We came to this conclusion in the course of our study that exactly the factors that cause conflicts among young people are characterized in our view as follows:

- as a result of the development of science and technology, culture, art and literature, socio-economic conditions are changing;

- increased level of consciousness of the media due to the decrease in the scale of media;

- adequate awareness of the ospirins about world events, the laws of nature and society, history;

- the intensity of their physical and mental perfection;

- transparency, public justice, deep penetration into social life of problems of democracy;

- creation of an independent knowledge, creative thinking, self-management, understanding, evaluation and control for the psychics.

The above situations directly affect the psychology of ospirins and have a specific effect on the specificity of both the conflicts observed in them. The study of this specificity here is one of the topical issues of our era of studying the observed conflicts in ospirs from these cases.

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Clarivate
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QR – Issue   QR – Article

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USE OF SYNONYMS IN SPEECH OF CHARACTERS OF UZBEK DRAMA WORKS

Abstract: *The article analyzes the functioning of synonyms in the speech of the characters of the Uzbek drama, their role in specifying the meanings of words, in representing relations between the characters of the dialogue. Synonymy is an important indispensable attribute of the richest Uzbek drama, which for thousands of years has absorbed the vocabulary of Arabic-Persian and Turkic-speaking literature. Synonyms reveal various nuances of the author's text, detail for an adequate presentation of the action, circumstances, development of storylines. In the Uzbek drama, lexical and phraseological synonymous combinations are used to denote the distance, the proximity of speakers, clothe the thought of the heroes of the works in an attractive, emotionally colored form, for which reduction of lexical synonyms is often used. In the poetic text, to enhance the significance of the transmitted thought, the Auslaut rhyme of synonyms is used, archaic synonymous vocabulary is used to create a historical background, etc.*

Key words: *Uzbek dramaturgy, character speech, synonyms, phraseological sentences, morphological tools, syntactic constructions.*

Language: *English*

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Introduction

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The use of synonyms in the speech of characters in dramatic works serves to convey the nuances of expressed thought, increase the accuracy of the plot, and adequately represent the relationship of dramatic action.

In one of his articles, the German prose writer and poet I. Bekher recalls that he was threatened with imprisonment because of a poem of a political nature. Then he especially vividly felt that he, as an author, would have to answer for every word in the poem.

Indeed, literature, as verbal art, has an important social function, and authors of works of art should fully realize their responsibility for each word, not only in dramatic, as in I. Bekher's, conditions. Any word used by him, like a pearl strung on a thread, should increase the content of the work, ensure its beauty. And in the Uzbek language, the bearer of the richest cultural traditions of Oriental literature, there are plenty of lexical and grammatical means

expressively and accurately reflecting the depicted reality. The great poet Alisher Navoi, dwelling on the stylistic possibilities of the Uzbek language, noted his ability to express the subtlest shades of feelings: "It seems to me that I have affirmed the great truth before the worthy people of the Turkic people, and they, having known the true power of their speech and its expressions, the wonderful quality of their language and its words, got rid of dismissive attacks on their language and speech by composing verses in Persian" [8. P. 18].

According to the poet, the Uzbek language has rich opportunities for writing any beautiful poem or story. Alisher Navoi was the first outstanding poet to discover the colorful, unusually imaginative world of the Uzbek language, its richness, and grace.

One of the special lexical tools that have important stylistic significance in the literary text is synonyms. According to A. I. Yefimov, the synonymy of speech means is the central problem of stylistics [3. P. 252].

When talking about synonymous means, the speaker and the writer understand the possibility of choosing the equivalent, corresponding or close to the original speech unit. It is known that in a language there are words close in meaning, but different in spelling, close in meaning phraseological turns, morphological means, and syntactic constructions. Behind each synonym is semantic and stylistic originality, that is, the particular aspects of meaning, which stylistics is obliged to explore. These semantic subtleties create the "weather" of the work of art since expressive speech is manifested as a result of the masterful use of such speech colors. Synonymous means color, decorate the image in the art of the word, and against the background of this enrich the speech.

When determining synonymic words, linguists make different judgments [7. P. 193-199]. Mostly in linguistic literature, synonyms are characterized as "unambiguous words" or as "words close in meaning" [2. P. 199]. Individual experts in determining the synonymy of words do not mean their meaning, but the concept [11. P. 235-251].

Next, we will consider the stylistic use of synonymous words and phraseological units, as well as the synonymity of non-synonymous words and phraseological units, extrapolation of meanings close to each other in the context of the language of dramatic works.

In dramatic works, synonyms can be used in the character's speech both the speaker's attitude to the listener and in the meaning of assessing the consequences of an action and event.

In the drama "Jinoyat [= Crime]" by Hamid Alimjan Humor says to Iftikhar:

Yov emasman, begona bo'ldim senga [= I am not an enemy, I became a stranger to you]

Sen ham menga endi tomom bo'lding yot. [= And you, too, have now become completely unfamiliar to me]

The words of the runner "stranger" and "unfamiliar" in the character's speech not only complement each other but also serve to express the sharpness of the distance. If the runner's word "stranger" would be repeated a second time, then amplification, gradation would be erased. The speaker expressed at the level of alienation, so he, expressing different synonymous (stranger, unfamiliar) words of alienation, strengthened the expressiveness of meaning. In the word "unfamiliar" the poetic coloring is stronger than in the "stranger". Therefore, it goes in the form of rhyme and serves to enhance the expressiveness of the main idea.

The simultaneous use of synonyms provides colorfulness, harmony, elegance, and elegance of poetic speech. In the drama "Mukanna" by Hamid Alimjan, for example, Guloyin says: "Soz so'zlading, go'zal deding, ofarin!" [= He spoke beautifully, said colorfully!]. Here the synonyms "soz - go'zal [= beautifully - colorfully]", "so'zlading - deding [= spoke-said]" provide a smooth speech, made it attractive.

In the character's speech, such repeating synonyms are found in the dictionary form, and in the phraseological form, and in the figurative meaning, and indirect or contextual form. In the drama "Mukanna" by Hamid Alimjan, for example, Guloyin says "Yorimadim, bo'lolmadim charog'on [= I did not dawn, I could not become bright]", here are synonyms "Yorimadim [= I did not dawn]", "bo'lolmadim charog'on [= could not become bright]" used in figurative, that is, in the meaning of "could not find happiness"

In the speech of the characters in dramatic works, there are peculiar stylistic properties of the meaning of using synonyms in the form of pair words. Synonyms used in speech as a stylistic figure, "in such cases, the second synonym is not an exact repetition of the first but complements its concept, which he expresses, with additional signs" [15. P. 48].

Synonyms can be used in the poetic speech of the characters at the beginning of the line, in rhyme, and in the middle of the line, and in parallel. And at the same time, we mean strengthening the statement of value, for example:

Guloyin: Oqcha bilan o'lchab bo'lmas bu boshni [= Do not measure this head with money]

Tanga bilan to'sib bo'lmas quyoshni. [= Unable to hide the sun with a coin]

"Hamid Alimjan. Mukanna"

Ulugbek: Bu muammo o'ylantirar meni tinchitmai, [= This problem makes me think endlessly]

Bu jumboqni echa olsam, oh, echa olsam, [= If I could solve this riddle]

O'rin qolmas vahimaga ham hurofotga. [= There would be no room for panic and superstition]

"M. Shaikhzoda. Mirzo Ulugbek"

In the first example, synonyms reinforce the metaphorical meaning and, using at the beginning of the line in poetic form, give the phrase a contrasting meaning. In the second example, the parallel use of the synonyms "problem" and "riddle" ensured a sequence of thoughts in speech, gradual strengthening of the meaning and expression of the speaker's emotional, pensive and anxious state.

Synonyms can sometimes be formed in the speech of characters in the form of a subject-predicate. In the drama Crime (Hamid Alimjan), Quyosh says: "Qasosimiz undan olar intiqom" [= Our revenge will avenge him]. Here in the character's speech "Qasosimiz [= our revenge]" is the subject, "olar intiqom [= revenge]" is the predicate. The words "qasos" [= revenge] "and" intiqom [= avenge]" are synonyms. This use of synonyms gives speech an elevated mood, enhances feelings.

In this regard, it is appropriate to express an attitude towards the issue of text synonyms used in the characters' speech. Among linguists, there is no single

approach to the question of the correlation of text meaning and its synonyms. A number of linguists, for example, recognize the presence of contextual synonyms and argue that they operate mainly in an artistic and colloquial style. M. N. Kozhina writes that for an art speech is characterized by an individual-author contextual synonymy [5. P. 103]. In her opinion, creative suffering is the burden of synonymy. A. I. Yefimov also points to the formation of a synonymous series with a meaning associated with the context.

"With the individual use of the word," the scientist writes, "sometimes synonyms understandable only in the context are clearly striking" [3. P. 268]. "Vector synonyms" indicated by Y. Stepanov is also associated with contextual meaning. "Vector synonyms are a phenomenon that occurs when painting a picture in one language using the means of a second language," says the scientist [6. P. 108]. D. N. Shmelev dwelling on "contextual synonyms", introduces some clarity in their definition [7. P. 202]. First, the scientist calls them "contextual synonyms" and quotes them in quotes. Secondly, the words related in a certain text to one specific subject or phenomenon are considered within the framework of lexical synonyms. Thirdly, he criticizes overdoing when trying to relate to synonyms some words that are similar in context, which in different studies are called "stylistic synonyms", "contextual synonyms", "situational synonyms". According to the scientist, the words of such a phenomenon, existing in vocabulary, should not be considered as a systemic relationship, but as the possibility of using different words for different practically unlimited purposes.

The connection of the meaning of the word with the context also shows the possibility of just one word to participate in several synonymous series. For example, the verb "finish" takes part in four synonymous rows [14. P. 114].

Thus, contextual synonyms are words that "which in the context of context become close in meaning" or synonyms "established based on contextual meaning" [13. P. 46].

Even when we observe the speech of characters in Uzbek dramatic works, we often find that words and expressions form semantic proximity with context, i.e. create contextual synonyms.

And in the following example, stylistically synonymous expressions, forming the rhyme of strings, serve to enhance speech:

G'irdak

Jaloyirga yog'dir barcha qahringni, [= Direct all your fury to Jalair]

Battalga soch qancha bo'lsa zahringni. [= Release all your anger to the insidious]

("Mukanna")

The synonymy of these phraseological units (qahr yog'dirmoq "direct rage", qahr sochmoq "release anger") serves to enhance emotionality. If contextual synonymy appears from likening rage to anger, the verbs "direct" and "release" recreate a metaphorical meaning.

In a poetic speech, rhyme has an important place. It not only provides melody, elegance, imagery but also serves to emotionally convey the main idea of the speaker to the reader. Therefore, world-famous writers, major literary scholars attached special importance to rhyme. And in the above example, synonymous expressions are given in rhyme and emotionally express the character's affirmation.

One of the heroes of the drama "Jinoyat [= Crime]" (Hamid Alimjan) Quyosh says this:

O'sha nopok qurgan hiyla va tuzoq, [= Deceit and trap woven by this libertine,]

Hammamizning bag'rimizga soldi dog', [= All our hearts were upset]

Here "deceit" is used in the literal sense, and the nerd "trap" is used in a figurative sense, forming a contextual synonymic series among them. Their use with a connecting union served to strengthen the general meaning in the word, as well as to clarify the figurative expression of the action. Especially the origin of the insidious trap, which is based on insidiousness, enhances the emotionality of expression.

Synonyms in speech are the most used special lexical means and expressing various semantic shades. And it must be emphasized that such lexical means of the language are not used separately in speech, but cohesively, in speech, they function together and together provide logic, expressiveness, emotionality, and accuracy.

Thus, the framework for the synonymization of words in artistic speech is wide and varied. They are important stylistic tools for the master of the word of art.

Based on this, the linguist H. Doniyorov studies synonyms in Kipchak dialects, dividing them into two groups: a) synonyms that coincide in meaning, b) synonyms that are close in meaning or with different shades of meaning [2. P. 199].

In particular, cacophemisms can express strong disgust, a negative emotional assessment, a deep antipathy of the speaker, which can also be used in art speech as synonyms. Especially when they occur in a speech in the form of a comparison of events and relationships, in reality, they serve for deeper expressiveness. In the following example, taken from the tragedy of Mirzo Ulugbek, cacophemism in a synonymous series associated with the concept of "kill" emotionally expresses the speaker's emotional feelings.

Abdurazzoq

Lac-lac Ablah Abbosdeklar harom qotadi, [= Let the scoundrels die like Abbas]

Ammo, hayhot, tirilmaydi bitta Ulugbek [= But, only Ulugbek will not be resurrected]

Synonymy in speech occurs in the form of: a) words; b) words and expressions; c) aphorisms and expressions. The expression of reasoning associated with the concept of "death" in the speech of characters using words and expressions is common.

Synonyms in the speech of the characters can show, evaluating the situation in various forms. For example, in the drama "Mukanna", the picture of the difficult situation in the battle, the exhausted state of the soldiers in the language of the soldiers is expressed as follows:

Warrior 1

Odamlarda aslo majol qolmadi, [= People have no strength left]

Qimirlashga zarracha hol qolmadi. [= Unable to move body]

Warrior 2

Endi aslo yaramaydi urushga, [= Now completely it's not good for battle]

Darmoni yoq o'rnidan ham turishga. [= Can't even get up]

In this dialogical speech, the synonyms of "majol" - "strength", "hol" - "unable", "darmon" - "can" express different shades of the same meaning. They not only call the meaning of decreasing power differently, but also show an extreme degree of helplessness. True, the words qimirlash "move", turish "get up", aslo "completely", zaracha "even" associated with these synonyms play an important role. They served to enhance this value.

When using the archaic form of synonyms, it also implies a historical setting, reality, which depicts characters who actively use these archaisms. For example, let's look at the following example from the Mirzo Ulugbek tragedy.

Ulugbek

Bo'htonchilar hunaridir tuhmat, iftiro. [= Craft of slanders, lies, and gossip]

Here, since the phrase is an instructive saying, it can be understood that the speaker (Ulugbek) was a wise person. This is one side. Secondly, we can observe that in the utterance of these wise words the semantic basis is the synonymous words "slander, lie, gossip". Words in a synonymous series of slander, falsehood is understandable to the modern reader. And the word (iftiro) "gossip" is an archaic word, is borrowed from the Arabic language and means slander, gossip. The sources say that this word belongs to the book-style [12. P. 340].

So, the introduction of this word into the speech of Ulugbek, firstly, moves the reader to that distant era - this is the historical function of the word. Secondly, it makes the speech of the wise scientist natural. Thirdly, it serves to embody the majestic image of Ulugbek. Fourth, this word meets the requirements of a genre whose language requires a high (book style). Thus, the use of this word in the speech of the hero of the work for stylistics is appropriate and successful.

Thus, synonyms in speech are expressive means. Since they express the same meaning with different subtle semantic nuances, they serve to convey accuracy, emotionality, imagery and other qualities. Synonyms can be enriched by obsolete words, borrowed words, and dialecticisms. Aphorisms, as they have their synonymous phrases in the language, can enter into synonymous relations with individual words.

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METHODOLOGY FOR INCREASING THE EFFICIENCY OF TEACHING ENGINEERS IN ENGLISH

Abstract: *The article considers the design teaching methodology as an alternative to the traditional approach to education. Explores the possibilities and advantages of Project English for teaching English to engineers. It confirms the productivity of such a learning method, which activates the cognitive and creative activities of students, and also forms their personal qualities.*
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Introduction

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Modern society makes new demands on graduates of engineering universities. They must be not only highly qualified specialists, but also speak foreign languages. Today, future specialists are faced with acute tasks of using a foreign language as a way of communication in the field of professional activity. From this it follows that foreign language teachers are faced with new tasks related to the study and implementation of new teaching methods.

The project methodology (Project English) for teaching English engineers is widespread. As experience has shown, the potentialities of this technique are great. As a rule, university students learn the language for any special, most often professional purposes. The project methodology, involving "learning through doing", is the most suitable for the professional orientation of the educational process.

Numerous studies have found that project activity acts as an important component of a system of productive education and represents a non-standard, non-traditional way of organizing educational processes through active methods of action (planning,

forecasting, analysis, synthesis) aimed at implementing a personality-oriented approach. [1, c.7]

The design methodology, as a new pedagogical personality-oriented technology, reflects the basic principles of the humanistic approach in education:

- special attention to the individuality of a person, his personality;
- clarity, focus on the conscious development of critical thinking of students.

Thus, the project methodology is an alternative to the traditional approach to education, based mainly on the assimilation of ready-made knowledge and its reproduction.

Project training was aimed at finding ways, ways of developing an active independent thinking of the student, in order to teach him not only to remember and reproduce knowledge, but also to be able to put it into practice. The general principle, thus, on which the method of projects was based, was to establish a direct connection between the educational material and the students' life experience, their active cognitive and creative joint activity in practical tasks (projects) in solving one common problem.

The project method has been successfully developed thanks to the pedagogical ideas of the American teacher and psychologist J. Dewey, as well

as his students and followers: V.Kh. Kilpatrick, E.U. Collings.

J. Dewey noted: "Knowledge, which can be called knowledge, mental education leading to any goal - is given only in the process of close and real participation in active social life." [2,c.210]

The project method also attracted the attention of Russian educators at the beginning of the twentieth century. The ideas of project training arose in Russia almost simultaneously with the development of American educators; great attention was paid to the project method: Professor B.V. Ignatiev, V.N. Shulgin, M.V. Krupenin. They believed that a critically revised method of projects could ensure the development of creative initiative and independence in training, and would facilitate a direct link between the acquisition of knowledge and skills and their application for solving practical problems.

The basis of the modern understanding of the design methodology, as noted by E.S. Polat, lies "the use of a wide range of problematic, research, search methods, focused clearly on the real practical result, significant for the student, on the one hand, and on the other hand, the development of the problem is holistic, taking into account various factors, the conditions for its solution and implementation of the results."

Based on the foregoing, it is necessary to draw the following conclusion: project-based learning is always focused on independent active-cognitive practical activity of students in solving a personally significant problem, in the process of which the basic laws of scientific theory are discovered and deeply mastered.

Approaching this issue from a psychological point of view, it is necessary to conclude that the basis of project-based learning is the principle of "ego-factor", which involves such an approach to students, which can be correlated with the currently developing personality-activity approach in the teaching methodology.

Considering the design methodology in the context of the personality-activity approach, we first note what the personality means, i.e. first component. The personality, as I.A. Zimnaya emphasizes, "acts as a subject of activity, it is formed in activity and in communication with other people, and it itself determines the nature and characteristics of these processes". [4, c.71]

Thus, the student himself is at the center of the training, his motives, goals, his unique psychological mentality. The essence of the design methodology, considered in the context of personality-oriented learning, is that the purpose of the classes and the ways to achieve it should be determined from the perspective of the student, based on his interests, individual characteristics, needs, motives and abilities. An essential feature of any activity is its motivation. Since the object of learning in teaching a foreign language, according to the personality-activity

approach, is speech activity, then, like any activity, speech activity should be based on the communicative-cognitive need of students to express their thoughts. This need is included in the general system of motivation. Accordingly, a teacher of a foreign language has a pedagogical and psychological problem of the initial creation, formation or preservation of a student's already existing need for communication in a foreign language and the knowledge of a personally significant activity by this language. [4, p.70]

Based on the foregoing, the purpose of this article is to consider and analyze the use of a training project, which is an important means of creating motivation for learning a foreign language.

