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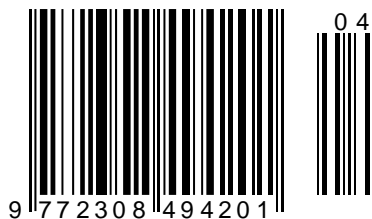
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THE PROBLEM OF BARBARISMS IN THE EXTENDING INTERCULTURAL CONTEXTS

Abstract: XXI century is characterized by the dominating role of anthropocentrism as a leading paradigm in the world linguistics. This paradigm demands investigating everything from the point of view of the speaker writer as a creator of the speech product.

Key words: barbarism, intercultural context, linguoculturology, language, vocabulary.

Language: English

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Introduction

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This main moment determines why linguoculturology has become, alongside with cognitive linguistics one of the topical trends of present day linguistic elsewhere.

The present article deals with the systemic investigation of the pragmatically colored layer of the English and Uzbek vocabulary named as barbarisms. Barbarisms as a problem and a subject for scholarly writings have a very long history. The term is as old as the notion, and it had been discussed. The problem had no unanimously accepted solution, though hundreds of authors decided to suggest a final all covering description of Barbarism as a linguistic phenomena.

In the age of globalism the problem has become more topical, because contact of cultures and language presume mutual enriching the vocabulary using the resources of the contacting language.

Barbarism is a result of communication between cultures and languages.

The article tries to give a systemic investigation and classification of barbarisms in English and Uzbek. The authors analyzed the sources and causes of barbarisms, similarities and differences between barbarisms, foreign words, exotisms, occasionalisms and other types of the borrowed words.

As a material for the investigation the authors used the barbarisms in English in the second half of the XX century, and in Uzbek, at the beginning of the XX century when Uzbek borrowed barbarisms from Russian and a special attention is paid to the material of the XXI century, when Uzbek began borrowing words from English.

The author came to the conclusion that Barbarisms will remain to be the subject for linguistic analysis due to the fact that globalism made English words penetrate to the different layers of the vocabulary of other languages and the Uzbek language being one of such recipients of barbarism.

The Problem of barbarisms gives rise from the relation and the speech units to the language norm. The case can be quite simple if the borrowed word has a positional attitude towards the norm, follows the rules of the grammatical structure. We see no obstacles to see a barbarism as an element of the norm and the language – recipient will get enlarged with one more lexical unit – a lexeme.

If the borrowed word will not meet the requirements of the language norm, if the attitude will be negative, the borrowed word will have a short – termed life having an occasional status and it will be taken as a barbarism in the language which borrowed the word.

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This means that norm is the essential criterion to determine the status of the lexical unit be it a foreign word, a borrowed word or a barbarism.

The problem of the norm has not a very long history linguistics. It has an equal history with linguistics as a science.

When W.Fon Humboldt founded linguistics as a Branch of theoretical Science, he had to prove the grounds for this newly born theoretical discipline. He had to explain the methodological basis of linguistics, philosophical principles and methods of investigating the language units.

One of the topical problems here was the problem of language contacts and their consequences in all their forms.

The problem of borrowings and their functional types has always been topical due to the fact, that they presented a usual case in the languages contacting in a certain area or region.

The article deals with the problems of investigating essential notions and principles of the problems of borrowings in different languages, A special attention is paid to the interrelation between a barbarisms and the norms of the language.

In the article the author states that the essential factor in determining the status of borrowed words is the norm.

II. Methods of Research. When analyzing linguistic units scholars apply different methods depending on the nature of the language unit. If we analyze barbarisms we should apply the methods used in vocabulary, because barbarisms as elements of vocabulary should be analyzed like all other words. In such cases we can choose the methods used in lexicological investigations, as componential analysis, distributional analysis, element of statistical method as well as functional semantic analysis of the borrowings.

Due to the specific feature of the object we can use linguocultural and sociopragmatic aspects of linguistic analysis.

Sometimes we need to use diachronic approach to analyze and explain the etymology of the borrowed words in order to determine their attitude towards the norm. Linguocultural aspect is reflected when we describe the process of borrowing words to English and Uzbek in general and using barbarisms in these languages.

III. Discussion. V.Fon Humboldt analyzed the philosophical aspect of language contacts and language development. Language contacts are followed by borrowing words. This statement can be exemplified by the following barbarisms used in the English language by means borrowing from for German.

a) “Schnaps” this German word undertook a spelling change, here the English borrowers added one “s” and the word obtained the present form. It denotes a strong drink resembling Russian vodka.

b) Wiener schnitzel – A type of the schnitzel usually served in the restaurants. It is well known that items of national cuisine often become the object for using without looking for their English words denoting similar objects and phenomena. This is usually done when a speaker comes across the food, dishes and other items of the uisine.

Rucksack – it is one of the frequently used barbarisms and later it has become a kind of international words used by many nations and peoples. Even in the Uzbek language we use this word in the meaning of “a sack” for carrying things.

Stein. This German word developed from the word Beir stein. It denotes a large glass mug recommended for drinking beer.

The following barbarisms are used in linguistics Zweie backed, (a meal both sides of which are fried); Poltergeist – this word denotes a spirit who makes noise to call one’s attention to itself.

Schaden freide – in German schadeng – freude. This barbarism denotes happiness gained due to the grief of other people.

Ubermensch – this barbarism is a calque of the English “superman”. Even English has this word, which was coined as a compound word earlier, the speakers use corresponding German calque, when they want to describe the reality related to Germans of their country.

The following barbarisms also have the same history.

(Wunderkind (wonder child); Ansatz (basic approach); reitgeist (the spirit of the Time); Festschrift (A special edition or collection for anniversary); Doctorvater (Scientific adviser for the Doctor’s Degree Dissertation); Kulturkampf (This barbarism denotes the fight for the culture which goes back to the struggle against catholics in Germany in the reign of Bismark).

Gefreiter (This barbarism corresponds to English “private”. It is mainly used when speaker wants to give the German realia of the events). We observe in some case that word building means, affixes are borrowed to form new words. For example the Prefix “eigen” is used to denote the following words in English. Eigen function, Eigen vector, Eigen value, Eigen form etc. In these words the semi – affix “Eigen” corresponds to English “self-”.

In some cases whole sentences are used as a barbarism.

Eq: Gott is tott – said by F.Nitsche – It corresponds to English “God is dead”. Gott mit uns! – (God is with us).

This statement was the motto of the Prussian Emperor in the First and Second world wars.

Deutschland uber alles – (English translation is: Germany above all). Words taken from the State anthem of the country. It expresses the chauvinistic feelings of some German people.

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The problem of “barbarism” arises when we discuss the relation of the borrowed word to the literary norm of the language. The problem can be complicated by the existence or mentioning of other similar terms, functioning in linguistics, like borrowing, exotism, foreign words etc.

Exotism is a word, slightly colored stylistically which is mostly used in bookish style. It means a word or a phrase used by the author to describe an object or phenomenon found in less known languages. The words of this sort usually denote the specific conditions, habits, national coloring of the people speaking a not very widely known language. Exotisms are mainly used in scholarly writings, publicistic prose and fiction.

Increasing cultural cooperation of Uzbek people with different foreign countries makes it possible for the Uzbek people to get acquainted with literature of those earlier unknown peoples. As a result there appeared translations of pieces of literature written by those nations. This caused a wide appearance of exotism, in Uzbek language.

Exotisms are mostly explained by the translator at the bottom of the page. For example Tour Hejerdahl, a Norwegian writer, is famous for his work “A travel in Kon – Tiky”. In the translation of this book we find the following exotisms: kayak – an Eskimo boat; Izlu – an Eskimo’s hut; sucre-an Ecuadorian coin; machete – a big Amerindian knife used for cutting bushes, thus opening a path in jungle. It’s worth mentioning that in Uzbek there is an instrument which resembles machete in form, but differs from it in function, that is, oshpichoq – an instrument, used to cut pieces of meat, to make to pieces smaller.

We can not say it exactly, but may be in the past this oshpichoq was primarily used for the same function, to open a path among bushes. But about a hundred years ago all the bushes in the territory of Present Day Uzbekistan was cut off to cultivate technical plants, vegetable and fruit.

Spaghetti – Italian vermicelli, a type of macaroni;

Kumara – A king of a sweet potato cultivated in South America and Polynesia.

Some exotisms became Uzbek words, as they were used very often in the language, oral and written speech. They’ve lost their function of exotisms. Eg: lady, gentleman, madam, mister, signora, signora, sir, whiskey, farmer, business, dollar, etc.

Some exotisms are completely borrowed into the recipient language in the course of time as a result of the change in the socio-political life of the society. For example the words, like piano, royal, trombone, accordion, dealer, hockey, harmony, briefing etc.

Now Uzbeks don’t take them as barbarism or foreign words, they are a part of the Uzbek culture and naturally word stock. They don’t form a special stylistic layer of words as before.

Exotisms are used in fiction to give a national coloring to the being described event or a situation. In order to investigate barbarisms functionally, semantically, pragmalinguistically or linguoculturally we’ll have to state the essence, nature and hierarchical aspect of barbarisms. We are to determine and to define what the barbarism is. Sometimes the linguists don’t exactly know where the barbarisms should be discussed in lexicology or in stylistics.

This question is very easy at a first glance, but at the same time practically is not easy to answer this question. The thing is that the linguists did not yet come into a certain unique Point of view concerning the place of barbarisms in the system of English vocabulary.

Some linguists say that barbarisms are a part of the vocabulary as linguistic unit having specific semantic features and functional peculiarities differing from other words of the language, like jargonism.

The second group linguists say that barbarisms are one of the stylistic layers of the vocabulary. Therefore no need to discuss them in lexicology. For this reason they recommend barbarisms as a stylistic phenomenon.

In other words according to the first point of view barbarism must be considered as an essence, according to the second point of view barbarism is a phenomenon. If we give it in the form of a pattern we’ll have the followings:

Lexicology – Essence.

Stylistics – Phenomenon.

It looks like a very simple formula, at the same time it is very complicated. If we verbalize this formula we’ll have the following.

As an essence the feature of barbarism is given to all the units of the language it a possibility given a prior. It is an essence which can be represented, realized or conceptualized at nearly every act of communication if there is a communicative intention of the speaker or writer for it. But at the same time it need not be represented. That depends on the nature of the speech act, its time and place. If there is no need for the representation this possibility is not realized and no one uses this word or phrase as a barbarism.

Vice – versa if there is a communicative intention and aim of the speaker in a speech act any word of one language can be used as a barbarism in another language. This act is called a phenomenon. This phenomenon should be grounded linguoculturally. But probability of the use of a word as a barbarism can be equal to $P=0,0001$ from 100 words. This is not a great number, but still it has a positive value. It means there is a possibility of using a certain word as a barbarism.

Borrowing of a word as a barbarism has its reasons like all other language element and phenomena.

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In Uzbek, like other developing languages vocabulary, there is a tendency to innovate, to enlarge and to get enriched.

We can not call the English language as a developing language because it is already a highly developed language having more than a million words. (To be more exact 1.025 mln words, data of 2018).

But still English vocabulary is getting increased by about 5-10.000 words yearly, nearly all of them borrowed as barbarisms.

This process can not be explained from the position of a commonsense. Because the Uzbek language feels a great need of enriching its vocabulary but the English language doesn't need enriching its vocabulary. But English borrows words more than the Uzbek language, which feels a real need for it, greater than English.

Our investigations showed, that vocabulary of a language changes and becomes enriched due to the socio-political and cultural needs of the society. The potential possibility of the language to borrow words is greater than the words used in daily contacts. This feature of the vocabulary creates the possibility for the speaker to choose the linguistic units freely, and use them as they find them correct and relevant. This, in its time, depends and the cultural competence of the speaker and lexico-stylistic of the language norm.

English vocabulary is in action and it is growing steadily. As barbarisms are not members of the word stock, and their usage is not constant, but it is episodic, we can't say that they serve to enrich the vocabulary, at least temporarily. Barbarisms are alien elements in the English word stock. They can not take part at this great process of enriching vocabulary. They can only help the language to perform its communicative function.

Barbarisms help the recipient language to perform its communicative function alongside with the native words of the recipient language.

Globalism escalated the process of borrowing words from each other.

According to the level of the language from which the element of the language was borrowed the loan words are grouped into the following types:

1. borrowed words (or lexical loans).
2. borrowed phonemes.
3. borrowed morphemes.

Phonemes and morphemes are not borrowed alone separately. They are borrowed in the words, together with words. As a result of the long-termed contacts of languages the following processes -take place.

- 1) words are borrowed.
- 2) Word building affixes used in the words are borrowed.
- 3) There may arise two similar phonemes in languages.
- 4) Similar syntactic constructions may arise.

5) Lexico – semantically hybrid calques may come into existence.

6) There may arise semantic changes in the meanings of words.

Not all the words found or met in an English text can be taken as an English word. They are foreign words. Their usage in the text doesn't mean that the English language borrowed words.

Up to Now we spoke about words borrowed by English from other languages. Further we'll say a few words about morphemes, word – building elements from other languages.

As such we can name some English word building elements borrowed from Italian, Greek and French languages: -arius, -ist, -ee, -ees, -ese, -eer; -ling, -ster, -ie, -er, -ite, -ard, -kin, -ism, -age, -ance-, -ence, -al, -ment, -tion, -arion, -sion, -ion, -able, -ize, -ise, -ise, -fy, -ify, pre-, fe-, post-, counter-, anti-, sub-, inter-, extra etc.

In the Uzbek language we observe neatly the same picture. In its turn the Uzbek language borrowed words from Persian, Arabic, Russian and English languages: -кор, -қор, -кар/-рап; кам-; -зода; -соз, гоҳ, -гир, -ёна, -она, -боз, -боз, -парасть, -хона, гўй, -но; be; gap; -bag, -ban, -bo – ist, izm and others.

We observe similar features in English and Uzbek borrowed words: For example, we find that in the Uzbek words borrowed from English we find some sound alteration.

Ө>s, z, or Ө>t, δ>d,

Eg: Theory – теория,

Thermic – термик

Theodore – Теодор,

English [æ] is replaced by [a, e] class [klæs] > класс [klas]

c [s] > c [ts] recipient (реципиент); etc.

In the English wordstock new words are borrowed with some phonetic changes for example:

- Spelling is enriched by foreign letter combination, with the certain letters: ts, kh, tz, zh and letters u, y.

Uzbek language is enriched by the borrowed phonemes, lik: is [ц], sch [ш, ч], [bi]>[‘], ь [separating] mark etc. Borrowing is mainly loaning a word. Words borrowed from other languages English become Uzbek words. As English borrowings in Uzbek borrowed words act as loan words.

In order to become a borrowed word, word must meet the following demands:

- 1) Borrowed words follow the systemic rules of the recipient language.
- 2) The word which was borrowed by a language will become related to the laws and regularities of the recipient language especially in the sphere of lexico-semantic system of the language, that as the word becomes adapted.
- 3) The borrowed word becomes as natural and concrete as a native word, and there's no fear and need to mix it with any native or borrowed word.

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4) The new words become natural for the recipients and the threat of feeling it as a foreign word is lost altogether.

5) If the word is borrowed the threat of losing it very soon, or probably of loaning will be very low.

No disputations will be held in the papers on the positive and negative moments of the words borrowed, also there is no doubt about driving the words out from the language etc.

Wide use of borrowings in oral, and written speech especially by the majority of the members of the community are principal features of functional aspect of loan words in the language. If the word is not used in the speech of the community, it cannot become a part of the literary norm thus remaining a barbarism in the language. Words which could not become a part of the norm we can call a borrowing or a borrowed word.

In order to be a borrowed word the loaned word should not only be used in an individual speech but also it should be used in the speech of the community. This is one of the major differences between barbarisms and borrowings. Use of borrowed word in an individual speech is only appearance of the word in the language. Only when it is used the entire community the words become borrowing. But there is one more important moment to be mentioned in this case. That is the use of the borrowed word in the speech of the community should not be a short – termed. It is to be used continuously and for a long time.

In English speech thousands of Latin, French, Greek words have been used for hundreds of years, correspondingly Arabic, Persian and Russian words were used for centuries in the Uzbek language. This conditioned the systemic penetration of those words into the vocabulary of English and Uzbek languages.

The difference between this similar process is that the languages from which English borrowed words are genetically relative, that is, belongs to one family, but the languages, from which Uzbek borrowed, words belong to different families. That made the lexical norm of the Uzbek language to be more open, because if English deals with the similar structure of the borrowed words or grammatical formatives the Uzbek language dealt with two different morphologically structured languages, its system being in a highly degree different than the donor language. Investigations of the last decades showed that ‘barbarism’ is a culturally marked linguistic unit. It appears in the situations where two cultures clash. One culture would not like to accept a foreign word as a borrowing or loan word.

Impossibility of the complete coincidence of the elements of two cultures creates barbarisms. A word of one culture will become a barbarism in other culture, because the first word denotes the same thing or refers to the same thing, but the background of the

word is not similar its functional value is different, therefore there arises an obligation or necessity to borrow of a foreign word as a barbarism.

There is a certain law in borrowing a word as a barbarism.

1) When two cultures clash in communication, the less cultured nation borrows words from more developed nation, as a borrowing or a barbarism.

2) When a more culturally developed nation borrows a word from a less developed culture that the product of this process is called an exotism.

3) Barbarism is a borrowed word which is borrowed without any serious referential or denotational need for it.

A barbarism is a culturally marked element in the vocabulary of the language it is also socio-politically marked. Because a change in the socio-political life causes a change in the linguocultural nature in language. If it is a changeable category it has some stages of acceleration, stagnation, stabilization.

Barbarism is a mirror of the language. It reflects the thoughts, ideas and feelings of two periods. Directly using a stylistically colored linguistic unit can be ambiguous in the speech act.

For this reason we will analyze some barbarisms borrowed from Russian used in the Uzbek language at the beginning of the XXth century. They marked the situation between 1905-1917. Now we will analyze some of them.

1) *Mezgur satsial revalutsianerlarning letaci* (Tarjimon N15 5.08.1906) It belonged to letuchi squads of these social-democrats.

If we compare the sentence in the language of XXth and XXIst we find certain correspondences. Eg; “Mezgur” changed into “Mazkur”. This Turkish style as pronunciation which was in fashion at the beginning of XXth century was later replaced by pure Uzbek pronunciation “social” later changed into “sotsial” this is correct, because the later is more learned, more correct and scientific (scholarly) word. “letuci” this is a barbarism based on the Russian word “летучий” movable. It denoted meetings or committee sessions not in the office of the committee but out of it, that is, in workshops, factories plants etc.

In Uzbek there are two words “sayyor” and “ko’chma” which denote the idea expressed by two words “letuchi”. But the author preferred the word letuchi because people understood it and used in their speech.

2) “Manga biraz pamagat qiling”

(Look, 15, 01.02.1904) (Please help me a bit).

The sentence from the newspaper just like the two given above and thousands of other examples, give an evidence of the fact that how abnormal was the Uzbek language of the beginning of the XXth century. Literary norm was far from perfection. Let’s analyse this example, “Manga” is a dialectal word, for the literary norm recommends “menga” (to me); biraz (a

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few some) the literary norm requires “biroz” not “biraz,” pamagat” a barbarism borrowed from the Russian language (to help). This word was so widely used among Uzbek speakers that it replaced Uzbek “yordam bermoq” till the 80 ties of the XX th century.

We can give a very curious example from the Uzbek barbarism.

-Agar biroz kech qolganimizda opozdat qilar ekanmiz.(from the speech of elderly uzbeks). Translation “If we were a bit late we would miss the train”.

The translation is normal but in Uzbek 2 words of the same meaning are used to complete the meaning of being late. Here “kech qolmoq”

-to be late in Uzbek;

-opozdat –to be late in Russian;

4. Conclusion.

1.Linguoculturology is one of the recently established branches of linguistics. It developed at the crossroads of linguistics and culturology. This fact causes both positive and negative moments in the nature of this discipline.

The positive moment is that linguists turned from Saussurean “structural” linguistics to postructural paradigm named as “anthropocentric paradigm” in linguistics. Anthropocentrism is a very wide aspect of human activity including cognitive, social, psycholinguistic and linguocultural and other aspects of the language .

The negative moment in this aspect is that linguists of all schools and friends began understanding “linguoculturology” in a very narrow sense, thus pulling parallel between a language and a human culture, like the relation between a language and habits , holidays , cultural item etc.

This second narrow understanding of linguoculturology became a strong obstacle before two real understanding if linguocultural aspect of language units.

The result was that linguist tried to find direct relations between a language and a culture and their reflections in the language. This sort of primitive understanding the role of the culture in the language

or the role of the language in the culture caused to the under-estimation of this branch in linguistics.

2. Barbarism is a use of foreign words without including them to the norm of their language.

Barbarism is a culturally marked language from. It states the place where two cultures clash. When speaker or writer sees or finds a word or phrase used by other languages and borrows them even though they have a word of the same meaning in their language. Barbarism has four stages in its development

a) Barbarism appears in the language as a foreign word used by a very small of group of people in the community.

b) Barbarism is used by the greater majority of the community.

c) Barbarism loose its status of “barbarism” and becomes a borrowed word.

d) Subsequently the word becomes a member of the word stock of the language.

1. Barbarism mostly appeared in the language of the culturally less developed nations. The Reason is that less cultured nations have to enrich their cultural baggage borrowing words with different new notions. If a more developed culturally language borrows a word that shows how exotisms appear in the language to later became a barbarism.

2. If we compare a numerical volume of barbarisms in English and Uzbek language we can state the following:

-The Uzbek language is rich in barbarisms borrowed from the English language

-The English is not rich in barbarism borrowed from the Uzbek language

-Barbarism never stays as a barbarism forever. They can change their linguistic status and be borrowings

-Barbarisms are not negative elements in language and speech. They are linguistic unit where perform the communicative intention.

Further detailed Investigation of English and Uzbek borrowings may promise much to understand the nature and function of the Barbarisms in English Russian and Uzbek.

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THE ROLE OF HOUSEHOLD FARMING IN INCREASING EMPLOYMENT AND INCOME GROWTH

Abstract: In this article, the socio-economic importance of reforms in our country, particularly in Namangan region, is discussed. In addition, there are a number of recommendations and suggestions that need to be addressed in the development of household farms.

Key words: entrepreneurship, employment, resources, income, unemployment, household farms, clusters, export, food products.

Language: English

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Introduction

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The decree of the President of the Republic of Uzbekistan on April 26, 2018 "On taking additional measures to improve the activities of farmers, dekhkans and landowners of household farms " is important in the socio-economic context. On the basis of this decision, systematic work is carried out in our country on effective use of free lands, protection of the rights and legitimate interests of farmers, dekhkan farms and landowners, increasing employment and good living of the population in the village. Also, under the slogan of making ordinary people as entrepreneurs, practical work has been started on attracting the population to business more widely, forming their knowledge and skills in business, organizational and financial support.

As our President Shavkat Mirziyoev said in his address to the Majlis, "Our economy is developing on

the basis of strategic partnerships, which is one of the most important areas for growth, employment and income growth."

Due to the conditions created by our state, the number of families wishing to be engaged in entrepreneurial activity is growing. The main part of them is engaged in crafting, serving, servicing and other spheres, depending on the characteristics of this or that type of entrepreneurship, in particular, gardening, fruit and vegetable growing, gardening, bee –keeping, livestock, fisheries, regions. It can be seen that special attention is paid to the development of family entrepreneurship, including farmland in country sides.

The development of household farms provides employment for the population and an additional income for providing the family. Thus, the products grown on the household farms can serve the needs of the domestic market and provide price steady by supplying the country with its own needs. The most

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important side is that having great spiritual significance gives the family a sense of well-being, a sense of initiative, entrepreneurialism and a sense of creativity.

Materials and Methods

Thanks to the fact that in our country the whole territory of the Namangan region has been approved by the measures for the development of farms, there is a great potential for the use of the family.

The Namangan region has 252.0 thousand hectares of irrigated land, of which 31.9 thousand hectares are home-grown. Today, the main focus is on effective use of household farming lands.

The development of household farms comes from the characteristic of each area. In this regard, about 60% of the population of the Namangan region lives in country side areas. Due to this, special attention is paid to the development of farmland in country sides. In many districts of the region, the numbers of families have been growing steadily in their household farms.

For example, in the Narin district, 28414 households have a total area of 2221 hectares of individual and farmland areas, 150 hectares of potatoes, 580 hectares of vegetable land, 26 hectares of melon, watermelon and gourd growing land and 14 hectares of grain and 1422 hectares of other types of plants were grown.

There are also 196 houses of greenhouses in the district, mostly lemon, greens and vegetable seedlings, tomatoes, cucumbers, peppers, Bulgarian pepper and cabbage seedlings are being grown, giving practical assistance to provide the population with the necessary amount of seedlings and seeds are being brought.

Such exemplary works can be seen on the example of Namangan, Uychi, Kosonsoy and other districts. In particular, a 30x10-meter greenhouse with a family of Abdug'offor ota Kasimov in the village of Jiydakapa was established in 2009 and 30 lemon trees (seedlings) were planted. Today, each of these trees yields from 50-75 kilograms, in total 2-2, 5 tons. This is 15-20 million sums of income. Also a piece of land in the family will not remain empty. In winter-summer a variety of local and rare flowers are grown. This delicate family, mother Rakhima and her children share the secrets of gardening to young people and neighbors.

The president of our country Sh. Mirziyoyev says that every inch of our land is equal to the gold, if only we have the initiative, the effort and the enthusiasm. The farmland becomes a source of gardening. Our table and lives will be abundant. The fact is that today the development of farmland is becoming one of the criteria for further improvement of people's well-being.

In order to develop and support the population farms, the banking departments of Namangan region

allocate preferential loan funds to citizens. In particular, from the account of 217 billion sums of the people's bank, 10 thousand head cattle, 26 thousand head sheep and goats were distributed to 23 thousand low-income families.

Agrobank, Microcreditbank, Aloqabank, Ipotekabank, Uzsanokatkurilish banks in the region also provide with practical assistance in the sustainable development of farm farms with preferential loans. As a result, the amount of agricultural products grown in farmland is increasingly increasing. This will serve to ensure prosperity in the markets and stability of prices.

Since all conditions are created for those who say that the state will generate and earn income, it is necessary to make effective use of it. At the request of the present day, 110 million dollars or 1 trillion sums were allocated from the jaw of restoration and development of Uzbekistan and other sources for the implementation of the program "every family entrepreneur" in the region. On account of these funds, a new system of support for family entrepreneurship is being introduced in the region.

Our President Sh. Mirziyoyev noted at the meeting with activists of Namangan region on March 1, 2019, "we will create a cluster system for feeding bees, goats, rabbits, poultry and growing fruits and vegetables in the population apartments. On account of this, 120 thousand families are provided with income-generating employment. This is not only a socio-economic task, but also a political goal aimed at changing the worldview of our people, sharply increasing their interest in earning through labor" [3]

The development of Agriculture, which is one of the most important sectors ensuring the growth of employment and income of the economy development of Namangan region, on the basis of strategic approaches is becoming an object of necessity. Because, in the region 111 thousand people or 9,5% of the economically active population are unemployed. Also, 200 thousand or 17% of the population with a desire to work left in search of work in foreign countries. It can be seen that the problem of unemployment in the region and its solution have become a topical issue.

As our president Sh. Mirziyoyev pointed out: "We need a right concept: one unemployed person means ten problems. These problems further clarify how serious the issue is if we consider the damage that the unemployed person brings to himself, his family and neighborhood and society. [2]

Results and Discussions

Taking into account the above, 1200 young people are involved in seasonal work by establishing productive use of farmland lands in Namangan region. Also, significant work is carried out within the framework of the program "every family entrepreneur" and "youth is our future". Great benefits are being

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given to the people, especially young people, to support entrepreneurial initiatives, to put them on the path of their own business. Based on the development of entrepreneurship initiative in young people, not only economic but also many social problems would be solved if they were taught how to use the funds properly.

However, in all districts of the region, it cannot be said that household farming lands are not using effectively. As a result of the study, about 60% of the cases of the use of plantations in the region showed that 68% of the plantations were not ready to plant. It also became known that greenhouses in the apartments of the population in the districts of Turakurgan, Kosonsoy, Uchkurgan, Chartak, Yangikurgan were very few. It was found that fruit trees and grape trees were not planted in Yangikurgan, Turakurgan, Kosonsoy, Uchkurgan, Chartak Districts[3].

In order to take advantage of the above opportunities, it is also necessary for people to find initiative, diligence and aspiration. As is known from history, where people are lazy, the science is not developed there. Therefore, as one of the representatives of the jadidists who wrote earlier in the debate 100 years ago:

Жаннат каби гўзал юртинг йиғлаб, сендан иш кутади,

Сенда кўргач ишсизликни, хасрат чекиб, қон ютади.

Тур ўрнингдан, оч кўзингни, айт ёвинга сўнг сўзингни.

Ёвинг кимдир, биласанми? Нодонликдир, ялқовликдир.

Meaning: Your beautiful paradise land waits you to work,

If you are seen unemployment, land gets unhappy, frustrates

Stand up and open your eyes and say a word to your enemy.

Who is your enemy, do you know? It is ignorance and laziness.

