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CONCEPTUAL ORIENTATION AND VALUE DIMENSIONS OF THE SOCIAL WORK WITH CHILDREN AT RISK IN THE MODERN CONDITIONS

Abstract: *This article analyses important theoretical and applied aspects of social work with children at risk, related to its conceptual orientation and value dimensions in contemporary conditions. Social work with children from different in type and level of risk groups forms its concept based on the position of considering the child as an active subject, which has the potential to change and develop and in accordance with age, level of development and competence to know itself and the surrounding social environment, to manage their behaviour and activities in a constructive and positive way. It is characterized by certain educational aspects, which are expressed in the creation of environment and conditions for the formation, development and stimulation of important qualities in the child. In synthesis, they contribute not only to its socialization, but also to increasing its responsibility and independence in dealing with difficulties and problems that have arisen. Important for the conceptual and technological justification of social work with children at risk is the presentation of value positions for the child, revealing opportunities for building a positive working relationship and realizing a supportive process with a high level of quality and efficiency.*

Key words: *child at risk; social work with children at risk; conceptual orientation of social work with children at risk; educational aspects of social work with children at risk; value positions for the child at risk.*

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Introduction

Creating conditions that ensure the well-being and development of the child in accordance with his or her rights and needs and with the values of a humane and socially responsible democratic society is a problem that, in the first two decades of the twenty-first century, stands out for its importance and relevance in national, European and global plan. In this respect, the social work, as a professional, practical, theoretical and scientific field and an important element of the child protection system in Bulgaria, needs to focus its activity in two main areas:

- conceptual grounding, deriving of the value dimensions and technological provision of the social work with children from different types and levels of risk groups and development of a model for effective management of the social services for children and their families, which contributes most to the ensuring and improving of their well-being;
- providing the necessary support and assistance for at-risk children and their families through a range of social services in various forms, which should also meet their needs and create environment and conditions in order for them to cope with difficulties and problems encountered, as well as to achieve change, growth and sustainable social functioning.

In the outlined context, there is increasing in the public, professional and scientific interest and activity towards the construction of a conceptually, value-based and technologically secured system of the social work with children at risk and based on it a range of social services, which together allow themselves to respond professionally and adequately to the difficulties and problems that arise, and to achieve a socially significant effect through effective organization and management of the resources and subsystems for child protection.

Conceptual orientation of the social work with children at risk

The social work with children at risk sets at the heart of its concept the vision of the child as being able to change and develop, to constantly know itself and the world around it, to steer in a constructive and positive direction its behaviour, which absolutely must be trusted. The psychosocial development of the child goes through certain stages and crisis moments, and when this movement and its inherent characteristics are in the norm, it reaches a higher level of maturity. In this regard, it is emphasized that the assisting social professional must show extraordinary patience and unwavering faith in the child's ability to find its way and to cope with the difficulties of life, a belief in the child's power enabling it to listen to his/her inner self voice and make that choice that contributes to the strengthening of one's Self [9, 18]. Leading characteristic of every child's life is for them to be active. From social work point of view, it is seen as manifesting not only in the everyday life of the child, but also in situations of difficulty and frustration when he or she uses all his/her knowledge, skills, abilities and acquired experience and by managing the emerging problems (alone or with the support of others) the child is reaching a new level, enabling it to make progress and develop. It should be noted that this process is not smooth and straightforward, and in the situations of normative and non-normative crises and problems of another nature, the child needs to be supported in its efforts by a social worker and other assisting professionals. However, despite obstacles, turmoil and uncertain steps, it continues to move forward at its own pace. As a result of this continuous pursuit of progress, greater autonomy and responsibility in his/her behaviour, the child achieves a higher level of satisfaction and formation of self-concept, enriches his/her social experience and assimilates knowledge, skills and behaviours that enable him/her to – successfully deal with the difficulties. The movement of the child towards autonomy and self-management and towards self-realization in the environment and conditions created by the elderly with a cognitive and helping character does not diminish its achievements. This leads us to point out that at the heart of the individual's behaviour throughout all stages of its development there is a constant desire for self-realization, and the dynamics in him/her show that the child satisfies this need by struggling openly with the difficulties to establish its Self-concept in the reality or by substitution in one's inner world, where he/she can do it with the least efforts [4].

In the outlined context, the desire for self-realization and the affirmation of the value of one's own existence are some of the basic needs of the child, and the child does strive to satisfy them depending on the conditions, opportunities, age and level of development, the experience acquired and the level of social competence. The multiple aspects and differences in the influences of these factors stimulate or limit the child's adaptive capacities and determine the extent to which the child's behaviour approaches or deviates from the generally accepted norms and the significant from social point of view behaviour models and, at the same time, favours or impedes the self-realization.