The most important factors that contribute to the formation of the internal motive of speech activity in project training are:

- the connection of the project idea with real life: the idea of any project should be connected with the creation of a specific product or the solution of a separate problem significant for the student, taken from real life in the process of practical activity;

- there is interest in the implementation of the project on the part of all its participants: in the process of applying the project methodology, it is very important to achieve a personal acceptance of the idea of the project and to awaken genuine interest in its implementation, which will allow us to achieve successful implementation and the effectiveness of its educational impact;

- the leading role of the advisory coordinating function of the teacher: the transition from the leader position to the position of consultant and coordinator, which gives students real autonomy and the possibility of manifesting their own initiative and independence in the process of project implementation, contributes to self-development of the individual.

University students, as a rule, learn the language for any special, most often professional purposes. Design methodology, involving "learning by doing" ("learning through doing"), i.e. the creation in the course of communication in the language being studied of a certain material product (for example: a prospectus of an imaginary company, the creation of a food card, etc.) is perfectly suited precisely for the professional orientation of the educational process.

Studying through the implementation of training projects, educational engineers get the opportunity to master the language in conditions as close as possible to the conditions of future professional activity. Thus, the project methodology not only contributes to increased communicativeness in language teaching, but also provides increased professional communicativeness, brings the educational process as close as possible to professional activities.

The aforementioned is the basis for increasing positive procedural motivation in language learning,

since learning through practical activities aimed at obtaining specific visible practical results is usually more highly motivated and more conducive to activating students than abstract learning that is not related to specific subject activity . In addition, one can not ignore that the design methodology is a game technique, that is, that turns learning into a game. [5, c.83]

During the implementation of projects, students must independently select many materials (for example, texts for reading) necessary for the implementation of project tasks. This becomes the basis for the development of self-learning skills and is most consistent with the tendency of adults to independently organize their educational work. Thus, the design methodology determines what is commonly referred to as "learner's independence", with all its positive effects on the internal motivation and effectiveness of learning. Thanks to "independence", students get the opportunity to more fully realize their personal characteristics and needs for educational activities, to a greater extent to adapt learning to themselves and themselves to learning.

During the implementation of the project, different types of foreign speech activity of students are in a closer relationship than with many other forms of training. This is due to the fact that for the preparation of the project, students are forced to read numerous texts in the language being studied (both recommended by the teacher and selected independently), as well as listen to a number of texts. The information gleaned from reading and listening is actively discussed in the language being studied in the process of group work, work in pairs and microgroups. Finally, on the basis of such a discussion, written texts are compiled by the trainees themselves, which are, as a rule, the main intermediate and final material products of the project. Any such written intermediate product requires obtaining new information from reading, listening and discussing this information to create the next product, etc. Thus, each of the types of speech activity leads to the need to use other types, reinforces them and contributes to their development, which It is the basis and the most effective way required by the modern methodology of interconnected teaching of all types of speech activity in the language being studied. [7, p. 124]

So, for example, in the second year you can offer a comprehensive dramatization associated with the trip of "journalists" and "speakers" to the "conference on the problems of higher education." The plot of the project may include selecting material for the conference, preparing reports and discussing them, writing travel notes, abstracts of speeches and discussions of "journalists" and other project activities with its intermediate material products. The final material product of the project may be in the form of articles written by "journalists" for their newspapers after participating in the conference.

More complex and closely related to the future specialty may be such a type of dramatization as second-year students creating a fictitious company in a fictional country and further developing and functioning of this company from the beginning to the first major commercial success. Thus, a kind of artificial "business environment" is created in the classroom, in which English is mastered for business purposes. It is students who come up with various roles, such as the manager, managers and functionaries of various levels of the company.

The very creation and development of such a fictitious company is a training project, and during its implementation numerous intermediate material products are developed, for example: business letters, draft contracts and contracts, schedules, diagrams, etc. The final material product is the development by students of a comprehensive prospectus of the company.

In all the described cases of introducing the design methodology into the educational process, its significant advantages are observed, which can be confirmed by special control sections, as well as by the results of students' questioning. It can be noted that the project methodology is an alternative approach in the modern education system; new pedagogical technology, which is a combination of search, problem methods, as a didactic means of activating the cognitive activity of students, the development of their creativity and, at the same time, the formation of certain personal qualities. This is a productive training, which is based on a paradigm of education that is different from the traditional one: "student-student-teacher" and projective teaching methods: independent planning, forecasting, decision making, detailed development of a personally significant problem, scientific research.

Prospects for further research. Thus, the basis for a creative solution to the problem, as the leading component of project training, is not only knowledge of a foreign language, but also possession of a large volume of diverse subject knowledge necessary to solve the problem. The integration process during the project training of a foreign language helps future engineers and educators to understand the role of language knowledge, which becomes the main tool for the successful mastery of foreign language activity, helps to master cultural patterns of thinking, shape their thinking strategies and boldly enter into intercultural communication. In subsequent works, we will try to present a more detailed dramatization project.

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DESCRIPTION OF THE METHODS OF DIAGNOSING THE COGNITIVE STYLE OF PUPILS IN THE EDUCATIONAL PROCESS

Abstract: *This article opens the main point of the cognitive style, individual peculiarities of the cognitive style, and also the psychological peculiarities of the cognitive development in the process of educational activity. The article is cwailable to students, teachers, specialists working on the problem of cognitive method.*
Key words: *kognitiv style, kognitiv control, kognitiv temp.*
Language: *English*
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Introduction

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Current global processes and Advanced Research in the field of Science and technology imposes on the representatives of the social sphere the necessary tasks associated with the development of the individual in harmony with the requirements of society and the decision – making of active cognitive motivation. In such cases, it is of decisive importance to draw up a scientifically based prospective plan of social development of society and determine its priorities. The first president of the Republic of Uzbekistan A. Karimov supports the sphere of education from the National didactic point of view and distorts it as follows: "Education gives creative activity to the spirituality of the people of Uzbekistan. All the good opportunities of the growing generation are manifested in it, the professional Curry, the skills are constantly improved, the wise experience of the older generations is perceived and passed on to the younger generation.

Today's reform period dictates the creation of effective methods of teaching, the further development of cooperation between teachers and students, ensuring the leadership of education and training in the formation of human personality, the implementation of educational and educational activities, relying on the characteristics inherent in the individual style inherent in the age and individual characteristics of students, national feelings, the process of current global processes and Advanced Research in the field of Science and technology imposes on the representatives of the social sphere the necessary tasks associated with the development of the individual in harmony with the requirements of society and the decision – making of active cognitive motivation. In such cases, it is of decisive importance to draw up a scientifically based prospective plan of social development of society and determine its priorities. The first president of the Republic of Uzbekistan A. Karimov supports the sphere of education from the National didactic point of view and distorts it as follows: "Education gives creative activity to the spirituality of the people of Uzbekistan. All the good opportunities of the growing generation are manifested in it, the professional Curry, the skills are constantly improved, the wise experience of the older generations is perceived and passed on to the younger generation. Today's reform period dictates

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the creation of effective methods of teaching, the further development of cooperation between teachers and students, ensuring the leadership of education and training in the formation of human personality, the implementation of educational and educational activities, relying on the characteristics inherent in the individual style inherent in the age and individual characteristics of students, national feelings.

In the process of training, the mites are given the same training by the mites. But it's different for the influencers to lose weight and accept the flow activity. The attitude of the reader to the educational process is manifested in the fact that his attention in the activity of the reader is directed in the right direction, is interested and is ready to spend his willpower to overcome difficulties. Successful diminution of knowledge by mites depends on the stability of their attention, their quick and easy to find on the necessary objects, their correct distribution, the accuracy of perception, the speed of thinking, consistency, content, independence, depth, the consistency of memorization, the accuracy of recalling and other characteristics. Therefore, in the educational process, the study and diagnostics of the cognitive style of students is one of the urgent tasks.

In modern psychology, effective, highly validated and reliable methods of studying various forms of cognitive styles are being developed.

One of such methods is the "sterjen – frame" methodology, developed by Whitkin and ASHS in 1948 for the purpose of diagnostics of the cognitive style "subordination to the field – independence from the field", serves to determine the individual characteristics of spatial orientations. The experiment is conducted in a special fully darkened room. The controller sees a light frame and sterjen facing across the room. The controller stands in another room and changes the position of the frame and sterjen on the basis of a special program. And the function of the sweeper is to bring the sterogen to a vertical position on the Earth's surface.

The methodology of" managing the state of Gavda " (Uitkin, 1949) is also used to study spatial orientation. Sit in a chair in a special small room, which is checked. The experiment consisted of six series, in three series, six walls of the room and the chair were tilted to one side, and in the remaining three series were tilted to the other side. The task of the controller is to bring the chair to the perpendicular position relative to the position of the Earth. Bunda said some of the investigators were based on the condition of their Gav and made fewer mistakes. And those who trusted the deviation of the room made many mistakes.

The methodology of" articulated figures " (Uitkin, Altman, Raskin, Karp, 1971) is one of the herceptive tests, with its various modified options available. In all of them, the task of the surveyors is to find a small shape between complex geometrical

shapes. People with the cognitive style of "field subjectivity "are slower, and people with the style of" independence from the field" perform the task faster and with fewer errors.

For the purpose of studying the cognitive style of" narrow – wide range of equivalence", it is possible to use the methodology of" free sorting of objects " (Gardner, Holzman, Klein, Linton, Spence, 1959). The task of the controller is to Group 75 real objects using logical, natural and convenient methods. The only correct answer to finding a solution to the problem does not exist. Each controller can be grouped in its own way. The narrow – wide range of equivalence is determined by the number of separated groups, the number of objects in the group, the number of groups consisting of one object. The multiplicity of the number of groups means that the equivalence has a narrow range, and the less it is wide. This text is V.In the modified variant by Kolga, 35 words are used, in which different aspects of the "time"written on separate cards to the verifiers are reflected.

In the methodology of "constancy of dimensions" (Gardner, Holzman, Klein, Linton, Spence, 1959), a verifier is recommended a ethalon-object with a circumference of 39,7 CM in diameter. Its function is to make this benchmark 29,7 CM.from 39,7 CM. the Gage consists in comparing the shapes of sizes from different distances. Before the experiment, they were told that there is a difference between the real size of the objects and their appearance at a distance. Yo'r according to the decree, the verifiable benchmark should compare the form with the forms shown at different distances in size.

As a criterion for assessing the narrow – wide range of equivalence, the diameter of the selected circle is accepted, the more the difference between the subektiv image and the ethalon shape, the narrower the range of equivalence, or vice versa, the greater the difference, the wider the range of equivalence.

One of the diagnostic tools used for the purpose of diagnosing the wide and narrow range of categorization is the "evaluation of Point collections" (1961) methodology of Bruner and Tajfeller. As a Test material, 9 cards of the range are used. Each card consists of a set of 20 to 28 irregularly placed points. The task of the controller is to compare to him the cards indicated in the order in the shortest possible time with the standard sets. The indicator of the classification is determined by the number of Personnel, which is found to be the same as the standard set. Its abundance represents a broad categorization, and the scarcity represents a narrow categorization.

The methodology for "selection of synonyms" was developed by Bottenberg (1970), in which the checker is recommended with different synonyms of 24 basic words (noun, verb, adjective). The task of the checker is to determine which words are synonyms for the main word. The number of synonyms chosen as an

indicator of the width of the categorization is taken as the basis. The less the number of synonyms, the wider the classification will be. The methodology of "average judgments" (its author T. In Pettigryu, 1958), verifiers are recommended judgments in which an average of 20 units is presented. Each participant will need to find the maximum and minimum malumotni based on the recommended average.

For the purpose of studying the rigidity – elasticity of cognition control,it is possible to use the "word – color interference" methodology (Shtrup, 1935). On the first card, 100 words are given, which represent the four main colors. The verifier should give it read as soon as you can. The second card depicts 100 asterisks in those basic colors. Bunda task should tell the color of the asterisks. On the third card it is necessary to specify colors that do not match the color written. Rigidity and elasticity of control is determined by the amount of difference between the time of performance of the task on the second and third cards. The larger the difference, the higher the interferent effect, the higher the rigidity is expressed.

According to the" free associations "methodology (Gardner, Holzman, Klein, Linton, Spence, 1959), the verifier must be able to write out words that have an associative connection to the word" house " for 3 minutes. The answers are classified by Category 7. These are-directly describe the house; the internal structure of the house; counting what is inside the house, the landscape around the house, far from the word house, somehow related words to the word house; word game; Words that are not related to the House. As an indicator of the control of cognition, the length of free-speech associates and the total number of responses in the statement were adopted. The greater the number of associations, the higher the elasticity of the control of knowing the greater.

Rorshax's "ink stains" methodology can also be used to determine tolerance (tolerance)in relation to norealistic experience.

To study the cognitive style of sensory – transcriptional control, it is desirable to use the method of" assessing the size of the circumference in conditions of distracting factors " (Gardner, Holzman, Klein, Linton, Spence, 1959). The task of the controller is to compare the circles recommended by the order to it with the standard – the circle. The Bunda must list as many characters as possible that interfere with the inside of the circle. By the number of errors detected, the width of the copy is determined. The less the number of errors, the wider the copying.

When diagnosing the grinding - forging cognitive style, the methods of schematics of Gardner and Holzmans (1960) are used. In this methodology, the controller is recommended squares that increase in size. The sides of this square are 1 cm.from 18 cm.will increase in size up to. These squares are indicated to the controller by an 8-second break for 3 seconds. Its

task is to evaluate the size of the square. The grinding and grinding method indicator is determined by the number of errors. Kuchay the number of errors in the test is inconspicuous, and the verifier can also detect very small differences. And those who have a grinding technique, as indicated in the series, perceive forms with a very small difference as "identical", that is, the images preserved in their memory brake one after another. "sequence of pictures". It was developed by Santostefano (1986) which shows 60 pictures in turn to the controller. Kuchay if people who are specific to the type of grinding interprets very quickly that some part of the image is being dropped, then those who belong to the type of grinding will detect the differences in the recommended pictures too late.

Impulsivity is one of the effective methods of diagnosing the cognitive style of reflexivity is Kagann's method of "comparing similar images" (1966). In this case, the examiner will be shown pictures for 2 exercises and for 12 basic experiments. In the upper part of them there is a well – known predicate, and in the lower part there are 8 predicate paintings, which are arranged in two rows, very similar to the ethalon-shape. One of them corresponds exactly to the ethalon – shape. The controller must be able to find the same form without fail. The indicator of impulsivity reflexivity is determined depending on the total number of latent periods and errors that have passed before the time when you give the initial answer.

To conduct kagann's methodology of "comparing images formed on the basis of vision and vision" (1966), initially a geometrical form is presented turganda depending on the eyes to the controller. The controller can sock it as much as you want. Then five similar subjects are recommended for the reflected whiteboard vision analyzer. One of them corresponds exactly to the ethalon – shape. The controller must be able to find the same form without fail. The impulse is determined depending on the total number of latent cycles and errors that have elapsed until the moment when the indicator of volatility and reflexivity responds.

Concrete-abstract concreteness is a variety of variants of the "unfinished sentences" methodology, which can be most widely used in determining the cognitive style. In the methodology of" incomplete sentences "(Schroder, Driver, Stroufert, 1970), the verifier is recommended a set of sentences that reflect different social situations (guilt, marriage, its own" me", past, etc.). Its weight is to complete the sentence that follows these sentences. As an indicator of concentration, a qualitative analysis of the responses and an assessment criterion of 5 points is used in the system. The more accumulated the sum of points, the higher the level of development of such a concentration.

"I believe because ... "(eyey, 1966; 1970) will also have to continue the verification sentence in the

methodology. D. in the study of cognitive singularity and complexity style. Different variants of the method "repertoire fence", developed by Kelly, are used. From the positive and negative feedback about the person, which is recommended in turn to the examiner, to those who have a style of singularity, if they are determined newlyilikni quickly, at the same time, the owners of a cognitive complex style are limited to evaluating them as anti – dependent. When thinking about the method of cognitive complexity, a number of features of the organization of subjective constructions are taken as a basis: the differentiation of contractures, their interrelationships, integration and stability meyori, etc.

The methods described above were developed mainly in the 50-70-ies of the XX century, serving to study cognitive methods. Currently, studies are being conducted on the creation of a cognitive style and more recent types and tools for its study.

For educators and practicing psychologists, the following recommendations can be made in order to ensure an effective diagnosis and develop the characteristics inherent in the cognitive style of students:

One of them. Create a database of psychodiagnostic methods of diagnosing individual characteristics in the processes of cognition, behavior and interaction of students by practicing psychologists of each educational institution;

Two. Further kuchaytirishga achievement of the developmental role of training with students;

The three. Development of cognitive style of students through pedagogical guidance to educational activitiestirishga creation of situations that give an opportunity;

The four. To identify and encourage students ' achievements in their activities on time by establishing Individual relationships;

The five. To teach students to think independently, to be observant, to be interested in any innovations in the environment, to be creative and communicative;

The six. Development of cognitive style should be achieved by improving the quality of training in educational institutions.

Observance of these recommendations allows you to educate a person who is physically and intelligently mature, independent-minded, distinguished from others by all his characteristics. The presented scientific and methodological recommendations provide the basis for the creation of socially active, highly qualified specialists ' training programs.

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QR – Issue   QR – Article

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METHOD OF LECTURE OF PROFESSOR-TEACHER HIGHER EDUCATIONAL INSTITUTION AND BEHAVIOR

Abstract: In the organization of the educational process on a scientific basis, research shows that while maintaining a traditional method of lecture, enriching it with a variety of techniques that enable students to carry out their activities leads to the propagation of the students ' level of mastery. For this purpose, rational organization of the lecture reading process, increasing the interest of students, encouraging their activity in the lecture process, discussion, smart attack, discussion in the opening of the content of the study material, it requires the use of research techniques as well as multimedia tools.

Key words: method of lecture, higher education, behavior, student – teacher, education.

Language: English

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Introduction

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Professors and teachers of the higher educational institution should be embodied in the qualities of a scientist, educator and a competent speaker. A true scientist-educator explains his subject from the position, given. One of the conditions for competent reading of the lecture is the perfect knowledge of the subject. However, for the lecture it will not be enough to know only the subject, the pedagogical and psychological ways of transformation of the said information into the knowledge of students, at the same time it will be necessary to have a developed speech, which will explain scientific situations, terms without difficulties, with sufficient imagination and emotionality.

Much in the lecture will depend on the effectiveness of pedagogical communication. Famous psychologist A.A.Leontev defined the following conditions under which full-fledged lecture communication will be achieved:

1) quickly and correctly design the place where the lecture will be read;

2) proper planning of lecture content;

3) to deliver material content to the audience without loss;

Q find tools;

4) establish solid contact with your audience.

The teacher's contact can be logical, psychological and non-verbal with the students. A logical contact is a contact of the thoughts of a teacher and a student. Psychological contact consists in the concentration of attention of students, understanding and acceptance of the material described by them, internal thinking and emotional activity in response to the activities of the teacher and the information coming from him. Spiritual contact ensures the cooperation of the student educator. If this contact is not realized, for example, in conditions of conjugations, the process of cognition-learning becomes difficult, or it may not happen in part. The audience welcomes the speaker with all the attention, and indifferently perceives that the full label of the work, together with the thought of him or her, the lecture in advance is extremely boring, the textbook consists in telling in full. Sometimes the audience takes the position of being patient, and often in a negative mood in relation to the subject and the speaker.