It can be seen from the great thinker's wise words that the biggest enemy of a person is the laziness. This will bring about poverty. It is no secret that in agriculture there are unemployed and due to this, most part of the population does not have sufficient source of income. As our president Sh. Mirziyoyev noted: "reducing poverty is the awakening of the entrepreneurial spirit in the population, the realization of the full realization of the internal strength and dignity of a person, the implementation of a comprehensive economic and social policy on the creation of new jobs... It is necessary to give priority to the support of entrepreneurial initiative, especially youth and women entrepreneurship, on the resolution of social problems in the localities [4].

Since all conditions are created for a person who says that he will earn income generated by the state, it

is necessary to use this effectively, of course. At present, with its entrepreneurship in all districts of Namangan region, they contribute to ensuring the abundance of markets and the well-being of the population. All this is the result of reforms aimed at supporting enterprising people in our country.

In general, the development of large-scale farms is also important in educating people, especially young people, with the ability to expand employment opportunities and additional income generation opportunities. They will be visible in the regulations.

First of all, farmland farms provide employment of family members and form labor and entrepreneurial skills in them. And also it is the opportunity to earn extra income for the family.

Secondly, young people in the family are engaged in useful labor and become a part of the household. Through this, sufficient qualifications and skills are formed in the field of farm management in young people.

Third, in the minds of young people, the concept of "value of money" has become increasingly clear that they do not spend their time on idleness, including walking on the streets, Internet clubs or other entertainment. Because, they save the money they earn by working-investigation and use it correctly.

Fourthly, by developing farmland farms, negative situations such as diving into the "European life", which today is becoming one of the pressing problems, joining different streams, are prevented. As a result, young people are brought up in a nation-specific spirit, such as protection from various threats to our national identity, love for the motherland, and loyalty to the ideas of independence, diligence. This gives an opportunity to avoid possible crimes within the reach of different levels.

Fifth, the employment of the population is increasing due to the fact that they are starting their own businesses using the preferential loans granted to the citizens by our government. This will have a positive impact on foreign countries by reducing the number of illegal job seekers.

Sixthly, the products grown in farmland farms serve to satisfy the population to food products. These products also ensure the fullness of the markets of our country and the stability of pricing. This also increases the chances for consumers to choose. In this respect, a healthy competitive environment is created between the owners of the farm and serves to grow more quality, affordable and many types of products.

Seventhly, according to our Uzbek customs, the crop grown in the farm is first distributed to elderly people, neighbors, low-income families and lonely people. This leads to a feeling of kindness, human feelings among people.

It can be argued that high-income households have a growing role in the development of high-income households. This requires the creation of conditions and conditions for the continued

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development of the farms and the continued development of the product.

In business, it is worthwhile to pay attention to the followings:

1. Strict control by the governors of ensuring on-site implementation of normative, legal acts adopted by the government on the development of farmland.

2. To create conditions for the sale of products in the grocery store, if necessary, to create the first trade outlets of the products.

3. Small-scale industrial enterprises processing warehouses for storing products.

4. To establish the activities of the shops in which chemicals for protecting pests are sold, and ensure their regular operation. Also, to establish the activities of the enterprises that sells and supply seeds and fertile seedling varieties to the owners of the farm.

5. Expand the activities of specialized shelters for the sale of products of shrot and shelukha for

livestock, which are fed in the houses of the population, and improve breeding.

Conclusion

In conclusion, it is worth mentioning that the family, which has been able to provide the best opportunities for the development and growth of the household farming, is a strong economy, sustainable economic growth in our country and the quality of life of the population will be further improved. It also provides an opportunity to formulate young people who understand the values of the nation, are modern-thinking, have an active civil position as a mature person. After all, the skills associated with the individual's spirituality, worldview, human imagination and beliefs are shaped predominantly in the family. In this regard, the period of development of household farming is a requirement.

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USING UZBEK NATIONAL GAMES IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS

Abstract: *At the age of preschool education, the child's organism develops rapidly. Its nervous system, bone muscle cysts are formed intensively. Respiratory organs improve. During this period, it is important to teach health education and to form full physical and spiritual perfection. This is the main purpose of the reforms on the improvement of the health education of young people in our country. Purposeful physical education has a positive effect on the mental development of small children. In this article I will discuss the role of using Uzbek national games to develop physical education in pre-schools.*

Key words: health education, physical education, games, Uzbek national games, children, pre-school, pre-school teacher.

Language: English

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Introduction

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In our sunny country Uzbekistan, the reforms of upbringing pre-school children have been carrying out focusing on the improvement of the health education of young people through following the motto of a healthy mother and a healthy child. It is important to highlight a number of decrees of the president of Uzbekistan and the reforms of the Ministry of Health are aimed at improving the health of healthy families, mothers and children, education and further improvement of activities directly related to them. Especially in the content of the laws on "Physical Education and sports", "State requirements of the Republic of Uzbekistan for the development of early and pre-school children" [1] and the state Curriculum program "The First Step" [2] set requirements towards improving the work efficiency of preschool children's educational institutions.

It is worth noting that buildings of pre-schools institutions not only in urban areas, but even in the country sides of our country have been reconstructed according to state requirements. One of main aims of educating children aged 3-7 in pre-schools is a targeted organization of physical exercises, moving games and parts (elements) of sports, depending on the age (group) of children to develop "physical education" programs productively. The development of "physical education" programs and methodological manuals and recommendations for preschool children's educational institutions were prepared by such outstanding scientists K.M.Mahkamjonov, X.A.Meliev, X.Tulenova, M. Masharipova and others.

Materials and Methods

Each nation has its own the rules of specific games of the people which express the features of its culture. In the pedagogical approach, the national games of the Uzbek people increase the physical and mental activity of pre-school children. The character,

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sincerity, truthfulness and courage of the Uzbek people are evident in the Uzbek national games which make anyone be active and friendly. Uzbek national games in terms of their content are simple and understandable. Moving games bring joy to the child, increase the tone of life and create the ground for the plot of the game.

Another main aspect of the Uzbek national games is that brings up a moral feeling of children. For example: in the game " Qoch bolam qush keldi" (Run! My child, the bird is here). The coordination of the child's movement improves, helping each other, being attentive and nurturing qualities. National and action games provide an opportunity for physical development and upbringing of physical qualities. Children learn not only to rejoice in their actions in the process of various games, but also to love life, to know its beauty, to control health and to work for Motherland. These national games are usually held in the open air in groups, as well as the following physical exercises. Jump from rope one by one and in a group, throwing a ball away and catching it, riding a horse, etc. [3]

A distinctive feature of the national action game is that all the main actions included in the program find a place: walking, running, jumping, climbing, shooting, etc. Therefore, playing national games have great importance in preserving and further improving the health of children, increasing their physical training and raising their physical qualities.

The selection of the methods, methods of organizing and conducting games in the manner of competitions is of great importance in the life of children, in the agenda of the pre-schools. It is necessary to start the foundation of health from the early ages of children. All games are distributed in categories depending on the type of action, they contain elements of running, jumping elements, throwing out and crawling elements. Among the same games it is necessary to give children knowledge about the rules of the game and the organization of games. As we said above, one of the main features of the national and National Action Games is the upbringing of moral sentiments of children. In it, the more children interact with the participants of the game, the more organizational and discipline is manifested.

Results and Discussions

Rules for the selection and conducting of moving games in pre-schools

When choosing moving games, pre-school teacher should take into account the age characteristics of the children, as well as determine the physical exercises accordingly and the level of its preparation when the child reaches the age of 7 years and steps to school. For example, when conducting jumping games, caution is required, first of all, it is necessary to teach children the methods of jumping in

physical education. For example, if children are taught to run to the length and jump, then first pre-school teacher needs to teach them not to stop at once before jumping, do not run slowly, depress on one leg before jumping, and then gently descend with both legs.

In the selection of moving games, first of all, the educator must know the aspects of the physical and psychological impact of the games given in books and manuals. Pre-school teacher should consider the interests in the selection of moving games for children of pre-school age. It is interesting that children at this age are not interested in what the Wolf, Lamb, mouse, cat image, pace, in games, but rather their behavior, for example, that the cat can jump and hold the mouse with agility. In games, the action becomes more complicated. [4] For example, in the game" Wolves in the ditch", children should come running and stop, and then jump and dexterously go through the ditch without giving the Wolves a trap. It is more interesting to children of this age, as well as to play as two sides, the presence of dependence. It is not easy to organize various competitions with children in pre-school.

Carrying out the game-aesthetics seems easier than one, but the result of observing the children's games shows that such games do not give any understanding to children, as a result, they can lead to disorder in children, impatience, unhappiness, cynicism, to push each other, irritability. It is very difficult to calm the children of the team who lost and won in the game after the end of the game.

Since children in the school preparation Group require education, it is also observed that such skills as sensitivity, fast running, dexterity, transfer of subjects, carrying out have not yet been formed, as well as a sense of responsibility in front of the team, one can not accurately assess the behavior, one does not understand the behavior of others well. For lack of these qualities and physical attributes, it is necessary to educate them both.

It is necessary to divide the groups into 4-5 groups, and not into two teams, taking into account the fact that children of pre-school age cannot yet behave well. It is also possible that these groups will sit in order to better consider each other without standing in a row, since they will maintain the order of their exit to the start, respectively. In such games, children observe each other, when one participant from each group sees his skill in speed, agility, precise targeting-tastes. The winning player brings his team a combo. Points accumulated after the end of the game are calculated. The most active and good played team is found as winners. When organizing the game, its educational significance increases, given all the conditions correctly. The lines that will be during the game, the distances of the teams, the necessary Game subjects: the ball, the flag, etc., should be distributed, and then it is necessary to accustom the children to self-service. Most often, the educator teaches these

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organizational works by giving one or the other a task as a duty, so that each time the duty is exchanged.

The pre-school teacher should think about how to explain it before playing the game. The explanation should be very short, clear and concise and to tell from the players who will stand in which place.

When conducting a familiar game to children, it is not necessary to explain in full every time, however, the rule of the game should be emphasized by the educator herself. It is desirable to indicate the child, who often made a mistake in the execution of the game rule.

At the time of the game being played, pre-school teacher should not only remain an observer. It is necessary to conduct the game so that children can enjoy it, create contentment and learn complex rules. The pre-school teacher must follow the participants during the game, pay attention to the individual children, encourage them in the unit, and lead those who break the rule in the unit by reproaching them. In the process of breaking the rules of the game, let the children of the character or sympathy quickly stop ("clap", "knock", or "stop the game!"). [5] The pre-school teacher should also pay attention to the limits of conducting the game. This is especially a very responsible moment, because little attention is paid to time when the game is played with pleasure. For example, when you look at gymnastic exercises, it will

be more complicated to set the playing time. Are you tired, children?"-this question should not be asked, it can affect children who are playing with pleasure and interest. Therefore, the pre-school should pay attention to the appearance of fatigue in children (frequent breathing, redness of the face), behavior (frequent rule breakers or rudeness,) and stop the game in a timely manner. The game can be completed in all sorts.

Conclusion

In conclusion, we have mentioned above that the purposeful physical education has a positive effect on the physical development of small children. One of the important functions of physical education is to temper the organism of the child. Strengthening the health of children, at early ages in pre-schools by tempering them, it increases their ability to resist colds and infectious diseases as well. Physical education increases the ability to adapt to temperature changes and different temperatures of the weather. Physical education and health-improving activities such as morning gymnastics, moving games, sports exercises and Uzbek national games and conducting according to the order of the pre-schools' agenda and moving activities that children develop physical education in pre-schools.

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NEW GENOME SOURCES AND SAMPLE CROPS FOR BIOFORTIFICATION OF WHEAT GRAIN WITH IRON AND ZINC

Abstract: The genotypes were extracted which can gather much iron and zinc in wheat, that is produced and consumed in Uzbekistan. It has been discovered that mainly the effects of genetic factors and conditions caused presence of iron and zinc elements in wheat grains.

Key words: biofortification, iron, zinc, wheat, genes, genotype.

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Introduction

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In various micronutrient-deficient countries, wheat is used as staple food, comprise more than 50% of the diet. About two billion people globally have iron deficiency, especially in the regions where staple foods are based on cereal crops such as wheat[5].

Bread wheat (*Triticum aestivum* L.) is cultivated on more land than any other crop and produces a fifth of the calories consumed by humans. Wheat endosperm is rich in starch yet contains low concentrations of dietary iron (Fe) and zinc (Zn)[6].

Biofortification, the process of breeding nutrients into food crops, provides a comparatively cost-effective, sustainable, and long-term means of delivering more micronutrients. Biofortified staple foods cannot deliver as high a level of minerals and vitamins per day as supplements or industrially fortified foods, but they can help by increasing the daily adequacy of micronutrient intakes among individuals throughout the lifecycle[1].

Biofortification provides a feasible means of reaching malnourished rural populations who may have limited access to diverse diets, supplements, and commercially fortified foods. The biofortification strategy seeks to put the micronutrient-dense trait in

those varieties that already have preferred agronomic and consumption traits, such as high yield[4].

Currently, agronomic, conventional, and transgenic biofortification are three common approaches. Agronomic biofortification can provide temporary micronutrient increases through fertilizers. Foliar application of zinc fertilizer, for example, can increase grain zinc concentration by up to 20 parts per million (ppm) in wheat grain in India and Pakistan, but only in the season it is applied [2]. This is nearly the full target increment set by nutritionists and sought in plant breeding 4].

Data relative to Zn biofortification provides conclusive evidence in favor of the soil and foliar applications of Zn fertilizers. These fertilizers play an effective role in improvement of gain concentration of Zn [7,8]. On the other hand, Fe fertilizers are not exploited to examine their role for improving Fe concentration in cereal gains. All attempts to understand the soil and foliar application of Fe fertilizers are aimed at restoration of Fe levels, improvement of the yield and reversion of Fe deficiency chlorosis. [9,10].

Fe is known to rapidly convert into unavailable forms upon application to calcareous soils and poses poor mobility in phloem, soil or foliar Fe. It is for this reason that Fe is attributed to be less effective than Zn for enrichment of cereal grains [11, 12]. For instance,

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the increase in grain Fe concentration through foliar spray of FeSO₄ or Fe chelates has not been recorded to exceed 36% [13] whilst the foliar application increases grain Zn concentration to a recorded concentration of 2- or 3-fold depending on the plant availability of Zn in soils [8,11]. Some independent studies have also showed that plants exhibit a lack of response to Fe fertilization in terms of grain Fe concentration. In more recent studies, it has been exhibited that the N status of plant plays a significant role in enrichment of cereal grains with Fe.

This has been proved through molecular evidence exhibiting that the vegetative tissue remobilization and trans location of Fe/N/Zn into seed are events maintained by similar genetic mechanisms [14,15].

Biofortification can be achieved through conventional plant breeding, where parent lines with high vitamin or mineral levels are crossed over several generations to produce plants that have the desired nutrient and agronomic traits. Crop improvement includes all breeding activities. Initial product development is undertaken at international research institutes to develop varieties with improved nutrient content and high agronomic performance, as well as preferred consumer qualities[4].

Parallel to crop improvement, nutrition research measures retention and bioavailability of micronutrients in the target crop under typical processing, storage, and cooking practices. Initially, relative absorption is determined using in vitro and animal models and, with the most promising varieties, by direct study in humans in controlled experiments. Randomized, controlled efficacy trials demonstrating the impact of biofortified crops on micronutrient status and functional indicators of micronutrient status (i.e. visual adaptation to darkness for provitamin A crops, physical activity for iron crops, etc.) provides evidence to support biofortified crops as alternative public health nutrition interventions[4].

It is expected that adoption of high-zinc wheat will be driven by its improved agronomic properties compared to current popular varieties, and breeding has focused on both zinc content and resistance to new strains of yellow and stem rust[4].

In general, wheat mineral losses are directly proportional to the duration and intensity of milling,

but bioavailability increases due to simultaneous phytate reduction. The Punjab Agricultural University is assessing iron and zinc losses associated with traditional milling and cooking methods. An absorption study among women in Mexico showed that total absorbed zinc was significantly greater from the biofortified variety of wheat as compared with non-biofortified wheat [3]. Additional zinc absorption and efficacy research in 2013 will validate this result for genotype-specific variations in phytate concentration, as phytates have an inhibitory effect on iron absorption[4].

Major gaps in knowledge with respect to biofortification exist: more efficacy trials and effectiveness studies are needed to confirm and augment the promising evidence thus far obtained. Scientists must further refine indicators of individual micronutrient status and better understand the importance of cross-nutrient synergies[4].

Materials and research methods. Wheat varieties grown in different regions of the country. The experimental materials are based on the method of atomic absorption spectrophotometry.

Results. It is well-known that the creation of large quantities of protein, iron and zinc-resistant wheat varieties is now becoming a challenge. In some wild varieties, wheat and zinc are higher in wheat grains than in cultured varieties, which provides theoretical basis for the generation of genotypes in biological fortification - the ability to accumulate micronutrients that are essential for health. Biofortification provides agricultural producers with new varieties that can reduce the incidence of nutrient deficiencies by creating protein and micronutrient-rich varieties. To date, more than one hundred samples of flour products have been collected in all regions and regions of the country to check the content of iron and zinc in the flour consumed by the population. It was used in the collection of flour products for sale in shops and ancient wheat varieties of the population living in remote mountainous areas of the Republic.

The amount of iron and zinc micronutrients in all the flour milled products was checked.

The content of iron and zinc micronutrients in wheat varieties produced in different regions of the country

1-table

№	Variety name	Origin	Flour		Bran	
			Fe mg/kg	Zn mg/kg	Fe mg/kg	Zn mg/kg
1	Qizil-sharq	Boysun Surxondaryo	142	27		
2	Mars	Andijon	123	31		
3	Sanzar-8	Samargand	119	22		

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4	Qora-qiltiq	Boysun Surxondaryo	-	107	38		
5	Grekkum	Samarqand		101	37	114	80
6	Yakkabog'	Yakkabog'-Qashqarayo		89	29	100	64
7	Samarqand	Samarqand		80	32		
8	Ravi	SIMMIT		73	29	134	68
9	Xasan-Orif	Sirdaryo		70	31	101	72
10	SIMMIT-o'Z	SIMMIT		67	46	94	95
11	Krasno-vodopadskaya	Kasbi Qashqadaryo	-	65	29	76	71
12	Muslimka	Yakkabog'-Qashqadaryo		63	31		
13	Saidaziz	Toshkent		63	28	117	79
14	Shavkat	G'allaorol-Jizzax		59	22	119	53
15	Krasota	Rossiya		56	25	113	61
16	Fravo	Namangan		52	20	60	33
17	Bayavut-1	Sirdaryo		44	25	64	53
18	Boboki	Boysun-Surxondaryo		57	25		
19	Qizil-qora	Yakkabog'-Qashqadaryo		97	39		

As can be seen from the table, some of the ancient varieties of Qizil-sharq, Qora-qiltiq, Grekkum varieties contain iron micronutrients in excess of 100 mg/kg. Mars and Sanzar-8 varieties of local varieties contain more than 100 mg / kg of iron micronutrients.

The highest content of iron micronutrients in the grain of the Qizil-qora and Yakkabog' varieties of Yakkabog district of Kashkadarya region.

Some of the new varieties for preparation, such as Saidaziz, Shavkat, Boyavut-1, Fravo and Krasota, have low iron content.

Depending on the amount of zinc micronutrients the varieties Qizil-qora, Qora-qiltiq, Grekkum, Mars, Muslimka and Xasan-Orif differed from 39 mg / kg to 31 mg / kg.

Yakkabog, Krasnovodopodskaya, Ravi varieties are also good, with zinc content of 28-29 mg / kg.

In some varieties Qora-qiltiq, Grekkum and Mars, the levels of trace elements of iron and trace elements of zinc were high. In other varieties, the Red Sea and Sanzar-8 are high in iron, but zinc micronutrients are low. There was no correlation with micronutrient content in the analyzed wheat samples.

As a result of investigations it was found that some ancient varieties contain high levels of iron micronutrients in the grain of several other varieties such as Qizil-sharq, Qora-qiltiq, Grekkum and many others.

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ECOLOGICAL ANALYSIS OF THE MELIORATIVE STATE OF AGRICULTURAL FIELDS

Abstract: This article discusses ecological analysis of irrigable lands in Namangan, salinity of land and problems in fighting against it.

Key words: hydraulic constructions, meliorative state, salinity of soil, ditch, branches of irrigating.

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Introduction

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Many laws on improving the lands used in agriculture are being introduced in our country. In particular, in June 2019, the decree of the president of the Republic of Uzbekistan on measures for the effective use of agricultural land and water resources was published. The decree issues the implementation of important measures to increase the productivity of irrigated areas, solutions to improve the meliorative state and water supply [1].

The land, which is an integral part of nature, is truly universal property and the most basic and invaluable wealth of the people. This is the most important part of the national wealth of our country, the main means of agricultural production. The issue of productive, rational use of it is much more complicated, often it depends on how to approach the issue. Of course, the intensive use of it, getting harvest more than once a year, that is, repeated

sowing is cost-effective, which leads to an increase in the well-being of the population, receiving more benefits. However, if this issue is approached from an ecological point of view, it is also possible that the soil gets worse in the ecological state [2].

The quality, quantity of the products grown in agriculture depends on the state of their irrigated land in many terms. The effective use of land resources in particular, as well as the preservation and protection of its fertility, has a direct impact on the economic situation of any society and the development of its production forces.

To increase the efficiency of the use of irrigated land, salinity and re-salinity of fertile land also have a significant negative effect. "Soil salinity" means the accumulation of easily soluble mineral salts in water in the upper or lower layers of the soil [3]. As a result of it, useful microorganisms in the soil and the plant world lead to extinction.

In this case, primary salinity is the presence and evaporation of calcium, magnesium, sulphate,

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sodium, chlorine and similar salts in the composition of soil-forming native rocks, as well as the accumulation of salts on the surface of the Earth through Biogen and other natural processes; secondary salinity is the accumulation of salts in the upper layer of the earth as a result of attempts to improve water systems

By now, the area of strongly saline soils is increasing. Especially in the Fergana region, despite the fact that it is located at the very beginning of Dahana, 35% of land got saline.

Another major negative consequence of irrigation farming is the fact that the surface of the groundwater, which drains the degradation of the lands, is rising.

THE MAIN PART.

In Namangan region also the salinity of soil has a serious impact on the development of agriculture. Of

the 282,1 thousand hectares of land available in the region, 24,7 thousand hectares are considered to be saline lands of varying degrees, of which 6522 hectares are considered to be saline, 17,5 thousand hectares are less saline, 764 hectares are considered to be strongly saline lands. The land reclamation case of the ecological village of bad lands is spread in the Mingbulak, pop and Chust districts of the region, specializing mainly in agriculture. More than 24,7 thousand hectares of saline land of different sizes in the region corresponds to three districts. In the region, the state of soil salinity in the Mingbulak and pop districts constitutes more areas than in other districts and is also in the foreground, according to the level of supply of stream and trenches in these regions.

Table 1. The state of soil salinity in irrigated lands of Namangan region in 2018

№	Regions	Years	Areas in total	Salty lands in total		Including					
				Area (ra)	Samples (piece)	Less saline		Average saline		Strongly saline	
1	Mingbulak	2018	37737	15268,2	4401	11999,2	3255	3161,6	1104	107,4	42
2	Pap	2018	39542	7765,1	4167	5245,4	2847	1949,1	1047	570,6	273
3	Chust	2018	33317	627,0	198	367,4	105	238,9	81	20,7	12

Table: compiled on the basis of data from the melioration-expedition Department of the Department of Agriculture of Namangan region.

As can be seen in the table, the total irrigated land in the Mingbulak district is 37,7 thousand hectares. 22,4 thousand hectares of existing irrigated lands are not saline, 15,3 thousand hectares are saline at different levels, 3,8 thousand hectares are saline at average, 11,4 thousand hectares are saline at least, and 114,6 hectares are saline at strong levels. "Karakalpak", "Karashakhar", "Achchikkul" of mingbulak district, stream, trenches and observation wells in the regions are areas of ecological character in the district agriculture.

Of these, the total length of the Karakalpak system of stream and trenches is 422,2 km and serves the irrigated areas located in the regions of Gulbag, Gulistan, Gigant and Istiqbol water consumer associations of the district. In this area there is an area of 12712 hectares of irrigated land, of which 7550 cotton, 5082 hectares of grain is grown. The groundwater level rises to 0,9-1,5 meters, and 480 hectares of land in this area are low, 335 hectares of medium-25 hectares are strongly saline areas. In recent years, the yield from cotton to 17,0 TS/ha, from grain to 36,0 s/ha is estimated to passivity of the fertile layer of soil in ecological terms.

The total length of the Karashakhar stream and ditches in the district is 215,7 km and is located in the regions of the Mingbulak district Amir Temur, Gulbag and Gigant water consumer associations. In

this area there are 4357 hectares of irrigated land, of which 2590 hectares of cotton, 1700 hectares of grain are grown. In the system, the groundwater levels rose to 0,9-1,5 meters, with 380 hectares of land in this area poorly saline, an average of 135 hectares, and 15 hectares strongly saline. In the last years, Cotton is harvested up to 20.0 TS/ha, and wheat up to 35.0 TS/ha.

The total length of the "Achchikkul" "stream and ditches is 979.57 km, and is located in the regions of the district's "Namangan", "Khorezm", "Istikbal", "Fergana", "Gulistan" and "Gigant" water consumer associations. The system has an area of 17119 hectares, of which 10102 cotton, grain is sown to an area of 6910 hectares. The groundwater level rises to 0,9-1,5 meters, the land in this area is less than 2590 hectares, the average Saline Area of 925 hectares and corresponds to 50 hectares of strongly saline land. In the last years, the productivity obtained from cotton is 19.0 TS/ha, 34.0 TS/ha from the grain. "Karakalpak", "Karashakhar", "Achchikkul", "Yortepasoy", stream and Zaks, observation wells and yellow water for the repair of "Yellow Water" Reclamation pump last year 3 million. 202 thousand sums was spent.

The pop district is the most pre-populated district by the size of the irrigated land area in the region. The area of irrigated land in the district is 39.6 thousand hectares, and non-saline land is 31.8 thousand

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hectares. The most basic problems with irrigated land in the district are saline land of different degrees. Because, during the year, a lot of money is spent on washing the soil brine and repairing the stream-trenches. In the pop district, such saline lands account for 7,8 thousand hectares, low-saline lands 4,8 thousand hectares, on average saline lands 2,3 thousand, strong saline lands 609,6 hectares.

The total length of the Karakalpak and ditches is 321,5 km, serving the irrigated areas located in the regions of the water consumer associations "Namangan" and "Navbahor" of the Pop District. There are 6550 hectares of irrigated land in this area, which corresponds to 4010 cotton, 2390 hectares of grain fields.

In winter, as a result of a sharp rise in the water supply of the Sirdarya River, The Collector becomes turbid as a result of landslides on the shores of the steppes, as well as the stream and ditches, the seepage route of seepage of seepage of seepage of weeds will be closed. As a result, the ability of Collecturers to take out underground seepage waters decreases and loses its technical condition. In this system, the groundwater level rises to 1,0-1,5 meters, with 1100 hectares of land in this area less saline than 658,8 hectares average saline, and 111,8 hectares corresponds to strongly saline soils. In the last years, Cotton is harvested from 16,7 TS/ha, from gall to 28,7 TS/ha.

The total length of the Syrdarya stream and ditches of the pop district is 175.8 km and provides services to irrigated areas located in the regions of "Pungan", "Mashal", "Pop-Yakkatut" and "Union" Water consumer associations. There are 3215 hectares

of irrigated land in this area, of which 2115 cotton, 1210 hectares of grain fields are specialized.

Stream and trenches, which are included in the "Karakalpak" system of the pop district, are located in the "North-West" part of the Pop district, "Navahor" "Shamshad", "Azamat", "Abdukahhar MuhammadAli Shohsanam" there are 320 hectares of irrigated areas of the farmer's farms the groundwater levels of these regions are 0,5-1,0 meters during the growing season.

"Shamshad", "Azamat", Abdukakhur Mukhammadali Shakhshanam" farmer farms in Navbakhor region account for 320 hectares of irrigated areas. Another problem in this region is that in the Uchkoprik District of Fergana region, which borders the Army during the vegetation period, artificial lakes restored for fish farms are located at a height in terms of their reliefs, the underground sizot SATX is rising up to 0,5-0,1 meters, making it difficult to carry out agrotechnical activities.

The total length of the bitter "stream and ditches is 280,9 km, serving the irrigated areas located in the territory of the "Navruz" and "Navbakhor" Water Consumers Association of the Pop District. In the system, Cotton is sown to 5740 hectares of 3120 hectares of irrigated land, grain to 2320 hectares. Even in bitter stream and trenches, groundwater levels have risen to 0,6-1,0 meters, while the land in this area is 825 hectares less, 812 hectares are medium and 43 hectares are strongly saline.

The situation of salinity in 2019 year in the districts of the above-mentioned strains Binbulak, pop, Chust is shown in Table 2.

Table 2. Salinity of irrigated lands in Namangan region
(ha)

№	Regions	Irrigated lands in total	Salinity level				Salty lands in total
			Not saline	Less saline	Average saline	Strongly saline	
1	Мингбулоқ	37502,0	22275,0	12137,0	2988,0	102,0	15227,0
2	Поп	39510,0	31763,0	5325,0	1861,0	561,0	7747,0
3	Чуст	33320,0	32909,9	151,3	211,9	46,9	410,1

Table: compiled on the basis of data from the melioration-expedition Department of the Department of Agriculture of Namangan region.