Educational aspects of the social work with children at risk and formation of values and qualities in the child

The social work with children from different by type and level of risk groups has also educational aspects, which represent one of its important functional role-playing sides and its humanistic orientation, used to create conditions for establishment, development and stimulation of values and qualities in the child, such as:

- persistence and belief in one's own strengths and ability to cope with difficulties and problems that have arisen, striving to absorb positive social experience in order to overcome the disadvantages and slip-ups;
- responsibility, which is expressed in the ability to accept mistakes and failures and to use this as a starting point and a driving force both to take steps to achieve change, growth and development, as well as to be aware of the fact that the choice you made and the actions you performed affect your life not only in the present, but also in the future;
- positively oriented interaction and constructive cooperation with wide range of social systems that are important for life and development in the emergence of problematic situations, and on the basis of mutual agreement it seeks effective ways of overcoming difficulties;
- understanding of one's own feelings and thoughts and their unconditional acceptance while taking into account and respects what sets us apart from others and what is different in others, i.e. development of self-esteem, sense of self-dignity (without neglecting the importance and uniqueness of others) and humanity;
- appropriate to the age, development and competence, social commitment and awareness, resulting in the aspiration of not only solving his/her personal problems on order to achieve personal development, but also to positively influence the development of the surroundings and the society. In this sense, it is necessary for the child to look at itself not as a "victim of the situation" but to accept the

perspective of "creator of its own future through the works of the present" [10].

The formation, development and stimulation of these qualities in the child in the process of the helping activity reveals that the social worker has focused on such educational aspects of the social work that contribute to: positive behaviour; increasing responsibility and autonomy in decision-making and taking action to resolve any difficulties encountered; self-esteem and respect for others. Together, they illustrate the contribution to the change and development of the child in personal and social terms.

Value dimensions of the aspects of the child in the social work with children at risk

The social work with children substantiates its conceptual orientation, nature, activity, procedural and technological specifics by bringing to light in a value plan the vision of the child, presented through the following main positions [11]:

The child as a human individual and person has sufficient potential and ability to change his behaviour in a constructive way [3; 14]. In this regard, the opportunity to freely make choices and taka responsibility to manage its own actions and behaviour may be presented to him/her. In the context of continuous interaction with various factors, subjects and systems of the social environment, the child gradually realizes the fact that as a person with its traits and qualities he exists and develops into a system of multifaceted relations, with their inherent diversity and specificity of the individual. From this perspective, the child can assume responsibility for his or her own change along the way, both of self-discovery, self-management and modification of non-adaptive behaviour, as well as the interaction and support of social systems important for its life and development. The social worker focuses its attention and professional activity on the difficulties and problems of the child in the outlined two aspects and creates the necessary "internal" and "external" conditions and prerequisites for overcoming them.

The child as a human being and individual is capable of deep emotional experiences (pain, fear, sadness, joy, etc.). Throughout the supporting activity of the social worker, he/she must dig into and understand the inner world and the experiences of the child not only with the necessary understanding, empathy and respect for their importance, but also with the necessary patience, attention, kindness and tenderness. Every child's daily life should have moments of success and joy that bring calm, protection and satisfaction from the accomplished, and at the same time, enable him or her to more fully explore, discover and utilize their inner resources. Creating such conditions brings to the child optimism and self-belief.

Every child is a unique person who, with his or her merits and disadvantages, deserves recognition and respect. This uniqueness is not solely determined by the position of the social worker and the elderly community. The child actively participates in its expression and affirmation. The value and uniqueness of a child's personality should not be bound solely by its behaviour (prosocial or social) and to be seen as his/her function. In this sense, every child deserves recognition and respect, since it is important not only as a whole individual, but also as having the dignity of a person.

The child endures hardships and possesses the strength and power to overcome obstacles and adverse circumstances in life on their own. In this respect, his or her right to choose to accept the role and status of a client and the ability to change its lifestyle should be respected. The social worker must reject the authoritarian and evaluative approach and seek not only to understand the child's needs and problems, but also to offer productive cooperation that the child can use to restore its lost balance and well-being.