If the teacher does not "see" the students after entering the audience, does not try to contact them, does not pay attention to how they are preparing for the lesson, does not tell him the subject and the plan, then how can the students be interested in the subject and adjust themselves to serious work. Some speakers' attempts to show their "intellectual superiority" in front of the audience, explaining the material in a complex language are considered methodically unfounded. It is also not advisable to over-simplify the language of the same lecture. The fact that the educator knows the essence of the subject, understands the dialectical foundations of the development of the science in which he is engaged-it is necessary and not enough to make the educational process effective. The teacher is obliged to teach his listeners the correctness of the theoretical knowledge being put forward, to have the right to blind, to apply the acquired knowledge in practice. The speech is usually pronounced by the speaker in the form of live speech. It is recommended to describe the speech in a calm, slightly loud voice, change, emphasize the main and significant, make conclusions, ask questions, lower the speech during the laying of problems. There is such a rule: quote give lectures loud enough must hear it, and at the same time it is necessary to read low enough, so that he could listen to it. "For example, the picture of reading 60-80 words per minute is normal. It is known that lecturing requires clarity and compactness of thoughts, expressiveness of speech, correctness of speech without speech in terms of its language and spelling. It is not allowed to ignore the speech in the speech and smear it with unnecessary introductory words, jargons, vulgarism. If the speaker knows the formal logic and the rules of its proper application, the more successful it will be to present the material. Every opinion, which must be proved in the logic, is subject to certain laws. It is necessary that it is clear, that it does not have two different meanings and is formed in the process of proving as a whole without change. In the lecture, the material is most likely to be traced in the process of statement: as a rule, the listener goes from the speaker forward with the aim of finding out in advance what the sentence ends with. But getting regular pre-awareness slows down the audience's attention. Each text will consist of an informative (about 30%) and a saturated, dense part. Saturation provides stability and reliability of reading. Experts found that the saturation and informativeness ratio for each audience of the same lecture was different. The ratio of 1:3 for oral performances will be optimal. If the whole text is saturated, the meaning of the message is lost. The natural dynamics of the lecture includes four phases (1 picture): initial reception-4-5 min (1); optimal reception activity-25-30 min (2); phase of stress-10-15 min (3); phase of significant fatigue (4)
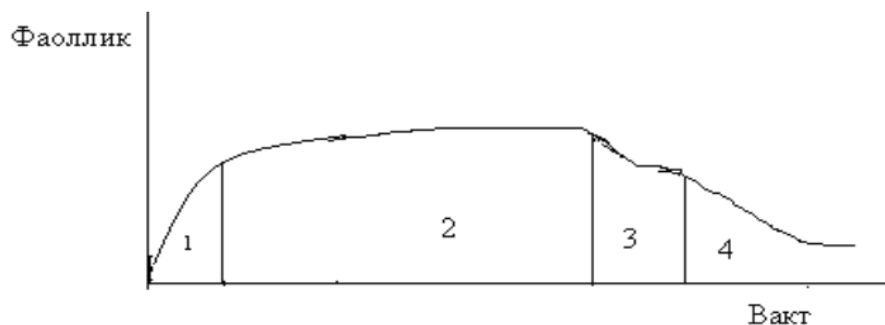
Usually the end of the teacher feels the phase, which is wrong. It is necessary to take the remedy before-in the phase of exacerbation. Here it is necessary to diversify the material of the lecture, to switch to a material of high interest, to change the level of tension of the audience. In a place where there is no atmosphere of inertia and confidence, the phases of tension and fatigue are formed earlier. Boring and monotonous lectures will put students ' thinking activities to an end. Very complex, a little comedy in the lecture on the abstract subject, jokes in accordance with the content of the speaker are allowed. But sharp thoughts and jokes are required to be in the norm and make them skillfully tortured. Their excess leads to dependence, and the lecture can easily lose its scientific value. For every educator who wants to be a good speaker, a beautiful speaker, the art of speaking is of great importance. In the lecture of the higher educational institution, the teacher must personally look at the whole audience, as if he, addressed this student and everyone.

When talking about the pedagogical and psychological qualities of the speaker, it is necessary to focus on the development of his will and subordination readings of the audience to himself. First you need to force yourself not to be afraid of the audience. It becomes a habit when it is well prepared, and then it is assured of its knowledge, which is the most important condition for influencing the audience. To all that is said, it is possible to add that the speaker should not be squeezed in his actions, but should not be given to gestures that are excessively reconciled or theatrical. Listeners appreciate the quiet in the speaker, its compactness, the confidence and

simplicity in it. The speaker must monitor the audience all the time, hold all the audience under his eyes, carefully listen and listen to the audience, restore the necessary atmosphere in any distracting situations. The speaker will be in the eyes of everyone, so his appearance is also important. It is perceived by the audience as a complex of physical, functional and social signs. Something in the image of a speaker should attract the attention of students (clothes, hairstyles, ornaments), do not cause excessive interest, admiration and laughter. It is not profitable to learn the following rules on how the speaker should behave before the audience of the students:

1. Pedagogical discipline of the speaker. It is necessary to completely eliminate any causes that hide the exact beginning and end of the speech. Lecture is the most important thing in the life of a Pedagogical University.

2. Extreme self-sufficiency. The speaker must always adhere to the following:

- to the writing technique in the whiteboard – consistent and accuracy of records, good chalk, etc.;

- the correctness and rigidity of the language of speech – avoiding slang words, correctly putting the emphasis on females, etc.;

- constant observation of the audience and its perception;

-it is very important for students "why is it necessary? to prepare the answer to the question quote;

- that the speaker does not discuss the subjects he / she does not know well before the audience;

- the fact that the speaker does not decorate the lecture with slogans and lessons that he does not trust and does not fulfill in life;

- enrich the inner world of students and give rest to the audience;

- it is not necessary to behave high before the audience of students and stutter.

Lecture this is a collective – oriented thinking of teachers and students, and the main issue is to make this thinking active and productive. This is achieved in the process of reading interactive lectures, which depends on the knowledge, experience and pedagogical skills of the educator.

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ANALYSIS OF LANGUAGE FEATURES OF MOUNTAIN TERMINOLOGY

Abstract: *This article discusses the analysis of the language features of the terminology. The research material was 50 lexical units with the subject of mountain terminology. Let us analyze the main ways of forming terms of this topic.*
Key words: *analysis, term, mining, development.*
Language: *English*
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Introduction

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Modern processes for the formation of new terms in the mining system, increase the requirements for the functioning of these terms. Their main purpose is the possibility of communication between specialists in the field of mining. For the development of science and technology, a characteristic feature is the processes of interethnic and international cooperation, which inevitably affects the trends of terminological names. All this leads to the use of international means of education of terms, as well as to the direct borrowing of terminological names [1, p. 40].

The formation of new terms as a result of the disintegration of a word into homonyms, that is, the acquisition by the same lexical unit of new meanings, is called the lexico-semantic way of forming terms. Over time, the various meanings of a multi-valued term may lose their semantic connection with each other and turn into independent words, that is, homonyms.

Another lexico-semantic way of forming the terms of English mountain terminology is borrowing. Terms can be borrowed from other English terminology, from common vocabulary, as well as from other languages. The quantitative composition of English mining terminology is equal to the amount of knowledge at each historical stage in the development of mining. So, for example, in the Roman period there are descriptions of minerals, rocks, technical means and methods of production. A large number of borrowings in the terminology of mining was taken from the German language, because it was in Russian that the first printed works on mining appeared. It is worth noting the fact that German mountain terminology is based on the terms of Latin and Ancient Greek [2, p.20-24].

Borrowing foreign vocabulary mainly runs through two channels: sound borrowing and tracing. In the first case, the sound composition of the word is borrowed, its outer shell, in the second case, the word-formation structure of the word, that is, the sign of the concept laid down in the basis of its name. Therefore, the words borrowed from other languages include all lexical units, the appearance of which in one language is associated with copying the external or internal structure of the corresponding prototypes in other languages [3, p. 105].

Borrowings from German terminology can be traced on the following examples: adit, surveying machine, auger, zinc, soil. The term molybdenum was borrowed from the Latin language.

The most frequent are borrowings from common vocabulary.

Borrowing from other terminological systems is also a fairly common occurrence. This can be seen in

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the following terms: in automotive terminology, this term means - a truck, and in mining - a mine dump truck; the term was borrowed from the terminology of chemistry with the transfer of meaning from a chemical element to a solid silver-white metal with a reddish tint; the term was borrowed from construction terminology, in which it has a meaning - a rotary funnel of a concrete bucket, in mining terminology with a meaning - a hydraulic elevator; the term in the terminology of military affairs has the meaning of the front line, and in the terminology of mining was borrowed as a place of development. The number of borrowed terms of the English mountain terminology in the articles under study is 25, which is 50% of the total number of analyzed terms.

The synonymy of mining terminology is also quite common. Due to the incomplete ordering of English mountain terminology, the same term expresses several concepts, which is called polysemy, or different terms are used to express the same concept, which is synonymy. Many synonymous terms are incorrectly orientating and may contradict the essence of the concepts they express and create false representations. The main reasons for the appearance of synonyms can be considered.

According to E.N. Tolikina, in most cases, the presence of repetitions in the terminology indicates the incompleteness of the selection of the sign, the disordered content of the terminological system [4, 61].

the presence of obsolete names of objects, techniques, methods that operate with new concepts. As well as the revival of terms that did not function under the influence of certain factors.

This phenomenon can be seen by analyzing the following lexical units: miner, outdated, but used terms are scout ore; mining, development of mineral deposits, outdated - mining; allonge is an obsolete word, but its use by authors and leading mining experts can be found in scientific papers or interviews, today the most used words which mean - filter cartridge parallel use of the native language words and borrowings, also leads to synonymy [3, c . 76];

The use of words in Russian and borrowings is shown in the following examples: miner; - hoist, steyger; surveyor, surveyor; drainage, drain, drain; thermoregulation, heat regulation; metabolic energy; metabolic energy; respiratory, respiratory; evaporation, evaporation; ventilation system; industry; industry; gas mask, respirator; infrastructure, administrative apparatus, the interaction of language with territorial or social dialects [5, p. 89].

It is worth noting that in the process of developing the activities of people, more and more words from common vocabulary were involved in the terminological circulation. As V.V. Vinogradov noted: "There is a direct close connection between the dictionary of science and the dictionary of everyday life. Any science begins with the results obtained by the thinking and speech of the people, and in its further development does not break away from the popular language" [6, p. 14]. L.O.Simonenko believes that popular terminology is a prerequisite for the formation of more advanced scientific terminology [7, p. 36].

However, not all scientists recognize the influence of speech on terminology, emphasizing that the process of term formation, unlike others, has only a conscious and regulated character [8, p. 43].

The connection of dialects with the terminology of mining can be traced on the examples of the following terms: warehouse, hut, utility room, kildym; nail clipper, canon; bulk rock, heap; roadheader, bobik; shaft drilling rig, boomer; explosive highway, dart.

The number of synonymous mining terms is 23 and they make up 46% of the total number of studied vocabulary.

Based on the analysis of 50 lexical units with the subject of mountain terminology, we can conclude that the most frequent lexical-semantic way of forming the terms of English mountain terminology is to borrow terms from other languages, term systems or common vocabulary. Such terms make up about 50%. The second common way is synonymy - about 46%, and the share of homonyms is only 4%.

The described methods of term formation by borrowing words and terms from commonly used vocabulary, other languages or terminological systems, creating synonyms and homonyms, reveal the lexical and semantic features of the functioning of the terms of the English mountain terminology. Based on the descriptions of these methods and examples, it is possible to accurately track changes in the terminology of the mining business, which gives reason to consider the Russian terminology system a living and constantly developing process.

The morphological method of creating new terms is in the literal sense of the word word production. The morphological method means the creation of new words by adding word-building affixes to existing foundations. Using this method, new lexical units are formed, which is why modern linguists consider this method of forming terms to be the most productive. The need for a morphological method of forming terms is caused by the need to name new concepts, objects, techniques, etc., because of the rapidly developing mining technologies [9, p. 34].

To date, in modern Russian, the problem of classifying word-formation methods and methods has not been completely resolved.

Based on the classification of N.M. Shansky, 82 lexical units with the subject of mountain terminology were analyzed, on the basis of which the most productive morphological methods for the formation of the terms of the English mountain terminology can be traced.

Affixation - the formation of new terms by joining to their basis of certain derivational affixes. The most productive ways of affixing are prefixing and suffixing.

The morphological method of forming the terms of the English mountain terminology system, such as prefixation, can be traced on the following examples: underground excavation; insufficient consumption; underground haulage; underground facilities; underground coal; unfinish. Terms formed using a prefix mainly indicate a location under something or subordination, of minor importance.

The formation of terms using co- prefixes can be seen in these examples: acidity coefficient of mine water; compatibility; unknown mineral; violation of coherence; violation of convergence; subsection.

Examples of terms without the prefix can be traced on these examples: without reinforced concrete; non-productive consumption; non-ferrous metals.

The prefix after- has the meanings of "next", "back", "coming after". Examples of word formation of English mining terms can be seen in the following examples: - subsequent processing; gas after a mine gas explosion; additional quenching.

The following examples show the formation of English mining terms with the prefix prefix; inner order rules. Examples of terms prefixed with diagonal drift, diagonal layering, transverse layer; cross-sectional area.

Based on the above works, one can describe the most frequently used suffixes for the formation of the terms of the English mountain terminology. The most productive suffix, according to V.I. A carabiner is a suffix with the help of which terms are formed that designate persons by occupation, as well as the names of technical means [10]. The suffix appeared in modern English due to borrowing from the Latin language. In English, this suffix is most often added to the verb, and with its help word formation of nouns with different meanings takes place. In mining terminology, with the help of this suffix, the following terms were formed: coal transportation system; waking up (fossil when loading onto the conveyor, into trolleys, etc.); tunnel; secondary crushing; acre oil area; other.

Terms with suffixes are found in the scientific language to denote nouns denoting various types of minerals, minerals, explosives, chemical products: manacite; - apatite; magnetite; titanite; dendrite; roburite; vulcanized rubber; zeolite; magnesium carbonate; colorless tourmaline.

The suffix forms adjectives from nouns, for example: priceless; not supplied with energy; harmless.

Examples of terms with suffixes can be seen in the following examples: control unit; stone laying; mining operations; possessing the ability to resist; ethnographer.

There are 31 examples of terms formed using the suffix method and they are equal to 37% of the units under study.

Another of the morphological methods for the formation of the terms of the English mountain terminology, which identified N.M. Shansky is a compounding. Using this method, new terms are created by adding two or more words into one. Such words can be written both together and through a hyphen.

The following terms can serve as examples of this method of forming the terms of the English mountain terminology system: docking schedule; blast hole; micrometer scale; material sliding; working group; stacking; common minerals; equipment with a diesel engine; fuel cell mining equipment; fuel supply mechanisms; section of the continuous development system; ballast (rail track); holes fixed with concrete; Pipeline for coal hydrotransport (for hydraulic mining); stone laying; filling the wellbore; homogeneous coal; air flow line.

There are 18 lexical units formed using the compounding method, which is 21% of the total number of studied terms in English mountain terminology.

As for the inverse compounding, this term is understood as rederivation, that is, the dismemberment of a previously non-derivative word by rethinking it and semantic convergence with other words [10, p. 47]. This morphological method of word formation of the terms of English mountain terminology was not found in the analyzed articles. Since this type of term formation is extremely rare.

Another productive morphological way of forming the terms of English mountain terminology, according to N.M. Shansky, is the creation of abbreviations. But, it is worth noting that many modern scholars working in the field of linguistics attribute the abbreviation to non-affix methods of forming terms, that is, to non-morphological methods. So, for example, V.N. Musatov in his work "Russian Language: Morphemic, Morphonology, Word Formation" indicates that affixation is a word formation in which the abbreviated elements of words are combined into one combination without adding affixes [10].

An abbreviation is a word-formation method in which a new word is formed from parts of words included in the original phrase. When using this method of word formation, the harmony and ease of pronunciation are of great importance [10].

Using the abbreviation method, 6 lexical units with the subject of English mountain terminology were formed, which make up 9% of the total number of terms studied.

Another way of forming the terms of the English mountain terminological system is conversion, that is, the transition of a word from one part of speech to another. Conversion as a method of affixless term

formation is opposed to an affix method of term formation. The morphological paradigm acts as a derivative in conversion, namely, the ability of the paradigm and its endings to convey the meaning of a certain part of speech. The use of the term in a new syntactic function is accompanied not only by its use in the desired syntactic position, but also by the acquisition by the term of a new morphological indicator. Therefore, conversion is often attributed to morphological-syntactic methods of the formation of lexical units [10].

The conversion can be traced on the following examples: a noun, in mountain terminology goes into the verb - collect samples; adjective harmfulness to health, in mining can turn into a noun harmful conditions of production; the verb prey, becomes a noun prey; mining ore becomes a noun mining ore. The terms formed by conversion are 4, which is 9% of all studied lexical units.

An analysis of 82 lexical units with the subject of English mountain terminology allowed us to consider the main morphological methods of term formation and to conclude that 65% of the terms of English mountain terminology are formed using the affix method, of which 28% are formed using the method of prefixation, and 37% through suffix. Using the compounding method, 21% of the analyzed terms were formed. Terms formed using the inverse compounding method was not found, since this method of word formation is extremely rare. The lexical units formed by abbreviation make up 9%, and the formation of terms using conversion makes up only 5% of the total number of analyzed lexical units.

Based on the analysis done, we can conclude that the most productive morphological method of forming the terms of English mountain terminology is the affixation method, the second is phrasing, followed by abbreviation and conversion, and the inverse phrasing method is not relevant for the terms of this term system.

With the rapid development of technology, as a result of which the emergence of new terms in the field of mining, the study of the linguistic features of lexical units of this subject is an integral part of the research of leading experts in the field of linguistics.

In order to determine the most productive ways of forming the terms of the English mountain terminological system, 132 lexical units were analyzed on the basis of material from journal articles.

To determine the lexical and semantic methods of term formation, 50 lexical units with the subject of mining terminology were analyzed, on the basis of which the most productive methods for the formation of terms operating in the field of mining were identified. Based on this analysis, we can conclude that the most productive way is borrowing vocabulary, the number of borrowed lexical units in the analyzed articles was 25, which is 50% of all analyzed vocabulary formed using lexical-semantic methods.

Such a method as synonymy is no less productive way of term formation and amounts to 46%, as for the formation of new terms as a result of the disintegration of a word into homonyms, that is, the acquisition of new meanings by the same lexical unit, this method makes up only 4% of the entire considered vocabulary formed by lexico-semantic methods of term formation.

An analysis of 82 lexical units to determine the most productive morphological methods for the formation of the terms of the English mountain terminology system showed that the most productive method is affixation, which is 65% of the analyzed vocabulary, 21% is occupied by terms formed using the compounding method.