According to the data, over the next 10 years in irrigated areas due to insufficient use of new techniques and technologies in leveling, plowing and other agrotechnical activities (the unevenness of irrigated lands is 3-10 cm according to the normative indicators. instead of practice 20-30 cm.) excessive water is spent on soaking the soil and the water reaches the root of the plant.

In the Namangan region, the irrigated areas are provided with stream-trenches to 135882, the total length of stream is 5070,7 km. Getting rid of dampness networks are 1813,8 km. farmhouses are

3227,31 km. the farm is 29,6 km inside[4]. There is no need to build stream-ditches, since 143294 hectares of the irrigated area are from the Adriatic and the Adriatic slopes, because the groundwater accumulates on these lands in the shadows and ravines.

One of the main tasks in the effective use of land resources in the region is to determine the soil salinity of irrigated crop areas and develop recommendations for all farmer farms for the timely quality of salt washing. In addition, it is required to monitor the quality of washing of brine, to identify bad land in the melioration state and to draw up drafts. In fact, the

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improvement of the land reclamation situation, the normalization of the sale of groundwater, the salinity of saline areas is due to the organization of washing on the basis of the recommendations given[5].

In this regard, in 2018, the total length of 940.0 km amounted to 12353.5 million. work is planned for a sum of \$ 12353.5 million in length (102.0 percent) of 961.7 km.sum (100.0 percent) repair and restoration work was carried out. For December 31, 2018, 9764.3 million tons of oil were exported to the state of the Republic of Azerbaijan. the sum was completed by 100 percent compared to the plan. To date, the following recommendations have been developed for the organization and implementation of soil saline washing on saline soils have a significant role. These are:

- To identify the areas that are found to be washed in the mud according to the recommendations of melioration expeditions;
- Selection of the type of brine washing according to each area where the brine is planned (on strongly saline lands-checks, on medium and low saline lands - implementation with the help of rows or racks);
- Cleaning the streams from sediments and plants
- 1000 M3/ hectare to unfertilized areas. (saltwater washing on yaxob water rags)

- 2000 m³/ h to weak saline areas. (salt wash on rags along with yakhob water)

When the use of land, which is considered the main means of production in agriculture, is organized correctly and rationally, it does not quit its work, but rather enriches the soil with crops, thereby creating a new natural fertility [6].

CONCLUSION.

From statistical analysis it is known that in order to improve the land reclamation situation in the region, it takes a considerable amount of cost and time each year. It is expedient to carry out quick measures before the completion of the problems, that is, all farmers in the region should regularly plan to clean the internal ditches in time. It is required to take water to the allocated land areas according to the plan, not to use it directly in irrigation, if the salinity of the ditch water is high. On the basis of the recommendations given, measures such as the washing of land saline and the expulsion of land at a depth of 40-45 CM, the qualitative conduct of the work of saltwater, the re-maintenance of irrigation networks, the control of the productive use of water, make it possible to effectively use existing land in agriculture.

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THE IMPORTANCE OF ELECTRONIC MAPS IN THE DISTRIBUTION OF AGRICULTURAL

Abstract: This article highlights the role and importance of digital electron maps in agricultural land management, their management, monitoring, surveying and efficient use, and the use of modern mapping techniques for agricultural mapping and agricultural mapping.

Key words: agriculture, electronic maps, Geographical Information Systems (GAT), modern cartographic methods, rational use of land resources, ArcGIS software, Arc Catalog, GPS PROMARK apparatus, cartography.

Language: English

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Introduction

UDC 33

This article outlines the importance of electronic maps in the deployment of agricultural crops in the rapidly developing science and technology sector. Also provided are some recommendations and suggestions. Today, global population growth and rapid economic growth accelerate the relationship between nature and society, leading to an increasing demand for agricultural products and limited resources for agriculture. Under these difficult conditions it is necessary to use them wisely and economically and to improve their condition. As the President of the Republic of Uzbekistan Sh.Mirziyoyev noted, "... is one of the most important tasks of preventing the efficiently use and plundering

of land"¹. After all, land for agricultural is not only a material condition of life, but also an active factor of production.

The main part

The "Strategy of Action for the Further Development of Uzbekistan for 2017-2021" clearly identifies the most important tasks for the modernization of agriculture, as well as in all areas and consistently and consistently implements them. Development of this field requires deep knowledge the theoretical and practical knowledge, soil and labor resources, effective use of climate, land and water, modern achievements of centuries – old agricultural culture and science.

In accordance with the Decree of the First President of the Republic of Uzbekistan

¹ <http://www.uza.uz/uz/documents/rizq-ro-zimiz-bunyodkori-bo-lgan-qishloq-xo-jaligi-xodimlari-09-12-2017>

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I.A.Karimov's dated October 15, 2004 to improve the system of management in the field of land use, geodesy and cartography, to regulate land relations, to maintain a single system of state cadaster committee was established. At the same time, this organization should be tasked with the implementation of state control over the protection of land resources, implementation of a unified state policy on the rational use and protection of land, development and implementation of programs in this territory. With this in mind, with the development of modern information technology and telecommunications, efforts to study the experience of developed countries and to realize their potential are continuing. As a result, there was a harmony between science and production and a number of achievements were being made. First of all, electronic maps and automated database were created to allow the calculation of each inch of land.

Currently, these electronic maps are widely used for monitoring agricultural crops. This, in turn, allows for prompt identification of the negative impacts of land use and timely response to their elimination. It is northworthy that today, every farmer can learn important cadastral information about the features of the soils and the level of natural fertility in the land they are using. On the basis of these data, they are scientifically based on the fact that they are agriculture. As a result, the volume of production grows every year, and the needs of the population for food products are fully satisfied. At the same time, a

large number of orchards and field supplies are being exported, increasing productivity in the field.

Different Geographic Information Systems (GIS) have been used for mapping electronic maps. Among them is the ArcGIS software developed by the ESRI company, which is unique in its capabilities and the user interface. Taking this into consideration, today electronic maps for agriculture are created using this software.

For this purpose, all of the necessary information was collected, sorted and grouped by ArcGIS utility Arc Catalog. Separate layers are created for each group of data to be reflected on the map.

After you create layers, each of them will be sorted so that the map is fully reflected and the map has a high readability level. At the same time, I would like to point out the objects (water and oil wells, vineyards, sparse forests, pumps, etc.), lines (lines, lines, etc.) that should be shown on the map using dots, necessary facilities (land user boundaries, dry line boundaries, walls and barriers, roads (excluding highways), pipelines, bridges, canals and collectors, canals, protective trees, dry rivers etc.) and objects which, in turn, should be provided with fields (polygonal, polygon), residential areas and public areas, public buildings, ruins, demolished and semi-demolished structures, field cellars, threshing floors and warehouses, gardens, vineyards, mulberry trees, pastures, irrigated land, sands, cemeteries, non-agricultural lands, etc.) (Figure 1).



Figure 1. Conventional signs of agricultural crops

Today, each conventional crop has been developed based on the design of a conventional symbol, and the large-scale work on placing agricultural crops on digital maps is carried out using these signs. At the same time, each type of agricultural crop is clearly shown on the map, no matter how many hectares it is planted.

One of the present-day capabilities of this program is it can connect its own GPS PROMARK apparatus, and the GPS PROMARK measurements can be viewed directly through the coordinates of the ArcGIS software (Figure 2).

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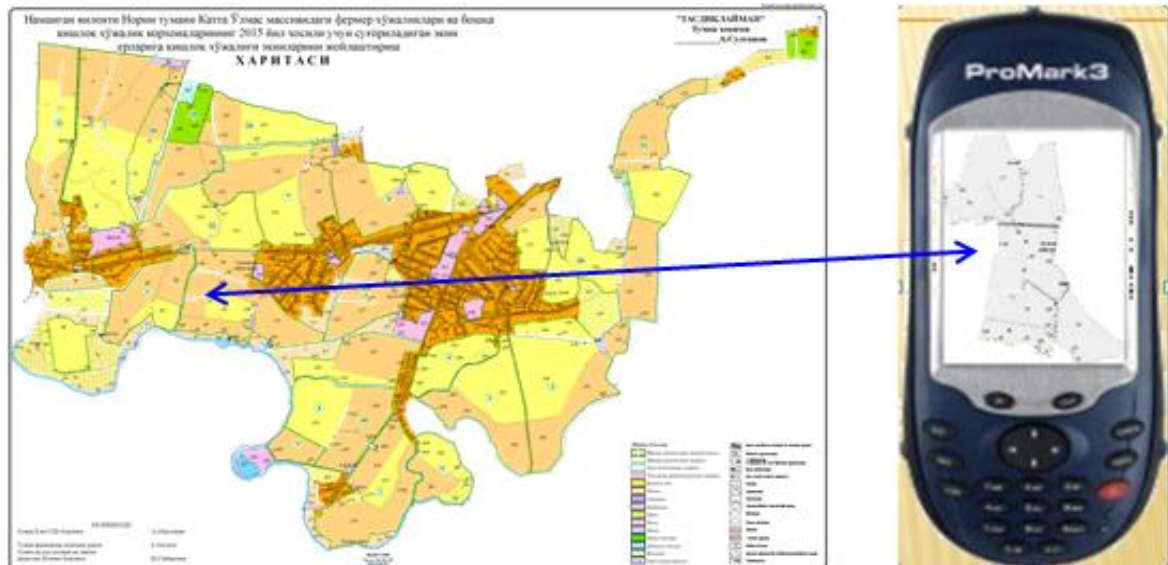


Figure 2. Determination of the area with the use of GPS PROMARK with an electronic map of agricultural crops of the “Katta Ulmas” massive of Naryn district of Namangan region.

The second image shows that GPS PROMARK measurements were performed on the land plots of the farm “Shermamat Husniddin” in the area of “Katta Ulmas”, Norin district. Placement of agricultural crops on electronic maps in ArcGIS program is

characterized by high quality and saving labor and time. Based on this, today digital program maps of 1:10 000 of all crops are being created in this program (Figure 3).

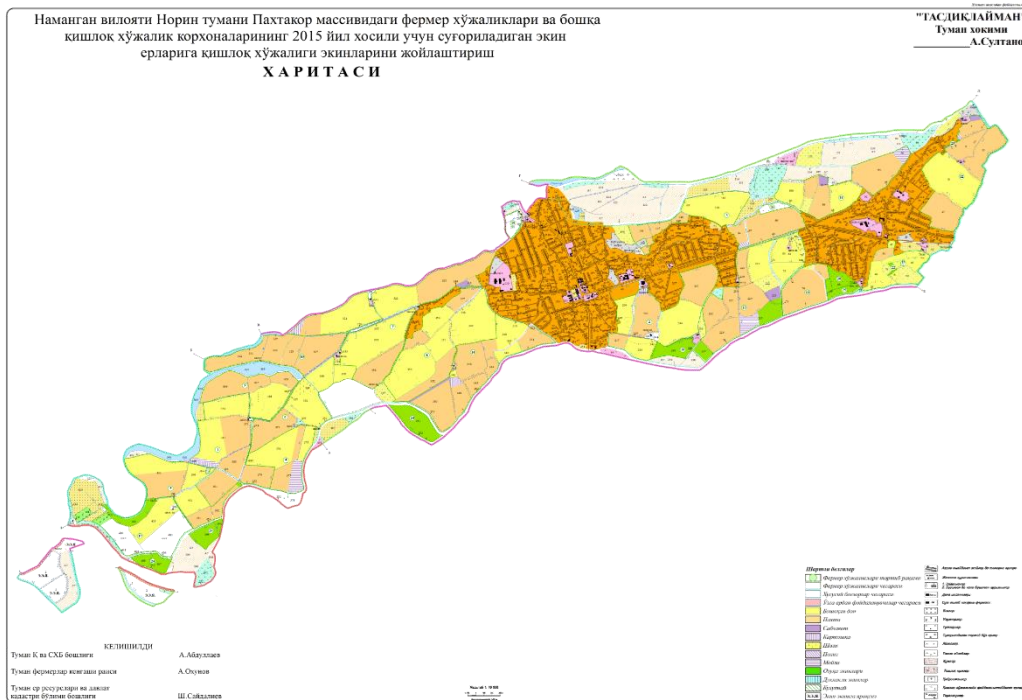


Figure 3. Map of agricultural crops on irrigated land in the Pakhtakor massive of Naryn district of Namangan region.

The main purpose of the creation of such electronic maps is to identify the land reclamation and land use of farms and other agricultural enterprises on agricultural lands, to monitor the planting of agricultural crops in the prescribed manner and plan.

Also, the results of the monitoring of agricultural crops on the electronic map will not place the same species in one contour, i.e. the correct crop rotation in the process of placing the crops, and at the same time

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determine the land use status and preparation of proposals and recommendations on the rational use.

Summary

We can conclude that today, as a result of the creation of digital electronic maps of agriculture, such problems are prevented and timely measures are taken.

At the same time, there are a number of problems in the field, including the long-term and labor-intensive field measurements, energy efficiency in remote areas, and the ability to handle various seasons, including adverse weather conditions. Creation of digital maps and their wide use in agriculture may be desirable.

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IDEOLOGICAL PROCESSES IN THE PERIOD OF GLOBALIZATION AND THEIR IMPACT ON THE CONSCIOUSNESS OF YOUTH

Abstract: *In today's globalization, the issue of educating a highly spiritual person becomes even more relevant. In turn, the process of globalization also has an impact on the spirituality of the individual. In order not to create a gap in the spiritual world of our youth in the era of globalization, we need to instill in their hearts and minds a sense of respect for a healthy lifestyle, national and national values from childhood.*

Key words: *globalization, intellectually high-spirited, talented youth, personality development, national values, world information space, geopolitical forces, creativity, kindness, humanity.*

Language: English

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Introduction

UDC 101

The term "globalization" was first coined by the American scientist T. Used by Levitt in a 1983 article in the Harvard Business Review. T. Levitt called the process of merging the various product markets produced by large multinational corporations "globalization". This definition focuses on the economic aspects of the globalization process.

Today we live in a time of rapid change, a time of extreme violence and complexity that is radically different from the times that humanity is now experiencing. Statesmen and politicians, philosophers and sociologists, commentators and journalists describe this period differently and call it by different names. Of course, on the one hand, the positive aspects of this process are not absent. In particular, the rapid influx of science and technology in many countries is due to globalization. This has a positive impact on the development of their economic life, raising the living standards of peoples. In this way, it

contributes to the growth of the general intellectual potential of mankind.

Today, our young people receive a wide range of information and information not only in educational institutions, but also through radio and television, the press, the Internet. In such a situation where the world information space is expanding, it is necessary to educate our children not only to read it, but also to see it, to surround them with an iron wall, which is undoubtedly in line with the requirements of the time and our noble goals. does not come. After all, we have set ourselves the task of building an open and free democratic society in our country, and we will never back down from this path.

By globalization, the author understands, joining the opinion of the famous Russian scientist V. M. Mezhujev, "the increasing interdependence of national States and regions that form the world community, their gradual integration into a single system with common rules and norms of economic, political and cultural behavior"[1. S. 102-115].

As M. Delyagin, one of the first Russian researchers of the phenomenon, notes, globalization is

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characterized by such features as "the destruction of administrative barriers between countries, the planetary unification of regional financial markets, the acquisition of financial flows, competition, information and technologies of a universal global character. The most important feature of globalization is the formation of a world-wide financial or information market, but also a financial and information space, in which not only commercial, but also all human activities are carried out to an increasing extent"[2. S. 133-134].

The famous Russian philosopher S. Panarin believes that globalization "is defined as the process of weakening traditional territorial, socio-cultural and state-political barriers that once isolated peoples from each other, but at the same time protected them from disordered external influences, and the formation of a new, non-protectionist system of international interaction and interdependence"[3. S. 394-395].

The source of sustainable human development lies in the diversity and diversity of cultures. "Our cultural diversity," says the UN's Earth Charter, "is a valuable heritage, and different cultures will find their own ways to realize their vision of a sustainable way of life." [4]

Humanity must expand the global dialogue initiated by the Earth Charter, as we have much to learn from each other in our search for truth and wisdom. We must find harmony between diversity and unity, individual freedom and the public good, short-term plans and long-term goals.

"The global world," writes I. A. Vasilenko, "must be created in the dialogue of civilizations as a common space of multifaceted spirituality-always open and always improving in the process of understanding the other"[5. S. 18].

The readiness and consent of modern man to problematize his being one more time, in connection with a new culture, to see the world through the eyes of this new culture — as required by the true development of this culture, as required by the acceptance or, on the contrary, rejection of a new culture — this consent and readiness is not present. A person of the modern, primarily Western world does not want new problems — no problem is his slogan, he is tired of the world, has long developed for himself stereotypes of behavior and lifestyle, he does not want to worry about the new and therefore looks at the best examples of national cultures as an artifact of an illusory world [6].

Integration and fragmentation, globalization and regionalization of the modern world complement and

mutually support each other, or, more precisely, they are two sides of the same process. For this reason, the term "glocalization" is sometimes used to refer to current General planetary trends in order to emphasize the fact that the coexistence of synthesis and decomposition, integration and fragmentation is not a matter of chance and cannot be avoided or reversed [7. S. 13-22]

The culture and spirituality of the peoples of Central Asia, including Uzbekistan, have enjoyed Eastern and Western culture, as they are located on the great Silk Road that connects East and West. In the process, our people have not only mastered their positive aspects, but also managed to enjoy their spirituality and culture. We can see this not only in our country, but also in the works of our scientists, who have made a great contribution to the development of world culture and have a strong place. In particular, in the IX-XII centuries in Movarounnahr science has risen, a real foundation has been laid for many branches and directions of modern science. In particular, the cornerstones of secular sciences such as mathematics, algebra, astronomy, medicine, geology, geodesy, geography, philosophy were laid during this period. During this period, encyclopedic scholars such as Muhammad Musa Khorezmi, Ahmad Fergani, Abu Rayhan Beruni, Abu Ali Ibn Sino, Abu Nasir Farobi, Abu Bakr Imam Bukhari, Abu Isa Muhammad Termezi I in our country from the invaluable scientific and spiritual heritage of the world in various fields of science. enjoyed. [8. S. 127-130]

But there will be no big trouble, as noted by the famous Kazakh philosopher A. G. Kosichenko, if the national culture is not widely understood. After all, it is primarily a national culture, and therefore the culture of a particular nation. National culture can and should educate a person on the values inherent in this culture. And if this is a real culture, then such a person is interesting to the world, because through the cultural identity of a person, the universal culture emerges [9].

In order not to create a gap in the spiritual world of our youth in the era of globalization, we need to instill in their hearts and minds a healthy lifestyle, a sense of respect for national and national values from childhood. Because today, even seemingly insignificant information directed against human spirituality can cause enormous moral damage, which does not seem to be driven by the intensity of globalization in the world of information, but its harm cannot be compensated by anything.

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THE CONTENT OF MUSIC LESSONS IN SECONDARY SCHOOLS AND THE REQUIREMENTS FOR ITS ORGANIZATION

Abstract: This manual consists of teaching theory of music, its methodology and some chapters of school repertoire subject. It is given the aim and function of the lesson “musical culture” at schools, teaching methods, demands of the state education standards, the ways of according to the different forms in this paper.

Key words: music, lesson, music literacy, rhythmic and musical movements, technology.

Language: English

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Introduction

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The science of music contributes to the formation of the spiritual, artistic and moral culture of students, to the implementation of national pride and patriotism education, to the development of positive skills and artistic taste, to the upbringing of the circle of thoughts, independence and initiative. The science of music is connected with all educational subjects taught in secondary schools, including literature, fine arts, physical education, labor and other subjects.

Among all educational sciences, the introduction of state educational standards in musical education also allows us to make full use of our national musical heritage. These are reflected in popular folk songs and songs, in the creative activities of singers and musicians, in status, masterpieces, epic and today's modern musical activity. Such possibilities of the music industry serve as a source of originality and repetition in the upbringing of a new generation and

their harmonious maturation. From time immemorial, the East, including Uzbek music education, pedagogy and its excellent methodologies have been improved by the example of teacher – pupil traditions.

State educational standards mass folk music pedagogy normalizes the elementary foundations of professional music creators, music performers, great singers, composers, epic works.

As a rule, the music lesson is in accordance with the principles of teaching. It has an educational effect. It is convenient for scientific understanding. The content of the music lesson is in accordance with the curriculum, which covers the joints in another system of lessons.

In the development of musical literacy, the child's personality is also important, along with this, the child's knowledge increases, vocal and vocal skills develop, moral aesthetic qualities and attitude to work are formed. Types of musical activity should be interconnected, one after the other, the transition from one to the other.

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It is recommended to use a wide range of playing techniques in the implementation of musical movements, instrumental and creative activities. Already, these activities are associated with more game features. In the program, works for listening and singing are given more than the required level. In it, it is possible to choose works according to the themes of the quarter in almost two quantities and, if necessary, use works other than the program. The works described in the content of the note literacy, music playing, dance movements, as well as in the activities of musical creativity are also conditionally presented. Depending on the conditions of the lesson, they can be replaced. This is due to the creative bias in the planning of lessons and preparation for lessons. In this it is necessary to pay attention to this, although the content of works and classes in the program is indicated separately for each type of activity, when planning and passing lessons it is necessary to clarify the origin and essence of the content of the lesson. thus, in the lesson, musical activities logically combine and form a whole of content.

The lesson of music education should be analyzed not as an independent activity, but by connecting it with all kinds of activities and conscious perception of it. Music literacy is not information about notes, but rather a period of notations, genres of music, forms, acquaintance with national musical instruments, about performers, listeners, composers and composers, and finally musical expressions include acquaintance with the melody, tempo, register, dynamics, etc.

Music literacy is important as an activity that combines all activities theoretically. No matter what activity lessons are used in the lesson, the work used in its practice will be studied and its features (genre, structure, performers and etc.) will be dressed up with new concepts. Therefore, the musical literacy consists not only of the styles of note literacy, but also of the complex of general knowledge-concepts that make up the circle of general musical knowledge of students, that is, the integration of forms of music, genres, folk, compositional music, their differences are local styles of National Music, Classical Music, note literacy, etc.

In music lessons in secondary schools, the teacher's pedagogical skills should be at a high level. It is necessary for the teacher to give correct instructions on the execution of musical instruments, high professional skills, culture of speech, music literacy, to deeply understand the law "on Education", "National Program of Personnel Training", "state standard of Education". Only then will his principles of teaching, creativity of meaningful Organization of events increase. At the same time, when educators use the art of music correctly, it is necessary to use such directions as listening to music in the lesson, singing in chorus, literacy of the tap, rhythmic movement to music and movement with music wisely in the lesson. The educated child fulfills the task given by the

teacher in his place. When working with students independently, it is important to formulate their musical performance. Musical performance has a leading feature in the practice of all activities that are separately mentioned in the standard of public education. From this point of view, it is desirable to rely on new didactic technologies in the musical perception of the educational process, while taking into account a number of omens that affect the formation of the musical abilities of young people.

In didactic education, it is recommended to use a wide range of Game techniques in the implementation of musical actions, the activity of musical creations through an independent assignment, which is given to the student. In the formation of the knowledge and skills of young people in secondary schools, in achieving professional development in achieving their perfection, teachers-educators should bring modern programs to education, having drawn conclusions from the above points. To what extent the student is attracted to receive more knowledge, development of creative abilities, the effectiveness of the lesson, the establishment of the education of young people is achieved.

Music education is one of the sections of the music lesson and plays a big role in music education. In the interesting organization of the music lesson, note literacy is important, the child gets acquainted with the name of the notes and the low - pitched sounds even in the first class, and in the second class they have deep understanding of the singing skills and types of performances, solitude, about the tunes listened to in the lesson. In the music lesson, all activities are logically intertwined on the basis of a particular subject, as a result of which there is an ultimate totality of the lesson. Music education is of importance as an activity that unites all activities theoretically.

In the lesson, no matter what kind of activity is used in music perception, singing, movement with music, instrumental music, etc., the work used in its practice is studied and new concepts are formed about its features, namely genre, performance, etc. For this reason, music literacy is not only an expression of the styles of nota literacy, but also an expression from the integration of a complex of concepts of general knowledge, which includes the general circle of musical knowledge of students.

The music teacher is the most important type of activity in the lesson to teach songs as a team process we should take the skills of mutual respect, the rules of etiquette, the nationalism of our common people and bring them to the younger generation. The upbringing of some of our young people of the present time is in a deplorable state. Even our young people, who continue to be the owner of violence, go into the wrong ways, are also being lousy. Therefore, it is necessary to provide young people with volunteers for

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their free time, to conduct cross-discussion artistic evenings.

The subject of Music Culture Education serves to form the spiritual, artistic and moral culture of the students, to carry out the education of national pride and patriotism, to surpass the positive skill and artistic taste, to educate the circle of thought, independence of mind and initiative. The subject of music culture education is connected with all educational subjects taught in general secondary schools, including literature, fine arts, physical education, labor and other subjects.

Music is a kind of art that occupies a wide place in our cultural life, plays an important role in the development of a person's personality. Music education is one of the main and complex aspects of the education of elegance, it teaches to correctly perceive and appreciate the beautiful things around. When conducting music education in the primary class, it is also necessary to achieve the formation of the spiritual worldview of students. Music is built with a high taste of Man and forms a cultural outlook. Music is able to have a strong impact on human emotions, it is an important means of bringing students into the world of elegance and moral-ideological upbringing.

Music is built with a high taste of man and forms a cultural outlook. Therefore, in providing strong knowledge to students who receive education and training in music science in secondary schools, it is necessary to rely on the above sources and organize lessons based on practical and theoretical knowledge

based on computer technologies put forward by our compatriot, as well as on internet Information.

Their creative abilities are developed by the formation of instrumental, musical movements, perception of rhythm and observance in the cultivation of listening rules in the process of lessons to primary school students. It is worth noting that listening to music enriches the content of the music training program. Listening to music and learning of music are the leaders in the practice of all the remaining activities with an inalienable link.

The tunes, which are listened to by the readers, are character in color. It is observed that, along with listening to music, students will be able to analyze in themselves what kind of theme the melody sounded in it, whether it is singing music or slow, the most interesting thing is that they themselves, along with being given to music, perform various actions music listening activities should not be an independent part of the lesson, but should At the same time, performing synchronized movements to music along with listening in the fun of the lesson is also SES requirement.

In the music lesson, children learn music literacy, learn melodies and get aesthetic pleasure. They will get acquainted with the types of musical activities and will study and apply the types of musical activities in all lessons. In particular, listening to music is also one of the most leading activities of musical activity. Along with the fact that listening to music is also of particular importance, there are rules that students follow.

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PSYCHOLOGICAL BASIS OF TEACHING WRITING ESSAY FOR THE 1st YEAR STUDENTS AT HIGHER EDUCATION

Abstract: This article deals with the issues of teaching essay for the students of Higher Education. This article is about mastering written speech, functions of written communication, the difficulty of mastering writing and aspects of writing productivity.

Key words: basis of writing, mastering writing, writing productivity, linguistic context, communicative goal.

Language: English

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Introduction

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Written speech, along with speaking, is a so-called productive (expressive) type of speech activity and is expressed in fixing a certain content with graphic (written) signs. The psychophysiological basis of written speech as an activity is the interaction of motor, visual and auditory-motor analyzers. Writing as a type of speech activity is possible on the basis of connections of motor, visual-graphic and speech-motor-auditory images of language phenomena. These connections are implemented in graphic calligraphy skills – the "material" basis of writing.

Mastering written speech in the native language is based on the students' knowledge of oral and speech mechanisms. Written speech registers oral speech, corrects it, contributes to the development of logical thinking, helps to identify correct and explain errors, and contributes to stronger memorization.

Of all forms of oral and written communication, writing and speaking are the most interdependent. The close relationship between them is manifested not only in proximity models of generation, but in the

correlation of psychological mechanisms of speech hearing, prediction, memory, attention, and the use of analyzers such as visual, auditory recidivating and, as we write under the dictation of his own voice, then scan and mentally spoken written, listening to the rhythm and intonation.

The speaker sees the immediate reaction of the listener to each phrase, this regulates his speech; the writer can only anticipate this reaction, so his speech is more justified, expanded. The writer must often first introduce the recipient to the appropriate situation, and then Express their opinions. This also forces it to describe everything more fully, otherwise it will be misunderstood.

The writer is deprived of the ability to expressively intonate his speech, so he must more carefully syntactically construct a phrase, choose more appropriate means.

The speaker is most often in an acute time deficit; the writer is almost unlimited in time. Therefore, his attention is directed not only to the content, but also to the form of speech. Re-reading what we have written, we always check how well the form used conveys the given content and meaning. The writer often uses, so to speak, long-term planning

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of his speech, which makes it more logical. He can choose the exact word, diversify the lexical composition of his speech.

The writer cannot use gestures, facial expressions, cannot omit phrases, so his speech is always grammatically framed more strictly.

All the conditions for the functioning of written communication and the quality of written speech determine not only a certain difficulty or ease, but also the specifics of the work of teaching writing.