The child has a natural desire for progress, growth and development. Its social functioning can be seen as a continuous and dynamic process of interaction with important from the environment systems for life and development, thus creating conditions for change and progress in affective, cognitive, behavioural and social terms. In the outlined context, the perspective of the child is related not to his or her determination as an object of research and impact, but to the view of an active subject and autonomous personality whose dynamics of growth and development the social worker knows and accepts. Therefore, in the working relationship, the child participates not as a "problem" but as a complete individual who is in a dynamic process of change and development, and who must be respected, valued and understood. The social worker does not focus his professional view solely on past experience, but creates conditions in which the child relatively independently seeks out and paves the way to overcoming difficulties and exits this process with new and richer experience.

The child has the potential and ability to manage his or her actions and behaviour in a positive direction. Vitality, resilience, optimism and belief in the good are some of the dominant things in a child's life that, in their synthesis, enable him/her despite the obstacles and difficulties to strive for positive in personal, interpersonal and behavioural terms. The social worker builds, in an emotional and rational plan, a working relationship that fosters the realization of this potential, maintaining high self-esteem, positive self-concept and self-confidence. Each successful step on the way to solving the problem contributes to the formation of a positive attitude towards the child itself and others, and accumulates strengths for the next steps and stages of the assisting process.

The child has the right to remain silent. A child's silence in a work relationship can be an indicator of ambivalence, deep experiences, passive anger or resentment by abstaining from a conversation, wrong reaction or step by a social worker, reflection on an important point in the conversation or a related to it problem, etc. It may also be dictated by certain cultural norms of behaviour that must be taken into account when interacting with a child from another cultural community. The social worker should not only respect and acknowledge the child's desire not to talk, but also be able to adequately analyse the meaning of its silence, to get acquainted with and better understand the child's thoughts and feelings at that moment, because behind them may be different causes. Insight of the silence, unravelling the message contained in it, and verbalizing the possible thoughts and experiences by the social worker, not only stimulates the child's attempts to understand the meaning of his or her own feelings and behaviour, but also helps him/her to manage them more successfully. The desire of the child not to talk should not be considered by the social worker as unnecessary stubbornness or confrontation of a will.

The child uses various verbal and non-verbal ways and means to express itself and to reveal its interaction with the environment in which is located. The social worker must not only know them well, but also use a professionally grounded approach, tools and methodology for analysis and interpretation.

Each child has his own individual pace of development and drive for change. The social worker must not only recognize, accept and get to know them, but also choose and use appropriate work methods and approaches. The social worker views the child's development as a sequence or configuration of qualitative and quantitative changes in and between the biological, behavioural, psychological and socializing (family, society, culture) systems and processes which are in continuous and dynamic interaction [7; 8]. In carrying out the supporting process, the social worker is guided not so much by the one-line deterministic approach, but above all by the view of the emergence of the risk situation and the related difficulties and problems in the social functioning and development as a result of the multidirectional and complex interaction between different variables and factors. Determines the specifics of the support strategy in the context of the established situation and depending on the focus of the influence of variables and factors is possible through different paths to reach non-adaptability. The difficulties and failures in resolving regulatory crises together with those of the above factors have different effects, determined by the so-called "resilience" of the child, i.e. stability and resistance to the negative impact of various risk factors towards better adaptation and development [6; 7; 12; 13; 15]. In this respect, the social worker is well aware that, in the context of dynamic interactions between different systems in the social environment, factors are included which, depending on their nature and specificity (frequency, duration, sustainability, etc.) and on the effectiveness of the compensatory mechanisms, reduce or increase the risk for the child's social functioning and development. The outlined dynamics, suggesting a wide range of non-adaptive behaviours and dysfunctions, require the social worker to make a careful and well-grounded assessment of the adequacy of the techniques, methods and approaches used (for example, psychodynamic, crisis intervention, cognitive-behavioural, system-ecological, etc.) in the family or institutional setting and the need of preventive activities. This way of structuring and organizing the social work provides opportunities for more adequate and individually oriented fulfilment of the main groups of the child's needs. In the outlined context, the social work with children is guided by the requirements for referencing to the different stages of the child's life and to take into account his or her level of development (for example, professional interaction relying solely on the verbal communication will not be effective enough for children who have impaired or underdeveloped ability to perceive information and to express feelings related to it verbally, as it may create frustration and inappropriateness).