To date, scientists have not yet reached a consensus on the exact attribution of term formation techniques, such as abbreviation and conversion, to morphological word formation methods. For example, some of the linguists do not attribute conversion and abbreviation to a purely morphological method of term formation and call these methods without affixes, and such linguists as N.M. Shansky and N.S. Valgina, on the contrary, refer these methods to independent morphological methods of term formation. After analyzing the lexical units from mining journals, it was found that conversion is not a common method of forming the terms of English mining terminology and makes up only 5% of the analyzed vocabulary. 6 terms were formed using the abbreviation method in the analyzed articles, which is 9% of all studied units formed using morphological and non-affix methods for forming terms.

Based on the analysis, we can conclude that the morphological method of forming the terms of English mountain terminology is more productive.

In the process of preparing the course work, the linguistic features of the English mountain terminology were studied. Based on the study, the following conclusions can be drawn: a lexical unit is a unit of language (word, term, stable phrase, etc.), which has a material nature of the main content, and the expression is in accordance with the rules for the design of a single word inherent in a given language; the term refers to units of linguistic and professional knowledge that ensure the effectiveness of intercultural communication; all terms with an English mountain theme are formed into one term system, which is part of the English mountain terminology; mining terminology, like any other, has its own morphological and lexical-semantic features of the functioning of the terms.

Based on the opinions of leading scientists in the field of linguistics, the language features of the English mountain terminology system, as well as the main lexical-semantic and morphological methods for the formation of terms functioning in the field of mining, were analyzed. 132 lexical units served as the analyzed material, 50 of which showed the most

productive lexical-semantic methods of term formation. Based on their analysis, we can conclude that the most common lexical-semantic way of forming the terms of English mountain terminology is to borrow terms from other languages, terminological systems, or common vocabulary. Such terms make up about 50%. The second common way is to create synonyms - about 46%, and the proportion of homonyms is only 4%.

The remaining 82 terms showed morphological methods for the formation of the terms of English mountain terminology. Based on the analysis of these units, it can be argued that 65% of the terms of the English mountain terminology are formed using the affix method, of which 28% are formed using the prefix method, and 37% through the suffix. Using the compounding method, 21% of the analyzed terms were formed. Terms formed using the inverse compounding method were not found, since this method of word formation is extremely rare. The lexical units formed by abbreviation make up 9%, and

the formation of terms using conversion makes up only 5% of the total number of analyzed lexical units.

Thus, on the basis of the analysis, it can be concluded that the most productive methods for the formation of the terms of English mountain terminology are morphological methods of term formation. The number of terms formed using this method is 62%, while the terms formed using lexical-semantic methods of term formation are 38%.

In conclusion, it is worth noting that the goals set for this course work have been achieved. Also, all the tasks set are fully implemented, namely: the concepts of "terminology" and "terminology system" were formulated; studied linguistic features of the English mountain terminology system; the features of the functioning of the terms of the English mountain terminology are investigated; and also analyzed the linguistic features of Russian mining terminology on the basis of articles from the journals "Mining engineering", "Minerals & metallurgical processing".

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QR – Issue   QR – Article

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IN DEVELOPING INDEPENDENT THINKING IN STUDENTS ABOUT THE NEW NON-TRADITIONAL METHODS OF EDUCATION

Abstract: *The modern system of higher education should be considered as the most important institution of socialization of the individual, in which training and education is a single process aimed at training highly educated, widely erudite, cultural, creative thinking specialists.*
Key words: *independent thinking, non – traditional method, innovation, education, lesson.*
Language: *English*
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Introduction

UDC 37.02

"National program of Personnel Training" (1997) presents the problem of formation of an independent thinking person in the face of educational problems. First President of our country I.A.Karimov pointed out: we often understand well that the main task of the teacher is a phrase from the formation of independent thinking skills in students, but, unfortunately, in practice, we do not adhere to it in our experience.

In the democratic society, children are brought up, in general, everyone is free-thinking. If children do not learn to think freely, the effect of the given education is inevitable to be low. Of course, you need knowledge, however, in your own way of knowledge. Independent thinking is also a great wealth.

The first president of our country I.A.Karimov said, "in a democratic society, children are brought up, in general, everyone is free-thinking."Self-development for the Independent education of the studenttirishga training is the main task of today's school. In the educational process, it is necessary to activate the independent education of the student.

Independent education is harakter with the choice and fulfillment by the student of the ways of putting the issue, solving it, self-control and evaluation.

The task of modern educational questions is to teach the younger generation to think independently. Of course, there are also individual differences in thinking. Knowing how to think is the mind of a person. Today, developed countries have accumulated experience in the application of pedagogical technologies that increase the educational and creative activity of students, guarantee the effectiveness of the educational process, the basis of which is interactive methods.

The student basically shows the knowledge that he has mastered, and the teacher listens to his thoughts, in the necessary places the teacher – student addresses with questions the participants of the conversation in traditional education. The student group (team) in this situation remains completely inactive participant, listener. At first glance, the adoption of information transmitted by a student or teacher creates the impression that it creates an opportunity for the student group (team) to master knowledge.

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However, as the results of psychological research show, the knowledge (information)received in this way is very quickly forgotten. Specifically, according to American psychologist scientists R.Garnikau and F.Macelro's studies, the natural physiologic and psychological capabilities of an individual make it possible to preserve to a different extent the knowledge acquired in certain forms.

One of the important requirements that must be put into the organization of modern education is to achieve high results in a short period of time, without excessive mental and physical exertion. Formation of certain activities skills and skills on the basis of the delivery of certain theoretical knowledge to students for a short period of time, control of their activities, assessment of the level of theoretical and practical knowledge acquired by them require a high pedagogical skill from the teacher, a new approach to the educational process.

In the "national program of Personnel Training" it is emphasized the introduction of new pedagogical technologies into the educational process. Pedagogical technology is a systematic approach to this educational process, in which technical and human capabilities are taken into account in the organization of the educational process, and their interaction is the basis for the creation of optimal forms of education.

Pedagogical technologies can be divided into the following components:

- social requirements for the person of the participants in the education - traffic jams;
- professional training of members of cooperation activities;
- maxad of the educational process, content, merits, means of implementation;
- to diffuse the educational process;
- creativity.

That is, the person: 10% when he / she reads the source himself / herself; 20% when he / she hears the information; 30% when he / she sees the event, phenomenon or process that occurred; 50% when he / she sees the event, phenomenon or process that occurred and when they hear the information in their delivery; 80% when he / she transmits the information.

To develop logical thinking in students, it is necessary to formulate thinking characteristics. The course process will be based on thinking operations. This is the teacher's answer: why?, for what purpose?, what are the reasons?, why was the result so? this can be done through the muhokokamasi of similar questions. Drawing up and protecting teachers into evristical, problematic situations, discussing cases of criticism, suspicion, finding out the problems in them independently and solving them will serve to make students ' thinking meaningful and productive.

Formation of skills and abilities not only assimilate knowledge, but also form a variety of skills and abilities. Skill is an automated method of behavior that occurs as a result of exercise.

Physiologically, the skill is formed in the cortex of large hemispheres of the brain, which provides the function of the vascular system of temporary nerve connections. Dynamic-stereotyping conditions simultaneously generate complex analytical-synthetic activity with automated ICT. Thanks to this, not only skills, but also skills are obtained.

In the context of the modern education system, the problem of developing independent thinking is particularly relevant. It is the independence of thinking, as a form of subjective activity, as a personal quality of students that is most clearly revealed in the conditions of choice, resolution of contradictions, overcoming the difficulties that arise when performing educational activities. The process of forming students' experience of creative thinking consists in purposeful interaction, co-creation of the teacher and students in adequate specially organized conditions using the necessary mechanisms, forms and methods of organizing classes. Forms and methods of organizing classes are used in a complex and depend on the tasks of a particular stage of formation. the following groups of methods aimed at forming the experience of professional and creative thinking can be distinguished: According to the method of organizing educational activities:

a) Structural and logical (problem) methods. They are characterized by a step-by-step organization of setting didactic tasks, choosing ways to solve them, diagnosing and evaluating the results obtained (from simple to complex, from theory to practice)

b) Training methods. They are a system of activities for working out certain algorithms of educational and cognitive actions and ways of solving typical tasks during training (tests and practical tasks, in the content of which at the normative stage should be added elements of creativity).

c) Game methods. This group of methods is characterized by a game form of interaction between the subjects of the educational process; educational tasks are included in the content of the game (business games, professional fights, discussions).

One of the specific techniques for organizing the educational process is business Games. Business games help to model the system of relations, organize the activity harakteristics. According to the educational activities of the educators, the following methods of education are distinguished:

1. The explanatory note method is a method of reproduction, in which the activity is conducted by the teacher. Students learn, get acquainted in the educational process. This method is one of the very common techniques, there are definitely improved methods of it. This is a programmed training.

2. Reproductive method is a method in which the student operates, restoring the knowledge given to

him in memory, perceives the received knowledge as a copy.

3. The problematic method of education is organized by the teacher, who has a productive harakter. Tiradi formulate student knowledge and skills through this method. One of the ways to improve this method is an expression from the organization of workable games.

4. The method of partial research is a method that is organized under the supervision of a teacher, which also has a productive harakter, in which the student creates.

5. The research method is a method of education in which the teacher is organized without the help of knowledge, which requires independent research, thinking and knowledge transformation of the student.

All the described conditions and methods for developing students ' creative thinking are possible only if teachers have a corresponding attitude to this problem, since the process of preparing for creative

classes is much more complicated and takes more time. Therefore, it is necessary to realize that the professionals we will graduate from the University today will determine the direction of development of our country in the near future, and how effectively and quickly they will solve emerging, as yet unknown professional issues and problems depends on the quality of their education and the level of development of their creative thinking.

In summary, all the above-mentioned adjectives change with age. In creative work, independence and criticism of thinking are necessary, which ensures the productiveness of mental activity. Non-traditional methods in the process of Education lay the groundwork for the comprehensive perfection of the student's personality. It is worth to emphasize that the students we are teaching and educating today are of great importance in determining the tomorrow, the fate of our motherland.

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QR – Issue   QR – Article

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MORAL EDUCATION: CONCEPT, ESSENCE, TASKS

Abstract: The article deals with moral education and its concept, essence and tasks. This topic of the article is relevant due to the fact that moral education is necessary for the development of a full-fledged human personality.
Key words: moral education, human personality, morality.
Language: English
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Introduction

UDC 101

The huge role of morality in the development and formation of a full-fledged personality has been recognized at all times. "Scientifically-organized education or specially organized educational work allows you to purposefully manage the process of personal development". Increasingly, in the speeches of various public figures, the idea of a growing spiritual and moral crisis is heard.

In the modern world, there is a decline in culture and a re-evaluation of the value system, which is not accompanied by the laying of a new moral basis. As a result of many negative factors, modern children find themselves in conditions of moral and spiritual chaos. That is why in the system of modern education, the problem of morality is above all else. What does moral education mean? The concept of "moral education" covers all aspects of an individual's life and activities. The process of moral education is a bilateral interaction of the teacher with pupils in the assimilation of certain moral and ethical standards, and subsequent formation of moral consciousness of the personality, development of moral sentiments and the development of skills and habits of moral conduct. From the definition of the Pedagogical encyclopedia given above, it becomes clear that morality can only

be considered as a complex, multi-level system that combines such qualities as reason, will, and feelings.

The creation of a stable system of moral beliefs, through which a person can independently understand the border between moral and immoral, is determined by the unity and harmony of moral consciousness, expressed in stable moral habits. This belief system tells us about a person's moral maturity. This is an important sign of the correspondence between the process of education and the development of morality in the student. Education is a procedure for purposeful development and formation of a person as a person. This is a carefully structured and controlled influence of teachers on pupils, and the goal of education as a managed process is to form a person in demand and valuable for society. That is why the education of morals and morals is defined as a complex process of formation:

- moral appearance (education from a young age of patience, humanity, good nature and compassion for others);

- moral position (the ability to show fearlessness and willpower in overcoming various life circumstances, unselfishness and nobility, and the ability to distinguish the border between bad and good);

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- moral feelings (these include honor, sense of duty, ability to bear responsibility, love for the Motherland, and respect for elders);

- moral behavior (this is good manners, ability to behave, manifestations of meekness and obedience). The activity of each person is determined by the content of his actions to the people around him - we are judged based on our actions. In the process of growing up, the child learns about the accepted moral norms and rules in society, and learns a stable system of values, beliefs and principles. The earlier the influence of parents and close people on the child's moral image begins, the deeper the ethical norms will take root in the younger generation. A person can only be considered truly moral when all his actions, desires and actions are subject to the norms of morality accepted in society, and appear as his own views and beliefs, far from blind submission. A truly moral person will behave equally nobly in any situation and in any environment. The goal of moral education is to develop a stable system of moral beliefs and moral norms. Based on all of the above, we can conclude that moral education is a process of interaction aimed at forming children's concepts of conscience and morality, rules and principles of life in society, as well as the development of nobility, sensitivity and respect.

Moral education can only take place as a complex organization of all the life activities of children - their relationships with other people, their free time, their work. The formation of a personality that combines ethics, morality, a sense of duty and conscience, as well as supporting social values-is the result of a properly organized pedagogical process of moral development. The process of moral education includes:

- the emergence of awareness of their interdependence with society, the importance of coordinating their actions with the values and interests of society;

- the development and adoption of moral ideals and principles of society, proof of their soundness and legality;

- creation of a system of moral beliefs through familiarization with moral knowledge, and their subsequent acceptance;

- development of persistent moral feelings, education in children of the understanding that ethics is the main component of mutual respect between people;

- formation of stable moral habits. The formation of moral consciousness is a multi-level and long-term process that begins with familiarization with the simplest ideas about culture and etiquette, and gradually becomes more complex to a system of moral beliefs based on acquired knowledge. The process of forming a system of stable moral beliefs is particularly difficult when it comes to children with intellectual disabilities. This process includes the development of an understanding of the universal relationship of objects and phenomena, teaches how to correctly characterize the phenomena of the surrounding world, instills knowledge about ethical standards, and helps to consolidate them in practice. One of the most important tasks of moral education in a child is the formation of his moral feelings, which imply the understanding of the individual's attitude to social requirements, as well as to moral actions. Inertia of volitional and intellectual regulation, sluggishness of experiences and a tendency to egocentrism significantly complicate the formation of the main moral feelings in children with mental retardation. This leads to the development of the higher senses with considerable delays and with the help of thoughtful and strenuous pedagogical work, and puts the progress of these children in an extremely dependent position on any negative impressions. Any negative impression can provoke aggression on the part of a child with disabilities, and be fixed as a daily way of responding.

Thus, children with weak volitional regulation are highly dependent on erroneous actions, which may eventually become a source of other bad habits. And that is why the formation of moral habits and social behavior skills requires a lot of attention, as well as special techniques and organized programs. Moral education is a multi-level and well-organized process that results in moral education. It becomes visible in the relationships and activities of each individual, and is manifested in respect for the values and ideals of society.

Moral education of a person is determined by the ability to reason about life processes from the position of morality and morality, to give them a correct assessment and behave accordingly. It is also indicated by the ability to empathize and empathize, the depth of such moral feelings as humanity, strong will, unity of word and deed. In other words, a person's moral education is manifested not in mechanical obedience to the norms and rules established in society, but in the stability of positive habits, which is manifested in the stability of a belief system that includes social norms accepted by a person as their own principles and views. "Humanity is an integral characteristic of a person, including a set of its properties that Express the relationship of a person to a person. Humanity is a set of moral and psychological properties of a person that Express a conscious and empathetic attitude to a person as the highest value. As a quality of personality, humanity is formed in the process of relationships with other people: attentiveness and goodwill; the ability to understand another person; the ability to empathize, empathize; tolerance for other people's opinions, beliefs, behavior; readiness to help another person".

As a rule, the ideals and values of society are generalized into a system of views and beliefs that Express the attitude of a person in the surrounding reality and social environment, and affect their

relationships with other people. Humanity can be considered as the main means of moral and ethical education. That is why the use of examples of moral behavior created at different stages of the historical development of morality is so important in education the process of educating a child's morality also includes the development of a culture of behavior and discipline. Discipline implies conformity of a person's lifestyle and activity to the principles established in society, the ability to determine the boundaries of the moral and immoral in difficult life circumstances, and the willingness to support social attitudes. Ethics is a discipline whose subject matter is morality. Ethics studies the problems of the moral and immoral, the rules and regulations generated by a shared community, such moral feelings as conscience, self-sacrifice, solidarity, friendship, charity, etc. It is very important that the process of familiarizing the child with the moral norms and values of society takes place consistently and is a desirable and pleasant search for revelations about yourself and the world around you.

Universal values are such simple moral norms of human activity. This concept includes a person's ideas about the dignity of the individual, about the meaning and meaning of life, about the concepts of good, evil, happiness, justice and love, about what is the most significant and significant in life. This is what allows the individual to see the right landmarks in life. The desire to penetrate into the foundations of human morality, which is the basis of these values, requires a certain willpower, it is a difficult moral choice. To give correct answers to eternal questions, to comprehend the meaning of human life is extremely important for a growing and maturing child. Strict observance of the norms of morality and morals, as well as the rules of the public, ennobles all human actions and his life as a whole. Moral education in the younger generation should be closely linked to all areas of life of today's children-including their education, relationships with other people, cultural and ethical development, physical and labor education. A significant role in the formation of the child's personality belongs to educators and teachers. All their work is aimed at getting the child interested, to get him so carried away that in the process of learning children develop a craving for knowledge, formed ideas about responsibility and moral duty, about the outside world and their responsibilities in relation to what surrounds them.

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MECHANISMS OF PREPARING ADOLESCENTS FOR SOCIAL RELATIONS IN THE ERA OF GLOBALIZATION

Abstract: Adolescence is a period when a person has been developing by personality asks various questions for which "Who am I?", "Why me?" and "Who am I?". During adolescence, a person attains a qualitatively new social position, when he or she develops a conscious attitude towards himself as a member of society. Therefore, much depends on how social orientation develops during this period in shaping the social relationship of the individual. In this article, I will discuss the results of using of internet while preparing adolescents for social relations in the era of globalization.

Key words: adolescence, adolescent, parents, social relation, internet, internet addiction.
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Introduction

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It is know that each age is characterized by leading activities, which have a significant impact on the formation of a particular hierarchy of motivations and on the development of a goal-setting process. Adolescents are characterized by activities aimed at mastering the norms of peer relationships. This aspect of a person's life is manifested in socially useful work that corresponds to the motivational and demanding field of adolescent self-determination, self-determination, self-expression and recognition by adults for his or her activities. During this ontogeny, the most favorable conditions are created for the expression and integration of the human social nature.

Adolescence represents an important period of mental development. Acute mental fractures determine its complexity and incompatibility. Critical periods in age physiology are considered in terms of the likelihood of disrupting the normal course of development, and in psychology, the term refers to the sensitivity of the child to affect. In contrast to stable, critical periods, when critical turns in personality formation occur in a relatively short period of time, critical periods are the turning point in development.

It is well known that the most important psychological neoplasm at a given age is the formation of self-awareness. An important characteristic of a teenager's personality is adolescence. Thus, the teenager puts himself in the real relationship system as an adult. Thus, the psychological characteristics of the age are determined by a number of conditions, first and foremost, the social conditions and lifestyle of the teenager and the nature of his or her practical activities. During this period there is a search for new events. The formation of his personality depends on what activity is leading in the teenager's life.