Written speech activity is purposeful and creative execution of thought in a written word, and written speech is a way of forming and formulating thought in written language signs (L. S. Vygotsky, I. A. Zimnaya). It is the productive side of writing that is not yet taught much in foreign language lessons. The written skills of students often lag far behind the level of training in other types of speech activity.

Written speech is also related to reading, because the psychophysiological mechanism of reading and writing has common elements: visual-graphic and auditory-speech images of language phenomena. Therefore, these two types of speech-motor activity mutually support each other: writing is the encoding of thought with graphic signs, reading is the transcoding of graphic signs into the auditory-speech code of internal speech (when reading to oneself) or into external speech - when reading aloud.

Writing is a complex type of speech activity. The difficulty of mastering writing is explained by the fact that it reflects not only the most complex – external written-way of forming and formulating thoughts, but also by the fact that it involves the assimilation of a new way of fixing the results of reflecting reality, that is, its graphical representation. This type of speech activity implements written communication mediated by time and distance. It is obvious that teaching this type of activity in a foreign language is an independent, rather complex task of training. From the point of view of the theory of speech activity developed in the works of I.A.Zimnaya, A.A.Leontiev, and A.N.Leontiev, written speech is a particular way of implementing speech activity, its productive form, in the process of which the idea is formulated and transmitted to the reader in writing.

Therefore, written speech is not just speech that is translated into graphic symbols. This is an independent process with its own rules of grammar and construction of written text-a written process in which we are interested in the product. In the framework of the communicative approach, written speech is perceived as a social action. The written process acts as a way to mediate information: one person communicates something to another, in the center of this linear process as a product is information: the writer (sender), the text (information), the reader (recipient, addressee).

This aspect of writing productivity is very important for teaching writing students. According to

psychologists (L. S. Vygotsky, I. A. winter, A. A. Leontiev), any type of speech activity is characterized by three parts, so written speech as one of the types of speech communication is three parts. It is characterized by an incentive-motivational motivating, analytical-synthetic formative and Executive resultant parts.

The motivational part is based on a person's General need for verbal communication. It is based on a whole system of extra-verbal factors that form motivation. The motive of writing is communication, the goal is to transmit information, and create a mental task for others. The need for communication, that is, the communicative need identified in the text, is realized in the goal of written communication. In written speech, as in all human activities, motives are considered as the determining principle. Where these impulses are not present, there is no activity that they can cause. Motivations cause a speech act both under the influence of the external environment, and as a result of the internal need of the subject to report some event, explain some phenomenon, prove their point of view. As a result of triggering the impulse, the intent of the utterance is created.

In the analytical-synthetic part, the statement itself is formed and implemented. In written speech, this part of the activity is presented in the form of collapsed, internal mental actions for the preparation of a written speech text and is an instrument for the implementation of thought. This part consists of an operating mechanism for the internal design of the written text. The main active factor in the preparation of the text is "pre-emptive synthesis", which is manifested at all stages of the text, since only a distant and fairly extensive prediction of all that is to be made in the text, is a powerful incentive for sequential fractional analysis of individual parts of the text.

It should be emphasized that the mechanism of pre-emptive synthesis is the main driving force in the preparation of written text. First, thanks to the action of this mechanism, the writer:

a) pronounces in internal speech every word that is going to be written, with its characteristic articulation movements and intonation design;

b) pronouncing the word, "anticipates" the following words and forms of communication between them;

C) imagines further disclosure of the idea, not only within a single sentence, but also in large segments of the statement, as well as in General.

Secondly, when generating a written speech utterance, there is a need to use a new speech-engine code for switching to spelling full words.

Third, at this stage of generating written speech, internal auditory control must operate based on the representation of words in the internal utterance before recording them.

The Executive part of writing as an activity the implementation of the plan has a pronounced external

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character and is implemented in fixing the product of writing - the written text-in a graphical way.

The goal of the 1st year of study at a language University (training in actions that ensure the use of writing for communicative purposes, the implementation of thoughts in writing, i.e. writing an essay), which is implemented by exercises of a speech nature – is to form actions that ensure the expression of thoughts in writing. The main feature of this type of exercise is to switch the students' arbitrary attention from the formal to the semantic side of the statement.

For example, students are offered a text that is deformed in terms of its logical utterance, which must be transformed by logically sequentially stating its content.

To form actions that ensure the deployment (expansion) of a written statement, we can recommend such exercises as composing a story similar to the one listened to or read, according to the plan, in connection with this situation; inventing the beginning or end of the text, and others.

The analysis of modern approaches to the genre allowed us to consider the essay genre from the position of discourse in its communicative aspect, as a method of communication in a discursive community, including an extra linguistic context, and having a communicative goal. For a common communicative purpose, genres are combined into types of discourse. The essay, therefore, is not a separate genre, but a type of discourse, that is, a whole class of genres United for a communicative purpose.

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FROM THE HISTORY OF STUDYING THE WORK OF ABU RAYHAN BERUNI

Abstract: *Abu Rayhan Beruni was a great scholar, left a huge scientific legacy that is being studied to our times. To study his creativity led to form of a separate branch in Oriental studies – Beruni-studying. In Europe, Orientalists began to study his work extensively in the second half of the 19th century. And in the 20th century, these studies began to attract the world scale. In this process, the Russian Orientalists also contributed, as Beruni 's full chosen work in seven volumes in Russian was published thanks to the joint work of Uzbek and Russian scientists. The article considers a brief overview of the scientific works of Russian scientists in the field of Beruni-studying.*

Key words: *Abu Rayhan Beruni, Oriental Studies, Beruni-studying, Russian Orientalists, selected work.*

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ИЗ ИСТОРИИ ИЗУЧЕНИЯ ТВОРЧЕСТВО АБУ РАЙХАНА БЕРУНИ

Аннотация: *Абу Райхан Беруни является великим ученым, оставил огромное научное наследие, которое изучается до наших времен. Изучение его творчества привело формированию отдельного отрасля в востоковедение – беруниеведение. В Европе востоковеды начали широко изучать его творчество во второй половине XIX века. А в XX веке эти исследования стали привлечь мировой масштаб. В этом процессе русские востоковеды тоже внесли свой вклад, так как полные избранные произведения Беруни в семи томах на русском языке было издано благодаря совместной работы узбекских и русских ученых. В статье рассматривается краткий обзор научных работ русских ученых в области беруниеведение.*

Ключевые слова: *Абу Райхан Беруни, востоковедение, беруниеведение, русские востоковеды, избранное произведение.*

Введение

УДК 37.02

Великий энциклопедист Абу Райхан Беруни (973–1048 гг.) внес колоссальный вклад в развитие многих наук, таких, как астрономия, математика, геометрия, геодезия, история, этнография, минералогия, фармакология и оставил после себя более 150 научных трактатов. После смерти ученого многие его труды были утрачены, но некоторые из них, например, по астрономии, математике, минералогии, использовались его последователями, благодаря чему сохранились до

настоящего времени – это всего 27 фундаментальных работ.

В средневековой Европе имя Беруни (Алиборон) было сравнительно менее известным, чем имена его современников Ибн Сины (Авиценн) или Фергани (Альфраганус). Однако европейцы были знакомы с его «Фармакогнозией», «Минералогией» и «Каноном Масуда» Беруни. Европейская наука начала широко изучать наследие Беруни только с XIX века. Французские востоковеды Й. Файнауд, М.С. Рено, итальянец Б. Бонкомпани и А. Гумбольд стали публиковать выдержки из некоторых трудов Беруни. Огромную роль в изучении жизни и

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трудов Беруни сыграл немецкий востоковед Э. Захау, издавший полный арабский текст и перевод «Индии» и «Хронологии», а также опубликовавший несколько исследований о жизни и творчестве Беруни.

После этих изданий имя Абу Райхана Беруни приобрело определенную известность в среде ученых-востоковедов России. В немалой степени этому способствовала рецензия известного исследователя В. Р. Розена на книгу «Индия». Кроме того, появился целый ряд новых исследований, опирающихся на данные Беруни, приведенные в его трактатах «Хронология» и «Индия».

Однако имя Беруни и раньше было известно русскому востоковедению. На страницах журнала «Библиотека ученая, экономическая, нравоучительная и увеселительная», издававшегося в XVIII веке была опубликована статья под названием «Абуриган, астроном музльманский в одиннадцатом столетии», но это было скорее не научное исследование, а сообщение популярного характера. А краткая автобиография Абу Райхана Беруни была помещена в шестом томе «Энциклопедического лексикона» А.А. Плюшара (1836 г.).

В XX веке расширилось изучение жизни и деятельности Беруни. Именно в этом столетии имя великого ученого стало известно всему миру и появилась новая отрасль востоковедения – беруниеведение. И.Ю. Крачковский и В.В. Бартольд в своем научном творчестве широко пользовались сведениями из произведений Беруни, и внесли существенный вклад в изучение наследия великого мыслителя.

После 1917 года началось формирование узбекского востоковедения. В 1918 году был организован Туркестанский восточный институт, преобразованный в 1924 году в восточный факультет Среднеазиатского государственного университета. Многие русские ученые, такие как А.Э. Шмидт, В.В. Бартольд, А.А. Семенов, воспитали целые поколения востоковедов. В 1943 году с образованием Академии наук Узбекистана возник Институт по изучению восточных рукописей. Это событие совпало с эвакуацией в Ташкент Института востоковедения Академии наук СССР. К местным ученым (А.А. Семенов – первый директор института, М.А. Салье, И. Адилев, Д.Г. Вороновский и др.) присоединились востоковеды из Ленинградского университета – А.Н. Кононов, В.И. Беляев, О.И. Смирнова и др. В 1950 году на базе Института восточных рукописей организован Институт востоковедения АН РУз, получивший в 1957 году имя Абу Райхана Беруни. В настоящее время этот институт является одним из центров востоковедения мира.

Развитие востоковедческих исследований неразрывно связано с изучением наследия Беруни.

В 1948 году всесоюзная научная общественность праздновала 900-летие со дня смерти Абу Райхана Беруни. Это послужило толчком для активизации исследований. Вышли в свет три сборника на русском и узбекском языке, которые содержали обработанные доклады, прочитанные на сессиях, посвященных памяти Беруни. В них можно увидеть статью С.П. Толстова «Бируни и его время», И.Ю. Крачковского «Бируни и его роль в истории восточной географии», А.М. Беленицкого «О «Минералогии» Бируни», Г.Г. Леммлейна «Минералогические сведения Бируни» и др. В качестве приложения к двум последним статьям дан перевод главы о янтаре («Минералогия»), выполненный А.М. Беленицким с комментариями, составленными им совместно с Г.Г. Леммлейном. Именно А.М. Беленицкий осуществил первый русский перевод произведений Беруни, опубликовав в 1941 году часть «Геодезии».

После юбилея исследования наследия Беруни получают большой размах, и одним из его центров, наряду с Ленинградом, становится Ташкент. Результатом совместных работ ученых стало издание избранных произведений Абу Райхана Беруни в семи томах.

В 50-х годах XX века Институт востоковедения Академии наук Узбекистана приступил к изданию первого в мире многотомного собрания избранных произведений Беруни, которые должно было охватить все важнейшие его труды в переводе на русский и узбекский языки. В осуществлении этой программы принимали участие преимущественно ученые Ташкента, а также отдельные специалисты из Ленинграда и Москвы.

В 1957 году издан первый полный научный перевод на русский язык «Памятников минувших поколений». Перевод выполнен М.А. Салье, которому принадлежат и краткие примечания к нему. Переводчик пользовался текстом Э. Захау, ленинградской и частично стамбульской рукописями. Переводу предпосылаются две статьи: первая из них написанная С.П. Толстовым «Беруни и его «Памятники минувших поколений». Она содержит общую характеристику эпохи Беруни и оценку «Хронологии» как исторического источника. По мнению автора, эта книга – прежде всего исторический труд, хотя он написан крупным естествоиспытателем и посвящен технической хронологии, основанной на данных астрономии. Однако с одной из оценок С.П. Толстова невозможно согласиться. Он пишет: «когда Беруни жил при дворе Маъмуна в «Ургенчской академии» (1010–1017 гг.), то являлся советником шаха», считая, что в это время тот полностью был поглощен политической деятельностью. Это, вероятно, объясняется недостаточно полным

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знакомством автора с литературным наследием Абу Райхана Беруни. Дальнейшие исследования уточнили этот период жизни ученого и показали, что этот период жизни Беруни был весьма плодотворным в творческом плане. Именно тогда, владея солидной инструментальной базой, он и написал более восьми трудов.

Статья В.П. Щеглова «Астрономические теории Беруни» представляет краткое, но содержательное введение к астрономии эпохи Абу Райхана. По словам автора, труд Беруни («Хронология» – *Н.А.*) дает богатый фактический материал и представляет несомненный интерес для историка астрономии.

В 1963 году увидел свет второй том избранных произведений великого энциклопедиста, в который включена «Индия», перевод которой был выполнен по изданию Э. Захау. На значение этого трактата указывают слова В.Р. Розена: «Индия» – памятник единственный в своем роде и равному ему нет во всей древней и средневековой научной литературе Запада и Востока». Перевод на русский язык был осуществлен А.Б. Халидовым (Ленинград) и Ю.Н. Завадовским (Москва) под редакцией В.И. Беляева (Ленинград). Авторами содержательной вступительной статьи и развернутых комментариев являются А.Б. Халидов и индолог В.Г. Эрман. В предисловии к переводу была поставлена конкретная задача – раскрыть содержание и значение «Индии» и рассмотреть круг вопросов, связанных непосредственно с этим произведением. По оценкам специалистов, русский перевод «Индии» является наиболее компетентным, из предпринятых в мировом востоковедении.

Третий том избранных произведений Абу Райхана Беруни называется «Геодезия». Русский перевод этого труда, во-первых, был первым полным критическим переводом, во вторых, он уточнил многие неизвестные и неясные страницы жизни Беруни. Переводчиком «Геодезии» является П.Г. Булгаков. В 1962 году он издал арабский критический текст «Геодезии» в Каире. Спустя четыре года вышел в свет русский комментированный перевод этого труда. К переводу предпослана статья «Беруни и его «Геодезия». Она содержит очерки жизни Беруни догазнийского периода, анализ содержания «Геодезии» и характеристику самой рукописи. Кроме того, этот востоковед активно участвовал в работе по переводу других произведений Беруни. Можно считать, что исследования наследия Абу Райхана Беруни достигли вершины своего развития благодаря заслугам П.Г. Булгакова. Самым ярким примером этому является его книга «Жизнь и труды Беруни», с подробной биографией и полной историографией его творчества. Перевод этой книги на различные

языки мира, в том числе узбекский, способствовал широкому ознакомлению с творчеством Беруни.

В 1973 году мировое сообщество праздновало тысячелетие Абу Райхана Беруни, в качестве юбилейного подарка были подготовлены четвертый и пятый тома переводов избранных произведений. В четвертый том вошел трактат «Фармакогнозия» («Сайдана»), переведенный У. Каримовым, им же написано предисловие. Этот труд является ценным источником по фармакологии, истории, лингвистике и терминологии.

Пятый том избранных трудов был издан в двух частях из-за большого объема. Первая часть «Канона Масуда» (1–5 книги) вышла в печати в 1973 году. Перевод и исследование П.Г. Булгакова и Б.А. Розенфельда при участии А.А. Ахмедова и М.М. Рожановской. Вторая часть произведения (6–11 книги) вышла в свет в 1976 году, эти книги переведены Б.А. Розенфельдом и А.А. Ахмедовым.

«Канон Масуда» оценен как энциклопедия астрономии. Его полный перевод дал мировой науке новую возможность для оценки научного творчества Беруни. Работа над переводом требовала многих усилий и предполагала междисциплинарное сотрудничество в сфере различных отраслей науки. Здесь следует указать на имевшие место взаимосвязи Института востоковедения АН Узбекистана с Институтом истории естествознания и техники АН СССР. Особо следует отметить огромные заслуги Б.А. Розенфельда (который являлся сотрудником Института истории естествознания и техники) в работе над переводами и в изучении научного наследия Абу Райхана Беруни. Кроме «Канона Масуда» он перевел «Тафхим» и математические труды мыслителя, оказал бесценную помощь при переводе ряда других произведений. Об этом свидетельствуют многочисленные публикации и переписка Б.А. Розенфельда с Институтом востоковедения Академии наук Узбекистана.

«Книга вразумления начаткам науки о звездах» – шестой том избранных произведений Абу Райхана Беруни. По словам переводчиков (Б.А. Розенфельд и А. Ахмедов, комментарии выполнили Б.А. Розенфельд и А.А. Ахмедов, при участии М.М. Рожановской, А. Абдурахманова и Н.Д. Сергеевой), сочинение энциклопедиста является учебным пособием, предназначенным для первоначального обучения тем наукам, которыми должен владеть астроном и астролог. Оно написано в виде 530 вопросов и ответов и было весьма распространено в средние века. Может поэтому до нас дошли 14 арабских и 12 персидских рукописей этого труда.

Седьмой том избранных произведений Беруни включает в себе три астрономических и математических трактата: «Об определении хорд

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в круге посредством свойств ломаной линии в нем», «Об анализе и определении частных значений уравнения Солнце», «Обособленные речи о проблемах теней». Заслуга переводчиков в том, что они изучали все источники, в том числе хайдарабадское издание банкипурской рукописи «Об определении хорд», и, сверяя их, уточнили содержание трактата. В предисловии они анализируют содержание всех трех трактатов и определяют их значение в истории науки.

Такова была краткая история издания русских переводов избранных произведений Абу Райхана Беруни. Они являются ценными источниками для многих отраслей науки. Это свидетельствует о бесценных заслугах российских ученых перед мировой наукой. Совместная работа российских ученых с узбекскими коллегами

способствовала тому, что изучение наследия Абу Райхана Беруни приобрело поистине крупномасштабный, мировой размах.

Данная статья является кратким предварительным обзором к заявленной теме. Мы рассматривали только работы над переводами, вошедшими в многотомное издание избранных произведений Абу Райхана Беруни. Однако переводческая деятельность и исследования продолжают, и есть новые работы российских ученых по изучению его жизни и творчества, но это объект и задача отдельного специального исследования. Несмотря на то, что после распада Советского Союза научные связи, вообще, и в том числе в востоковедении, несколько ослаблены, мы надеемся на их активное возобновление и плодотворное продолжение.

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WAYS TO IMPROVE THE COMMERCIAL EFFICIENCY OF THE TEXTILE INDUSTRY IN THE NEW BUSINESS ENVIRONMENT

Abstract: this article discusses the issues of increasing the commercial efficiency and competitiveness of textile production and analyzes the conditions for involving enterprises in foreign economic activity.

Key words: enterprises, industry, management, efficiency.

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ПУТИ ПОВЫШЕНИЯ КОММЕРЧЕСКОЙ ЭФФЕКТИВНОСТИ ПРЕДПРИЯТИЯ ТЕКСТИЛЬНОЙ ПРОМЫШЛЕННОСТИ В НОВЫХ УСЛОВИЯХ ХОЗЯЙСТВОВАНИЯ

Аннотация: В данной статье рассматриваются вопросы повышения коммерческой эффективности и конкурентоспособности производства продукции текстильной промышленности и анализируются условия вовлечение предприятий во внешнеэкономическую деятельность.

Ключевые слова: предприятия, промышленность, хозяйствования, эффективность.

Введение

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В настоящее время в новых условиях хозяйствования, когда характерна экономическая нестабильность, когда развитие выражено периодами спадов и подъёмов, от предприятий требуется повышение коммерческой эффективности и конкурентоспособности производства. Коммерческая эффективность производства относится к числу ключевых категорий рыночной экономики, которая непосредственно связана с достижением конечной цели, т.е. получения максимальной прибыли.

Президент Республики Узбекистана Ш.М.Мирзиёев оценивая основные результаты социально-экономического развития страны в 2019 году, подчеркнул, что, есть все основания заявить, что в истекшем году продолжился взятый нами курс на обеспечение высоких устойчивых темпов роста, макроэкономической сбалансированности, модернизации и

диверсификации экономики. Согласно этому, в первом полугодии 2019 года валовой внутренний продукт (ВВП) по сравнению с аналогичным периодом прошлого года вырос на 5,8 процента. В том числе в промышленных отраслях — на 6,9 процента, сфере услуг и сервиса — на 12,7 процента, розничном товарообороте — на 6,4 процента, а также сельском, лесном хозяйстве и рыболовстве — на 2,1 процента.

Особого внимания заслуживают серьезные качественные изменения, происходящие в экономике страны. В результате созданного благоприятного инвестиционного климата выросли объемы освоенных инвестиций в основной капитал — в 1,6 раза, строительных работ — на 20 процентов. В январе-июне 2019 года доходы государственного бюджета составили 50,7 триллиона сумов, т.е. в 1,5 раза больше по сравнению с данным периодом прошлого года, а расходы — 55,3 триллиона сумов.

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Перед правительством, министерствами, ведомствами, хозяйственными объединениями и хокимиятами всех уровней поставлены задачи по принятию необходимых мер, направленных на сохранение высоких темпов экономического роста, расширение структурных преобразований в экономике, модернизацию и диверсификацию ведущих отраслей промышленности, углубление локализации производства, развитие дорожно-транспортной и инженерно-коммуникационной инфраструктуры.

Определены организационные меры по сокращению государственного присутствия в экономике до стратегически и экономически обоснованных размеров, коренному изменению принципов и подходов в системе корпоративного управления, устранению всех преград и ограничений, предоставлению полной свободы на пути развития частной собственности и частного предпринимательства, а также созданию необходимых условий для обеспечения занятости населения, роста уровня и качества его жизни.

В структуре экспорта в течение последних лет четко прослеживается устойчивая тенденция роста объемов экспортных продаж готовой конкурентоспособной продукции. Так, начиная с 2016 года свыше 82 процентов всего объема экспорта приходилось на не сырьевые товары, что само по себе является конкретным свидетельством диверсификации экономики. [5]

В частности, в настоящее время в современном мире текстильная промышленность обладает высоким рейтингом среди отраслей, осуществляющих экспорт. Она имеет самый широкий спектр номенклатуры экспортируемых товаров — от пряжи до готовой продукции (швейные и трикотажные изделия). С этой точки зрения экспортный потенциал отрасли весьма масштабен, а направления его развития могут выбираться из условий на момент принятия решений: наличие стратегического инвестора, мировая конъюнктура товарного рынка, эффективность имеющегося бизнес-плана, уровень подготовленности кадров в соответствии с требованиями экспортного производства и т. п.

Настойчивая политика увеличения экспортного потенциала текстильной промышленности уже сегодня дает ощутимые плоды:

- в отрасли возросло количество технически оснащенных предприятий, лидирующих по показателям производительности труда, прибыльности, качеству выпускаемой продукции и широте ее ассортимента, уровня заработной платы по сравнению со среднеотраслевыми показателями;

- внутренний рынок Узбекистана пополнился привлекательными, модными

изделиями (костюмами, куртками, одеждой из трикотажа и т. д.), поставляемыми совместными предприятиями;

- население страны получило возможность приобретать по доступным ценам высококачественные товары на уровне мировых требований;

- в отрасли непрерывно увеличивается доля готовых к потреблению товаров в общем объеме производимой продукции, она освобождается от сырьевого уклона и переходит к углубленной переработке местного сырья, что обеспечивает многократное наращивание добавленной стоимости на единицу исходного сырья;

- на экспортно-ориентированных предприятиях появилось много новых рабочих мест, и работа на них становится престижной.

Сегодня индустрия представлена широким экспортным ассортиментом — от пряжи до готовых швейных и трикотажных изделий, а предприятия отрасли продолжают активно наращивать свое присутствие на зарубежных рынках. Подтверждением тому служит рост экспортных показателей за 2018 год, которые превысили 1,4 миллиард долларов, а поставки за рубеж осуществляли более 260 предприятий. В структуру их экспорта были включены новые виды текстильной продукции: бамбуковая, модаляная и смесовая пряжи, жаккардовое и ригельное полотно, готовые швейно-трикотажные изделия новых видов, моделей, рисунков и переплетений. По итогам прошлого года доля товаров с высокой добавленной стоимостью в общем объеме экспорта превысила 40 процентов и продолжает неуклонно расти. Динамично растут экспортные показатели и в 2019 году. К концу года общий экспорт текстильной и швейно-трикотажной продукции возрос в размере более чем на 1,4 миллиарда долларов.

Целенаправленная и последовательная политика увеличения экспортного потенциала легкой промышленности дала ощутимые результаты: в отрасли возросло количество технически оснащенных предприятий, лидирующих по показателям производительности труда, прибыльности, качеству выпускаемой продукции и широте ее ассортимента. К 2006 году экспортные показатели превысили 300 миллионов долларов, а к 2019 году достигли 960 миллионов долларов.

Увеличению экспортных поставок способствует и работа по расширению прямых контактов с потребителями в разных странах. К примеру, если раньше производители текстильной продукции сидели и ждали, когда к ним придут заказчики, то в течение последних нескольких лет предприятия активизировались. Так, на сегодняшний день по миру насчитывается около

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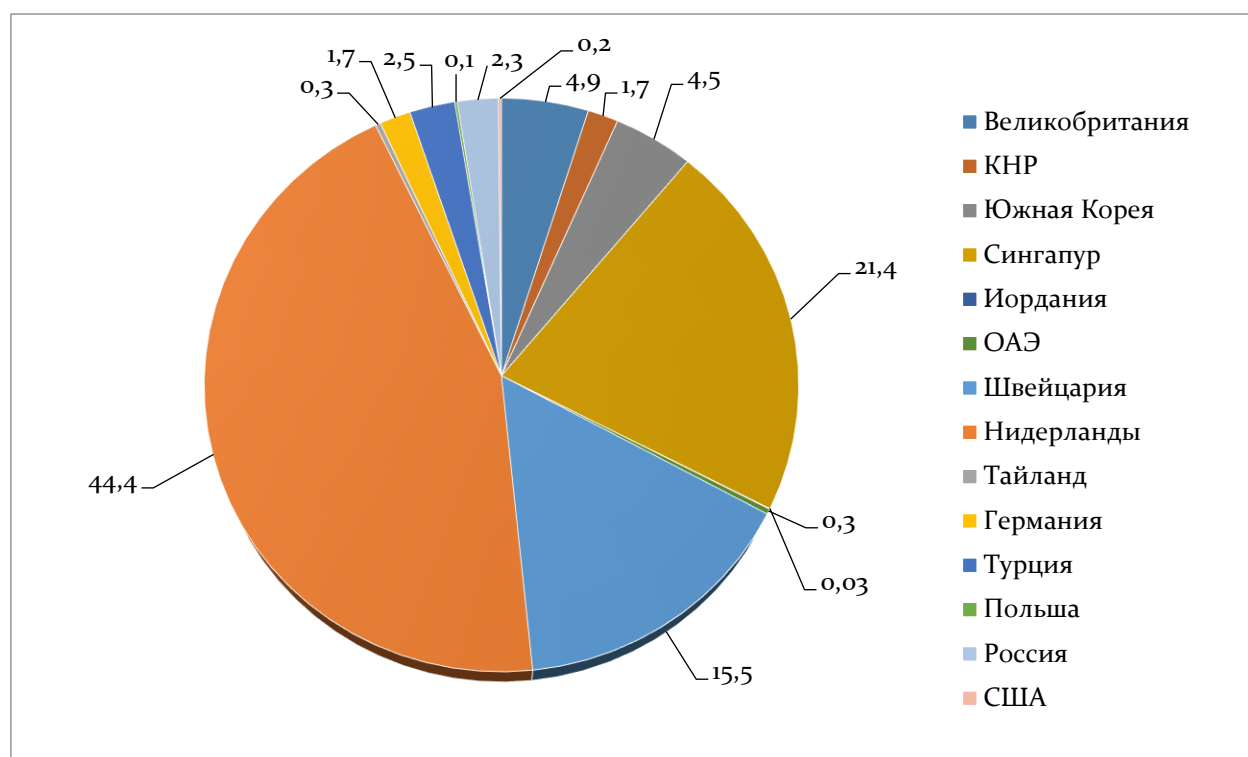
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40 торговых домов текстильных предприятий Узбекистана. Это позволяет национальным производителям вести эффективную политику в поиске иностранных партнеров и наращивании объемов экспорта. За счет открытия дополнительного количества торговых текстильных домов в ряде стран планируется обеспечить ускоренные темпы роста внешних поставок не только сырья и полуфабрикатов, но и готовой продукции с высокой добавленной стоимостью.

Своевременно принятые и реализованные меры по стимулированию экспортного потенциала и поддержке коммерческой эффективности предприятий-экспортеров позволили вовлечь в экспортную деятельность свыше 450 новых предприятий. В настоящее время продукция с торговой маркой «Made in Uzbekistan» экспортируется в более чем 50 стран, среди которых страны ЕС, СНГ и Латинской Америки, Республика Корея, Китай, Сингапур, Иран, Израиль, США и другие.