The child cannot be considered separately from his or her family, from the persons and institutions with guardianship functions, as well as from significant for the child individuals from its environment. The main idea of the attachment theory is that the good and systematic care and early childhood education creates the conditions for attachment to the parents and other significant persons and institutions, and the atmosphere of trust and respect determines the sense of security [1; 2; 5]. In most cases, children from different risk groups have had or have unsatisfactory relationships with their parents or with legal carers and institutions. By adopting such style of interaction and education, they build a negatively oriented model of interpreting and responding to the behaviour of others in the realization of new relationships in different life situations, and they are more likely to project this model on the social worker with whom they interact. These patterns of non-adaptive behaviour may be modified (although they are of considerable persistence and durability and reactivate in critical situations) through the establishment of appropriate and positively oriented conditions and environments. In this respect, the social worker actualizes a supportive process, which underlies the child's basic trust in the people around him, his ability and skills to create close, sustainable and positively oriented relationships with them. In its synthesis, when difficulties and problems arise they allow him or her to turn without difficulty for help, to receive and rely on it. On the other hand, in the context of the systematically and ecologically oriented social work, families and other important persons and institutes with guardianship functions are regarded as systems whose optimal and socially acceptable functioning is linked to the responsibility for the well-being of the child. The outlined approach does not exclude the educational aspects of interaction with these systems based on humanism, freedom, autonomy, activity, happiness and joy, complexity, sensitivity, permanence and sustainability.

Conclusion

The presented conceptual orientation, educational aspects and values of the social work with children at risk allows it to be considered as a carrier of change in personal and social plan. With its holistic and humanistic character, the social work with children at risk is focused on timely and adequate meeting the needs, respecting the rights and interests of the children from all risk groups and investing in resources that are committed to achieving individually and socially significant result. In synthesis, they are oriented towards building a working relationship, which is a function of the competence and professional-personal qualities of the social worker, who strives to get to know the child and help it to cope with the difficulties and problems that arise and at the same time to know him or her in the context of evolving interactions and partnerships. In the context of the philosophy of the child's well-being in a democratic society, the reviewed conceptual orientation, behavioural aspects and value dimensions of the social work with children at risk reveal its reflexive orientation.

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THE CONFLICT OF FREEDOM AND DUTY IN THE STORY OF "ERK"

Abstract*: In this article, Pirimkul Kadyrov's story "Erk", which for the first time in Uzbek story-writing raises the issue of freedom and duty, which is a philosophical, ethical and legal issue, in all its complexity, is analyzed. The story explores the dialectical relationship between human freedom and duty through a convincing way and artistically captivating illumination through the lives and destinies of the heroes. The role and importance of the child's image in the solution of the work is also highlighted.*

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Introduction

Putting the matter in this way seems to be more in line with the sciences of philosophy or law. In fact, it is. But the point is that scientific categories such as human will, duty, and dignity are studied by almost all the social sciences, and, of course, attention is paid to aspects that are relevant to this or that science. These problems become an artistic problem when they appear in the work of art, through the lives and destinies of literary heroes, and they can now be studied as such problems. Naturally, their interpretations in other social sciences are also called for help in this, which helps to take a broader and deeper look at the problem.

It is well known that in the science of philosophy there are two special categories, freedom and necessity, which are sometimes studied separately, often, together, in the dialectical unity of the two. There is also a popular philosophical idea that necessity becomes freedom only when it is realized. This term "necessity" in the field of philosophy includes the concept of "duty" in ethics, the science of ethics, and often referred to by this word. After all, duty usually appears as a necessity. Necessity, on the other hand, is a set of actions that must be performed, as long as they are not performed, which will damage the human life. The necessary action must be taken, that's all. Duty is equated with necessity in this sense.

“Duty” one of the main categories of ethics, involves a particular set of ethical relationships between people. “Duty is the understanding of a person's moral responsibility, the fulfillment of their obligations as an inner spiritual necessity. The category of duty arises in relation to ethical categories and concepts such as responsibility, self-awareness, conscience, and behavior. Because duty is a concept that describes a person’s moral image. Duty is valid as a moral category only when it is chosen voluntarily ”[7; 80.]

These philosophical-theoretical rules are expressed in human detail at the same time, finding their artistic expression in the story of "Erk". It is not surprising that in the book, for the first time in Uzbek storytelling, the problem of freedom and duty, which is both a philosophical, ethical and legal issue, is raised with all its complexity and contradiction.

Criticism had realized this in due course and noted it with depth. Therefore, the critic Umarali Normatov states in a conversation with the writer in 1979 that there are certain contradictions in the interpretation of the will and duty of the author in this story: "It must be the same vital truth and necessity, in the interpretation of your heroes, along with human dignity, freedom, pride, his sense of responsibility, duty plays an important role, but this feeling is gradually coming to the forefront in you. It is not difficult to see that there are certain internal contradictions in the interpretation of the sense of duty and freedom in your works, as well as certain contradictions. "[2; 328.] This is a testament to the philosophical depth of the content of the work, and the teacher-critic must have had the same idea in mind.