Materials and methods

It is well known that any activity is aimed at meeting the needs. The basic needs of a modern teenager are wide enough. Along with life (physiological and safety), they also play an important role in addressing social needs (communication, love, recognition) and personality development (knowledge, understanding, self-awareness).

The Internet Development Fund was sponsored by G.V. Soldatova, O.S. Gostimsky, E.Yu. Kropaleva has been able to determine the range of needs of teenagers through the Internet. These include: the need for autonomy and independence (in the process

of socialization, this need is primarily a desire for independence from parents); the need for self-awareness and recognition; the need for recognition and recognition; meeting the social need for communication belonging to a love interest group; the need for possession; Cognitive need, as well as gaining new knowledge, helps peer recognition and self-awareness. As a result of the use of the Internet, a sense of full control and ownership of one of the system's human needs - security needs. To better understand why adolescents spend their time in cyberattacks in a strange and unusual place, it is not enough to repeat simple and well-known aspects of growth.

Identity. Teenagers try to figure out their place in the world around them. They ask themselves "global" questions: Who am I? Why am I living? These questions are difficult to answer and some can be found in cyber-attacks.

Proximity and belonging. During adulthood, a person becomes acquainted with various aspects of intimacy, especially the opposite sex. He is looking for companies that can feel connected to friends and companies. All of these relationships are an important part of personal identification. Cyberpace presents it to countless individuals and groups by their interests, values and inclinations.

Separation from parents and family. The search for adolescents' place in life and their relationship with other people are inseparably linked with the desire to leave their parents. The teenager wants to be independent and do what he wants. At the same time, he does not want to be separated from his parents. And here the Internet offers a unique opportunity. Want to meet new people, do interesting things, discover the world? Want to stay home with your parents? The internet allows you to do this at the same time.

It is well known that adolescent psychology is closely related to the problem of "fathers and children". According to the study, R.F. Families of adolescents with pathological dependence on computer gaming are characterized by family peculiarities: mothers exhibit signs of hyper- or hypoprotection; behavioral features. This helped the teenager feel lonely and later led to adaptation problems in the peer community.

Get rid of frustration. Adolescence is a stressful and hopeless period of life, and is pressured by schools, family and friends. What should a teenager do, especially if they are exacerbated by hormonal changes in the body? He needs to get rid of frustration and he can try to do it in an anonymous, irresponsible cyber attack.

Internet addiction contributes to a number of psychological problems: conflict behavior, chronic depression, preference for virtual life, social adaptation difficulties, loss of computer time management, and discomfort when using the Internet. to be. Using the Internet, a teenager prefers to "search"

instead of a desire to think and learn. Many children openly admit that they frequently visit sites that are banned by their parents. They also have the idea of permission and impunity. It is a violation of human rights, and the illusion of impunity can become a trap and have serious consequences in real life - moral dignity.

Internet addiction is almost unanimously recognized as a means of changing one's personality, changing activities (its motivational, target and operational components), and interacting with the Internet.

Consider the specific types of Internet mediation that can lead to global change. There are three main types:

1. Cognitive - hacking or excessive knowledge of programming and telecommunications;

2. Gaming - Computer games, and especially games over the Internet, are called passionate or extreme. game addiction;

3. Communicative - Internet addiction, including cybersecurity as a passion for network communication or as an extraordinary option.

These effects of the use of information technology in the face of global change have become insignificant in fundamental research, and the following analysis has become the solution to the problem.

So what exactly is the Internet from a teenager's point of view?

First, it is a means of entertainment, followed by a source of knowledge and a teaching aid. Frankly, not all second seconds are used at all. Very few adolescents use computers and the Internet for educational purposes.

Many adolescents spend a lot of time in a variety of chat rooms and forums, which, in their opinion, broadens their outlook and outlook. In fact, it's not quite !!! More than that - communication and freedom in general. This in some cases becomes a dependency. But, unfortunately, it is not possible for a teenager to prove himself! He must understand and understand it - and only then can everything be changed!

For many adolescents, the World Wide Web is just another toy to get useful information from an adult's point of view, not from an adult's perspective.

Millions of people are connected to the Internet and they are not just teenagers, but they are mature men and women. The internet is helping many people switch connections in real life, but it's great, many readers immediately object. Sure, it's not very good, but for many people it's really hard to connect. It just so happens that you do not understand, consider yourself uncertain in this community, and find people on the Internet who have the same view as you and make life easier!

But all is not lost. Not everything is horrible at first glance. There are also others who do not have interchangeable internet helpers. And someone, in

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general, sits in libraries and learns about the "old style". Isn't it so bad? Yes, of course, the Internet makes life easier for us. By clicking the button, we receive information that we can spend "time" on the search. And then everything is at a glance: any encyclopedia, reference book, rare or expensive book you probably never bought.

The Internet is bad because it has no limits! That is, it does not protect adolescents from non-normative information that they do not have to know. From all of the above, the hope is to rely only on the minds of children, their honesty. Be honest with yourself. If anyone thinks about it, it would be good for them, about their behavior and what they did to make the world a better place. It's about how much time you spend on the Internet for your invaluable profession. The adolescence and our youth are the best times to be filled with bright moments and spend it on profits! What would be painful for all these wasted and wasted years?

From the earliest times every generation of adults has seen a tendency to collapse in new technology. As Plato warned (and quite rightly): "Writing and reading eliminates eloquence." The car lost our fancy. The phone rejected the epistolary genre. Speech took over literature. Thinking has been replaced by drama. And by email, the epistolary genre revived.

The Internet is through parents' eyes.

Let's see how parents relate to this. "The Internet is a drug and I want to protect my child. The Internet is a virtual substitute. A lot of information is neglected and unpunished. People do what they want on the Internet. I don't want my child to be deceived. Maybe it's a parody of her. In the past, my kid was sitting there because he had nothing to do. I tried to rid him of this addiction, but he said, "Basically, the parents believe that. great evil. For many, the Internet is a means of communication - phone conversations (chats and ICQs, etc.) - besides, email works much faster than usual, but you can't manually change letters. It is believed that the Internet breaks down psychology and interferes with learning. As for the psyche, everything in life has a negative impact on it (constant stresses at school, college, work): The Internet has nothing to do with that. "You're in a bad situation at school. Isn't that the internet?" Or so? "Or is it just hard for me? Or is it laziness for me? Or do I not care about what is taught in school?" Parents turn off the Internet at home, there are simple people, there are internet clubs and cafes all over the city, with home blocking making it more difficult for parents and children. He is accused of interfering with the normal development of the Internet (in particular learning) heavily charged with the fact that heavy music had a negative effect on the psyche. .d Continue: Pop (pop music) can be accused of perversion (many texts have very rude content); you can be accused of distracting books from creative work and reading (sometimes there are books, you can't tear yourself from what you read .. literally, you eat and sleep with books, of course. " later "remains.) There are many examples. The problem needs to be addressed differently: ask your children what their performance has slowed down and their style has changed significantly (which is not good) and there is no need to rush. Sharp and hard actions can only be hardened against you, behaving democratically, and trying to understand your children or putting them in their place. But the good thing is that right now, basically, parents have nothing against the Internet.

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FOLKLORE AND ITS METHODOLOGICAL STUDY

Abstract: *The folklore studies the peculiarities of genres such as proverbs, songs, fairy tales, and epic poems in folklore. But regardless of the form of the literature, the successes and discoveries in each of these areas will be regarded as a contribution to the development of literary science. The existence of three types (epic, lyric, drama) is recognized in world literature. The written literature includes epic, types of novels; genres, storytelling, and oral literature include fairy tales, poems and anecdotes. In this article, we will discuss folklore, its genres and their methodological studies.*

Key words: *folklore, oral literature, written literature, epic, lyric, drama, fairy tale, poem, story, anecdote.*
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Introduction

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Epic - Greek "epos" is a narrative, story, and song that bring meaning to tell a story, an event, to describe the details of a life story in fiction. The word "song" should not be a surprise, since the songs used by the ancient Greeks had a narrative character, as opposed to the modern meaning of the word. In the epic genre of fiction, a story is told through a literary word. Such oral genres in folklore include myths, legends, fairy tales, fairy tales, poems, some formulas, anecdotes, and poems. Bakhodir Sarimsakov, a scholar who studied this theoretical issue on the scientific basis, added the fourth of the three previously mentioned types and called it a "special types." This type has been designated as: "clapping, cursing, proverbs, parables, puzzles and so on." Indeed, in spite of the fact that these genres contain accurate information and information on the one hand

to give an idea of a particular situation or event, the volume of the text is extraordinarily compelling.

Well known scholars of folklore VM Zhirmunsky and HS Zarifov called poems in the Uzbek folklore "Epic of Hero". The large book, published in Moscow in 1947, was called the "Uzbek national heroic epic" and analyzed romantic and poetic stories such as "Alpomish", "Gorugli", "Kuntugmish".

Materials and methods

Lyric is originally taken from the name of an ancient Greek musical instrument called "lira" which refers to the human emotions and experiences in the literary literature. As you know, there are different events in life. The lyrical works reflect on the experiences of the person in the heart of those moments. Whenever the person expresses his feelings, inner experiences, and mental state, a lyrical example is created. That is why some of the poetic works of the

uninitiated are not a lyrical example. A truly lyrical work does not leave a person indifferent, but gives him a sense of spiritual pleasure and aesthetic pleasure. Each lyrical song in folklore is a stamp of the hearts and minds of young men and women who have been trying to express their changes in the spiritual world by saying words. For example, children's folklore "Boychechak" and "When the Sun rises" songs are lyrical works. Lyrical songs are the masterpieces that have existed for centuries as the main genre of expression in the folklore.

Drama comes from the Greek word "drama", which means action, tension, and difficulty. Literature is based on the action of the word "drama" and refers to the concept of expressing a particular event through action. Undoubtedly, this movement cannot deny the leadership of the word. Time and space are limited in dramatic works. The story opens with speeches by the drama participants.

Dramatic genres in folklore, according to Bakhodir Sarimsokov, include oral genres, laughs - storytelling, puppetry, and martial arts. The performers of these works create not only the spoken words, but also the sound - the intonation, face, eyes, head and hands. As a result, the viewer becomes a theatrical spectacle that draws the audience. For example, you may remember the puppetry in the film "Past Days" directed by Yuldash Azamov with the images of Hudoyarhan and Muslimkul. If you want to get a better idea of folk drama, we recommend you read the chapter "The Khan Want to Be Fun" and "Interestings" in Abdulla Kadiri's novel " Mehrobdan chayon."

Askiya was held as a special word game competition at weddings, walks, gatherings. The jockeys competed in two, sometimes three, or four groups, based on a chosen topic. As it was mentioned earlier, fiction consists of oral and written works according to the method of creation. Oral creativity emerged long before the writing culture. However, the role and significance of ancient myths in the creation of oral art is indisputable. In deep scientific research of the doctor of philology, professor B.Sarimsakov says that the myth forms the basis of folklore. Myth is not a kind of artistic creation as the level of art in it is very low. Consequently, myth cannot be taken from the composition of folklore. But the diffusion process took place in the formation of oral works. Diffusion - from the Latin word "diffusion" - means diffusion, diffusion. Molecules, atoms, ions, and colloidal particles move from one substance to another as a result of irregular thermal action and "absorb" into another. You see, the diffusion process in certain sciences was a major factor in the emergence of genres of folklore from the myth. In particular, B.Sarimsakov writes: "In folklore, the term diffusion refers to structural, semantic, and functional changes that occur in nature as a result of penetration and absorption of any genre, motive or image." Put simply, the myth of

the story, the uncompromising struggle between good and evil, the myth of the first elements of the image; a fairy tale in a myth; As a result of the development of fairy tales, the formation of the genre of the story and its independent development as a separate genre can be explained by the process of diffusion in oral creativity. Well-known scholars of folklore Propp, Meletinsky, Sokolova have fully confirmed that folk fairy tales came from myth.

It can be assumed that large-scale epic works of folklore were formed on the basis of diffusion system. The lyrical genre of songs, proverbs, parables, puzzles, and other small genres gradually emerged in the course of the formation of oral art as an artistic creation. It is not accidental that we are told about the genre of proverbs and puzzles. Although each of the works today has the quality of an independent genre, the more we examine the text of our oral work, the more we become convinced of the interrelationship between the genres.

Z. Husainova says about the intimacy between proverbs and riddles: "The riddle can be proverbial in meaning and pronunciation. Such proverbs were originally created as puzzles and later turned into articles. About the language "He loves someone, he burns someone"; The puzzles "Sweet and bitter than honey" are used as proverbs in the form of "Sweet and sour tongue", "Sweet words - sugar, bitter word - poison."

Illustrative commonality in the poem and fairy tales is also a topic worth exploring. The image of the heroes and the beauty of girls and princesses is so vivid that we sometimes forget that the text is a fairy tale or a fairy tale. For example, in the "Princess Cunning" poem, Shozargar turns into a mouse, a ring, a diamond rat, a diamond-like serpent, and finally a bald gambler. These pages of the poem are more like a fairy tale transfiguration (from one form to another).

We also witness the use of dozens of articles in myths, legends, fairy tales, and poems. The Alpomish epic reads: "The Sultan does not despise the bone"; "The slaves have their own way of thinking"; "The little tiger, the lion's footsteps, knows the salt of the word"; "To the trouble that is from you, to where you will go"; "Do not force a friend, do not despise enemies"; A number of proverbs, sayings, and wise words adorn the text.

Conclusion

Genres of folklore, their composition, first of all prove that they are a whole hereditary, except for their gender, types and genres. The intergenerational affinity can be seen as the result of centuries-old worldview of oral creativity as the product of the talent of close creators. The oral work has served in the public service for the purpose of providing the young generation with full potential, regardless of their genre.

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ACTIVE TEACHING METHODS AIMED AT DEVELOPING STUDENTS' INDEPENDENT AND CREATIVE THINKING

Abstract: At present, almost all developed countries of the world have realized the need to reform their education systems so that the student really becomes the central figure of the educational process, so that the student's cognitive activity is the focus of attention of teachers, researchers, developers of educational programs, training tools for administrative workers, i.e., the process of learning, and not teaching, as it was still with traditional training.
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Introduction

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Being able to learn and study intensively according to our conclusions is especially important today, when the concept of education is changing: from lifelong learning to lifelong learning. Therefore, the task of educational institutions today is not so much to transmit information, but to teach a person to learn independently and constantly, to solve life and professional problems, to have a sustainable viability. What conditions are necessary for this? First of all, the opportunity to engage each student in active learning process, not a process of passive learning and active cognitive activity of each student, application of them in practice these knowledge by means of teaching methods. We have conducted pedagogical experiments on the use of active teaching methods, which we will discuss below. The associogram method is a complex teaching method that facilitates the integration of knowledge into cognitive structures, guided by educational and psychological foundations. The didactic goal is to promote a holistic range of vision of the circumstances of the case, to activate knowledge, to deepen and improve memory. The methodological goal is to independently apply the reserves of complex knowledge and assist in the development of the ability to perceive the educational

situation and evaluate it correctly. Method associogram is used for graphical representation and structuring of knowledge. This method refers to the educational and psychological basis of cognition, that learning always requires the integration of new concepts and concepts into existing cognitive structures. When using this method, based on the topic as the center, further details and ideas are presented in the form of branches.

The concept, as well as the method of associograms, was proposed in the 70s by the Englishman Tony Buzan. The starting point of his reasoning was that students work primarily with the" logical thinking " left hemisphere of the brain. Therefore, with his method of associograms, he developed a method of working and graphical representation that equally stimulates both the right and left hemispheres of the brain, because this method connects imaginative and creative thinking and logical and analytical thinking. In the German-language space, the concept of "Mind Mapping" has been strengthened, since the English word "mind" has many versatile translation options, for example, memory, reminder, Association, motivation, etc. The associogram method is always suitable as a method when it comes to hierarchical and visual structuring of knowledge, as well as visualization of complex

relationships. Therefore, it is particularly well suited for:

- developing generalizations
- presenting complex systems
- systematizing texts and concepts
- reviewing notes/notes or training material
- planning projects
- consolidating and deepening training material

to collect and structure ideas. Method associogram is a technique you need to learn; it is for demanding applications, such as writing abstracts, that you need to train first on simple examples. The training sessions present a wide variety of possibilities for using this method. Whether it's individual work, group work, or developing a topic as a whole class, you can use the associogram method. The study using the method of associogram. As auxiliary tools, you need: white non-laminated paper of at least A4 size, a pencil, an eraser, and colored pencils. Some points that need to be taken into account in the classroom: - give students time to tune in to the topic; - limit the time spent on drawing a picture; - give students the opportunity to view the pictures of others; - allow students to present their associograms (Mind Map), as a result of this, the further meaning of the concepts is explained and new associations are opened; - if there are ambiguities, leave "holes" that should be discussed together later; - pay attention to the legibility of the handwriting the associogram can look like this:

- Analysis by using keywords, you can focus on the most important things, while saving time (for development and reading) and space on paper.

- Thanks to visibility, information is processed faster and stored in memory for longer.

- The associogram detects gaps: based on the graphical representation, it becomes quite obvious which ideas/thoughts are already well developed and which are still less developed.

- Method of associogram perfect for repetition of the material; the basic knowledge is already available, and there are enough associated keywords to reconstruct and recall.

- Stimulation of communication processes in the distribution of work groups. No assologaima not perfect. Drafting associogram need to learn and it requires some training.

- The following difficulties may arise often encounter resistance from participants (the principle of operation does not correspond to their usual processes of thinking) the Risk of lack of clarity (with numerous cross-references or too much information);

- The selected key concepts/symbols are individual and may not be clear to others multiple entries/ rewrites of the same associogram take a lot of time. Another of the new active methods is lateral thinking, which we have effectively used in the educational process. Lateral thinking.

The use of complex teaching methods contributes to the development of creative approaches to "lateral thinking". It means "lateral thinking", "non-standard thinking", in the sense of changing the point of view and as a creative method of finding ideas is a necessary complement to the prevailing vertical thinking. The didactic goal of lateral thinking is to improve problem-solving competence. The methodological goal of lateral thinking is to create new alternative, creative, unusual ideas or solutions in a way that differs from the traditional, familiar way of data processing (vertical thinking). Basics the theory of creative thinking and action can be characterized by the following features:

- perception and processing of information is usually carried out by preferred / familiar ways of processing data and information;

- lateral (creative) thinking "lateral thinking": moving away from the usual ways of processing data and information, finding non - standard solutions;

- contrasting vertical and lateral. The concept, method, and theory was expressed in the mid-1960s by Dr. Edward de Bono based on a study of creative approaches to problem solving. The starting point of his theory was the knowledge of the straightness of the structures of human thought. Edward de Bono has developed a large number of methods that should help you find new ideas and abandon the usual ways of thinking. These include, for example, lateral thinking and the hat method.