Диаграмма № 1. Объем иностранных инвестиций в текстильную промышленность на период 2017 – 2019 гг. (%)



Основными инвесторами, составляя 44,4% от общего объема реализуемых инвестиций на период 2017 – 2019 гг., являются Нидерланды с общим объемом 305 млн. долл., Сингапур (21,4%) с валовым объемом инвестиций в 147,1 млн. долл. и Швейцария (15,5%) с суммой инвестиций на 106,5 млн.долл. США. Технологическая среда в текстильной промышленности оказывает сильное воздействие на формирование и реализацию стратегии финансовой устойчивости предприятий, воздействие на стратегическое развитие предприятия которой проявляется в виде инноваций, новых финансовых инструментов и технологий, в связи с этим на период 2017 – 2019 гг. планируется модернизация 10 текстильных предприятий на общую сумму 58,3 млн. долл. США из них 8,4 млн.долл. составляют собственные средства, 34,5 млн. долл. США –

кредиты коммерческих банков и 15,4 млн. долл. США – иностранные инвестиции.

За 25 лет сумма привлеченных инвестиций составила около \$3,7 млрд. Было реализовано более 230 инвестиционных проектов. За все время независимости активно строились новые и развивались существующие текстильные предприятия. Возросли показатели развития технической оснащенности производственных помещений. Введено в действие более 2,2 млн прядильных веретен, 140 тыс. камер, что составило 89,3% от имеющегося парка технологического оборудования.

По итогам 2018 года общая сумма привлеченных инвестиций составила \$187,3 млн, что больше показателей 2017 года почти на 3,5%. Создавались новые предприятия текстильной промышленности. По макроэкономическим

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показателям социально-экономического развития производство текстильной продукции за первое полугодие 2019 года составило 11,3 трлн. сум. Это на 107,6 % больше по сравнению с предыдущим годом.

За последний год были освоены новые рынки сбыта — Пакистан, Грузия, Хорватия, Нигерия и ряд других. В целях их диверсификации, расширения номенклатуры экспорта продукции предприятия текстильной промышленности принимают активное участие в международных выставках-ярмарках в Германии, Республике Корея, Китае, России, Беларуси, Латвии и других странах.

Поэтому в повышении уровня экспортного потенциала и конкурентоспособности продукции заинтересованы как её создатели, изготовители, так и потребители. Кроме того, известно, что на стадии изготовления продукции предприятия стремятся к тому, чтобы продукция была экономичной в производстве. А это зависит, прежде всего, от организации производства, сокращения потерь от брака, переделок, рекламации и так далее. Однако, как видно, преобладание в структуре экспорта сырьевых товаров делает внешнюю торговлю Узбекистана уязвимой от конъюнктуры мирового рынка. Однако, для достижения поставленной цели, считается необходимым рассмотреть такие вопросы как:

- во-первых, осмыслить контуры теории конкурентоспособности экономики в рамках нового мирового экономического порядка;

- во-вторых, выявить отличительные черты и особенности процесса институциональных преобразований;

- в-третьих, охарактеризовать сравнительные макроэкономические параметры уровня конкурентоспособности экономики Узбекистана. При этом критерий сравнительной сопоставимости уровня конкурентоспособности рассматривается с учетом стимулирования инвестиционной активности;

- в-четвёртых, исследовать модель экспортоориентированного развития экономики в контексте концептуальных проблем либерализации экономики;

- в-пятых, исследовать процессы экспорта рабочей силы и его влияние на качественные показатели в контексте повышения конкурентоспособности экономически активного населения;

- в-шестых, определить приоритетные направления повышения уровня конкурентоспособности экономики Узбекистана, прежде всего, в рамках структурной и инфраструктурной модернизации, усиления региональных экономических связей;

- в-седьмых, обосновать комплекс мер государственного регулирования механизмов конкурентоспособности национальной экономики, включающей систему стимулирования и диверсификации конкурентоспособного производства, совершенствование управления.

Дальнейшее развитие внешнеэкономической деятельности в Узбекистане должно, конечно, привести не только к совершенствованию структуры экспорта, изменению того положения, когда мы в основном, экспортируем сырье. Главное, что необходимо решать с помощью развития внешнеэкономических связей — это ускорение в стране развития инновационных процессов. Его можно достигнуть не только за счет закупки импортного высокопроизводительного оборудования, лицензий, но, наверное, еще более существенное значение имеет вовлечение отечественных предприятий в конкурентную борьбу на мировом рынке. Отечественные производители должны активно совершенствовать свою продукцию повышать ее конкурентоспособность, что естественно, будет способствовать повышению качества продукции предприятий вообще.

Этому способствовало и создание при Национальном банке внешнеэкономической деятельности Фонда поддержки экспорта субъектов малого бизнеса и частного предпринимательства с территориальными филиалами во всех регионах республики, основными функциями которого является оказание правового, финансового и организационного содействия в продвижении собственной продукции на экспорт. За короткий период деятельности Фонда оказано содействие 153 субъектам предпринимательства в заключении экспортных контрактов на сумму свыше 56 миллионов долларов США. [5]

Важное значение имеет также и тот факт, что все промышленные предприятия получили право установления прямых связей с иностранными партнерами. Этот шаг можно рассматривать как основную ступень для того чтобы в дальнейшем они вообще получили право самостоятельного осуществления внешнеэкономических операций, так как коммерческие возможности предприятия во многом зависят от хода реформы внутреннего хозяйственного механизма в стране.

Поэтому следует учитывать, что коммерческая эффективность — активное состояние экономической системы, когда формируются ее конкурентные преимущества. Она является основой для развития общества, которое выступает не как сообщество отдельных экономических субъектов, а как единый и цельный организм. [2]

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Высокая коммерческая эффективность, как показывает опыт, обеспечивается главным образом путем налаживания бездефектного производства, а не через контроль за уже готовой продукцией. На текстильных предприятиях этот момент является одним из основополагающих, так как текстильное производство - это многоэтапный цепной процесс, где каждое последующее звено зависит от предыдущего, текстильная промышленность богата наличием многообразного оборудования, различных его видов, модификаций и назначения. [4]

Таким образом, дальнейшее повышение коммерческой эффективности предприятий в Узбекистане должно, конечно, привести не только к совершенствованию структуры коммерциализации производства, изменению того положения, когда мы в основном, экспортируем сырье. Главное, что необходимо решать с помощью повышения коммерческого потенциала – это ускорение в стране развития инновационных процессов, которые можно достигнуть не только за счет закупки импортного высокопроизводительного оборудования, лицензий, но, наверное, еще более существенное значение имеет вовлечение отечественных предприятий в конкурентную борьбу на мировом рынке. Это приведет к тому, что отечественные производители будут активно совершенствовать свою продукцию, повышать ее конкурентоспособность, что естественно, будет способствовать повышению качества продукции и предприятия вообще.

Но, несмотря на это, возможность выйти на мировой рынок и занять место среди экспортеров высококачественной продукции, у Узбекистана есть. Это будет достигнуто в том случае, если в данную область будут привлекаться достаточное количество инвестиций, будут перевооружены несколько десятков действующих текстильных предприятий, завершится строительство уже начатых. В ближайшие 5 лет, в Узбекистане будет

достигнут такой уровень мощности текстильных предприятий, при котором 80% производимого хлопкового волокна станет перерабатываться внутри страны.

Конечно, все эти задачи сложные, так как более активное вовлечение предприятий во внешнеэкономическую деятельность требует решение и многих других вопросов. В ходе анализа были выделены несколько из них, это:

- вопросы кадрового обеспечения промышленных предприятий, обеспечение их специалистами в области внешнеэкономической деятельности;
- обеспечение предприятий необходимой информацией;
- комплексное изучение состояния рынка и перспектив его дальнейшего развития;
- существующего и потенциального спроса покупателей на товары и услуги;
- организация научно-исследовательской, опытно-конструкторской и производственной деятельности по выпуску и совершенствованию товаров, удовлетворяющих запросы потребителей,
- обеспечение высокой конкурентоспособности продукции, как на внешнем, так и на внутреннем рынках;
- усовершенствование традиционных и поиск новых форм и каналов сбыта и реализации продукции.

Таким образом, стабильно положительная динамика основных макроэкономических параметров, характеризующих внешний сектор экономики в частности, отмечается уже на протяжении целого ряда лет, что должно подтвердить мысль о том, что текстильные предприятия Республики Узбекистан решая перечисленные проблемы, а к этому есть все предпосылки, смогут в ближайшем будущем занять соответствующий сегмент как на внешнем, так и на внутреннем рынке.

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TERMINOLOGY AS A RESEARCH OBJECT OF LINGUISTICS AND SPECIFIC FEATURES OF CONSTRUCTION TERMINOLOGY

Abstract: For a long time, terminological systems were studied in isolation from any particular verbal environment, the situation of speech, the genre of utterance - in a word, from any text. In practice, however, the application of this approach raises the problem of determining the boundaries of the terminological field, exacerbated by the ambiguity of terms that operate in different narrow scientific fields in different meanings.

Key words: terminological field, terminological systems, paradigmatic relationships, discipline, communicative needs, specialized, conceptual framework, spontaneously, consciously.

Language: English

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Introduction

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Language is not a single system subject to exclusively universal laws, but a set of interacting and interconnected subsystems, in each of which there are laws common to the whole language, as well as laws specific to this subsystem.

The identification of systemic relationships between terms on the basis of an analysis of their functioning in a special text allows us to establish the paradigmatic relationships that the term enters in the term system, precisely determine the amount of the concept expressed by it, its place in the term system of a foreign language and find out how accurately the meaning of the terminological unit is conveyed in the translation language. The special text in this analysis is a projection of a single, closed term system in which the function of the term is revealed.

The analysis of scientific works, educational literature, various lexicographic sources convinces of the presence of different definitions of the term concept, even in lexicology and terminology. Such a variety testifies the complexity of the concept of "term".

A.K. Kuptsova studied the problems of terminology in her new disciplines: in the case of

logistics, she studied terms, terminology, system of terms. Yajgunovich, in his research, has thoroughly studied the use of civil rights principles and the problems of translation (in the example of real estate terms).

Architecture, construction and urban planning are currently the object of research for many linguists. There are a number of studies on the features of architectural terms (II Donskova, IA Klepalchenko). However, these works are devoted to the study of other sections of the architectural dictionary: buildings (II Donskova), architectural buildings (IA Klepalchenko, EE Mironova), or some aspects of terminology only in Russian or English.

Averbuch defined that "Terminology is the complex unit of a special nomination for a certain field of activity, an isomorphic system of its concepts and its communicative needs".

Similarly, E. A. Natanson defines the term system as "a clear correlate of the system of concepts represented by these terms; as a strictly organized set of means representing concepts in all types of their interconnection and interdependence."

According to D.S. Lotte, scientific terminologies are ordered collections of terms, opposed to disordered.

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As can be seen from the definitions, the terminological system is understood as an internally organized set of elements connected by stable relationships. Terminological systems are ordered, fixed in standards, their boundaries are strictly defined and outlined, in contrast to amorphous words of a common language.

V.M. Leychik contrasts terminology and the term system, saying that sets of terms can be formed either spontaneously or consciously. A spontaneously formed set of terms should be called terminology, and a consciously formed set of terms is called a term system. So, V.M. Leychik defines terminology as "a paradigmatic type of language education, which is a spontaneously formed set of lexical units with semantic commonality and formal structure similarity, which work together in one of the languages for special purposes, denoting general concepts of the field of knowledge served given language."

In a complex and multidimensional system of verbal means, quite autonomous functional layers are distinguished. The top is made up of general scientific terms intended to express categories and concepts that are fundamentally and productively applicable to all areas of scientific knowledge, combining nominations of logical and philosophical categories with epistemological universality: such as, system - система, element - элемент, structure - структура, function - функция, model - модел, factor- фактор, filter-фильтр, adapter-адаптер, carving-карвинг, facade-фасад, beton-бетон, armature-арматура, cement-цемент, standart-стандарт, granite- гранит, bitumn- битум, bolt- болт, asphalt- асфальт, asbestos- асбест, ceramic- керамика, arch- арка, crane- кран..

The general scientific means of expression ultimately serve as the basis for the search for means of theorizing science, the universalization of scientific means, and thereby the universalization of a special language as a whole.

An essential and traditional feature of general scientific terms (concepts) is also considered their tendency to "conjugation in pairs", which we see in the above examples.

Interscientific (intersystem) terms, being integrating means of cycles of fields of knowledge and practice, have universal grounds for combining concepts.

The terms of the inter-scientific rank and the terms of the corresponding conceptual units of a specific special nature are in the relations of the semantic hierarchy (tool -инструмент→ power tool – механизированный инструмент ; safety - безопасность → site safety – безопасность на рабочем месте), in this case there is a vertical connection.

Highly specialized terminology is the most representative layer of special terms that name building-specific knowledge (laying of concrete –

укладка бетона, concrete technology-технология бетона, tunnel concrete technique-технология бетонирования тоннелей), realities (lintel - перемычка; span - пролет, for example beams, stanchions) , concepts (panel construction - панельное строительство; air brick - hollow brick-пустотелый кирпич; cob - a mixture of clay, gravel and straw, used to coat walls)- смесь глины, гравия и соломы, используется для обмазки стен), categories (wood product – timber- лесоматериал, heavy - duty floors - floors under significant operating loads- полы под значительными эксплуатационными нагрузками, heavy bare floors-тяжёлые неизолированные полы).

The organizing principle for highly specialized terms is the presence in each of the term systems and in the terminology (as a general set of special words) of typical categories of concepts by which the main body of terms is distributed.

Highly specialized terminology reflects the general specificity of labor, which assumes the presence of such mandatory components as an independent sphere (area) of activity (even if it is integrative, borderline in nature, it is still independent), an object of activity, a subject of activity, a means of activity, and a product of activity. All of the listed non-linguistic characteristics of activity find an almost adequate verbal expression in the composition of construction vocabulary.

All of the listed non-linguistic characteristics of activity find an almost adequate verbal expression in the composition of construction vocabulary. Therefore, it seems appropriate and appropriate to propose this, to some extent unconventional, classification of highly specialized construction terminology:

1) Terms that name the scope of activity, which will include the names of scientific disciplines, branches of engineering, production technology; names of the problems that construction science deals with: civil construction - гражданское строительство, stage construction - floor construction- поэтажное строительство, turn - key construction - строительство под ключ, military construction - военное строительство, environmental impact – воздействие на окружающую среду. военное строительство, environmental impact – воздействие на окружающую среду.

2) Terms that denote the object of activity: earthworks - земляные работы, roadbed- земляное полотно дороги, plumbing - water supply network (buildings) – водопроводно-канализационная сеть (здания), prefab house - standard house-стандартный дом, curtain wall - load-bearing wall-несущая стена, sod building - building, the roof of which is covered with turf- здание, крыша которого покрыта дерном, construction site - строительная площадка, horsed mold - concrete formwork-

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опалубка для бетона, composition floor - seamless floor made of composite material- бесшовный пол из составного материала.

3) Terms that refer to the subject of activity: design engineer - инженер-конструктор, builder - застройщик, architect-архитектор, decorator - painter- маляр, steel erector - metalworker- стальной монтажник, слесарь, tiler -плиточник, roofer- кровельщик, plumber-сантехник.

The terms denoting the subject of activity are often (although not always) in terms of productivity with terms of the scope of activity: builder → build , decorator → decorate .

4) Terms that name means of activity: I - beam - an I-beam, pile driver - a pile driver , bill of quantities - specification of volumes of work, chemical wood - wood pulp, triple wood - three-layer plywood, structural steel - structural steel, modular brick - modular brick, gas concrete - aerated concrete.

5) Terms that refer to products of activity cover a wide range of different types of results of activity (mainly the subject and abstract category of concepts):

log house - log cabin, macadam road - road with gravel, span - span, double floor - double floor crate , buckle - screed.

In this study, proposed a classification of building units terminology for two reasons: a functional feature (general scientific, Interscience (intersystem) and highly specialized terminology) and substantial activity attributes (here spheres of activity, activity of subjects, objects activity means activity, activity of products).

Consequently, all the regulatory requirements for the terms are the basis for the work on streamlining terminology - the main direction of terminological work. Streamlining of terminology is an integral part of the practical work on the unification of terminology associated with bringing the terms to uniformity, a single system. Harmonization of national and international systems of concepts and terminological systems representing them is aimed at developing a unified technical language, which will remove a number of problems of achieving translation equivalence.

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USING BYOD (BRING YOUR OWN DEVICE) IN TEACHING FOREIGN LANGUAGES

Abstract: The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including in education. A rational combination of traditional educational means BYOD is one of the possible ways to solve the problem of modernization of education. BYOD funds contribute to the development of personality traits, variability and individualization of school education.

Key words: foreign languages, information, traditional education, BYOD.

Language: English

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Introduction

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Modern BYOD provide an active, creative mastery of students of the studied subject; allow presenting the material at a new qualitatively higher level. ^[5] Their application opens up fundamentally new opportunities in the organization of the educational process.

A foreign language is a school subject, which, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of a natural one, involves the most flexible and widespread use of various teaching aids. Therefore, it is not surprising that in teaching a foreign language, the new opportunities offered by BYOD have found the most diverse application. In the process of teaching foreign languages, modern high school traditionally uses lighting and sound technical means. But at present, new information technologies have come to the school: computer, textbook, Internet, electronic educational resource. Using these new information technologies allows us to highlight the following key points:

- The use of BYOD in teaching foreign languages is designed to significantly increase the effectiveness of teaching, the main purpose of which

is to improve the skills of everyday and professional communication;

- the means of new information technologies act as a tool for the education and upbringing of students, the development of their communicative, cognitive, creative abilities and information culture;

- the use of BYOD learning allows in the absence of a natural language environment to create conditions as close as possible to real speech communication in foreign languages. ^[6]

In the modern methodology of teaching foreign languages, the use of BYOD plays a significant role. What is BYOD? BYOD - also called "bring your own technology" (BYOT), bring your own phone (BYOP) and your own personal computer (BYOPC)) - refers to the fact that he is allowed to use a personal device and not use an officially provided device.

There are two main contexts in which this term is used. One of them relates to the mobile phone industry, where operators are involved, allowing customers to activate their existing phone (or other cellular device) on the network, rather than forcing them to buy a new device from the operator.

In this case, the user is usually assigned an active role. In other words, BYOD is the sum of technologies that allow phones and computers to input, process, store, transmit and display (output) data types such as

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text, graphics, animation, digitized still images, video, sound, speech.^[10]

The word BYOD appeared out of touch with computer technology. Later, this term denoted any entertainment product with different sound and video effects, but only in the 1990s, the word was finally defined: “multimedia is a modern computer information technology that allows you to combine text, sound, video in a computer system, graphic image and animation (animation)”-“Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms”.^[8] Previously, a lesson conducted by a teacher was called multimedia if it was attended by a teacher’s story, a tape recording, a movie, slides, and any technical teaching aids. Today, a “multimedia” lesson means a lesson using a multimedia tutorial, computer or laptop, projector, webcam. In the theory of education, even several modern areas of research have been singled out, in particular, the theory of multimedia learning. There was even an unofficial term for education - "education" - a new formation from the words "education" - "education" and "entertainment" - "entertainment", used to combine education and entertainment, especially multimedia. Educational reflection reflects the connection between learning and entertainment, that is, the student focuses on the learning process, while having entertaining goals.^[1] It is multimedia tools that have the greatest impact on students. They enrich the learning process, make learning more effective, involving most of the sensory components of the learner in the process of perceiving educational information. They have become an objective reality of our time, and a teacher of a foreign language simply cannot but take advantage of the opportunities that they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking came to school.

At the center of learning technology is a student; training activities are based on cooperation; students play an active role in learning; the essence of technology is the development of self-learning ability and communicative competence of trainees.^[7] The main groups of tasks that can be solved with the help of multimedia in English classes include: support for students' educational work; providing real communication with native speakers; ensuring access for all participants of the educational process to the rapidly growing information funds stored in centralized information systems; development of cognitive interest and motivation to learn English. The degree and time of BYOD lesson support can vary from a few minutes to a full cycle. The main is purposes of the multimedia lesson.

The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including in education. A rational

combination of traditional educational tools with modern information and computer technologies (BYOD) is one of the possible ways to solve the problem of modernization of education. BYOD funds contribute to the development of personality traits, variability and individualization of school education. Modern BYOD provide an active, creative mastery of students of the studied subject; allow presenting the material at a new qualitatively higher level.^[5] Their application opens up fundamentally new opportunities in the organization of the educational process.

A foreign language is a subject that, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of a natural one, involves the most flexible and widespread use of various teaching aids. Therefore, it is not surprising that in teaching a foreign language the new opportunities offered by BYOD have found the most diverse application. In the process of teaching foreign languages, a modern university traditionally uses lighting and sound equipment. But at present, new information technologies have come to the university: computer, multimedia textbook, Internet, electronic educational resource. Using these new information technologies allows us to highlight the following main points: - the use of multimedia technologies in teaching foreign languages is designed to significantly increase the effectiveness of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers, and mediated via the Internet, the press and etc.); - the means of new information technologies act as a tool for the education and upbringing of students, the development of their communicative, cognitive, creative abilities and information culture; - the use of multimedia teaching aids allows in the absence of a natural language environment to create conditions as close as possible to real speech communication in foreign languages.^[6]

In the modern methodology of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is an interactive (dialogue) system that provides simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term refers to the simultaneous impact on the user through several information channels. In this case, the user is usually assigned an active role. In other words, multimedia is the sum of technologies that allow a computer to input, process, and store, transmit and display (output) data types such as text, graphics, animation, digitized still images, video, sound, speech.^[10]

The word multimedia appeared out of touch with computer technology. Later, this term denoted any entertainment product with different sound and video effects, but only in the 1990s, the word was finally defined: “multimedia is a modern computer

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Previously, a lesson conducted by a teacher was called multimedia if it was attended by a teacher's story, a tape recording, a movie, slides, and any technical teaching aids. Today, a “multimedia” lesson means a lesson using a multimedia tutorial, computer or laptop, projector, webcam. In the theory of education, even several modern areas of research have been singled out, in particular, the theory of multimedia learning. There was even an unofficial term for education - "education" - a new formation from the words "education" - "education" and "entertainment" - "entertainment", used to combine education and entertainment, especially multimedia.

The connection between learning and entertainment, that is, the student focuses on the learning process, while having entertaining goals.^[1] It is multimedia tools that have the greatest impact on students. They enrich the learning process, make learning more effective, involving most of the sensory components of the learner in the process of perceiving educational information. They have become an objective reality of our time, and a teacher of a foreign language simply cannot but take advantage of the opportunities that they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking came to school. According to the previously adopted at the school model of teaching at the center of teaching technology - a teacher; there was an unspoken competition between students; students played a passive role in the classroom; the essence of training is the transfer of knowledge (facts). The new model of education, which is replacing it, is based on the following provisions: in the center of the technology of instruction is a student; training activities are based on cooperation; students play an active role in learning; the essence of technology is the development of self-learning ability and communicative competence of trainees.^[7] The main groups of tasks that can be solved with the help of multimedia in English classes include: support for students' educational work; providing real communication with native speakers; ensuring access for all participants of the educational process to the rapidly growing information funds stored in centralized information systems; development of cognitive interest and motivation to learn English. The degree and time of multimedia support for a lesson can be different: from several minutes to a full cycle. The main purposes of the multimedia lesson: the study of new material; presenting new information and expanding the horizons of students; consolidation of the past; development of training skills; repetition of the studied material; practical application of acquired

knowledge and skills; generalization and systematization of knowledge. What are the main ways to use the capabilities of modern multimedia technologies in teaching a foreign language? The most accessible of multimedia tools should be recognized as the so-called electronic textbook and a variety of training simulators. There are three types of multimedia textbooks by type of organization and method of student delivery: 1) on a CD-ROM with or without a printed application; 2) on the Internet sites, without printing application; 3) on a CD-ROM, but with reference to some Internet sites, with or without a printed application.^[7]

These electronic applications to English textbooks contain a training program for memorizing words - ABBYY TUTOR, which greatly facilitates the work of memorizing new words. Working with foreign language programs in the computer class helps students overcome the psychological barrier. When a student sees a graphic image or pictures on a computer screen, they better perceive and master new material. [3, 86]. The material laid down in the program allows achieving the solution of the following methodological problems: (for example, when learning and fixing new English words): 1) to form and consolidate the skill of recognizing the meaning of the word 2) to form the motor skill of writing the specified word 3) to fix the visual image of the material being worked out. Thus, with the help of training programs, it is possible to significantly change the methods of managing educational activities, purposefully manage the competitive element present in the students' activities, to individualize training, and this helps to improve the quality of training. [2, 99]. Multimedia presentations can be held anywhere where there is a computer and projector or other local playback device. A broadcast of a presentation can be either live or pre-recorded. Broadcast broadcasting or recording can be based on analog or electronic technologies for storing and transmitting information. It is worth noting that online multimedia can either be downloaded to a user's computer and played in any way, or played directly from the Internet using streaming technology. The forms and place of use of the multimedia presentation (or even its individual slide) in the lesson depend, of course, on the content of this lesson and on the goal that the teacher sets. However, practice allows us to highlight some common, most effective methods of applying such benefits [9]: 1. When learning new material. Allows you to illustrate a variety of visual aids. Application is especially beneficial in cases where it is necessary to show the dynamics of a process. 2. When consolidating a new topic. 3. To test knowledge. Computer testing is a self-test and self-realization, it is a good incentive for learning; it is a way of activity and self-expression. For the teacher, this is a means of quality control of knowledge, a programmed way to accumulate grades. 4. To deepen

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knowledge, as additional material to the lessons. 5. When checking the front independent work. Provides along with oral visual control of the results. 6. In solving educational problems. Helps to fulfill and control the intermediate and final results of independent work. The teacher can use the bank of ready-made multimedia presentations created by colleagues and posted on professional websites and forums, which significantly reduces energy consumption in preparation for the lesson. Or he creates his own presentation for a particular lesson or topic. The value of presentations created by the teacher is that the material in them is given to students compactly, in the right sequence; there is nothing superfluous in it, everything "works" to achieve the goals and objectives of a particular lesson, in contrast to ready-made films and slides. In addition, the presentation material is clearly timed, and the informative and lexical points of view correspond to the topic of the lesson as much as possible. The teachers of our gymnasium created a bank of multimedia presentations on many topics of English grammar, vocabulary, country studies, etc., which are regularly used by all teachers in the classroom system, and there are new models for using multimedia presentations in extracurricular activities. The project method can be considered at the moment one of the most promising pedagogical technologies, which allows revealing the most fully creative abilities of students, to form the ability to navigate in a huge sea of information, focusing on the main thing. Of course, the project method requires the highest teacher qualifications, a creative approach to the school curriculum, the ability to aggregate knowledge in several subjects, and, of course, organizational abilities. The main components of the project method are the research work of schoolchildren and the evaluation of this activity. Of all the cognition tools, multimedia makes it possible to represent knowledge in various ways, including all modalities of perception. Working with multimedia tools, students get at their disposal a rich arsenal for self-expression of the material studied. Multimedia implements a more creative approach to the process of assimilation and presentation of knowledge. For example, with the help of students in our gymnasium, a whole multimedia presentation library has been created, mainly based on country studies, which we regularly use in lessons. In addition to programs on computer disks, many teachers use the Internet to increase the motivation of students, which additionally allows you to "enable" such an important element of instruction as interest in the subject being studied. The formation of interest or motivation for studying is one of the most complex elements in the educational process. In this case, using the popularity of the Internet in the student community, this can be done with fairly simple means. Multimedia Internet resource - An Internet resource in which the basic information is

presented in the form of multimedia. This is a modern and very convenient mechanism that does not replace the performance of classic functions, but complements and expands the range of services and opportunities for all visitors. For multimedia Internet resources, the following is characteristic: they can contain various types of information (not only textual, but also sound, graphic, animation, video, etc.), a high degree of visibility of materials, authenticity of materials, entertaining, self-reliance, and instant feedback. A methodology for teaching a foreign language using the Internet is currently being developed. There are supporters of the idea of learning a language only through the Internet, and there are also supporters of the traditional work with the textbook. But most English teachers, including in our gymnasium, prefer to use the Internet along with traditional teaching aids, integrating it into the educational process. The simplest application of the Internet is to use it as a source of additional materials and exercises, both for the teacher and for the student in the study, repetition, consolidation or control of a topic or in preparation for the exam.

Everything you need when learning English - a grammar guide, tests, a dictionary of idioms and proverbs, songs, poems and much more. Based on the foregoing, we can conclude that multimedia teaching technologies have huge advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in various combinations; help to create communicative situations, automate language and speech actions; contribute to the implementation of an individual approach and the intensification of the student's independent work. Modern trends in the teaching of foreign languages are associated both with a radical change in the methodological paradigm and with the technical and technological updating of the learning process, which is expressed in the massive onset of new teaching aids, primarily multimedia computer programs. With the development of computer technology and the Internet, new ways and opportunities for gaining knowledge have opened up. Recent advances in high technology open up the widest opportunities for teachers of a foreign language to further improve the educational process and transfer it to a qualitatively new basis. Today, multimedia technology is one of the promising areas of informatization of the educational process. In the improvement of software and methodological support, the material base, as well as in the mandatory advanced training of the teaching staff, the prospect of the successful use of modern information technologies in education is seen. All of the listed properties of multimedia programs help to solve the main task of language education, as defined by the Foreign Languages Program - the formation of schoolchildren of different competencies and communicative competencies in particular.

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SOME COMMENTS ON MUHAMMAD SHAYBANIKHAN'S MARCH AND MILITARY TACTICS

Abstract: This article is written based on historical manuscripts, highlights the political, social, and military activities of art critic, military commander, statesman, and patron of art and creativity of Muhammad Shaybanikhan.