Typically, internal connection involves conformity and contradiction, and the fact that these two situations' occurrence together creates a true dialectical picture of the problem.

Doctor of Philological Sciences, prof. P. Shermuhammedov was absolutely right when he wrote that "no story of Pirimkul Kadyrov has caused as much controversy as the story of" Erk "[8; 27.]. The story was later analyzed in more detail in our literature. At the same time, of course, the main focus is on the problem of human freedom and duty in society and the family. In this book, P. Shermuhammedov pointed on the debates about the story. We use this book where appropriate to the way of our thoughts, and we consider it necessary to express our attitude to the opinions expressed in the debate, where it is needed.

Academician Matyokub Kushjanov considers misunderstandings between parents and children, that is, the issue of fathers and children, to be the main issue in "Erk": "The writer sees the reason of the conflict between Ayshakhan and Sattor in something else. This is due to the fact that some parents do not give a chance to their children fully to understand what family and love are, and rush to marry on the basis of their own desires, different interests, the various conflicts that arise on this basis are dramatic events, and finally tragedies… The author disagrees with this, he encourages dear father and mothers and young people to avoid it. In our opinion, this is the only way to understand the tragedy between Ayshakhan and Sattar in "Erk" [10; 23.]

There is a definite basis for this view. The "service" of the parents is also not absent in the emergence of the human disorders described in the story. But, in our opinion, this does not constitute the ideological center of the work. Therefore, we would like to agree with Umarali Normatov, who argued with M. Kushjanov. "Well, why just understand it in that way," U. Normatov said. - It is true that there are rumors in the play that Sattar and Ayshakhan got married not by their own will, but by the opinion of their parents, and that Sattor's mother is unaware of the torture in her son's heart. That's all about parents.

In my opinion, the information about the parents' opinion is just an excuse for the beginning of the conflict between Ayshakhan and Sattor. In the subsequent development of conflicts, parents are almost not involved, mainly because the conflicts develop and escalate on the basis of other factors. The main conflict actually arises from two different approaches to the issues of love, family and freedom and responsibility in the family "[3; 145.]

We will use this idea later, and now we continue to follow the debates around the story and the ideas expressed in them. Well-known writer and critic Ibrahim Gafurov, speaking about the controversy over the work "Erk", in his article gives an idea of a place in the plot of a writer (the author does not say the name of the writer and we think it is not much necessary).

"A writer who had been silently listening to the debate came up with a thought that hastened everyone: I think, if the writer had thrown Aisha into the water and not rescued her from the river, this story would have had a completely different sense of power. The work was completed after Sattar took his wife, Aisha, to the shore as she was drowning in the river. The writer picked all the fruit from the tree he had planted, and now there was no need or place to show how the leaves began to fall. It is known how long a fruit-bearing tree will grow. The writer makes the most of the plot so far, but when the same heart-wrenching room arrives, he suddenly drops it, he doesn't take advantage of the vital plot, the fate of the protagonists, the complexity of the situation, it seemed to me that the rest of the story continued with inertia. »[11; 194.] Let us stop the passage here and try to express our reaction to the assumption made by the author. Because this, in our opinion, is directly related to the problem of the dialectic of freedom and duty posed in the chapter.

So, as the unknown writer , mentioned by I. Gafurov, said Oyshakhan would drown, first of all, the work, in the words of that writer, would have "a completely different look." To do this, the writer had to be ready for the "death" of Ayshakhan from the very beginning of the rhythm of such events, while he was cultivating the ideological intention in his brain. In it, the work would have begun in a completely different way and would have continued accordingly. However, the writer has long been fascinated by the rescue of Aisha (and by Sattar himself, his mastery of swimming was not previously emphasized in vain). Secondly, and most importantly, if Ayshakhan had drowned, the leading conflict in the play would have been suspended, and the problem of freedom would have become unnecessary and superfluous. The tense spring that holds the problem of freedom and duty would have fallen into a conflicting trinity in the realm of family and love, and in it a ring in the chain of Sattar-Rozia-Ayshakhan, the beloved girl, boy, and unloved wife. The "continuation with inertia" of the work described by that writer did not happen when Ayshakhan was alive, as in the play, but when he died.