Lateral thinking methods are primarily useful for finding ideas, for example, for finding new ideas for a product or for opportunities to improve a product. Structure and implementation of the "lateral thinking" method. The conditions for successful conduct include:

- a creative team of participants;

- a trained discussion leader. It can be carried out in accordance with the following stages:

- identification of problems or shortcomings - formation of a group for the workshop-selection of a suitable moderator - selection of methods - conducting in compliance with the rules - collection of ideas - processing of ideas, further improvement of promising ideas in the proposal for a solution-evaluation of the solution proposals - planning the first step of implementation. Various methods are recommended to avoid the prevailing methods of consideration. At the same time, it purposefully returns to the use of heuristic methods of cognition. These methods include:

- inverting the point of view
- visual thinking
- breaking down the problem into smaller and smaller units, then trying to put them together in a new way;
- switching attention from surface aspects to less important ones
- recognizing dominant ideas and thought patterns
- finding other ways to consider things

• loosening the strict control that is exercised by rational-logical thinking

• consciously applying randomness

• deliberately turning relationships

• analogies, transferring the relationships of a situation to another situation that is easier to use. We present methods related to lateral thinking.

Method of random impact:

- search for a word, a random concept that is in no way related to the topic,

- contrast "word-problem" (a combination of words),

- create an Association between them. There are many other methods of lateral thinking, for example: - "the creative pause" (short stoppage/pause to consciously create distance/look) - "mental provocation" (deliberate breaking of the bounds of sense by means of "provocative operations"), in which illogical and erroneous manifestation of logical thinking must go on: change of perspectives, deliberate understatement, distorted/caricature paintings, wishful thinking).

Analysis the strengths of lateral thinking, the method of creative approach to problem solving include: gives new original impulses for thinking at a standstill in the creation of ideas - frequent change of perspectives contributes to the emergence of a large number of non-standard ideas/solutions proposals, increases the motivation of participants due to game elements - the basis (the theory of creative approach to problem solving) is a recognized theory - requires qualified moderation, otherwise "vague application". Comparison with the method of brainstorming and the method of cross-marking ideas. The brainstorming method collects or generates ideas for a specific problem area within a group for a certain limited time. The method of cross-referencing ideas is very similar to the method of brainstorming, in which participants' ideas are recorded (see the section" Brainstorming" and "Cross-referencing ideas"). Brainstorming or cross-mapping ideas can be used as a formal condition for all the methods of lateral thinking described earlier. For example, misrepresentations, conversions, and exaggerations may be used. However, it should be noted that lateral thinking should not be identified with brainstorming. Brainstorming cross-reference ideas are only formal frameworks/conditions that offer unambiguous structures that facilitate the thinking process.

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FORMS AND FUNCTIONS OF INTERTEXTUAL CHARACTERS IN THE MEDIA TEXT

Abstract: Intertextuality is a term to indicate that all texts, whether written or spoken, whether formal or informal. It is a particular term to understand current media culture, with its images, sounds, characters and stories. The term comes from literary studies and was taken up by critical media scholars in the 1970s and 80s to examine particular popular genres and different forms and functions of intertextuality were explained. It is shown how intertextuality is not only an intentional product of artists, writers and media producers, but also of particular processes of interpretation and reading. In this article, I will discuss forms and functions of intertextual characters in the media texts.

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Introduction

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Intertextuality is a phenomenon that is particularly relevant to understanding the meanings of mass media; a particular piece of media content like a sports blog, crime novel or commercial, is related to other media content. Since the term derives from literary studies all distinct pieces of media content are referred to as 'texts', including audio and visual aspects. The term 'intermediality' is often used as well to emphasize that the relations between texts do not only occur within one particular medium (with, for instance, television commercials picking up elements of television shows) but also occur between different kinds of media, the obvious example being books made into films. The media industries themselves favor the term 'multiplatform' or 'cross-media' for content that is deliberately produced across different kinds of media and merchandise. Disney content is the ultimate example with 'brands' like Pocahontas, Beauty and the Beast produced as films, books, costumes, bags, candy boxes, mugs and more. In the academic context of media and communication studies the term has a particular provenance in early 20th century European thought and contemporary literary studies. Many scholars Mikhail Bakhtin, Roland Barthes and Julia Kristeva indentified and developed the idea "intertextuality" in the early 20th century how texts never have meanings in themselves but are the product of relations with other kinds of texts and introduced the concept of intertextuality. Accrording to Julia Kristeva, a French linguist who has written much on intertextuality which has a broader meaning in today′s context than the theories she expounds in her seminal work on intertextuality which are "word, dialogue and novel". Her notion of Intertextuality refers to the literal and effective presence in a text of another text. A text according is a permutation of texts, an intertextuality in the space of a given text, in which several utterances, taken from other texts, intersect and neutralize one another.

Materials and Methods

First, it is important to understand different forms of intertextuality, in principle everything can be a 'text'. The definition of the word 'text', implies written signs or words on a piece of stone, wood, paper, screen or fabric; this could be books, newspapers, letters, magazines, subtitles, slogans on t-

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shirts and far more. 'Text' in critical versions of media and communication studies also includes visual images, film characters and sounds, hence references to the 'television-text', 'film-text' or 'multi-media-text' are common. Considering a stone as text, helps to understand a crucial element of textuality and intertextuality; that they involve interpretation. A stone in itself is nothing, but it becomes a 'text' when seen, acknowledged and interpreted by a human being. In the words of French philosopher Roland Barthes, the stone is a 'work', its interpretation by human beings a 'text'.

Fiske (1988) has introduced and developed the notion of intertextuality for media studies. He has made a useful distinction between primary, secondary and tertiary texts. Primary texts are works of content that can be understood without reference including individual book, television program or song. Secondary texts are the reviews by critics, actor or writer interviews, celebrity magazines, promotion material and more. In Fiske's scheme, the interpretations by audiences constitute 'tertiary' texts that range from individual appreciations, to family routines or fan gatherings. Hardy (2011) introduces the notion of corporate intertextuality, referring to all kinds of additional material to the primary text, like trailers and promos, 'making-of' documentaries, star-interviews, and merchandising. He distinguishes it from non-corporate intertextuality, which involves independent reviews, fan publications and other forms of user-generated content. The latter set of tertiary texts has gained precedence in the intertextual construction of meaning because of the advent and popularity of the internet and social media. In some genres fan-fiction published on dedicated websites has become as popular as the primary text. Various TV titles and films, most notably intertextual character Harry Potter, Hermione and Ron have been given an afterlife by their fans long after they disappeared from commercial production. Most of Shakespeare′s books such as Romeo and Juliet, Hamlet, Othello, Merchant of Venice among others have been reproduced as films, as well as Gulliver′s Travel by Jonathan Swift, and Chinau Achebe′s Things Fall Apart. The discussions about intertextual characters of the films make a work of culture to become a meaningful text through its interpretation by human beings, whether they act as individuals, in social groups or with imaginary communities. For instance, an intertextual character Sherlock Holmes is only comprehensible by looking at the way his billions of fans appreciate and interpret his work as authentic and consistent. In studies of texts and intertextuality, such interpretations are referred to as 'reading', and just like 'text' can refer to a much wider variety of things than written words alone, 'reading' similarly involves watching and listening, and - when it comes to material artifacts - feeling and sensing as well. The words 'text' and 'reader' signify the origins of these theories in literary studies, but have been taken up to describe a wide array of interpretative processes and actors. Media psychologists analyzed intertextuality do not speak of texts or readers, nor of power or subjection. They consider intertextuality as an intermediate variable that affects the impact of a particular message on individual features such as cognition, affect, values, attitudes or behavior. The attention for intertextuality is part of a wider recognition in media psychology about the importance of interpretation, considering it as an intermediate process between 'stimulus' and 'effect'; meaning that a particular message or piece of content will only produce an effect if interpreted in a certain way. Peter and Valkenburg (2006), for instance, have looked systematically at different kinds of interpretation and how they affects the susceptibility of children to media effects. They argue that immersion in the text, empathy with characters and narratives, and parasocial interaction with characters are all mediating factors between text and effects.

Conclusion

Understanding intertextuality is useful in considering the evolution of media texts. Intertextuality teaches us that like species, stories share a common origin and a common means of expression of communicating and interacting with the environment. Intertextual characters of the media texts make a work of culture to become a meaningful text through its interpretation by human beings, whether they act as individuals, in social groups or with imaginary communities.

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PROJECT METHOD AS A PRIORITY INNOVATIVE TECHNOLOGY IN EDUCATION

Abstract: For the first time, the project method attracted the attention of Uzbek scientists at the beginning of the XX century. Similar ideas appeared in Uzbekistan in parallel with the creation of similar teaching methods in the United States.
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Introduction

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In the United States, it was referred to as the method of problems, because it was associated with the ideas of humanism in philosophy, which developed J.Dewey and W. H. Kilpatrick. But, as for foreign educational institutions, it continued its development very successfully there. In schools in countries such as the United Kingdom, Belgium, the United States, Germany, Finland, Israel, and Brazil, the project-based learning methodology that emerged more than a century ago continues to develop to this day. But what is the essence of the project method?

The basis of project training is based on the system of developing the student's cognitive skills, their ability to navigate the information world of modern technologies, and the development of creative and critical thinking. If the project method is used within a particular subject, then the area of its knowledge is didactics. In the General sense, project training is a set of operations and techniques for mastering a pre-allocated part of the theoretical or practical knowledge of a particular type of activity. If we talk about the methodology of projects in particular, it can be described as a way of organizing the process of learning educational material. When we talk about this method, we often mean that the goal is realized with the help of a thorough detailed

development of the technology (problem), which ends with a completely meaningful, tangible result that can be applied in practice. This is the positive side of using the project methodology in school. The result of the student's activity can be understood, seen and applied in real life. In order to achieve a positive result, you need to teach students or school children to independently reason, think and make decisions, using knowledge from various fields of activity, the ability to create cause-and-effect relationships. Very often, the project method is aimed at independent work of students - pair, individual or group work, which children are able to perform during a pre-allocated period of time. Very often, this method is combined with other group methods. The project method must necessarily solve a problem that involves the use of different learning tools on the one hand and the need to apply different knowledge in practice on the other.

The result of using the project method should be tangible solutions to problems, for example, a ready-to-use result. In the context of considering the project method as a pedagogical technology, it can be noted that it involves the use of search, research and other problematic methods, which in most cases are creative. There are certain requirements that must be considered when working with the project method. Among them, we can note:

• the presence of a problem that is most significant in the scientific and research sense and

requires integrated knowledge to solve it (for example, creating a number of reports from different parts of the world, United by a common theme;

• research on the problem of demographic growth of the world's population;

• the impact of precipitation; the influence of slang expressions on the state of modern Uzbekistan);

• theoretical, practical, moral, and educational significance of the results obtained after applying the method of projects (for example, informational report to the relevant departments on the trends of demographic development of a region of the Earth, the possible causes of this condition and its implications;

• issue of a newspaper, magazine or other printed publication with reports;

• action plan on the protection of forests;

• structuring the main part of the work on the project together with the outcomes;

• practical application of research methods, which are based on the use of certain sequence of actions: finding problems and determining the consequences of research tasks (possibly using such methods as round table and brainstorming);

• nomination possible hypotheses solve these problems;

• joint discussion of research methods (statistical, observational, experimental);

• discussion and choice of design summary of the work (protection of the abstract, presentation, report, etc.);

• systematization of collected results and their analysis;

• registration of results; scoring of the insights obtained as a result of the work done.

All projects can be divided into several types, depending on the typological characteristics:

• the predominant activities in the project: search, research, creative, applied, role-playing, introductory and indicative;

• subject-content area: intersubject project and monoproject; the nature of project control: hidden or direct;

• the number of project participants;

• the nature of contacts (inter-class, inter-school, international);

• the duration of the project. The implementation of the project method in practice leads to a fundamental change in the position of the teacher. He turns from a carrier of knowledge into an organizer of the cognitive procession and research activities of students. Also, the psychological climate of the audience in which training is conducted using the project method, which changes the teacher's activity from educational to organizational, is radically changing. Do not forget about the need for external organization of these projects, as without this you will not be able to reliably track their failures and effectiveness, as well as the need for timely correction.

The nature of the organization in most cases depends on the type of project, as well as on its theme. If the project is a solution to a research problem, it must necessarily include the stages of implementation. If we talk about general approaches to the study of the project structure, we can note that it is necessary to start the project with the choice of the type and subject of the project and the number of participants. Then the teacher comes up with a problem that will then be solved by the students. Students must collectively consider it and decide how it will be solved. Then the students are divided into groups and are engaged in independent solution of the task. Finally, the final stage will be project protection and opposition.

At the end, students must express their opinions and draw their own conclusions. Telecommunications international and regional projects occupy a special place in the educational activities of the educational institution. Very interesting international projects in the process of learning a foreign language, with their help, the conditions for real intercultural communication. Under the educational telecommunications project, teachers understand joint educational, cognitive, research, creative or gaming activities of students-partners, organized on the basis of computer telecommunications, having a common problem, goal, agreed methods, methods of activity aimed at achieving a joint result. Solving a problem that is embedded in any project always requires the involvement of integrated knowledge. However, in a telecommunications project, especially an international one, a deeper integration of knowledge is usually required, which implies not only knowledge of the subject of the problem under study, but also knowledge of the partner's national culture and worldview. This is always a dialogue of cultures. International projects that are conducted in English, it is advisable to include, if the program allows, in the structure of the content of training for this class, course and relate it to a particular topic of oral speech and reading.

The ability of the teacher to use the project method is an indicator of his high qualification, mastering the progressive method of teaching and development of children. Using projective methods, the teacher must:

- define in detail the main and additional goals and stages of work that allow to form skills and develop the initiative of children;

- constantly update their knowledge on the subject of projects;

- provide a base for the implementation of projects (demonstration, reference and visual tools, special tools, materials);

- create a positive emotional background during the implementation of the project (design, music);

- provide advice to children;
- suggest only the General direction and main guidelines for finding a solution to the problem during the work on the project. When organizing project activities, the following are also important for teachers:
- planning skills (defining a plan or setting a goal that sets a vision for the future result; defining clear actions that need to be implemented in specific conditions in order to achieve the goals set, and resources for their implementation);
- skills for collecting and processing information (choosing the right material and using it correctly);
-expert analytical and predictive skills (foreseeing the expected result). Designing requires both the teacher and the child participating in the project to make individual original decisions and at the same time to create collectively. Due to working in the group creativity mode, the ability to reflect, choose appropriate solutions, and build a whole out of parts is intensively developed. Thus, design is one of

the means of social and intellectual creative self-development of all subjects of educational relations. When applied to a child, projective techniques allow us to implement one of the main strategies of education - creating a situation of success for each of the children in the educational process.

Thus, the chosen topic for the telecommunications project will fit seamlessly into the training system, including all the program language material. If an international project is envisaged for other subjects in the school curriculum, which must also be performed in English, but which does not correspond to the program material in English, then such a project is performed in extracurricular activities, usually not by the whole group, but by individual students. Thus, it should be noted that new information technologies in education are a synthesis of previously existing and modern computer technologies. All this helps education move forward on the path of improvement.

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REPRESENTATIVE OR REPORTING ACT

Abstract: *This article deals with the classification of speech acts in the field of pragmalinguistics. In particular, representative acts are explored using Uzbek language examples.*
Key words: *presentation or message act, proposition, falsehood, truth, evaluation.*
Language: *English*
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Introduction

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The classification of speech acts is based on an illocutionary purpose, a psychological state, and a propositional structure related to the interests of the addressee and the addressee. Speech acts are classified according to these three criteria: presentation or communication speech act, promotion or directive acts, obligation or commission acts, express acts, declarative acts [2.413]. In the case of speech acts, they are usually interpreted in a comparative manner.

Representative speech acts are based on a proposition structure. Representative speech acts appear in two significant parts of the proposition. The first part of the act of communication is the dictatorship. Modus is also a specific part of a representative act, which is the expression and relationship of the perceived subject, thing, and event to the human imagination. In the representational acts, the modus that represents the speaker's response to the main message differs from the participants' perception of the world. In the classification of the functions of linguistic means by the German linguist K. Bowler, special attention is paid to the representative structure. The representative function of linguistic means is understood as understanding the universe. When describing a representative term, it is quite true that this structure is the process of perception and perception by the participants of the discourse of the universe and its elements. The act of presentation or message speech can be interpreted on the basis of language functions. The language's representative function, like its other functions, serves to express the attitude. Relationship arises through the perception and understanding of the universe. Therefore, the representative or the act of communication is represented by the proposition expressed in the sentence. It reflects the communicative purpose of the speaker. The act of presenting or communicating the reality of what is happening in the mind and the expression by the speaker through the linguistic means and the comprehension of it by the listener. For example: *"Yesterday's car came to me from my grandmother, I was in a bad mood. I didn't go and came back empty."*

The day before I went to duck; ladies didn't tell me to go to bed, I just went to bed one night, - said Uzbek mother (A. Kadiri)

In each of the two linguistic arguments presented above, the representational acts are based on the message. The first representative act states that the mother carriage was empty by the mother, and in the second, the act of giving the mother a night with the ladies in the room. In the concept of language functions, K. Büller and V. Zaika argues that the representational, appetitive, and emotional functions of linguistic agents serve to express attitude. In the passage above, the axiological attitude is expressed through the content of the message. The first act expresses a denial attitude, and in the latter, a representative relationship with the ladies, a valuation relationship based on the meaning of need. It creates a linguistic portrait of the writer by giving these two

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conflicting representational acts. It is a message-based modality in linguistics, and a literary module of a writer in literary studies.

On the basis of the above facts, it is important to note that "… when the conceptual picture of the universe consists of perception, understanding and imagination of the universe," this description fully reflects the essence of the act of representation, but because it relates to the conceptual structure of linguistics. At the same time, the representative function of linguistic units is reflected in the linguistic picture of the world. In particular, "… the linguistic picture of the universe is the expression of the conceptual picture in the language. While understanding the world is a set of concepts, the linguistic picture of the world is the sum of the meanings of the language units" [5.10–11]. Therefore, the representational or narrative acts associated with understanding the world and expressing it in the language are expressed in various forms in their speech based on the conceptual knowledge of the speakers. Presentation of linguistic means is pragmatic. This indicates that there is a need for internal classification of representative acts according to the communicative purpose and thinking of the speaker. Hence, in our view, the representative acts are classified according to their intrinsic characteristics. The classification of speech acts includes an illocutionary structure that expresses the communicative purpose of the speaker, the reflection or denial that is the logical basis of the proposition in the sentence, and the linguistic axiological meaning. In the scientific literature, the types of representative acts differ in terms of logic and evaluation. It examines the pragmatic structure of false information based on the notion of factual confirmation or denial.

The representation or the act of communication is the confirmation or denial of information transmitted through proposition. The representational acts are based on the message and are subdivided into neutral, expressive, and emotional pronunciations. In the process of speaking, the representational acts serve to express the neutral relation between the speakers: *Qutidor was thinking about himself:*

"You really can't remember me," he said. "I was about five or six years old when I was greeted in Tashkent. It was as if I was in Tashkent last night, and I was a guest in your yard yesterday. (A. Kadiri).

In this type of representative act, an affirmation act is also issued. In addition, the structure of the representative acts in speech communication depends on the order of the words in the sentence and the actual division of the sentence. Representative acts are made as a result of emphasizing or emphasizing one of the parts or information contained in a speech or speech. At the same time, representative acts such as message, confirmation, emphasis and evaluation are also emerging.

What son or father do you know? (Act of Attack)

"The descendants of the young man cannot be blamed," he said. (A. Kadiri).