Key words: Shaybanikhan, Ubaydulla Sultan, property of Turkistan, Movarounnahr, Safavids.

Language: English

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Introduction

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Within the framework of Uzbekistan, there were huge states uniting dozens of peoples and states of the present time: the states of Qang, Kushan, Eftalis, the states of the Turkish, the Samoniys, the Gaznaviys, the Karakhanids, the Khorezmshahs, the Temurids, the Shaybanids, who had their own unique management systems. One of them was the state of the Shaybanids, who had lived for a hundred years and left a distinctive mark on our people. Our people are rightfully proud of the leaders of this state, who are also supporters of Science and justice, such as Muhammad (Shahbakht) Shaybanikhan (1451-1510), Ubaydullakhan I, Abdullakhan II, their policy, their management of the state and their achievements in science, as well as the structures built during their time.

The first half of the XV century - Abulfath Muhammad Shaybanikhan ibn Shah Budag ibn Abulhairkhan, who lived at the beginning of the XVI century and captured power in Movarounnahr and Khurosan and became a single centralized state from the middle of the XVI century and actively pursued foreign policy, is considered a typical representative of his era.

This article illuminates about the military march of Mohammed Shaybanikhan, a prominent politician and commander, statesman, creator and sponsor of

science, on the basis of information from historical written sources.

Materials and Methods

After all, the period of the Shaybanids dynasty which was relatively poorly studied and neglected in the study of Uzbek statehood and the history of military art. The XVI century, which ruled this dynasty, was a period of many changes in the history of the Military Art of Movarounnahr. In particular, the emergence of rifles and guns in the Army, as well as many innovations introduced in the field of military tactics and strategy, has become one of the least illuminated from a historical point of view, and today's era requires the study of them. [1, p 5]

First of all, it is worth noting that the claim of the kingdom of the cross to the world requires courage, diligence, self-sacrifice of a lifelong concern. Shaybanikhan also suffered many hardships as the owner of such above mentioned qualities" ... he could establish a centralized state on the scale of the entire territory of Turkistan". In the book "this state is ours, who we are the Uzbeks was interpreted as "the next strong State in the kingdom after the Temurids' kingdom".

In 1468, after the death of the founder of the Uzbek nation, Abulkhayrkhon, his internal and external enemies robbed his state, that the country was almost destroyed. This fact in the work "Shajarai turk"

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of Abulghozi Bahodirkhan's was described as: "Abulkhayrkhan was a man who had a sense of humor among his friends and the one who mourned his enemies. On his four sides, he supported his relatives. For this reason, they all raised their heads. Despite Abulkhayrhan had a lot of sons and grandsons, he had a lot of enemies who had killed a few of his sons. The rest fled for four sides. The nation was spread totally. A few years after this event, a young man was born, who was a grandson of Abulhayrhan Shabbakhon. When he was an adult, he also came to his fatherland and gathered all his spread relatives together" [3, p118]

In this situation, the Uzbeks focused their attention and confidence on Abulkhayr's grandson Prince Muhammad Shaybanikhan, who in some sources, in particular in the names of Sheikh, Shaybani and Shaybak can be seen in "Baburnama". In the "Baburnoma" Muhammad Shaybanikhan was described as he used to worship five times in a day and he had good knowledge of praying" [4,p186] and one more there noted, saying "My enemy Shaybanikhan was a man who had a lot of experiences and was in glory" [4, p 77]. He was born with bright hopes for prospects; despite he was a young man.

After the death of Sheikh Haydar, Karachabek was forced to flee to the lower reaches of Sirdarya, with Abulhayr family and taking these orphan princes.

During this period, Sultan Ahmed, the son of Abusaid, the owner of the Samarkand throne, was the ruler. Majid Tarkhon who was a son of Kushlikhan (Muhammad Mazid Tarkhon) was a owner of the northern border of the country.

Muhammad Shaybanikhan asked Majid Tarhan to take him to his service, Majid Tarhan agreed, and the salary was also given. But Majid Tarhan later sent them to the governor of Bukhara Abdulali Tarhan to get rid of the danger after he felt the danger of the destruction and enmity of the Uzbeks led by Muhammad Shaybanikhan. Abdulali Tarkhon was the absolute ruler of Bukhara, whose palace was splendor. He received well the Uzbeks headed by Muhammad Shaybanikhan and took advantage of them when the Mongols attacked the North-East. In this regard, it is written in the Baburnoma that" although Shaybanikhan had not his own army, he used to be with him for a long time. Abdulali Tarkhon was played a big role of making Shaybanikhan become a strong man and loss and destruction of these ancient houses "[5.p 73-74]

Also, the work" Tarihiy Rashidiy" describes as" in the period of ruler of Sultan Ahmed Mirzo, Shahibekhan was among the officials of Abdulali Tarkhon. When Sultan Ahmed Mirzo and Abdulali Tarhan died in the same time, Shahibekhan went to Turkistan and tried to gain the attention of Sultan Mahmudhan. Khan helped him as much as possible. With his support, Shahibekhan invaded Bukhara and Samarkand, his army reached fifty thousand, perhaps

even sixty thousand, from two to three hundred people. Since he went to Turkistan, his power continued to increase with the help of Sultan Mahmudhon, the Sultans, the most powerful the Amirs and other people united with him in Dashti Kipchok" [6, p 242-243].

But after having the great military of the Uzbek Princes, they began to be dissatisfied with the simple salary paid by the rulers for any armed service given by the Temurids. As a result, the Temurids rulers were forced to give them the cities of Otror, Savron, Signak. In this way, Shahibekhan started to widen the territory of his country.

Sheybaniyan gathered strength with his main enemy, Burga Sultan, and became friends in a dishonorable way until the military came to the ready state. Upon reaching the end of the preparation, on one of the long winter nights, the faithful attacked the palace of the enemy Burga with his three bravemen. He executed many people from his family and relatives. The escaped Burga Sultan also could not escape from death, Sheybaniyan executed him as well. After this successful attack, the young prince became the chief of the Uzbek. He found a chance to take part in the battles with them.

It was natural that the peaceful relationship between the Shaybanids and the Timurids in crisis did not last long. [7,p 78] The cause of the collision was quickly found. During Sultan Ahmed's lifetime, Sheybaniyan thought of the future and took over the lands in the lower reaches of Sirdarya, which belonged to the owner Majid Tarhan. In addition, the Sheybaniyan now refused to serve the salary as before, since then he had become a terrible enemy of the Temurids dynasty. The spirit of the young nomadic Khans ' infested military service was sufficient for their mutual conflict. During this period, Movarounnahr's incredibly turbid political life, such cases as the Princes ' concubines, caused Sheybaniyan to invade the country.

In fact, the Sheikhan took the throne of Movarounnakh with the Battle of Saripul in 1501, but in 1507, with the Battle of Marvichak, he introduced the whole Khoroson into his possession.

It is worth saying in this place that although one of the main reasons for the defeat of Babur in the Battle of Saripul in 1501 was seen in the squares of betrays of Mongol soldiers, in fact there were no other reasons. In particular, it is Babur's listening to the astrologer prophecy. Details of the incident are as follows: both sides were standing in a non-combat position opposite each other for 5-6 days and engaged in a plan of various military tactics. In this situation Babur deliberately attempted to delay the battle. The reason is that about two thousand auxiliary forces, led by Qanbar Ali, sent by Hussein International in Herat, had reached the cache and had to be added in two days by coming to Babur. Also, the auxiliary forces around one thousand and five hundred sent by his uncle

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Babur, Sultan Mahmudhan, under the leadership of Sayyid Muhammad, were to arrive the next morning. [8, p 991] At the moment, the matter is that the astrologer is in the range and predicts that on this day eight stars are in the range, if one day passes, the opportunity will be rich, and then for two weeks eight stars will be behind the enemy, so that the same position of the stars means that it is possible to enter and win the battle. [9.p 81]

The second reason can also be attributed to Babur's mistake in military strategy and the mastery of Muhammad Shaybanikhan. Before the battle, Babur's army was lined up as usual, placing the best commanders, insiders (usually officials close to the ruler of the palace, according to A. Zamonov, special guards) and skilled warriors in the irovul (Zafaryazaq, guard. In the center, the unit in front of the army). [9, p 81-82] Shaybanikhan was one of the most powerful generals of his time, including such generals as Muhammad Sultan, Muhammad Sultan, and Mahmud Sultan. [10, p 79-80] With the onset of the battle, the wing units of Shaybanikhan broke through the rear of the central part, pushing back the barongar and javongor of Babur's army. As a result, Babur Mirza, who was in the rear part of the army, was separated from the main part and was forced to retreat in order not to fall into the siege [1.45-46].

Results and Discussions

After this victory, Shaybanikhan went to war in several directions to capture the various provinces of Movarounnahr and Khorasan. Experienced commanders Mahmud sultan, Ubaydulla sultan, Hamza sultan, Kochkunchikhan, Suyunchkhochan played an important role in fulfilling this task. In particular, in 1501-1502, the armies led by Mahmud Sultan occupied cities and fortresses such as Dizak (Jizzakh), Uratapa, Shosh, Shohrukhiya, Sayram.

After this, Shaybanikhan conquered several cities of Movarounnahr with military campaigns, conquered Herat in 1504, and then left his sons in Khorasan and went to the other side of the Amudarya. He was solemnly welcomed in Bukhara. But his goal was not to come to Bukhara, but to pass through it. His original intention was to subdue Mahmud Khan, the son of the Mongol Yunus, who had revolted during his travels. So he set out for the northern region of the Syrdarya. After establishing peace here, Shaybanikhan returned to Khorasan to complete the occupation. At the same time, in 914 (1508), the Jurjan region also came under his control.

Thus, he took control of almost all the lands of the Timurid's dynasty. According to Hafiz Tanish's "Abdullanoma", Shaybanikhan gave the management of the conquered territories to one of his best-known sultans, an emir known for his intelligence and politics. In particular, he nominated Kuchkunchi sultan for Turkistan region, Suyunchikhoja sultan, the younger brother of Kuchkunchi sultan, transferred

him to Tashkent and handed him over to the governor's office and its environs to the loyal will of Amir Yaqub, Darul Mahfuza to Samarkand-Ahmad Sultan, to the land of Hisar and its environs to Hamza Sultan and his brother the Mahdi sultans, Kunduz and Baghlan - Amir Qunbul and increased by more than Sa'id, Khorezm - Hirat - Jonvafoboy, Marv - Kibiz Nyman and others were submitted [11.p 57].

The following words of Muhammad Shaybanikhan are given in Fazlullah ibn Ruzbehan's book "Mehmonnomayi Bukhara" about the conquest of the Timurid's state: The accident required the return of the inherited property to our hands and will "[12,72].

A. A Semyonov, an orientalist who has studied this subject in depth, said: "This is not a war for the conquest of one state by another, but a war between the Turks for power and nationhood, the main causes of which were blood relatives. There are no winners or losers in this last war of the Turks" [13,p 148-150]. In our opinion, the assessment of the formation of the Shaybanikhan state as a frequent event in the statehood of the Turkic peoples in the Middle Ages - the change of dynasties - can be considered close to the same historical fact.

The Shaybanid's state would inevitably expand from the Caspian Sea in the west to the Chu River Valley in the east, from Dashti Kipchak in the north to Central Afghanistan in the south, bordering the Safavid's state in the southwest, and now it seems natural the war will happen.

King Ismail told Muhammad Shaybanikhan, "... If every son had to do the work of a father, all human beings would have to be children of Adam (prophet) and be a prophet to them. If the kingdom had been inherited, it would not have passed from the Peshadians to the Kayanis, and King Ismail, along with his gift, sent the wheel and silk, saying that the kingdom belonged to Chingiz and to you, and he said again, I will tell you what you said in that letter. Even if you set out to fight, I did. In the land of war, the claim of you and me is not true. If you do not fight, then you will spin the wheel" [p. 14,378] Thus, after both sides (sending each other) letters and envoys (several times), King Ismail gathered an army of disbelievers, that is, dogs, and evil-minded, to warn his people prepared with, the Arab and the non-Arab marched from Iraq to Shaybanikhan and reached him in the province of Marv. At that time, in the blessed service of the khan, with the exception of a few (fighting) soldiers, he threw himself on the side of the enemy, despairing of life because he was so greedy for the honor of the expedition. When the enemy was about to retreat, the khan's soldier chased him. Then the armies of both sides lined up on the banks of the Murgab River near Marv, that is, in Tahrirabad, on the one hand, the armies of Islam, and on the other, the armies of the infidels, Saddi Iskandar [pp. 14,378-379]. In this battle, Shaybanikhan had an army of

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twenty thousand (20,000) at his disposal, while King Ismail besieged it with an army of seventy thousand (70,000), and then an additional seventeen thousand. [15, p 30-31].

Hafiz Tanish Bukhari testified that, "In the year nine hundred and sixteen (1510 AD), the sun of greatness and glory of Shaybanikhan ... was hidden in (his) secret veil. Soon his dreams and hopes sank into the disaster.

(Минг) афсуски, ғозийи хусрав шахид бўлди. Қуёш шафақ ичига кириб, кўринмай қолди"[11,58-6.].

Meaning: Unfortunately, Gazi Khusrav was martyred.

The sun went down at dawn and disappeared "[p. 11.58].

Conclusion

Based on information from written sources about Shaybanikhan's military campaigns and tactics, the following conclusions can be drawn.

1. Shaybanikhan as a strong commander and politician is a historical figure who was able to unite Dashti Kipchak, Movarounnahr, Khorezm and

Khorasan regions into a single state in a short period of time.

2. Shaybanikhan was not a savage, as described by his enemies (especially the Safavids of Iran). He respected the clergy of the time and even obeyed them like a child.

3. The tactics used by Muhammad Shaybanikhan, Ubaydulla sultan, Abdullah ibn Iskandarkhan in the conquest of cities and fortresses always put the defenders in a difficult position. In historical sources, one can find a lot of information about the presence in the Bukhara army of oils, manganese, stone-throwing weapons, which were important in the occupation of the enemy's cities and defensive fortifications, and their technical management.

4. Throughout the 16th century, due to the wars with the khans of Iran and Kazak, Dashti Kipchak, a certain amount of attention was paid to the formation of the army in the khanate [1,145-146]. Although the preservation of the unity, strength and freedom of the Bukhara khanate was the main task during this period, it can be considered difficult to solve in a short time.

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THE IMPORTANCE OF SPIRITUAL EDUCATION IN THE EDUCATION OF A DEVELOPED GENERATION

Abstract: *Our hearts rise like a mountain when we think of our children, who are the symbol of our future, who are sacrificing their lives for the glory of our country and our people. Because only talented people, who have the pure blood of youth in their bodies and are always loyal to their country, can make a worthy contribution to universal perfection by demonstrating what a person is capable of.*

Key words: *youth spirituality, the idea of violence, the younger generation, the national idea, the national spirit, patriotism, love for the motherland, independence, loyalty, the feeling of inheritance, friendly cooperation*

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Introduction

UDC 101

Today, when we talk about the spirituality of young people, spiritual education, we can not stop talking about our national idea, which plays an important role in shaping our views on this issue, the development of the younger generation on the basis of a new worldview. Because at the current stage of development, not only young people, but also all members of our society have a growing sense of national idea, national spirit, patriotism, love and devotion to the motherland, which in turn are the foundations of high spirituality. Most importantly, such sacred concepts are being absorbed into people's minds along with the changes and innovations taking place in our country in various fields. In particular, it should be noted that spiritual and ideological work is carried out on the basis of a single system, with a clear goal.

"Our main task is to achieve this," he Sh. Mirziyoev - The idea of creating the necessary conditions for young people to show their potential, to

prevent the spread of the "virus" of violence. For this, we believe that it is necessary to develop multilateral cooperation in the field of social support of the younger generation, protection of their rights and interests " [1].

In order to rid our society of these vices, we need to put spiritual education in the right direction and systematically organize our activities in the field of spirituality.

Indeed, after gaining independence, the feeling of love and devotion to the Motherland has become one of the most noble qualities for the citizens of our country. Because on the basis of such qualities, life itself has set before us the task of raising Uzbekistan economically, socially, culturally and spiritually, to bring it to the ranks of developed countries. To do this, everyone, regardless of nationality, language and religion, had to work selflessly and diligently perform their duty to the Motherland. Naturally, it is difficult to expect such aspirations from a person who does not have a sense of patriotism in his heart. One of the most important values underlying spirituality is devotion to the spirit of the ancestors, a sense of inheritance. For

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he who does not know the identity of his ancestors, who is ignorant of their heritage, becomes a spiritual stranger. It will be easy to set it where you want it, to divert it, to start on the wrong path. People who are well aware of the glorious traditions of their ancestors and have a deep understanding of their human nature think not about following the path led by others, but about following in the footsteps of their ancestors, continuing their work, and building their lives on this basis.

Spiritual education and upbringing should be directed primarily against the vices inherent in the spiritual image of the individual. President Sh. Mirziyoyev noted, "An educated generation is a guarantee of a great future, an entrepreneurial people is a guarantee of a prosperous life, and friendly cooperation is a guarantee of development" [2]. Harmony and coherence in the family, community and educational institutions play an important role in this. We can build a society based on the freedom and independent thinking of citizens only if we connect knowledge with knowledge, faith with faith, and direct all of them to the path of development of our Motherland, nurture the spiritual figures who have formed these criteria in their activities, [3. S.5 -6]

Society can not live without culture, without spiritual, moral traditions. Obshchestvo, kotoryye popiraet ix, v kontse degradiruet. K sojaleniyu, pohooje, chto nekotorye nashi rukovoditeli i predprinimateli do kontsa ne osmyslili etu prostuyu istinu. [4. S.17]

The first President of our country IA Karimov said: "The new society we are building is based on high spiritual and moral values and great attention is paid to their development. This process is based on the idea and ideology of national independence, patriotic upbringing of the younger generation, "he said. [6. S.8-19].

At the same time, Machiavelli said that it is necessary to formulate political laws based on the nature of human nature. It thus separates politics from morality.

The established border turns politics into a tool of struggle for power based on power. Machiavelli creates a political methodology for building a strong state without regard to moral principles. In his view, the activity of the political state cannot be governed

by morality. [7. S.57]. Disobedience to the laws of the country can lead to various criminal cases. There are people in the community who are said to be selfish and selfless. A selfish person is selfish and does not want to be kind to anyone.

The letter reads: "A person who acts only for his own benefit considers himself the wisest person. In fact, such a person is selfish, a person who lives for the people and does not put his own interests above those of others. A selfish person is the worst enemy of peace." [8. S.42].

It is possible to change the problems facing a person, to change his moral image, to change his political and moral relations. However, political ethics, unlike ethical approaches, involves several scientific tasks. These are, firstly, the priority of protecting their citizens as the main subject of state power, the ability to withstand internal and external threats, and secondly, the need to resolve internal and external conflicts based on the power and violence in politics. fatida is considered. Such a view increases the power and strength of the state in every way. At the same time, the state evaluates not only its own interests, but also the interests of its opponents, and determines its real policy based on these needs. [9. S.401].

Indeed, in Rumi's view, the difference between human beings is based on their perfection. That is why he addresses the world equally to all people, regardless of race, religion, nationality or class. [10. S.38].

One should always measure one's personal life by the progress and perfection of society, in particular, by perfecting oneself in order to strive for the betterment of the family and the state [11. S.109].

Confucius, a great representative of ancient Chinese philosophy (551-479 BC), taught: "If you study the basics and principles of deeds, your thoughts about good and evil (moral knowledge) will reach the highest level of perfection. When intentions are pure and unbiased, the heart is sincere and sincere. When the heart is sincere and sincere, one is guided and perfected. When a person is on the right path and matures, there will be order in the family. When order prevails in the family, it becomes easier to govern nations. If it is easier to govern nations, the whole world will live in peace "[12. S.139].

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SPIRITUAL MATURITY AND PHILOSOPHICAL THINKING DEPENDENCE OF DEVELOPMENT

Abstract: The article describes a qualitative update of the philosophical worldview today, the process of recovery, an independent worldview, freedom of thought, the development of a culture of philosophical thinking, spiritual maturity, comments on the culture of philosophical thinking, its relevance to time.

Key words: spiritual maturity, spiritual heritage, philosophical thinking, philosophical observation, knowledge, knowledge, harmoniously developed generation, education.

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ДУХОВНАЯ ЗРЕЛОСТЬ И ФИЛОСОФСКОЕ МЫШЛЕНИЕ ЗАВИСИМОСТЬ РАЗВИТИЯ

Аннотация: В статье описывается качественное обновление философского мировоззрения сегодня, процесс выздоровления, независимого мировоззрения, свободы мысли, развития культуры философского мышления, духовной зрелости, комментарии к культуре философского мышления, ее актуальность для времени.

Ключевые слова: духовная зрелость, духовное наследие, философское мышление, философское наблюдение, знание, знание, гармонично развитое поколение, образование.

Введение

УДК 101

Одной из важнейших задач независимости является укрепление духовной независимости, чтобы поставить идею независимости на устойчивую основу на основе идей независимости. Следовательно, духовная независимость означает, прежде всего, развитие духовности, внедрение наших духовных ценностей в умы и сердца молодых людей, превращение идей независимости в их убеждения.

В какой степени мы выполняем эту задачу, все равно что доверить судьбу независимости в надежные руки и обеспечить ее вечность.

Независимость привела к глубоким изменениям не только в образе жизни, социально-экономической деятельности наших людей, но и в их мышлении. Самое главное, что в философском мировоззрении произошел процесс качественного обновления и восстановления. Самостоятельное мышление, свобода мысли проложили путь к совершенству философских наблюдений. Учитывая эти возможности, чтобы укрепить

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доверие и уверенность людей, мы уделили особое внимание обновлению философского мировоззрения, свободе мысли и независимости мысли с самых ранних этапов нашего независимого развития. Потому что, если мы не убедим людей в выбранном нами пути и привнесем эту решимость и уверенность в сознание наших людей, в нашу работу в других областях, наши достижения не будут иметь прочной основы.

В этом смысле важно развивать культуру философского мышления среди молодых людей и укреплять их способность мыслить философски.

2. МЕТОДЫ И УРОВЕНЬ ОБУЧЕНИЯ

В той степени, в которой разрабатываются философские обобщения о бытии, действии и времени, культура философского мышления в обществе. Это связано с культурой формирования и провозглашения убеждений общества и личности.

Культура интерпретации мира и философские знания не должны находиться под решающим влиянием какой-либо политической партии или ассоциации. В противном случае законы философской культуры будут нарушены, а сделанные выводы будут односторонними. Отрицание этого состояния равносильно отрицанию философской культуры и необходимости. [1; С. 180-181]

Залог наших социально-экономических реформ - это, прежде всего, духовное совершенство, зрелость и стабильность творческой силы человека. Духовная зрелость - это, прежде всего, отражение духовного наследия наших предков, наших национальных духовных ценностей во всех сферах, их ассимиляция во все наше тело.

Духовное наследие является продуктом образа жизни, мышления и мировоззрения наших предков. Пример наших великих предков, которые привлекли внимание мира своими человеческими качествами и научным потенциалом, станет образцовой школой для воспитания гармонично развитого поколения, которая является выражением и поддержкой наших благородных целей на пути к независимости [2; С.173].

Для этого необходимость повышения эффективности реформ в сфере образования требует поднятия деятельности в этой области на качественно новый уровень. Как отметил Президент Ш.М.Мирзиев; «Следуя традициям мудрости наших предков, понимая их идеи, мы проводим радикальные реформы, мы на пути к формированию нового имиджа нашей страны. [3; С.184]

Следует отметить, что великие соотечественники, мыслители Востока, роль и значение наследия философской мысли в

развитии современной цивилизации, духовной основы принятия решения о идеологии независимости могут быть достигнуты путем:

✓ будут укреплены научные знания и выводы о социально-экономических, идеологических, духовно-нравственных основах формирования первых философских знаний в регионе;

✓ Новые данные, источники, учебные пособия создаются путем изучения и анализа исторических источников;

✓ В сочетании национальных и общечеловеческих ценностей определяется глобальный вес наших национальных и духовных ценностей;

✓ Определена роль и вклад исторического наследия наших великих предков в развитие современной науки и культуры;

✓ Подчеркивается, что бесценное наследие религиозных и светских знаний, оставленное нашими предками на сегодняшний день, признано мировым научным сообществом;

✓ Все будет изучена важность нашего исторического наследия в масштабных реформах, проведенных в нашей стране за годы независимости;

✓ Историческое наследие, мудрость и мудрость учёных Востока определяются тем, что они являются образцовой школой для воспитания гармонично развитого поколения.

3. РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЙ

Несомненно, с того момента, как человек находится под влиянием окружающей среды и начинает мыслить, он обобщает свои впечатления и обнаруживает различные образы. Окружающая среда наблюдает и размышляет о цвете существования - разнообразии, разнообразии - разнообразии, существовании, существовании и несуществовании. В результате этих размышлений духовные благословения, созданные в соответствии с различными представлениями, концепциями и выводами, отвечают внутренним эмоциональным потребностям человека, еще более увеличивая его творческую силу.

Хотя изначально он основан на простых, поверхностных знаниях и опыте, человек различает мирское разнообразие, общность и специфику, понимает противоречия и противоречия, понимает внутреннюю природу вещей и чувствует гармонию и гармонию вокруг себя. Такое восприятие мира приводит человека к адаптации к этой сущности, в которой разнообразие, противоречия и противоречия, естественность и сверхъестественное, ясность и абстракция, равенство и гармония копируются в повседневные действия, поведение, взаимодействие, цвет, образ, интерпретирует и

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выражает по-разному, давая чувствительность. Таким образом, человек хотя бы частично избавляется от водоворота проблем, загадок, вопросов, которые занимают его воображение. Опираясь на силу мышления на основе своих собственных выводов, он создает целостную, философскую картину мира, переводя суть мира и происходящих в нем событий в научные, религиозные и художественные интерпретации.

Работа созерцания пробуждает в человеке внутреннее состояние ума - впечатления и чувства - волнение, чувство удовлетворения и удовольствия, возрождает способность к творчеству и творчеству. Таким образом, как мы уже отмечали выше, копия, скопированная из сущности существования, приводит к социализации, гуманизации природы. В процессе этих процессов воображение и понимание каждого из нас, наши способности и таланты, знания и навыки ведут ко всем нашим действиям. Именно с такой духовной силой мы открываем наш собственный мир. Это открытие позволяет каждому из нас расставить приоритеты в своем «я» и реализовать себя. Таким образом, в системе «Мир и Я» формируется подход человека к окружающему его миру вещей и событий, взгляды, выборы, решения. Умение мыслить укрепляет положение социальной сущности в духе человека. Как мы отмечали выше, из-за внутренних требований и потребностей мы движемся к познанию человека через его самопознание, его духовно-духовное и социальное существование. Но этот процесс вообще не выполняется в определенном пространстве и времени. Ясно, что, как и миру нет предела, не может быть предела человеческим знаниям и способностям. Поэтому, зная человека, важно понимать духовные факторы для его всестороннего развития и совершенствования. Появление таких факторов требует философского наблюдения за миром, последовательности накопленных знаний. Практические исследования не могут отрицать, насколько внутренние эмоциональные способности человека могут быть источником силы для теоретического мышления в ситуации ограниченных возможностей. Фактом является то, что при отсутствии научно-

технических возможностей творческие способности великих мыслителей, продвинувшихся за века до рубежа времени, не требуют доказательств.

4. ВЫВОДЫ

Сегодня, давая молодым людям полное знание о мире и его существовании, создавая ясные представления и видения, создавая возможности для философских наблюдений, поможет выявить следующие проблемы:

а) формирование рационального, нравственного отношения к быту в практической деятельности человека;

б) изучить и точно оценить возможности существования на основе научных исследований, анализа и наблюдений;

в) философский анализ возникновения учения о начале и конце жизни в природе;

ж) поиск альтернатив природным существам, среде обитания, научный анализ;

г) философский анализ достижений великих ученых и современной науки в области человеческого бытия;

д) уделять больше внимания научным исследованиям о веществе (единственной основе мира).

Приведенные выше соображения позволяют сделать вывод о том, что изучение культуры философского мышления, понимание смысла широкого наблюдения за ними и формирование философских навыков и компетенций можно определить как важные элементы и процессы:

❖ Философское мировоззрение является ключевым фактором в понимании существования, различии и оценке разнообразия событий и событий. В зависимости от характера содержания процессов обратная связь может быть выражена научным и ненаучным способом.

❖ Философская деятельность ориентирована на умственные и духовные способности, знания и навыки, свободу мировоззрения и опыт предмета.

❖ Философское наблюдение - проявляется в той степени, в которой накопленные знания и навыки усваиваются и творчески применяются.

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SOCIO-PHILOSOPHICAL ANALYSIS OF THE CONCEPT OF CIVILIZATION

Abstract: Civilization is understood as the holistic progressive development of mankind in the post-savage and barbaric period, the sum of social relations that ensure the existence of culture. When such a definition of the concept of "civilization" is given, it becomes clear that the civilizational approach to social development is more meaningful than the formational approach. Because if a civilization has a global character, the formation will have a local character.

Key words: civilization, progress, cultural aspect, technocrat class, technical progress, scientific information, integration, social relations.

Language: English

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Introduction

Civilization originally emerged as a concept that contrasted progress based on reason and justice with savagery. Indeed, the French thinker M. Montaigne, who first used this concept in the sixteenth century, calls a society based on reason and justice in his work. [1. S.13-17.] In the early stages of social development, man was closely connected with the community (tribe or tribe) in which he lived, and considered himself a part of that community. The development of this team would lead to its development as well. Under such conditions, the social and cultural aspects of society were inseparable: social life meant the life of a particular culture, and achievements in society were considered cultural achievements. Just as the consciousness of the ancient community depended on the material activities of the people, the cultural life of the society was absorbed into social life.

The peculiarity of the first-person community depended on its naturalness. Tribal and inter-tribal relations were formed in the process of the life and activity of people in unity and cooperation, during the

struggle for life. The abolition of these relations, and the emergence of social relations of a different nature in their place, made a radical turn in the development of society. Such a turn meant that civilization was now beginning to take shape.

If we take a closer look at this stage of society's life, the main features of civilization become clear. They are:

- social division of labor;
- differentiation of the city from the village;
- difference of mental labor from physical labor;
- the emergence of commodity-money relations and commodity production;
- formation of the state;
- recognition of the right to inherit property;
- changes in the form of the family;
- development of spiritual production.

It is these features that signify the degree of civilization of society.

Two centuries later, in the theory of progress founded by the French Enlightenment in the eighteenth century, the development of an ideal

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society based on reason began to be called "civilization." During the Restoration in France, F. Giza's views on civilization were particularly noteworthy. In his view, civilization is a concept that characterizes the unity of two elements - the levels of social and intellectual development. [2. S.9-25]. In the nineteenth century, this concept began to be used to describe the stages of development of human society.

L. Morgan, [3. S.97-102]. Later F. Engels [4. S.45.] Called the period of human history after savagery and barbarism the period of civilization.

Late XIX th - early XX th centuries Morgan and F. Engels' ideas were developed differently by thinkers. This was preceded by a change in the paradigms of civilization. (By paradigm shift we mean a simple exchange of theories and concepts put forward by the authors, not a change in the approach to the object of study (i.e., tsivilification).) The point is that until the end of the nineteenth century, an evolutionist paradigm about civilization prevailed. According to him, the history and cultural development of mankind are of a holistic nature. [5. S.111-117].

Based on the main ideas of this paradigm, K. Jaspers and his supporters interpret the holistic progressive development of mankind in the post-savage and barbaric period as a civilization.

In his book *The Beginnings and Purposes of Historical Development*, Karl Jaspers divides human development into four stages: the prehistoric period, the period of great historical and ancient cultures (local histories), the period of the beginning of universal history, and the period of technology (transition to a unified world history). It is clear from these considerations that K. Jaspers connects civilization with the historical culture that humanity has traversed. [6. S.36-43]. In contrast, another group of philosophers analyzes the concept of "civilization" based on the ideas of a unique - cyclical paradigm and describes it as a specific socio-cultural phenomenon. [7.S.77-83].

For example, N. In Danilevsky's *Russia and Europe*, civilization is associated with a specific subject of historical development. In his view, there is no universal history, and there can be no universal. Therefore, it is only possible to think of specific civilizations that have an individual character. [8. S.9-25]. The German philosopher O., who continued his thought. Spengler describes civilization as the final stage of any cultural development. Civilization is a time when cultural progress is dying, says the philosopher. O. According to Spengler, "civilization is a system of technomechanical factors, the culmination of any culture. Culture, on the other hand, denies its own inner potential and becomes a civilization." [9. S.43].

The transition from culture to civilization means the transition from creativity to productivity, from progress to stagnation, from courage to a

"mechanical" life. O. According to Spengler, the main features of civilization are related to the development of industry and technology, the degradation of art and literature, the concentration of people in several cities, the transformation of the nation into an imageless mass. [10. S.65].

Unlike O. Spengler, A. Toynbee does not deny the connection between culture and civilization. He sees civilization as a specific socio-cultural form of society (ancient Egypt, ancient Babylon, ancient Arab civilizations). [11. S.55.]

Reflections on the connection between culture and civilization can also be seen in the views of M. Weber. In his view, culture and civilization are interrelated concepts, that is, while civilization represents a specific stage of human society, culture represents a qualitative aspect of civilization. [12. S. 25-37.]

The development of science and technology, economic efficiency has subjugated all spheres of social life, and therefore the substantial basis of civilization and its universal criterion are related to the development of technology and economics. Weber[13.S.94]. Based on the technogenic approach, social development is divided into agrarian civilization, industrial civilization and postindustrial (information) civilization[14. S.77-83.] The third stage of civilization was introduced by E. after the 1950 s. Toffler calls it an information civilization. The thinker characterizes this period as a period of complex automation.

Of course, it is not in vain that civilization is described in so many variants. They represent different aspects of the historical process. However, the disadvantage of these options is that they all exaggerate one or another aspect of the historical process. During the last decade of the twentieth century, new and new concepts, views, ideas about civilization have emerged. Models for the development of world civilization are being developed not only in the Western world, but also in other countries of the world, and are being referred to the scientific community. For example, the Japanese historian Sh. Ito traces the main reason for the changes taking place in the field of culture to the interrelationship of local civilization with that of a global civilization. The historian even G. Gegel and K. Marx's views on civilization Toynbee and O. Tries to synthesize with Spengler's theory of local civilizations [15.S.15-23].

As a result of such concepts and views, new and new concepts emerge: "central civilization" (D. Wilkinson) [16.S.4-12], "the process of civilization" (N. Elias), [17.S.19.] "Divided Civilization" (S. Huntington) [17. S.7-13], "Civilization of Illiteracy" (M. Nadin). [18. S.9-25]. New and new problems are put on the agenda: civilization is the source of savagery (S. Latush, P. Kaufman) [19.S.81], Self-Cultural Identification and the Clash of Civilizations

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(S. Huntington) [20. S.33] and so on. In Uzbek philosophy, too, there are many pamphlets and articles on the development of civilizations, the peculiarities of modern civilization. The world scientific community renowned scientist F. He also praised Suleymanova's fundamental book "East and West". The scientist was first able to substantiate the existence of a dialectical connection between different types of civilizations. Second, he proved with convincing evidence that it was the East that prepared the ground for the development of Western civilization.

Third, the fact that the dialogue between Eastern and Western civilizations has been going on for centuries has shed light on the fact that this dialogue has its own laws. Fourth, F. Sulaymonova book, S. In Huntington's words, it demonstrated the beginning of the process of cultural self-identification in our country [20. S.35].

In particular, I. Karimov's book "Uzbekistan on the threshold of the XXI century: threats to security, conditions of stability and guarantees of development" reveals the peculiarities of modern civilization, its negative trends, the relationship between global and local civilization [21. S.19-28].

Thus, the concept of "civilization" has been interpreted on the basis of different approaches in different philosophical and epistemological concepts. Philosophical, culturological, sociological, ethnopsychological, geographical concepts and views

on civilization can ultimately be divided into three main groups:

1. The interpreter of civilization as a holistic progressive development of mankind in the post-savage and barbaric period.

2. Connecting civilization with a specific subject of historical development, describing it as a certain stage of social progress or regression, development or decline of material and spiritual culture;

3. The founder of civilization with man-made development.

Naturally, in order to more accurately express the meaning of the concept of "civilization", it is expedient to analyze the views on the development of philosophical ideas, to identify logically grounded conclusions in these views that do not provoke objections. Based on these conclusions, civilization is understood as the holistic progressive development of mankind in the post-savage and barbaric period, the sum of social relations that ensure the existence of culture. When such a definition of the concept of "civilization" is given, it becomes clear that the civilizational approach to social development is more meaningful than the formational approach. Because if a civilization has a global character, the formation will have a local character. Moreover, the formation recognizes the priority of economic indicators in society, while civilization allows the study of society as a whole reality. Such an approach to the issue provides a basis for identifying the nature of many modern problems and finding ways to overcome them.

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THE IMAGE OF IMPORTANT CHARACTERS IN OYBEK'S WORKS

Abstract: The article describes the experiences of the heroes and the struggles of the workers in Oybek's revolutionary works. Oybek worked diligently to master realism. He is a mature man who has embarked on a responsible and honorable mission. In his poems, Oybek draws characters vividly and acquires an increasingly realistic style. Oybek's poems only deepened the interpretation of major works in his later work. Oybek took an active part in the literary movement during the creation of the mentioned poems.

Key words: Image, problem, conflict, realism, poem, freedom, skill, system.

Language: English

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Introduction

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Over the centuries, many poets and writers have contributed to the development of Uzbek literature. Among them are GafurGulam, Hamid Olimjon, Gayrati, Oybek and others. Today we want to talk about the works of academician, writer, lyric poet, translator Oybek. Oybek, like the above writers, created poems that are popular among our people.

Oybek's poems express the poet's sincere love for the homeland and the working people. Some of his poems reflect the Uzbek people's lawlessness in the past and their spontaneous protest and oppression against the oppressors in his works "Revenge", "Bakhtigul and Sog'indik"

Oybek portrayed women (Lalikhon and Bakhtigul) who were oppressed by feudal-patriarchal family relations and even lost their love. He created the image of oppressors (Hoshimboyvachcha and Otaboy) and the image of three children (Kholkhoja, Sog'indik) who tried to save women from slavery, which caused them to violate their freedom. But the freedom-loving heroes have not yet found a way to true-organized freedom, they are acting alone. ChapaniKholhoj, the shepherd, spontaneously fights against the suffocating conditions of Sagindik and its representatives. He kills Hoshimboyvachcha, who poisoned Kholkhoja or Lalikhon. Sagindiq, along with

his accomplices, kills the shepherd-feudal Ataboy and frees his lover Bakhtigul. Only Sagyndyk is more conscious than Kholkhoja. He portrays the hatred, resentment, and playfulness of the enemies of free love — the oppressors — more effectively and purposefully.

Materials and Methods

These two poems play an important role in the formation of Oybek's creative method. Oybek exaggerated the colors of romanticism as a result of mastering Uzbek classical poetry (Navoi), traditions of folklore and literary practices of the great Pushkin and M. Gorky. In the poem "Revenge" the heart is strong, courageous, lovable. the image of Kholkhoja, a chapan by nature, is set against the shameless, ruthless, cowardly, heartless, loveless Hoshimboyvachcha, a representative of the oppressive classes. The poet described Kholkhoja's diligence (he was the orphan son of a poor blacksmith), his courage, his humanity, his freedom, his rebellion against all oppression and oppression, and his pure love with special affection.

The poet not only emphasizes the spiritual beauty of Kholkhoja, the purity of his inner world, but also the splendor of his appearance. Kholkhoja, a dark-faced, dignified, broad-chested, broad-shouldered young wrestler, resembles a small-eyed eagle. He is opposed to the overweight, short, light-

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eyed, pale, bloodless, always drunk and lazy Hoshimboyvachcha. Adrasis toned, double-breasted, with a half-skullcap, open-breasted Kholkhojajujun jacket, American etiquette, and a cigarette, which is placed on all sides above the rich man in the carriage.

In his poem "Revenge", Oybek portrayed the violation of women's rights with great rage and expressed the disgust of the unjust system, which destroys pure, young souls, in influential verses.

Oybek worked diligently for the perfect mastery of realism, trying to bring the characters out of the typical situation: in this regard: the poem "Happiness and Missing" was a step forward from "Revenge".

The conflict in Oybek's poem "Happiness and Missing" - like in the poem "Revenge" - serves to show the conflict between the exploiters and the children of the people, and to expose the spontaneous rebellion of the latter. Only Kholkhoja's rebellion will take a while. In this poem, too, Oybek raises the plot in the context of a clash between two forces, strongly condemns social inequality and injustice, and shows that the rebel forces are growing, albeit spontaneously.

Creating a positive image of Oybek was still a challenge. He tried to solve this problem not only in the past, but also in the modern Soviet era. The poem "Dilbar-davrqizi" was the result.

This work was Oybek's first poem and was written in 1932. In the poem, the poet describes the "attack" on the struggle for women's liberation in Uzbekistan in the mid-twenties. He showed this by describing the way the protagonist of the poem, young Dilbar, graduated from high school and technical school and jumped into the embrace of life and struggle.

The conflict in the poem "Daughter of the Charming Age" is born and develops on the basis of the conflict and struggle between the initiators of the "attack" and their enemies. Women's freedom is first described as an antithesis of antiquated rules and religious practices. These are serious obstacles for Dilbar to start studying. Even Dilbar's simple, sincere, humble, and truthful father, Qasim Haskash, is obsessed with his daughter's education. The resistance of such remnants is broken by the will of the school staff, the schoolgirls, and is embraced by Dilbar's Soviet school. After that, class enemies openly revolt against Dilbar's release. Pirmatallop and his mortal greed Mamat Qasim, taking advantage of the poverty and emptiness of the Haskash, tries to seize his daughter's will. This move of theirs is shocking.

But many details in the poem about the personal lives of the protagonists do not serve to escalate and exacerbate the conflict, but to divert it from the main story. It doesn't help to reveal the charming character brightly. Such details are as noticeable after Dilbar's placement in an orphanage as they were in her pre-school life. In the poem, the scale of the "attack" campaign is largely limited to the propaganda and meetings conducted by Dilbar and others. Despite

these shortcomings, "Dilbar-davrqizi" played an important role in the development of Uzbek poetry. In it, the author for the first time tried to portray the image of a woman in the genre of a poem, showing that young Dilbar was preparing for the evolution of growth to build a social life. In the poem, the social nature of the enemies of women's freedom, the image of the Nepman traders (Pirmatallop and Mamat) were realistically exposed. Oybek was a skilled poet and a mature novelist. His epic paintings, such as "KutlugKan", "Navoi", "UlugYul", "Golden Valley Breezes", "The Sun Does Not Darken", are an important period in the development of Uzbek realist novels.

Results and Discussions

The national liberation uprising of the Uzbek people in 1916 is skillfully and realistically expressed in the author's novel "Blessed Blood" 1 (1940). While writing the novel "KutlugKan", Oybek studied creatively in Russian and Uzbek literature. There is no doubt that Oybek's creative school is his life. He described the events he observed and felt deeply, revealing the essence of social development in certain historical periods through artistic images. However, KutlugKan breathed life into the works of Uzbek and Russian literature, including the novels of M. Gorky and C. Ayni, and the dramas of the first Uzbek writer Hamza Hakimzoda, and continued their tradition. Hamza Hakimzoda's drama "The Rich and the Servant" in "Kutlug 'Kan" highlights the development of the tradition.

The novel "Blessed Blood" is written with great artistic skill, the author uses a variety of artistic means to reveal the ideological content of the work. Throughout the story, the writer portrays his protagonist in a variety of situations and contexts. It thus reveals some of the perceptions in their characters, drawing internal and external images and portraits. Each person is embodied and remembered by the student with his or her own individual characteristics. The traveler is reflected in his work, social struggle, personal life, passionate love for Gulnara, dangerous situations, sweet memories and bitter thoughts. The image of a traveler is depicted in a variety of contexts, vividly, and his every action, behavior, and demeanor is true. The reader believes. The writer applies the character to other people in the same way. While describing important events in the social life of people, the writer does not separate them from the natural environment, people's lives take place in a certain setting, in the embrace of nature. Several chapters are directly related to the depiction of the seasons and scenes of nature, often such an image is given between events, sometimes closely related to the event and serving its development. The author also draws pictures of work, influencing the nature of people. In the novel "Navoi" (1944) he was the first in Uzbek literature to create the image of the great poet

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and thinker AlisherNavoi. His works "Winds from the Golden Valley" (1949) reflect the creative work of our people in the post-war period, the tragedy "World War II" is reflected in the novel "The Sun Does Not Darken" (1958). The author's "The Great Way" (1977) is a logical continuation of the novel "Blessed Blood", in which the writer seeks to show the formation of national consciousness.

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in which the writer seeks to show the formation of national consciousness.

Oybek traveled to Pakistan in 1949. Oybek has written a number of important works in prose and poetry about the life of the Pakistani people. His memoirs, Impressions of Pakistan 2, published in the Red Uzbekistan newspaper, laid the groundwork for his work on the subject. His poems "Zafar and Zahro", "Haqgoylar", many poems, the story "In search of light" are proof of this.

Conclusion

In conclusion, he is not only a talented poet, a great prose writer, but also a famous scientist, publicist, critic and translator, statesman and public figure. The Uzbek reader was able to read Pushkin's "YevgenyOnegin", a poetic novel, Lermontov's "Maskard", Moler's "Tartyuf" dramas, as well as examples of ancient literature translated by Oybek. In his works, Oybek describes the historical period, the socio-political and was able to show the influence of the spiritual environment. At the same time, Uzbek literature developed and reached the stage of maturity. It is enriched with new content, new ideas, new feelings. Artist and writer Oybek also contributed to this work. M.Oybek took an active part in the development of Uzbek literature with his novels, poems and articles, enriched them with works of great ideological and artistic significance. He became known to a wide audience for his works. Three of his novels and many of his works have been translated into Russian. In addition, not only Oybek's poems, but also a number of his novels are read abroad with interest. Oybek's poetry is extremely beautiful, distinguished by its simple, fluent and expressive language, rich and colorful imagery. That is why his works have been published in foreign languages in 10 languages with a circulation of more than 600,000 copies. Oybek's achievements in the field of art are not only the achievements of the writer, but also the achievements of the people, Uzbek culture and literature.

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THE PROBLEM OF LEARNING CREATIVE THINKING IN PRESCHOOL CHILDREN

Abstract: The article explores the challenges of developing creative thinking and environmental hazards in preschool children and their research

Key words: Creative thinking, child, young, scientists, research, opinion, period, problem, intellect.

Language: English

Citation: Djalolova, M., & Mamajonova, S. (2020). The problem of learning creative thinking in preschool children. *ISJ Theoretical & Applied Science*, 04 (84), 176-178.

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Introduction

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Creativity is an integral part of human morality as a category of personal development, the factor of self-development, the basis of personal self-esteem, and the pursuit of new ideas, rather than the multiplicity of knowledge acquired by the individual. The stereotypes are reflected in the process of reforming and changing the process of innovating, making unexpected and unusual decisions in the solution of vital problems. It is no coincidence that today the education of the young generation in a spiritually healthy way is aimed at improving the creativity of preschool children to ensure that they can develop a broad-minded and intellectually healthy mind through creativity. Psychologist M. Jalolova's article "Developing Creative Thinking in Children" provides the following points: Children's artistic and visual art is more prominent at this time when it is about 3-6 years old. Based on these considerations, it is possible to say that the focus on pre-schooling is a positive effect.

Psychologist F. Engels comments on the importance of thinking in our daily lives: "... The special form of the human eye is not the limit of a

person's ability to know the universe. In his book *Mechanism umstvennoy deuternosti*, E. I. Boiko comments on the idea: "Dynamic temporal bonding is a physiological mechanism of mental activity, which also involves the interaction effect of both signal systems. The interaction of the same natural elements affecting the functional structure as a result of the action of the cerebral hemispheres exacerbates the other, and the elements that are not adapted to the neuronal structure are subjected to external braking."

M. B. Gomezo emphasizes the ability of reflection to reflect generalized, verbal, and mediated environmental phenomena, and explains: "reflection is a reflection of reality in general and word and experience."

In his book *Psychology Mystery*, O.T. Tikomirov described the vision as follows: "Thinking is the summarizing and directing of reality by its product, the degree of generalization and the tools used and the novelty of those generalizations. The process of sorting out the associated species is a cognitive activity."

S. L. Rubenstein is a manifestation of his theories, as thinking processes, as activities. The author has analyzed in detail the operations of thought,

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the formation of forms - the process, and the problem-solving - as a thought activity.

P. A. Galperin strives to illuminate important aspects of thinking from the theory of the gradual formation of mental behavior. Therefore, the following point is made: "Thinking is an orientation - a research activity, a process of orientation, that is, an orientation - a process, a process of orientation."

In his research, A. R. Luria once again proved that social development is a criterion for human thinking.

One of the leading psychologists, Z. I. Kalmikova, in her research has divided the productive and reproductive types of thinking.

The above general case study concludes that several experiments led by L. S. Vigotsky are a very complex relationship between education and development, but that education is always ahead of development.

Against E. Torndayk and J. Piaget explaining education and development as one thing, L. S. Vigotsky expresses this view: "Childhood can never be considered a shadow outside of school education." He also strongly criticizes psychologists in the field of subordinate processes.

Galperin's theory of the gradual formation of mental behavior is of particular importance in psychology. This theory is based on the idea of interiorization by L. S. Vigotsky and A. N. Leontev and implies that in the process of development in the ontogeny, the process of the gradual transformation of external movements into internal, mental movements.

A study led by P. Y. Galperin shows that students can increase their thinking.

The experiments, led by D. B. Elkonin and B. B. Davidov, are dedicated to the study of junior students' intellectual development reserves and the ways and means to utilize these resources.

According to the research of M. E. Nchinskaya, in the process of determining the intellectual development of young students in mathematics, it seeks to determine their current knowledge base, the level of knowledge application, and the state of logical thinking. The author pays attention to the pace of development, the integration of concrete and abstract thinking, and the stage of analytical and synthetic activity. Besides, the most important thing for the researcher is the ability to change student opinions from private to general. Without it, it is not worth thinking about the level of intellectual development.

Creative ability is a factor independent of the intellect (J. Gilford, K. Taylor, G. Gruber, or A. Ponomarev). To put it mildly, this theory suggests that there is little correlation between levels of intelligence and creativity. A more advanced concept is E. P. Torrance's "intellectual boundary theory": if IQ is below 115-120, intellect and creativity will be the only factor, and when IQ is 120, creative abilities will

become independent dimensions, that is, no low-level creatures. but there are low-creative intellectuals.

Intellectual knowledge emerges as a necessary but insufficient environment for the creative activity of an individual. Motivation, values, personal characteristics (A. Tannenbaum, A. Alloch, D. B. Bogoyavlenskaya, A. Maslow, etc.) play a key role in determining creative behavior. The key features of the creative personality are those researchers include cognitive knowledge, sensitivity to unknown and difficult situations.

Creating a psychological atmosphere of freedom and security is a prerequisite for developing creative abilities and organizing project activities. An adult shows sympathy and warmth for the child's creative experiences, he is friendly, avoids evaluations, does not criticize the child and his creative products. He constantly draws children's attention to original ideas, successful finds, and accepts any creative product regardless of its quality. It encourages any questions from the child, awakens the child's imagination with questions that have many answers. An adult demonstrates a creative style of behavior, offers their own solutions to the problem. To work on a project, you must adhere to special requirements: you must have a socially significant task (problem)- research, informational, practical. Further work on the project is a solution to this problem. The problem can be identified both by the teacher and by the children themselves.

Project execution begins with planning actions to solve the problem Each project requires research work by children, i.e. search for information that will then be processed, understood, and provided to the project team members. The result of project activity is a product. In General, this is a tool that was developed by the project participants to solve the problem. The prepared product must be presented to the customer, and presented convincingly enough, as the most acceptable means of solving the problem. Thus, we see that working on any project is the answer to the question of five "P": problems, planning, search, project and presentation. When working on a project, it is extremely important to teach children the basics of independent thinking and search activity, since the ability to see problems develops over a long time. At the first stage, the teacher sets the problem, outlines ways to solve it, and the solution itself and its search is independently carried out by children.

At this stage, it is important to teach children to independently find and select the right material and equipment, perform the simplest actions, and see the results of activities. Leading questions were used to achieve this goal: "Can you do what I do?", "What do you need to do?" (equipment, materials), "tell Me what you will do?", "Where can I get these items?". Creating a favorable psychological atmosphere contributes to the manifestation of creative activity and independence, at the second stage of training, the

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teacher only poses a problem, and the method of solving it children are looking for themselves, the task is to teach children different ways to find solutions to problems. Used:

- problem questions: "What must I do?", "How can this be checked?", "What happens if...?";
- questions that lead to demonstrations and the development of fluency and originality of thinking, such as "Brainstorming";
- there are special conditions for the practice of interpersonal communication and cooperation;
- the completion of the area of new materials or objects;
- modelling research activities of adults to develop skills in experimentation and activity in passive and shy children. At the third stage of training, you have to solve the following problem: how to make sure that a child of senior preschool age can independently go through all the structural components of project activities. The following methods and techniques were used for this purpose:

- development of cards-symbols that suggest ways of children's activities;
- presentation of the child's activities;
- production of cards with a symbolic image of the project task;

– use of diary entries with a graphic description of the experiments. Given all of the above, it can be noted that project activities help to develop creative abilities. After all, when implementing a project, we start with the formation of an original idea. at the end of the project, a new creative product can be created, which is valuable because it represents a unique vision of the world that is peculiar to this child. In a creative project, creativity increases by expanding the space of opportunities when discussing various project options.

In addition, the preschooler gets a positive experience of competitive interaction and understands that the idea should be valuable not only for him, but also for others. Also, working in the design mode provides opportunities for adult participants of the educational process for personal growth.

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CLASSIFICATION OF TRAINING METHODS IN THE TEACHING FOREIGN LANGUAGE

Abstract: One of the acute problems of modern didactics is the problem of classification of teaching methods. The article describes the problem of classification of teaching methods.

Key words: verbal methods, visual methods, practical methods, story, explanation, conversation.

Language: English

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Introduction

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Currently, there is no single point of view on this issue. Due to the fact that different authors base the division of teaching methods into groups and subgroups on different characteristics, there are a number of classifications. The earliest classification is the division of teaching methods into the methods of work of the teacher (story, explanation, conversation) and the methods of work of students (exercises, independent work). It is common to classify teaching methods with sources of knowledge. In accordance with this approach, there are:

- 1) verbal methods (the source of knowledge is an oral or printed word);
 - 2) visual methods (the source of knowledge is the observed objects, phenomena, visual);
 - 3) practical methods (students gain knowledge and develop skills by performing practical actions).
- Let's look at this classification in more detail.

Verbal methods. Verbal methods occupy a leading place in the system of teaching methods. There were periods when they were almost the only way to transmit knowledge. Currently, they are often called outdated, "inactive". The assessment of this

group of methods should be approached objectively. Verbal methods allow you to transmit a large amount of information in the shortest possible time, put problems before the students and indicate ways to solve them. With the help of the word, the teacher can evoke in the minds of children vivid pictures of the past, present and future of humanity. The word activates the imagination, memory, and feelings of students. Verbal methods are divided into the following types: story, explanation, conversation, discussion, lecture, work with a book.

Story. The method of storytelling involves an oral narrative presentation of the content of educational material. This method is used at all stages of school education. Only the nature of the story, its volume, and duration change. The story, as a method of presenting new knowledge, usually has a number of pedagogical requirements:

- the story should provide an ideological and moral orientation of teaching;
- contain only reliable and scientifically verified facts;
- include a sufficient number of bright and convincing examples, facts that prove the correctness of the proposed provisions;
- have a clear logic of presentation;

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- to be emotional;
- be presented in simple and accessible language;
- reflect the elements of personal assessment and the teacher's attitude to the facts and events presented.

Explanation. An explanation should be understood as a verbal interpretation of the laws, essential properties of the object under study, individual concepts, and phenomena. Explanation (this is a monologue form of presentation). Explanation is most often used when studying the theoretical material of various Sciences, solving chemical, physical, mathematical problems, theorems; when revealing the root causes and consequences in the phenomena of nature and social life. Using the explanation method requires:

- precise and clear formulation of the problem, the essence of the problem, the question;
- consistent disclosure of cause-and-effect relationships, arguments, and evidence;
- use of comparison, comparison, analogy;
- attract the brightest examples;
- perfect logic of presentation. Explanation as a method of learning is widely used in working with children of different age groups. However, in middle and high school age, due to the complexity of the educational material and the increasing intellectual capabilities of students, the use of this method becomes more necessary than in working with younger students.

Conversation. Conversation is a dialogical method of teaching in which the teacher, by posing a carefully thought-out system of questions, leads students to understand new material or checks their assimilation of what they have already learned. Conversation is one of the oldest methods of didactic work. It was masterfully used by Socrates, from whose name the concept of "Socratic conversation" was derived. Depending on the specific tasks, the content of the educational material, the level of creative cognitive activity of students, the place of conversation in the didactic process, there are different types of conversations. Heuristic conversation is widely used (from the word "Eureka" (find, open). In the course of a heuristic conversation, the teacher, based on the knowledge and practical experience available to students, leads them to understand and assimilate new knowledge, formulate rules and conclusions. Communicative conversations are used to communicate new knowledge. If the conversation precedes the study of new material, it is called introductory or introductory. The purpose of this conversation is to create a state of readiness in students to learn new things. Anchoring conversations are used after learning new material. During the conversation, questions can be addressed to one student (individual conversation) or to students of the entire class (front-line conversation). One type of conversation is an interview. It can be conducted with the class as a whole, or with individual groups of

students. It is especially useful to organize an interview in high school, when students show more independence in their judgments, can pose problematic questions, and Express their opinions on certain topics put by the teacher for discussion. The success of conversations depends largely on the correctness of the questions posed. Questions are asked by the teacher to the entire class so that all students are prepared for the answer. Questions should be short, clear, meaningful, and formulated in a way that awakens the student's thoughts. You should not use the double prompting questions or thought-provoking to guess the answer. You should not formulate alternative questions that require unambiguous answers such as "Yes" or "no". In General, the conversation method has the following advantages:

- activates students;
- develops their memory and speech;
- makes students' knowledge open;
- has a great educational power;
- it is a good diagnostic tool. Disadvantages of the conversation method:
 - takes a long time;
 - contains an element of risk (the student may give an incorrect answer, which is perceived by other students and recorded in their memory);
 - you need a stock of knowledge.