This type of illocutionary act is included in the group of representative speech acts. In the above example, two propositions *"Innocence of the young man", "the superiority of the young man above us"* serve as a representative act of expression of the components of meaning such as message, confirmation, assertion and evaluation. Most importantly, the communicative purpose of the speaker, in this expression, based on the illocutionary structure, is to justify that *"Otabek is a high-class guy."*

The representation or message act expressed in the proposition is logically compared to the speaker and listener's thinking. It is associated with the stage of perception to perceive elements of the universe and the universe as a conceptual structure. The great linguist N.Mahmudov, in reference to the scientific text, explains its peculiarities with the following quotation: "... in ancient times, philosophers have paid special attention to this category as the mother of comparisons." The essence of the unknown is compared with the existing knowledge of the "… formerly known knowledge" [4.38], and the anological signs are summarized. According to Professor A.Nurmanov, at the stage of imagination a person compares unknown objects, objects and events with signs of similarity to certain objects, objects and events. As a result, the conceptual structure forms an image of unknowns and phenomena. They are stated in speech using linguistic forms of expression. On this basis the conceptual and linguistic structure of the language emerges. These phenomena are referred to as a representative structure in cognitive and linguistic studies. The information contained in the conceptual structure and produced by linguistic means is represented by the act of speech, namely, the act of representation. However, information can be logically grounded or unconfirmed. Of course, this non-representative language function can be realized on the basis of speech status and communicative purpose of speakers. In the scientific literature, in connection with the above situation, representative types of expressive acts, such as true and false, are distinguished. With the representation of a representative structure in language functions and speech acts, the conceptual essence of language-based information serves to "evaluate the representational class elements on a true and false scale" [1.181]. For example,

- *I am from Bostonliq. No parents. My father died in the war. My mother gave birth to me and died.*

- *This double-educated scientist barely completed only seven classes in his lifetime,* but the excerpts from the "Parvona" drama contained two logically unfounded and factual statements, true and false reputable speech acts. In Russian linguistics, such issues are studied as a separate area of

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pragmalinguistics [7.99]. These issues are not on the agenda of Uzbek linguistics. However, issues of prosodic pragmatics have been studied in a monographical manner [6. 89-120].

Based on the above facts, it can be said that the authenticity or inaccuracy of the information, the proportionality or incompatibility of the proposition with the existence of, represent true or false forms of the representative act. In this form of a representative act, an affirmation act is also made. In the act of representation, the coherence of the proposition content with the reality in the objective world shows the sign of truthfulness of expression. Including:

- They did not go! - They came to fight me.

... ...

- Is this person fighting with someone? - Zainab said. - I do not know what they have been saying for two years ... (A. Kadiri).

Otabek's response to Zainab *("Imagine me in the place of a statue of a living creature")* confirms this statement.

Invalidity of the content of a representative act is as a result of a mismatch between the information contained in the act and the reality in the objective world: *"That pig was going to marry a friend of mine who wanted to get married... The man I heard was coming to the swine, calling me. They were offended with me for what they were. (A. Kadiri).*

The textures invented by Kumush in this text are for Zainab. This is also included in the representative group. In some cases, however, the subject deliberately alters the subject of the expression in order to make it clear or to not express the intention at all, in order to determine what the speaker's inner mental state and intention are: *After dinner, Hasanali got out of his room and went to Otabek. Otabek was busy reading "Boburnoma". Not expressing his intentions against some of the possibilities:*

Anything to order, huh? Hasanali asked. - I wanted to go to the bathroom ... (A. Kadiri).

This type of speech act belongs to the second group of the representative act, in which the narrator's information is expressed by the contradiction of the "word-to-word" relationship according to the "directional harmony". While the actions implied by the speaker are contrary to the content of the expression, the true or false signs of information provided by Hasanali are irrelevant to the listener.

The third group of the representative act shall include the notice acts that have the substance of the assessment. Accordingly, when the speaker presents information about a particular subject of speech, the proposition is expressed in an axiological attitude. Representative acts expressed by linguistic means reflect the content of the assessment. In this type of representative acts, not praise, but also acts of praise as a key component of the linguoactiological structure:

"You have never seen a young visitor, you are not born," said Toybeka, chewing her right hand and chewing her cheek, and smiled at Kumush. (A. Kadiri).

The representative act group, which represents the content of the assessment, will include both positive and negative speech acts. This view is reflected in all areas of anthropocentric theory. In the above passage, if the value of a representative act is a positive attitude of the speaker, the following example shows the negative attitude of the linguist through the representative function.

The above facts confirm that the content of acts, based on the representative function of language, is enriched by the content of the assessment.

"What if you don't have a wife?"

-It is a moment in the eye!

- What is it?

"Well ... just ... Chinese, what a misfortune ... it is a scandal ..."

From the analysis of the representative acts, it is clear that in distinguishing this group of speech acts, " illocutionary characters, in their illocutionary purpose, are the interrelation of" proportional meaning and existence "[1,172]. The act of proposition in the act of this act reflects its existence. Representative acts are based on the communicative purpose of the speaker. This is also influenced by the style of speech. Therefore, due to the methodological and functional nature of the speech, the representational acts expressed in linguistic means in the spoken dialogue between the speakers may represent humorous contradiction. For example, *the two fellows have a conversation*:

"My wife is an angel."

"My wife is still alive." (Health hangovers)

On the basis of the above theoretical considerations and linguistic arguments, it is worth noting that the representative or narrative act is the basis of speech act theory. In the classification of speech acts performed on the communicative intent of the speaker, this act is distinctive.

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COMMUNICATIVE METHOD IN THE TEACHING FOREIGN LANGUAGE

Abstract: The article is devoted to the problems of methods of teaching English at intensive language. Some advantages of the communicative method of language teaching are considered. Active forms of learning, in particular role-playing games, are analyzed. Examples of some games that are used in language courses are given. Contains a range of role - playing game orientations-didactic, developmental, and socializing.
Key words: communicative approach, role play, intercultural communication, multicultural world.
Language: English
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Introduction

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In the world of English teaching methodology, there is a constant debate about which method of learning English is better. Proponents of the classical method say that this traditional way of learning the language is more preferable. After all, it involves practicing all four basic language skills: speaking, listening, reading, and writing. The vocabulary is also expanded and the pronunciation is improved. Proponents of the communicative method point out the shortcomings of this method. First, with a comprehensive study of the language, there is no time for purely conversational practice, and secondly, teachers are usually not native speakers. Therefore, if a person's goal is to learn to communicate, then in this case, the communicative method is more suitable for him. The relevance of this study lies in the differentiation of classical and communicative methods. This issue is relevant due to the fact that in the modern world of methods of teaching and learning English and their number is constantly growing. Therefore, a person who wants to learn a language needs to choose a method or course. Analysis of research and scientific publications shows that the problem of teaching methods attracts the attention of many well-known scientists and practical teachers.

Among them are Stronin M.F., Ushinsky K.D., Melnik I.M. Toporov A.O., Anikeeva N.P. and others. The purpose of this article is to review and attempt to classify various methods of learning English, to determine their principles and methods of their effective application in practice. In the modern world, everything is changing quickly. Methods of learning English are also changing.

More and more education centers use video materials, multimedia, and role-playing games in their work. It is believed that learning a language will be effective only if a person enjoys the process itself, and does not motivate himself only by the fact that learning a language is a necessity. The main goal of learning English is not only the formation and development of the communicative culture of people who study the language, but also their training in practical mastery of the English language. Now language teaching has become more applied, whereas before it had a theoretical character. The role of the teacher has also changed.

The dictator-teacher is not able to give students the freedom of choice that is necessary in the process of learning English. Such a teacher was replaced by an intermediary teacher, an observer teacher, or simply a supervisor. Although the role of the teacher in this case is not the main one, his influence on the audience, which, in turn, becomes more intimate, does not

decrease, but, on the contrary, increases. The teacher is the organizer of group interaction, encourages students to communicate with each other with maximum effect, interest and benefit. In the classroom, students are no longer restricted in their choice of language tools and speech behavior. The teacher also has the opportunity to choose any methods and techniques of training - role-playing games, trainings, exercises. Now, more than ever, the English teacher has the ability to select any textbooks, as well as the ability to create, combine and modify the material based on the needs of students.

Therefore, in modern conditions, the role of the teacher is changing. Now the English teacher is increasingly acting as a partner and consultant. It no longer focuses on the study of outdated topics, topics are determined by the reality of the events that their participants experience. The development of the lesson plan is carried out together with its participants during the lesson, and not in advance. If the class participants are not interested in learning by heart materials from the history of Great Britain, as well as studying texts devoted to the most important events from the history of this country, the modern teacher will not force this. It is not the teacher and his materials that are important, but the participants of the lesson, the development of their potential, and the search for opportunities to correct errors. Modern methods of learning English offer freedom of choice. If a person is interested in football, cinema or art, why not study these topics? After all, every person seeks to accumulate knowledge and experience that are important for them. Of course, different people learn English. Therefore, if someone is much more interested in discussing sports and movies, rather than Buckingham Palace and kings and Queens, then for the teacher, the topics proposed by students should be more important than outdated textbook topics. The approach to English teaching methods has changed a lot. Previously, priority was given to the classical or, as it is otherwise called, the fundamental method of teaching English. The tasks used in this method are quite monotonous - reading the text, translation, and text exercises. When studying topics, only one function of the language is implemented - informative. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. It is necessary to develop students systematically and harmoniously. This comprehensive approach aims to develop students ' ability to understand and create speech, compare two language systems, and learn grammar rules. A teacher who uses modern methods of teaching English should try to help his students show their individuality and develop independence of thought.

Role-playing is not only an interesting activity, it is very useful for the worldview, and therefore for human education. In the methodology of teaching English, role-playing games have been used for a long time. After all, role-playing is one of the forms of organizing speech activity, which is very important for students of a foreign language. It is with the help of role-playing games that students develop such important qualities as a sense of team, responsibility for this team, and communication skills. Classes using role-playing games are usually very lively, emotional, and interesting. All students are involved in the game to some extent, so the activity of participants is very high and, as a result, the psychological atmosphere of the class becomes favorable.

Active forms of learning are used in the educational process. Because it is thanks to active forms of education that students have the opportunity to learn all aspects of the English language, as well as gain experience in practical activities. The essence of the method is to maximize the student's immersion in the speech process, achieved by using the minimum use of the student's native language. The main goal of this method is to teach the student to speak English fluently first, and then to think in it. A distinctive feature of the communicative method is that students do not have to perform mechanical, monotonous training exercises. Instead, they pay more attention to working with a partner, doing tasks that aim to search for errors or comparisons, where not only memory is connected, but also logic. And of course, one of the most popular types of exercises is role-playing.

When communicating during classes, sometimes students need to turn to the dictionary to find the necessary word or some new synonym for the word they already know. It should be noted that students use only the English-English dictionary. Despite the fact that intensive English courses in the UK are attended by students from different countries, dictionaries are offered in English-English, not English-Russian, - French, - Italian, etc.. It is the whole set of techniques that helps to create an English-language environment in which students should function: read, communicate, participate in role-playing games, Express their opinions, and draw conclusions. These courses are aimed not only at developing students 'language skills, but also at developing students' creativity and General Outlook.

The language is very closely related to the cultural characteristics of the country, so the course program necessarily includes a country-specific aspect. Students themselves are interested in learning as much as possible about the country in which they are located and the language of which they are studying. Teachers consider it necessary to give a person the opportunity to easily navigate the multicultural world and this is easily done with the help of such a powerful connecting factor as English. Ukrainian people have not yet fully understood the importance and necessity of globalization. But for the British, this is a serious problem that they are trying to

find a solution to right now. And this is despite the fact that the tradition of the UK is already legendary. British methods have a number of differences. Most of them are developed on the basis of integration of traditional and modern teaching methods. A multi-level approach and differentiation by groups allows for the development of an individual.

All this allows a person to learn how to think about the problem on their own and Express their opinion. This also affects the student's Outlook, system of values and self-identification. The basis of the British methodology is an individual approach to the student. The goal of all British methods is to develop four language skills-reading, writing, speaking, and listening. At the same time, much attention is paid to the use of audio, video and interactive techniques, where the main place is occupied by language technologies. British courses contribute to the formation of skills necessary for a person in modern life. Teaching is conducted on the basis of authentic material, and much attention is paid to the style. Teachers try to teach live situational speech based on examples from the life of some characters or the history of the country. Intensive English language courses in the UK are attended by people who want to learn "real English" and get linguistic training. One of the types of active methods of learning English that is used in intensive courses in the UK is role-playing. The basis of role-playing games is organized communication of students in accordance with their role and game plot. This type of method is very appropriate for intensive language learning by foreign students, because they all come from different countries, have different mentalities, different ages, etc.. This type of activity is intended not only to promote rapid and effective mastery of the English language, but also to communicate, establish friendly relations between students, create a relaxed atmosphere and, as a result, form a friendly team. Evidence of this is the game "Catch the ball". The essence of this game is to work out the vocabulary of students. A group of ten foreign students is divided into five teams of two. Each team has its own task. The teacher throws the ball and announces the tasks.

The team that reacts faster than others and grabs the ball gets a point. In this case, if the team grabs the ball in advance or if the task did not concern it, it loses points. Tasks for teams-quickly set a word for a given topic (colors, food, country, sports, parts of speech). This is a fairly simple task, but it requires teams to react quickly, collaborate, and quickly understand English words. Also an interesting team game is the game "guess the word". One of the team members goes to the Board, where he must write a word that his team explains to him. Each of the team members tries to explain (without directly naming) this word. The participant who guesses the word writes all their guesses on the Board. The team either approves of what they wrote or denies it. Each team member tries to describe the word in as much detail as possible, or to help another team member do it if they can't. Thus, everyone has the opportunity to Express their opinion or help someone in their statement. The game is quite interesting, because the words that need to be explained to the team are extraordinary (for example, decaffeinated coffee-decaffeinated coffee). The teacher's intervention in this game is minimal. His role is to come up with some interesting word for the team and follow the progress of the game. Almost all the time of the game is devoted to conversational practice and at the same time not only those students who speak, but also those who listen are very active, as they must understand and remember the replicas of their teammates, relate them to the situation, determine its correctness and cope or, if necessary, add something of their own. At the same time, each of the students has the opportunity to guess the words at the Board, because after the word is guessed, another team member comes to the Board. It is in the process of such speech interaction that one of the main tasks in learning is solved - communication in English. When students come to the UK to study English in intensive language courses, they are asked to take a survey aimed at studying their English language needs. Interestingly, almost all students say that the main purpose of their arrival is to communicate in English. After all, grammar or some new vocabulary can be studied independently, while it is impossible to gain experience in communication on your own.

Immersion in a language environment is a very effective method of learning English. Another advantage of the communicative method in learning English in intensive language courses in the UK is a teacher who is a native speaker. Intonation, pronunciation, correctness-all this a student can take only from the teacher. However, the teacher is not the dominant figure of the lesson, he only manages the educational activities, allowing students to Express their own opinions. Thus, the teacher forms and activates the skills of creative and cognitive activity in their students. After all, using a communicative method in the process of communicating with students, the teacher himself is in a state of professional development. Thus, we can conclude that the use of communicative methods in teaching English to foreign students on intensive language courses in the UK has its advantages over traditional methods due to active forms of learning, one of which is role-playing. Students who study using this method can use their knowledge creatively, learn English quickly and effectively, and acquire language practice.

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LEARNING ECONOMICAL TERMINOLOGY IN THE FOREIGN LANGUAGE

Abstract: In this article highlights of terminology dictionaries, economical terminology and the using multilingual terminology dictionary in teaching a professional foreign language to students.
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Introduction

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Terminology dictionaries play a special role in the modern world of high technologies. Materialized components of scientific knowledge are recorded in terminological dictionaries. Such dictionaries and reference books form the basis for works in the field of scientific and technical information. Since the dynamic development of terminography is an important component of scientific and technical progress, the systematization and semantics of terminological vocabulary has become an urgent task of modern linguistic science.

Terminology in a broad sense is related to the domain of all natural language terms, while in a narrow sense it is related to the terms of a specific scientific discipline or special field of practice. Within one theory, terms form a term system. Terms can be defined as words (phrases) of the meta-language of science and applications of scientific disciplines, as well as words that denote specific realities of areas of specific practical human activity. In the latter case, the term "nomenclature" is often used. It follows that terms are not, for example, formulas, mathematical and symbolic expressions of various kinds, which, of course, are included in the metalanguage of the corresponding Sciences, but which cannot be considered as part of the entire vocabulary of the natural language. In other words, the metalanguage

and the term system are not synonymous. Most of the terms are included in the vocabulary of the language through the corresponding term systems.

Usually, the concept of a term is defined through its properties implemented in the term system. In contrast to the usual vocabulary, the use of terms is not based on intuition, but on existing definitions. A term is usually assigned a single value; it is desirable that the term system does not contain homonymy of terms. In linguistics, terminology is a special part of the language system that is studied in terminology. The principles of building special terminological dictionaries are developed in terminography.

Terminology dictionaries (TS) are dictionaries that contain the terminology of one or more special areas of knowledge or activity. Electronic dictionaries and automated terminological data banks are created that allow you to get the necessary information about terms and the concepts they designate using computers, without using book-type dictionaries, i.e. displaying certain special areas of knowledge or activity in a systematic way, perform not only informational, but also cognitive, classification, and other functions. An important part of terminological research is the translation of scientific and technical terminology. To facilitate the translation of terms, some recommendations have been developed that form the basis for the work of a specialist translator in the field of terminology. Ideally, translation involves

searching for an equivalent in the target language-the language in which the translation is performed.

The modern period of life of the world community is characterized by the expansion of various cross-cultural relations, including the establishment of direct professional contacts between educational institutions of different countries. This creates new opportunities for professional communication, exchange of students and specialists, discussion and solution of scientific problems, and contributes to professional development of specialists. Due to the extended educational policy of our Republic, one of the areas which is to develop effective approaches to the issue of improving teaching foreign languages at a professional level, as well as the Internet and information capabilities that create a unique business space conducive to the expansion of the geography of professional communication currently, the teaching of foreign languages is entering a qualitatively new level, because "it is through a foreign language as a means of intercultural communication is an introduction to the values of the foreign culture, to the wealth of foreign cultural experience and understanding the values of their national culture, which in itself is a factor of great humanitarian significance."

Thus, reaching the level of intercultural communication is a social need of modern man, and, consequently, the development of effective educational technologies aimed at developing intercultural skills is justified and important. The role of a foreign language as a functional means of communication is obvious. However, knowledge of a foreign language at the domestic level may not be sufficient to overcome cultural barriers and successfully communicate on professional topics. The key point in training a professional is the formation of a system of knowledge of special vocabulary in a particular area in the language being studied. Practical knowledge of the system of foreign languages studied and the principles of their functioning in relation to various spheres of professional communication is considered as one of the most important tasks of training a specialist in a technical University. It should be noted that, along with the significantly expanded opportunities for personal contacts of Kazakhstani students and specialists of technical professions with their colleagues from other countries, the most common way to obtain professionally significant information is still reading special texts-magazines, monographs, materials of scientific conferences, etc.