Discussion. Discussion as a learning method is based on the exchange of views on a particular issue, and these views reflect the participants' own opinions or are based on the opinions of others. This method should be used when students have a significant degree of maturity and independence of thinking, are able to argue, prove and justify their point of view. A well-conducted discussion has a great educational value: it teaches a deeper understanding of the problem, the ability to defend one's position, and to take into account the opinions of others.

Lecture. A lecture (a monological way of presenting a voluminous material) is usually used in high school and takes up the entire or almost the entire lesson. The advantage of the lecture is the ability to ensure the completeness and integrity of students' perception of educational material. The relevance of the use of lectures in modern conditions increases due to the use of block study of new educational material on topics or large sections. The school lecture can also be used when repeating the material passed. These lectures are called overview lectures. They are conducted on one or more topics to summarize and systematize the studied material. The use of lectures as a method of teaching in modern schools allows to significantly enhance the cognitive activity of students, involve them in independent searches for additional scientific information to solve problematic educational and cognitive tasks, perform thematic tasks, conduct independent experiments and experiments bordering on research activities. This

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explains the fact that the proportion of lectures in high schools has recently begun to increase. Working with a textbook and a book (the most important method of learning). In primary classes, the book is mainly used in lessons under the guidance of a teacher. In the future, students are increasingly learning to work with the book on their own. There are a number of techniques for independent work with printed sources. The main ones are:

- Taking notes (a summary, a short record of the contents of the reading). Notes are taken from the first person (from yourself) or from a third person. Taking notes in the first person is better for developing independent thinking.

- Drawing up a plan of the text. The plan can be simple or complex. To make a plan, after reading the text, divide it into parts and title each part.

- Quoting (verbatim excerpt from the text. Output data must be specified (author, title of the work, place of publication, publisher, year of publication, page).

- Annotation (a brief summary of the contents of the reading without losing significant meaning).

- Reviewing (writing a short review expressing your attitude about what you read). These are brief characteristics of the main types of verbal teaching methods. The second group of this classification consists of visual teaching methods. Visual methods. Visual teaching methods are those methods in which the assimilation of educational material is significantly dependent on the visual and technical means used in the learning process. Visual methods are used in conjunction with verbal and practical teaching methods. This is a brief description of teaching methods, classified by sources of knowledge. It has been repeatedly and reasonably criticized in the pedagogical literature. Its main drawback is that this classification does not reflect the nature of students' cognitive activity in learning, does not reflect the degree of their independence in academic work. Nevertheless, it is this classification that is most popular among practical teachers and methodologists.

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PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT

Abstract: The purpose of the article is a theoretical justification for the formation of professional training of future teachers of computer science on the basis of special profile disciplines by means of information and communication technologies and its practical implementation.

Key words: information, communication, technology, education, interactive whiteboard, laboratory classes, seminars, colloquiums, pedagogical practice, student activities, pedagogical research.

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Introduction

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The system-forming concept of the learning process as a system is the goal of learning, the activity of the teacher, the activity of students and the result. The variable components of this process are the control tools. They include: the content of educational material, teaching methods, material means of learning, organizational forms of learning as a process and educational activities of students. They form a stable unity and integrity, subordinate to the General goals of education. The purpose of training performs a system-forming function of pedagogical activity, since the choice of content, methods, and means of education depends on its definition. The starting point for defining the goal and building a system of tasks. The specialist's model is used, and it is based on the qualification characteristic.

The content of training in our study is considered as the content of disciplines: "Theory and methods of teaching computer science", "Information and communication technologies in education", "Informatization of education", "Professionally-oriented course for solving problems in computer science". Studying the content of the course "ICT in education", students get acquainted with the work of

an interactive whiteboard, create demonstration materials, master the technology of creating electronic textbooks.

Currently, schools are equipped with computer classes with an interactive whiteboard, so computer science teachers primarily use it in the process of teaching computer science. To prepare students of the specialty "computer Science", it is necessary to use an interactive whiteboard in the course "Theory and methods of teaching computer science" simultaneously with the study of teaching methods of the main sections of computer science, so that students can see in practice all its advantages and ways of using it. Classes in the discipline "Theory and methods of teaching computer science" are becoming more interesting and dynamic. Thus, two tasks are performed: mastering the material for the course "Theory and methods of teaching computer science" and demonstrating the use of an interactive whiteboard in lectures. In the future, the laboratory classes will consolidate the methods of using the interactive whiteboard when writing lesson notes for students in the course of "computer Science", and students will be prepared for industrial practice at school and will be able to use all the knowledge they have gained during classes. All content necessarily acquires a form that is interpreted in philosophy as a

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way of existence and expression of content. Content and form are philosophical categories in which the content, being the defining aspect of the whole, represents the unity of all the constituent elements of the object, its properties, connections, and the form is the way of existence and expression of the content. There are four General organizational forms: individual, pair, group, and collective. The nomenclature of organizational forms at the University includes more than twenty titles, including lectures, seminars, colloquiums, workshops, independent work, exams, and many others.

The leading form of organization of the educational process in higher education is a lecture. In the pedagogical encyclopedia, the following definition is given: "lecture (from lat. - reading) - systematic, consistent, monological presentation of educational material of a theoretical nature by the teacher. The lecture can be informational, problematic, heuristic, or review. In order to increase interest in the studied discipline, to activate the cognitive activity of students, we recommend that when presenting theoretical material, along with the traditional types of lectures (introductory, overview, lecture - information), other types of lectures are used: problem lecture, conference lecture, consultation lecture. The forms that complement the lecture method of teaching are laboratory classes, seminars, colloquiums, and so on. They perform the functions of activating students by fixing and checking the level of learning of educational material in the process of dialogue, interpersonal communication between the teacher and the student. The effectiveness of the educational process of a University depends on the system of applied methods or means of training in their relationship and unity, taking into account the professional specifics of the institution.

V.A.Sitarov defines teaching methods as the most important structural components of an integral pedagogical process, including the goals and objectives of training, content, forms of organization of training and its results.

Basova points out that there are more than 200 definitions of the concept of "method" The word method itself in Greek means research, a way, a way to achieve a goal. For example, in the philosophical dictionary it is noted: "method – in the most General sense-a way to achieve the goal, a certain way of ordered activity".

Y.K.Babansky under the method of teaching means "a sequential alternation of ways of interaction between teachers and students, goals through the study of educational material".

There are many new methods and organizational forms of learning that focus on new types of learning activities and new educational results (role-playing games, educational design, credit-modular learning system), the effectiveness of which can be significantly improved when using ICT tools. It is

obvious that they should be included in the Arsenal of professional activities of a computer science teacher.

Abdurazakov, M.M. believes that one of the most productive methods in teaching computer science is the method of educational projects based on the research activities of students to solve problems from the selected subject area. In pedagogical practice, particularly important are the methods of organizing the cognitive activity of students, which ensure the assimilation of certain knowledge, the formation of skills, including those that allow students to apply the knowledge, skills and skills in practice when solving specific life problems.

The method of educational projects is one of the methods of creative development of the individual. The main requirements for using the project method in teaching students using ICT tools are:

- the presence of a significant research, creative task that requires integrated knowledge, research search for its solution;
 - practical, theoretical, cognitive significance of the expected results;
 - independent (individual, pair) activity of the student;
 - identify the basic knowledge from various fields needed to work on the project;
 - structuring the content of the project;
 - using research methods;
 - defining the problem and the research tasks that follow from it;
 - putting forward a hypothesis for their solution, discussing research methods;
 - analyzing the data obtained;
 - making final results;
 - summing up, conclusions, creative reports, etc.
- The project method always involves solving a problem that involves, on the one hand, the use of various methods, on the other, integrating knowledge and skills from various fields of science, technology, technology, creative areas. Working with the project method involves not only the presence and awareness of a problem, but also the process of its disclosure. Execution of project tasks promotes:
- the formation of basic knowledge and skills and further their recruitment and development;
 - sustainable motivation and a sense of need in the acquisition of new skills required in the work on the project;
 - activation of informative activity of pupils, especially in fulfilling the design-computer science;
 - development of creative abilities, allowing to implement the project in accordance with his own vision;
 - education of initiative in obtaining new knowledge and independence in expanding the scope of their application;
 - awareness of students themselves as creators of their own knowledge. The project method is always focused on independent activity of students,

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individual, pair, group, which students perform for a certain period of time. In the course of this activity, it is advisable to use ICT tools. This approach is organically combined with the group approach to learning. When implementing the project method, all project activities are directed at the student, and it is not so important whether they intersect with it at school or at home. Independence in choosing the educational trajectory allows the student to reach a new, higher level of work with information and communication technologies and consider them as a tool for learning and self-development, which, in turn, contributes to the manifestation of social activity of the student. It should also be noted that the feasibility of practical application of such projects proves the significant didactic potential of modern telecommunications systems and appropriate ICT tools used in teaching students.

Pedagogical software is a didactic tool designed to partially or completely automate the educational process with the help of computer technology. They are considered one of the promising forms of increasing the effectiveness of the educational process and are used as a means of teaching modern technology. The composition of pedagogical software includes: a software product (a set of programs), technical and methodological maintenance, additional auxiliary tools aimed at achieving specific didactic goals in the field of educational science.

Pedagogical software tools can be divided into:

- educational programs-the direction of mastering new knowledge based on the level of knowledge and interest of students;
- test programs-are used for the purpose of verification or evaluation of acquired knowledge, qualifications and skills;
- exercises-will serve to repeat and strengthen the previously mastered training material;
- programs that form a virtual learning environment with the participation of a teacher.

The research carried out in the field of physiologic-hygienic acknowledges that the cognitive ability of the learners to work in the computer varies inversely to the size of the data being utilized. This is explained by the following reasons:

- increased load on the organs of vision;
- the fading of the initial mental upheaval that occurs during the reception of news;
- accumulation of negative emotions due to possible uncertainty and error;
- the adoption of a large amount of educational resources hinders the active acquisition of further information resources.

In the development of hypertext documents of pedagogical software tools, software tools such as Microsoft Front-Page (HTML-Hyper Text Markup Language), Alliare Home Site (HTML), Microsoft Power Point, Microsoft Word are used.

When creating educational materials on the basic concepts of the subject, it will be necessary to use programs that work with raster or vector drawings. They include Corel Draw, Corel Xara, Corel Photo Paint, Adobe Photo Shop, Adobe Illustrator etc.

When creating training materials with dynamic illustrations, special programs such as Disreet 3D Studio MAX, Alais Wave Front, Maya, Light Wave, SoftImage 3d, Adobe Image Ready, Gif Animator, Macromedia Flash, Adobe Premier are used.

Voice process presentation and sound editing are done using Sonicundundry SoundForge, Wavelab, Sound Recorder and other software.

Pedagogical software is a didactic tool designed to partially or completely automate the educational process with the help of computer technology. They are considered one of the promising forms of increasing the effectiveness of the educational process and are used as a means of teaching modern technology. The composition of pedagogical software includes: a software product (a set of programs), technical and methodological maintenance, additional auxiliary tools aimed at achieving specific didactic goals in the field of educational science.

Through special tests, animations, electron training complexes, video lessons, electron textbooks, etc., the reader can learn, complete and engage independently. Such lessons can be created in different programs. These are examples of programs such as comtaze, Photoshop, SnepAshompo, iSpring, Auto Play, CourseLab, Maple, adobe Photoshop, my test, PowerPoint.

The composition of pedagogical software includes all materials used in the educational process. For example, textbooks, manuals, electron majmua, science videos, audios, various programs and materials prepared in them. We can also give examples of pedagogical technology to these. In the lessons, we can often use sinkveyn, venn diagram, cluster, t scheme, staircase, boomerang, lily flower, fish skeleton, etc., and these are examples of pedagogical technologies. In the case of pedagogical software, the science includes programs that create the necessary resources and programs that are used in the same lesson. First of all, the office software package includes maple, matcad, iSpring, courselab, autoplay, mytest and others.

The first task of the educator is to give knowledge and education to the student. Ensuring that students are not bored and not bored during the lesson is also one of the main tasks of the teacher. Sometimes I give more knowledge to students and teach them that it can lead them to a state of exhaustion. This leads to their health and a decrease in the level of knowledge.

The research carried out in the field of physiologic-hygienic have expressed the opinion on the reasons why cognitive performance in computer work is reversed to the size of the data to which the cognitive ability is utilized:

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There is an increase in the load on the eyes, a decrease in the level of mental upheavals in the reception of news, a decrease in the mood in oneself in the direction of the mistakes of the work done, the reception of a large amount of information will interfere with the reception of information after it.

Many programs can be used when creating pedagogical programming tools in programming languages. It is possible to illustrate Microsoft Front-Page (HTML-Hyper Text Markup Language), Alliare Home Site (HTML), Delphi, CQQ, visual base, html and other programs.

The following contents can be included in the programs for the creation of pedagogical programming tools. Microsoft Front-Page (HTML-Hyper Text Markup Language), Alliare Home Site (HTML), Microsoft Power Point, Microsoft Word, Corel Draw, Corel Xara, Corel Photo Paint, Adobe Photo Shop, Adobe Illustrator, Disreet 3D Studio MAX, Alais Wave Front, Maya ,aya Wave, SoftImage 3d, Adobe Image Ready, Gif Animator, Macromedia Flash, Adobe Premier, Wave Lab, Sound it is possible to use software tools such as recorder, Macromedia Flash.

PDV, test programs, training programs, exercise equipment, didactic requirements for PDV.

Pedagogical software is a didactic tool designed to partially or completely automate the educational process with the help of computer technology.

Educational programs-the direction of mastering new knowledge based on the level of knowledge and interest of studentstiradi;

Test programs-are used for the purpose of verification or evaluation of acquired knowledge, qualifications and skills;

Exercises-will serve to repeat and strengthen the previously mastered training material;

Didactic requirements for PDV: continuity and integrity, coherence, problem solving, visualization, activation, consolidation of mastering the results of training, interoperability of communication, the holistic unity of teaching, upbringing, development and practice, along with a clear, understandable, systematic description.

Modern software tools and methods of working with a variety of information posted on the Internet make it possible to solve pedagogical problems in a new way. To do this, the teacher only needs to master one or two application programs. Conclusions: "Pedagogical system of formation of professional training of future teachers" reveals the content of the educational system to implement the model, training and methodological support of improvement of professional training of future teachers of Informatics on the basis of majors by means of information and communication technologies.

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EFFECTIVE METHODS OF TEACHING HISTORY

Abstract: History is a record of past human actions that occur on the surface of the earth. Teaching methods are different principles and methods that are used to teach students in a learning environment. The method of teaching history and the basis for correcting lesson plans, as mentioned earlier - is a complex process that includes interrelated and moving components of the designated learning goals, content, knowledge transfer and management of their assimilation, students' learning activities, and learning outcomes.

Key words: history, innovation methods, education, pedagogical technology, ICT, teacher-student.

Language: English

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Introduction

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The goals of teaching history as a subject determine the content of teaching using various methods. In accordance with the goals and content, the most optimal organization of teaching and learning is selected. The effectiveness of this organization of the pedagogical process is gradually checked by the results of education, upbringing and development. The methods used by the teacher will depend on the skills or information that the teacher would like to pass on to their students.

Some of the most common methods for teaching are those that help the learner in memorization, class participation, recitation, and demonstrations. Although these teaching methods are widely used at the moment, each teacher has their own teaching method. Teachers should be flexible in their methods and often adjust their teaching style to accommodate their students. Effective teaching methods are important tools that can help a student achieve success in the classroom. Each student has their own personality and ability to learn. There are several factors that a teacher should consider when choosing a teaching method for their students.

There are several factors that a teacher should consider when choosing a teaching method for their

students. Determining factors for choosing a learning method include the student's interest and basic knowledge, as well as their environment and learning abilities. The teacher also helps his students learn through various tutorials. Instructors use appropriate teaching methods to help students understand and complete tasks in the classroom. A few factors are the most important categories of methods of teaching history are the objectives of training, content of education, structure of historical knowledge, the sources from which students derive their knowledge, forms of educational work units of the learning process, methods of thinking etc. All these nuances are reflected in the lesson. But also an important problem that the theorist and the practitioner have to solve is determining the type of lessons.

Since each lesson, being a learning process and a course content system, belongs to a particular type - a group of lessons that has certain integral features. The types of lessons affect the quality of learning and development of students. Various teaching methods often include lesson plans that students can use to help save and restore information. The various teaching methods used with lesson plans are explanation, demonstration, and collaboration. The explanation is similar to a lecture that contains detailed information about a specific subject. Demos are used to provide visual learning opportunities from a different

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perspective. Since each lesson has its own structure, the structural elements of the lesson are very mobile: knowledge testing (interviewing students) may occur before explaining new material, during the explanation process, or not at all during this lesson. When developing a specific lesson, I remember that an effective lesson can only be based on the interdependence, interaction, and interpenetration of the lesson content and its methodology.

Techniques for studying factual material: figurative storytelling, in which the main historical facts are presented using graphic clarity; role-playing, in which students get the role of participants in historical events or business games, where students get the role of contemporaries and actively oppose each other in the game. Types of teaching methods there are two main types of teaching methods, which are the "no participation" method and the "participation" method, they are considered as the main categories, although the "no participation" methods can only use those types that can be used as a lecture method. This method is more effective for a large number of students in the class. The following are the main teaching methods that are used as co-educational methods, especially in the teaching of history; Storytelling method, this method is mainly used as the main method of teaching, especially in classes where the smallest number of students. For a class session, you can choose a specific topic and tell a story to engage students in understanding the lesson.

Various literary sources - that is, works whose authors were witnesses or participants in the events described can carry a lot of information. In fact, these sources contribute to the knowledge of the past, but their use should be fragmentary and pre-selected. The use of fiction helps to recreate the pictures of everyday life that were relevant at the time of writing literature, social relations. A brief retelling of a work of art and a task to identify the details so that students will read it, strengthens, I dare say, cements the material studied, which helps to acquire knowledge.

Demo method. A learning strategy is a carefully designed plan of action to achieve a goal, or the art of developing and implementing such a scheme. This is a detailed and systematic plan of action. All this is done to help students get access to information. Teaching strategies should focus on using audio-visual, audiovisual, and kinesthetic tools. The demo method can be used in a small class.

Questions and answers. This method also applies to a system that uses classroom teaching to make sure that students remember information. The main scheme in this method is the selection of the right information, in this situation, the right questions. Since the study of history is level - based, for each level, providing questions based on the level is a very important factor.

Method of debate. This method is used by the teacher depending on the individualization of the

class. "The achievement of educational goals depends on the method used. If the goals require the student to list, mention, or name, then the teaching methodology, strategies, and methods must address the mention." Example, if the academic goal requires the student to be prepared for the debate strategy.

The training method should be experimental and demonstrative. The method is a special guest. A guest is a person who is a new / unfamiliar person who visits a certain area with a person of a certain purpose who is not a native of a certain place. This method is one of the methods that can be used when teaching the subject of history. Therefore, using this method of teaching, the teacher should share some ideas with the student, although the teacher has more knowledge. "Prior knowledge of the student is considered very important. It is much easier to create a large and extensive channel of knowledge from a fountain where you can dig a fragment of knowledge." A teacher is an artist, because learning itself is an art that requires someone to create multiple methods or techniques used for teaching.

Method of explanation. This is a method in which teachers typically use a lesson from different sources to brainstorm their student and provide them with an understanding of the lesson. Here, the teacher acts as the head teacher, and students usually listen to his words when explaining.

Method of the study tour. This method is used in a small classroom, where the teacher is encouraged to pull students out of the school community to use different learning environments. For resistance, learning can also take the student to historical places, teaching them about the source of historical information. There are several factors that determine the choice of methods used in teaching the subject of history. The nature of the students. For example, students with slow rhetoric or students with fast preparation. If the number of students with slow rhetoric in the class is higher than that of faster students, this will force the teacher to use a method that makes it very easy for students with slow rhetoric to understand the lesson or thesis. Here are some of them: Determining the number of students in a class. This will help the teacher choose the best method to use when teaching the subject contained in certain topics. For example, if there are about 35 students in a class, the teacher can easily manage this class, but a large class of about 80 students can be more difficult to manage.

Availability of textbooks. Instructing the training material that the instructor uses to install and use for students should emphasize the necessity of the subject. The instructor will have to use a method that will allow students to understand the lesson in time and learn how to create the provided object and be auxiliary for all students. Educational philosophy of the country.

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The country's education-based philosophy has greatly influenced the development of the lesson, as well as the choice of methods that can be used to teach multiple subjects. Ability and preference of the teacher. If the teacher is competent in the subject in which he or she teaches the class, it is easier for him or her to choose the best way to teach the subject. The cultural aspect of society. For example, if a particular society has its own behavior when learning vocational training, it actually belongs to a class and establishes a method that can be easily understood for all students in a particular class. This method is used when learning the history of object definition. For example, teachers are always looking for an exam format and

teach students in a way that they can answer the exam they are expecting.

Time limitation. The time of teaching a foreign language is actually limited by time. In order for a particular teacher to establish a teaching method, they must first consider the time available to cover the topic. Conclusion for any teacher teaching history, understanding that the history of learning is an art, and it requires a person to be creative in determining the subject that will be applied in teaching multiple topics, for example, teaching different topics is different from teaching planned lesson development, so they need a creative teacher who can create different methods that will be applied depending on the nature of the subject and topic.

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THE ROLE OF MULTIMEDIA TEACHING TOOLS IN ENGLISH LESSONS

Abstract: Information technologies play an increasing role in modern society. Computerization has transformed all areas of human activity, and education is no exception. Innovative multimedia teaching tools affect the quality and methodology of teaching, allowing you to expand the practical component of classes as well as improve the perception of theoretical information. The use of multimedia technologies in the educational process directly affects the cognitive activity of students. The purpose of teaching students a foreign language is to develop communication skills. But even the most professional teacher can find it difficult to recreate the English-language environment in a high-quality way. To implement this task, it is necessary to use multimedia tools.

Key words: English language, lesson, student, multimedia presentation, material, Homework, educational process, communicative competence, individual pronunciation, grammar Study.

Language: English

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Introduction

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In the modern world, which is developing under the sign of economic globalization, knowledge of a foreign language is a mandatory attribute of a highly qualified and competitive specialist. The low level of language training of Russian engineers is one of the factors that make it difficult for specialists to enter the world market. In this regard, a foreign language should be considered "not as a secondary discipline, but as a necessary tool for professional activity", without which it is impossible to have unified world educational standards, implement academic and professional mobility, and integrate international research activities. In particular, the training of highly qualified engineers at the national research Tomsk Polytechnic University is based on the internationalization and integration of scientific research and educational technologies, the successful implementation of which is objectively impossible without proper language training.

Thanks to new technologies, educational materials will be more visible. The teacher can insert

illustrations, audio and video fragments into the presentation, which will contribute to the quality of memorization of theoretical materials, as well as form the students' understanding of the correct pronunciation and nuances of spoken speech. Using multimedia presentations will allow you to use not only auditory perception, but also visual memory. Also, the use of animation effects in presentations will help to focus the attention of students and diversify the visual range, so associative visual memory will be involved. For the best perception of information, you should not overload the slides with information. And also alternate activities in the lesson, as excessive information saturation of classes can lead to increased fatigue of students. In addition, a multimedia presentation prepared by the teacher in advance significantly saves educational time.

Multimedia presentations can be used at all stages of training, starting from the study of theory, including repetition and practice, and ending with the control of the material passed. The presentation will help in the teaching of reading, speaking, writing and listening skills. These multimedia tools are used for learning grammar, phonetics, and vocabulary. Let's

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look at some forms of using computer presentations at different stages of lessons: the goal setting Stage. This stage often takes the form of a conversation with students. It is advisable to visualize the questions of such a conversation in slides, but not as a simple text, but as a small video or photo series. As the text can be quotes, riddles, idioms, etc. Phonetic charging. At this stage, either transcriptions of sounds, or sound combinations and sentences are displayed on the slide, their choral and individual pronunciation is organized, or a video fragment with tongue twisters is shown, first organizing their listening, and then choral and individual pronunciation.

This form of material demonstration is especially relevant for improving pronunciation skills and mastering intonation models of the language being studied. Multimedia capabilities allow you to listen to speech in the language you are learning, adapting it according to your level of perception, and adjusting the speed of sound allows you to split phrases into separate words, while simultaneously comparing the pronunciation of words.

Stage of introduction of new material. When studying a new topic, a lesson is conducted using a presentation of support. This presentation shows the main resource material for the lesson includes examples and tasks often require the main visual components of the lesson: title, outline, key concepts, reference circuit, etc. Functions in PowerPoint allows animated to highlight the most complex and important information that is visual support and helps to focus students on important components and also helps you to more fully learn the material. Quite often, such lessons in the content (and sometimes in the illustrative) part are focused on the basic textbook, supplementing the information presented with graphic images, video and audio fragments.

Of particular importance is the use of presentations in English lessons for primary and secondary school age. It is known that students better perceive information that is clear, exciting and colorful. Working on creating multimedia lessons is extremely important, because fostering interest in learning English is the key to successful further learning of foreign languages in high schools. Creating a thematic multimedia presentation can be one of the types of homework.

Thus, the student independently searches for and systematizes the material, as well as gets acquainted with the culture of another country. Creating presentations develops the skill of independent work, as well as helps to maintain interest in the subject. In addition, with the help of multimedia technology, it becomes possible to use electronic textbooks of the English language in lessons and when preparing homework. The advantages of new textbooks in electronic format over existing classic paper counterparts are very numerous.

First, they present educational materials more clearly. Like a multimedia presentation, they contain many illustrations and audio materials.

Secondly, the new textbooks are convenient to use, both for students of general education institutions, and for those who are home-schooled, as well as for students with special needs.

Third, the use of these textbooks is convenient from the point of view of monitoring the educational process. Usually electronic multimedia textbooks have built-in tests and tasks for self-control.

Fourth, once purchased electronic English textbooks have a number of additions and updates on the publishers' portals. This allows the teacher to always use up-to-date educational materials. Also, to increase the level of cognitive activity, it is necessary to effectively use the resources of the Internet. The world wide web allows a person located in any corner of the world to maintain cross-cultural relations and make international communication.

The use of modern materials of the global network in teaching helps students to get up-to-date knowledge about the language and culture of foreign countries. Thus, students can apply their theoretical knowledge of the language in practice, which in turn contributes to the consolidation of the passed material and the development of communicative competence. Using special Internet resources, students can communicate with their peers: become pen pals or participate in a joint project and foreign students. To do this, you can use both text communication and audio or video communication. The Internet also provides an opportunity to participate in distance learning quizzes, competitions and Olympiads for schoolchildren. These opportunities are especially relevant for students in small and geographically remote localities.

Also, to consolidate the studied material, exercises from training sites are used, which can be performed online. On the sites below, you can find a wide variety of exercises in all sections of the material being studied. Exercises have different degrees of complexity - from the simplest to the most complex exercises, which allows you to conduct the learning process in a differentiated way. Also, one of the most effective forms of using ICT in English lessons, characterized by its multidirectional nature, is the use of interactive games. This form of ICT use helps to activate lexical and grammatical material, improve listening and pronunciation skills, and therefore indirectly helps students to improve their speaking skills.

Moreover, the game develops students' creative and thinking abilities. With the help of interactive games, you can not only effectively teach grammar, expand your vocabulary and practice your speaking skills, but most importantly - the lesson will never be boring, which will increase the motivation and quality

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of students' knowledge. The use of interactive games is advisable at different stages of the lesson.

For example, for updating (or fixing) passed lexical and grammatical material in the form of intellectual games used games such as "Who wants to be a millionaire" (millionaire), "Jeopardy game" (jeopardy), "Bingo" (Bingo), etc. The use of games allows to improve the skills of students in the use of the studied lexicographic material, create conditions for the formation of communicative competence in the conditions of group activity, develop the skills of knowledge structuring. Another opportunity to use multimedia technologies to improve the quality of learning English is listening, learning and performing songs in English. This type of activity is perceived by students as recreational and helps to relax, relieve stress from previous lessons and engage in creativity. At the same time, learning English-language songs, students not only train their memory, expand their vocabulary, but also hone their pronunciation. As a

practical part of the article, we offer two options for using multimedia tools for each stage of the lesson:

- learning grammar based on a multimedia presentation. Parsing the rule and fixing it using examples.

- Homework: repetition of the passed grammatical material in an electronic textbook, performing exercises on this topic. The use of information and communication technologies allows you to:

- provide positive motivation for learning – conduct lessons at a high aesthetic and emotional level (music, animation);

- increase the volume of work performed in the lesson by 1.5-2 times - improve knowledge control;

- rationally organize the learning process, improve the effectiveness of the lesson;

- provide access to various reference systems, electronic libraries;

- individualize the learning process.

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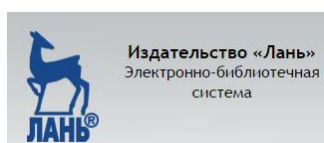
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