It is known that reading special literature is a form of text-mediated verbal written communication for the purpose of obtaining, processing and using information in practical professional or scientific activities. Taking into account the fact that the information obtained in the course of working with special texts forms the basis for the formation and replenishment of the system of professional

knowledge, when reading such texts, an accurate, complete understanding is required. Working with foreign-language literature in the professional field is an urgent necessity for students-future specialists, since without it it is impossible to solve the actual problem of forming a widely erudite, possessing the skills of research work, whose professional training would integrate the latest achievements of domestic and foreign scientific thought. As experience shows, students of an economic University, future specialists in a particular economic field, when reading literature on a specialty in a foreign language, face difficulties due to an insufficiently formed command of the foreign-language terminological apparatus of the studied area of knowledge. The most important tool for helping to understand the semantics of foreign language terminology is bilingual or multilingual terminology dictionaries. They play a significant role in professional inter-language communication, because they are actually guides to the conceptual and terminological world of the specialty with their own socio-cultural shell, peculiar catalysts for an adequate understanding of foreign language terminology, which, ultimately, has a positive effect on the effectiveness of professional communication in a foreign language.

The importance of developing bilingual and multilingual terminology dictionaries is determined by the presence of two trends in the development of scientific and technical terminology in the world that exist in dialectical unity. On the one hand, the tendency to internationalization, due to the need for standardization, unification, in this connection, the researchers highlight such an important feature of the terminology as "international recognition". On the other hand, due to objective reasons related to the development of scientific thought, there is a tendency to preserve certain features of the originality of national scientific sublanguages. A preliminary analysis of the dictionary preparation processes proposed by terminologists and lexicographers indicates the need to identify four stages of creating terminological dictionaries. At the first stage, the dictionary is designed, i.e. its type, reader's address, and main characteristics are determined. In this case, a systematized list of possible parameters is used as a kind of questionnaire, on the basis of which preliminary decisions are made on all elements of the methodological installation and composition of the dictionary, and the composition of information about special vocabulary reflected in it is determined. Currently, this stage is not always given due attention, as a result of which unexpected changes have to be made during the development of the dictionary, which affects both the complexity of its production and its quality. The result of this stage is the project of the dictionary and the method of its creation. At the second stage, the lexical material is selected and the dictionary of the future dictionary is compiled. At the

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third stage (main), a direct analysis and description of the special vocabulary included in the dictionary is carried out. As a result, the main and auxiliary pointers are formed. At the fourth stage, the dictionary is prepared for publication (editing, clarifying and checking the reciprocity of links, etc.). Creating dictionaries that describe the terminology of economic sciences is associated with significant difficulties that arise when trying to organize and unify the corresponding terminology. Representatives of the same profession, who live in different countries and speak different languages, have a system of ideas about the structural organization of the corresponding professional sphere, about the subordination that exists in it, and about the functions of individual components of this structure.

In the process of interaction at the professional level, there is a need not only to be confident enough to navigate in someone else's structure, but also to correlate it with your own (for example, when translating, when you need to choose an equivalent). Unfortunately, our textbooks rarely use tasks to compare the relevant professional areas in their own and foreign-language culture. Some authors prefer to "immerse" users of the manual in a different environment, without throwing bridges to the national environment. But this type of task allows you to solve several tasks at once:

- provide an opportunity for students to demonstrate their knowledge of the specialty;

- stimulate comparison of the same fragments of reality in the interpretation of different cultures, search for analogies and differences between them;

- teach to explain to a representative of a different culture the peculiarities of their own professional sphere and select the necessary language tools for this purpose. Following the principle of interrelated language learning, the goal of which is to create comfortable conditions for effective teaching of three languages at the University, as well as two main factors: intercultural communication and bilingual situation in the country, determined the need to create a trilingual educational terminology dictionary for students studying in the specialty "Economics". The influence of practice on theory is especially noticeable in the field of educational lexicography - one of the areas of linguistics in which there is a very significant and close interaction of the principles of lexicographic description with its goals, which are completely determined by the needs of the practice of teaching a foreign language.

Having studied enough literature to create a training and terminological dictionaries, a solution was found within science that describes the theory and practice of compiling dictionaries and reference books - lexicography, supporting a possible collective activity, which, on the one hand, has an independent purpose and result (training of trilingual terminological dictionary), and on the other, if

pedagogically correct organization, can serve as a test of formation of reader's competence. We use the basics of all these sections to organize students ' collective work on educational terminology dictionaries as secondary products created as a result of reading texts. One of the main tasks of future lexicography is to respond faster and more regularly to innovations and changes in the language.

Currently, educational lexicography is being released for the first roles. The creation of methodically based lexical minimums, highly specialized, terminological dictionaries for the needs of the educational process, the description of national and cultural characteristics of a particular language within the framework of cultural disciplines-all this remains relevant and necessary. School dictionaries is manifested in the composition of vocabulary, selection, placement, methods of presentation and interpretation of linguistic information, language, presentation, length, design. The educational dictionary has 3 functions: educational, reference, and systematizing. They also have functions that are typical for dictionaries of all types: informative and normative. The term "educational terminology dictionary" was formulated in the course of the work on the basis of typological classification of dictionaries according to lexicographic canons and taking into account the variety of existing forms of presentation of language material in reference books, both paper and electronic. The educational dictionary is directly related to the educational process, and its main purpose is to provide reference information for a certain category of students. Borrowing the best characteristics and features from various specialized dictionaries, educational lexicography creates and develops its products, following its main principle-orientation to the recipient, or, in other words, taking into account the user's perspective.

This activity usually started with selecting the subject of the dictionary and defining its structure. They offered their ideas, arguing them from the point of view of compliance with the direction of training, assessing their future benefits for themselves and other students. After the search database was created, students were asked to read in detail one text, the content of which and the first set of dictionary entries on it were submitted for discussion in the audience. Students practiced techniques for extracting keywords from a foreign language text, applied computer programs that allow building intelligence maps, got acquainted with the types of dictionaries and effective ways of lexicographic fixation for language learning, for working with new vocabulary and grammatical structures. Choosing key words and examining the content of texts, students noted, on the one hand, familiar topics and facts in connection with the lecture courses in their native language, and on the other hand, the lack of terminological information in existing bilingual dictionaries. In General, students

demonstrated a high level of culture of independent work in the reading activity when creating a training user dictionary, which contributes not only to the effective assimilation of educational information and ways of carrying out cognitive or professional activities, but also to the education of such professionally and socially significant personal qualities as responsibility, initiative, creativity, and hard work. It should be noted that when compiling an educational trilingual terminology dictionary, it is necessary to follow the following criteria for selecting the lexical minimum: concreteness of the meaning of words, frequency, the principle of compatibility of the word and its word-forming ability. The given algorithm of work, applied technology, is based on a flexible change of organizational forms of work (individual, group and collective), the alternation of which allows you to achieve good results in training. In the proposed technology, first all the steps of the algorithm are performed by students individually, and then the transition to group work is carried out, when students together with the teacher discuss the found sources of texts, selected keywords, together build a list of added lexemes in the dictionary and search for the actual meaning of the word in the corresponding language. It should be noted that individual implementation of all stages is necessary, since only after preliminary preparation, students can participate in group and collective activities or in discussions in a foreign language. Creating a search database and an educational dictionary are collective stages of work that receive a certain social assessment and are significant from the point of view of collective responsibility for their implementation.

The task of the dictionary is to provide linguistic and semantic coordination, ordering and unification of construction terminology, to help international cooperation and mutual information of specialists in the field of construction and architecture. International and national standards, technical norms, information, periodical and scientific-technical literature, project materials, encyclopedias, encyclopedic dictionaries and reference books, as well as published terminological developments and normative documents served as the source material for selecting terms and developing definitions.

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THE PREVALENCE OF LESIONS OF THE ORAL MUCOSA IN CHILDREN

Abstract: This article is devoted to the spread of lesions of the oral mucosa in children. The analysis of data on lesions of the mucous membrane of the oral cavity in children (aged 0 to 13 years) who contacted the clinic for the extraction of milk teeth is presented and to calculate the distribution of these lesions, the prevalence, intensity of dental caries and the level of oral hygiene in children and adolescents, as well as modern methodological approaches to conducting hygienic education in organized general educational groups of children and individually.
Key words: Oral health, prevention, dental caries.
Language: Russian

РАСПРОСТРАНЕННОСТЬ ПОРАЖЕНИЙ СЛИЗИСТОЙ ОБОЛОЧКИ ПОЛОСТИ РТА У ДЕТЕЙ

Аннотация: Данная статья посвящена распространенению поражения слизистой оболочки полости рта у детей. Представлен анализ данных о поражений слизистой оболочки полости рта у детей (в возрасте от 0 до 13 лет), которые обратились в поликлинику для удаления молочных зубов, и рассчитать распределение этих поражений, распространенности, интенсивности кариеса зубов и уровне гигиены полости рта детей и подростков, а также современные методологические подходы к проведению гигиенического воспитания в организованных общеобразовательных детских коллективах и индивидуально.
Ключевые слова: Здоровье полости рта, профилактика, кариес зубов.

Введение

УДК.: 616.31-078.73

Актуальность темы. Здоровье полости рта - это здоровье зубов, слизистых оболочек, тканей пародонта и языка. Концепция здоровья полости рта и зубов в основном воспринимается врачами и учеными как ограниченная кариозными зубами и заболеваниями пародонта. Исходя из этого,

стоматологи обычно игнорируют заболевания слизистой оболочки полости рта. Текущие исследования в основном сосредоточены на одном поражении или включают поражения в одной анатомической области[1].

Цель этого исследования - определить частоту поражений слизистой оболочки полости рта у детей (в возрасте от 0 до 13 лет), которые обратились в поликлинику для удаления

молочных зубов, и рассчитать распределение этих поражений.

Материалы и методы. В нашем исследовании приняли участие 141 ребенок обратившийся на факультет стоматологии и хирургии полости рта Андижанского государственного медицинского института на факультет стоматологии для удаления молочных зубов в период с февраля по август 2019 года. Обследование пациентов проводилось при помощи отражателя с помощью зеркал и предв.наб. Информированное согласие было получено от родителей или от родственников ребенка. Клинические и медицинские истории были отмечены в соответствии с информацией, предоставленной членами семьи или родителями. Наряду с данными, полученными во время внутриротового обследования пациентов, информация о чистке зубов и о вредных привычках, таких как сосание пальца, бруксизм и социально-экономический статус, были отмечены при заполнении опроса. Во всех оценках, дети сравнивались путем деления возрастных групп на две: дошкольный возраст от 0 до 6 лет и школьный возраст от 7 до 13 лет. Диагностика поражений слизистой оболочки полости рта основывалась на критериях ВОЗ [5]. Исследование было проведено четырьмя исследователями, и все диагнозы были подтверждены экспертом снова.

Результаты. Исследование было проведено на 104 ребенке, включая 49 девочки и 55 мальчика. Дети были обследованы в двух группах: дошкольный возраст (0-6 лет, n = 18) и школьный возраст (7-13 лет, n = 86). Средний возраст (± стандартное отклонение) всех детей составил 8,76 ± 2,13 (от 1 до 13 лет). В общей сложности 27 из них имели в общей сложности более 3 различных типов повреждений. В распределении по полу было установлено, что 44,8% (n = 12) девочек и 55,2% мальчиков (n = 15) имели поражение полости рта. Не было значительной разницы в частоте оральных поражений между полами. 70,4% детей с поражениями слизистой оболочки полости рта в дошкольном возрасте не имели в анамнезе каких-либо системных заболеваний, и этот показатель составил 68,9% у детей школьного возраста. Было установлено, что 29,6% детей дошкольного возраста и 30,4% детей школьного возраста имели в анамнезе такие заболевания, как болезни сердца, аллергии и частые инфекции. Поскольку риск инфекционных заболеваний выше в среде, где сосуществуют дети, было исследовано, посещали ли дети детский сад в дошкольном возрасте. Было установлено, что из детей с поражением слизистой оболочки полости рта в дошкольном возрасте 30,3% посещали детский сад, а 69,7% - дома. В нашем исследовании не было обнаружено значительной корреляции между привычкой чистки зубов и

частотой поражений слизистой оболочки полости рта, и было установлено, что 23. 9% детей никогда не чистили зубы, и только 27,5% детей имели привычку регулярно чистить зубы. Установлено, что привычка чистки зубов увеличивается со школьным периодом. В запросе задавались вопросы о различных парафункциональных привычках, и было установлено, что любая из парафункциональных привычек оказала значительное влияние на частоту поражений слизистой оболочки полости рта. Привычка сосать палец была обнаружена у 4,6% детей в нашей группе, и было сообщено, что 3,1% из них все еще продолжают эту привычку. Заболеваемость этой привычкой у детей школьного возраста снизилась, но это снижение не было статистически значимым. и было установлено, что любая из парафункциональных привычек оказала значительное влияние на частоту поражений слизистой оболочки полости рта. Привычка сосать палец была обнаружена у 4,6% детей в нашей группе, и было сообщено, что 3,1% из них все еще продолжают эту привычку. Заболеваемость этой привычкой у детей школьного возраста снизилась, но это снижение не было статистически значимым. и было установлено, что любая из парафункциональных привычек оказала значительное влияние на частоту поражений слизистой оболочки полости рта. Привычка сосать палец была обнаружена у 4,6% детей в нашей группе, и было сообщено, что 3,1% из них все еще продолжают эту привычку. Заболеваемость этой привычкой у детей школьного возраста снизилась, но это снижение не было статистически значимым.

Профессиональный статус матерей детей, которые участвовали в нашем исследовании, определялся как; 80,1% были домохозяйками, 19,9% работали, и только 4,4% рабочей группы были высокообразованными. Когда мы смотрим на профессиональный статус отцов детей, которые участвовали в нашем исследовании, 0,6% являются безработными, 23,1% являются работниками, 63,7% являются государственными служащими со средним образованием, 11,9% являются высокообразованными специалистами, а оставшиеся 0,8% составляют дети из дома престарелых, которые не знают о занятиях своего отца.

Наиболее распространенный тип кандидоза - псевдомембранозный. Заболевание начинается с образования отека или язвы в любом месте рта. Поражения имеют белый, мягкий, иногда молочно-пенистый вид, желатиновые бляшки. Это заболевание может возникнуть в любом возрасте, но в основном это заболевание детей и стариков [4]. Заболеваемость псевдомембранозным кандидозом составляет 1,34% в нашей исследуемой популяции. При атрофическом

кандидозе клиническое проявление характеризуется атрофической, болезненной, эритематозной слизистой оболочкой. На поверхности языка наблюдается уменьшение количества сосочков. Небольшие пузырьки и эрозия могут быть замечены в тяжелых случаях. Кроме того, в углах губ диагностируется хейлит и срединный ромбовидный глоссит. C.albicans присутствует как в сыворотке, так и в слюне пациента (24). Заболеваемость в нашем исследовании населения составляет 0,67%.

Инфекции вируса простого герпеса (ВПГ) характеризуются везикулами на коже и слизистых оболочках[6]. ВПГ 1-го типа - это вирус, который встречается во всем мире и поражает только людей. В нынешних исследованиях сообщалось, что заболеваемость увеличивается с детства до юношеского возраста и выше в группах с низким социально-экономическим статусом[7]. Поскольку распределение уровней доходов семей, которые участвовали в нашем исследовании, не является равномерным, такое определение не будет очень полезным. Однако в нашем исследовании частота рецидивирующего герпетического стоматита в группе с высоким уровнем дохода составляет 3,8% (n = 1) и 1,7% (n = 17) в группе со средним уровнем дохода. Не было обнаружено существенных различий между возрастными группами (p> 0,05). Общая частота рецидивирующего герпеса в нашем исследовании составила 1,72%. Первичный герпетический гингивостоматит - это острое состояние, которое можно увидеть при первом столкновении с вирусом герпеса. Характеризуется пузырно-мозговыми поражениями ротовой и периоральной тканей и обычно наблюдается в возрасте от 6 месяцев до 6 лет[9]. Повреждения заживают без последствий в течение недели или десяти дней[10]. Частота первичного герпетического гингивостоматита составляет 0,48% в нашей исследуемой популяции. Не было обнаружено существенных различий между возрастными группами (p> 0,05). Клинически хейлит характеризуется поражениями, которые имеют длину несколько мм и простираются от углов рта до щек. Эрозии, изъязвления и трещины возникают с течением времени. Считается, что этиология включает низкий вертикальный размер, механическую травму, инфекции Candida albicans, Staphylococcus и Streptococcus, железодефицитную анемию и дефицит рибофлавина. Заболеваемость хейлитом в нашей исследуемой популяции составляет 0,28%. Меланотическая пятнистость обычно определяется как мелкие пигментированные пятнышки, диаметр бота которых составляет 1-5 мм, не превышает 1 см и окружен кожей нормального вида. Их число может варьироваться от нескольких тысяч до тысяч и может

располагаться на ладонях, подошвах и слизистых поверхностях в любом месте тела. Иногда поверхности могут показывать шелушение. Заболеваемость меланотическими пятнами составляет 0,57% в нашей исследуемой популяции.

Извержение кист наблюдается в период прорезывания зубов молочных и / или постоянных зубов. Это киста мягких тканей, происходящая из эпителия эмалевого органа после развития эмали. Причиной накопления тканевой жидкости или крови является продолжающееся расширение фолликулярной массы вокруг коронки зуба. Частота прорезывания кисты составляет 0,76% в нашей исследуемой популяции. Слизистые оболочки - это поражения, которые происходят из мелких слюнных желез или их протоков и распространены в полости рта. Местная травма стоит на первом месте среди этиологических факторов, а лечение - хирургическое вмешательство. Заболеваемость мукоцеле составляет 0,96% в нашей исследуемой популяции. Альвеолярные кисты представляют собой патологические образования эпителиальных тканей, расположенных внутри кости или мягких тканей и заполненных кистозной жидкостью. Заболеваемость альвеолярной кистой составляет 0,38% в нашей исследуемой популяции. Расщелина губы и неба являются одними из наиболее распространенных врожденных пороков развития области головы и шеи. У 50% пациентов с расщелиной губы одновременно возникает расщелина нёба. Хотя дополнительная аномалия не наблюдается у большинства больных пациентов, могут быть сопутствующие врожденные аномалии. Частота расщелины губы и неба составляет 1,72% в нашей исследуемой популяции. Узелки при фиброзе десны - это ситуации, похожие на бессимптомные узелки, которые видны вдоль слизисто-десневой границы губы. Гистологически характеризуется скоплением плотной соединительной ткани. Его следует отличать от реактивных и опухолевых поражений. Лечение не требуется. Заболеваемость узелковым фиброзом десны составляет 1,05% в нашей исследуемой популяции.

Вывод. В заключение, это исследование является первым исследованием, проведенным в этой возрастной группе в Андижанской области. Однако, поскольку наше исследование включает детей из одного медицинского центра, результаты могут отличаться от результатов, полученных в реальной популяции. С другой стороны, наличие различных поражений слизистой оболочки полости рта в этой возрастной группе в этом исследовании должно побудить врачей тщательно проводить исследования слизистой оболочки полости рта и придавать большое значение лечению этих поражений. Мы хотим, чтобы наше

исследование компенсировало отсутствие эпидемиологических исследований и стало основой для будущих исследований.

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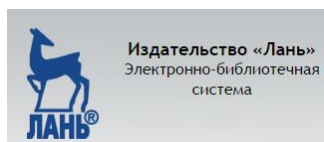
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