Let's say Sattor and Rozia have been suffering mentally for a while, then they would have been together without any hindrance. It is true that it is natural that such happiness, which is achieved at the expense of someone's death, should not be tasted by such conscientious, honest people. But we should repeat that the development of such a plot, the decision of the fate of Ayshakhan does not correspond to the ideological and artistic logic of the story.

We are far from believing that this writer came up with a completely unfounded idea. As I. Gafurov rightly pointed out in that article, "this issue cannot be solved and explained in one stroke, in two sharp words." Moreover, we believe that the conclusions drawn from the teacher's hypothesis are also very important for our literature. Here are those conclusions: "Indeed, a very remarkable problem is this: why did the writer choose the same path, and not another, why did he allow this fate to his heroes. Couldn't it have been different? It is here that we encounter points that distinguish one writer from another, that reveal only their unique aspects, that are deeply connected with the writer's heart, inner spiritual world, views, and personal life. "[11; 194.] Hence, that writer. His hypothesis was effective in understanding the general literature, as well as in getting down deeper into the artistic content of the story "Erk".

In these debates, and later in the works devoted to the story, various opinions have been expressed about the story. But our scholars are almost unanimous about the main pathos of the story and its main conflict. According to U.Normatov, "The main conflict is love here and it arises from two different views on the issues such as freedom and responsibility within the family and taken from this" [3; 145.] According to the literary critic O. Nosirov, "we encounter the love of two very spiritually worthy souls, the conflict between freedom and duty (emphasis ours - Yu.K.)" [4; 124.]

Apparently, scientists put the problem right and make some progress in scientific research on it. That is, there is a scientific opinion that has been formed about "Erk". Consequently, the leading images in the story are carefully analyzed and an attempt is made to unravel their inner edges. Frequently asked questions will be asked.

Literary critic O. Nosirov writes: "Sometimes when thinking about "Erk", they say 'Sattor's freedom is in his own hands', 'he always strives and fights for freedom'." When "freedom is in his own hands," why does Sattar, who always strives for freedom, fights: "Freedom is in his own hands," why does he talk so much about freedom? In any case, it is necessary to consider "[4; 124.]

Indeed, these questions are well-founded and they encourage deep reflection. Freedom is such a multi- meaning and complex phenomenon that it is impossible to make it one-sided and definitive. Indeed, Sattar's freedom is in his own hands, he can do whatever he wants. But being able to do what he wants, on the other hand, there are many situations where his faith is crushed like a stone. It is therefore necessary to use here the dialectic, the scientific law of the unity and struggle of opposites: the freedom of Sattor is in his own hands, and the freedom of Sattor is not in his own hands. At first glance, this seems like an illogical idea; neither in his hand nor in his hand. But on closer consideration, there is a certain aspect of truth in both opposing views. When the two opposing views, which seem to be struggling with each other, are considered together, a relatively complete truth, an objective knowledge of the problem of freedom on the ground of the story, can be obtained.

Almost all scholars who have written about the story of "Erk" are mainly talking about the freedom of Sattar and Rozia. O. Nosirov writes, "Roziya's freedom is at her will: it can be said that there is no power to prevent her from loving and marrying anyone she wants ... Both Sattor and Roziya prefer personal freedom and honor above all else, and always strive for freedom" [4; 126.]

These are correct and reasonable opinions. But, in our opinion, there is another important aspect of the issue. Freedom is a blessing for all human beings. Not only Rozia and Sattor have the freedom, but also that Aishahan. It is true that she is not active enough to have her freedom in her hands, but at least she has a constitutional freedom! In addition, Mukhtar, a four-year-old boy born from the legal marriage of Sattar and Ayshakhan, also has freedom. When we say "freedom", we mean freedom not only in the legal, but also in the legal and spiritual-moral sense.

Thus, in this case, in the story, in legal terms, the subjects of freedom are four: Roziya, Sattor, Ayshakhan, Mukhtor. In the play, the freedoms of individuals standing in the context of a life situation now collides with each other. This is where the question of vital necessity and duty arises. To respect the will of another, to acknowledge, is to limit one's own freedom to a certain extent, that is, a certain freedom.

For this reason, the active forces in the work, the freedom of Sattar and Rozia, are relatively passive forces, forced to be limited by the freedom of Ayshakhan and Mukhtor, to recognize the necessity and duty on their necks. This obligation that aggravates the final situation in the story, creates a kind of inaccuracy.

In order for a problem to arise in a work of art, two conditions must be met, especially if it is both a legal and a moral problem, such as freedom. First, a specific space unit, that is, the protagonists, the participants must reside in a town or village. Second, the unity of the situation, that is, the protagonists, must be interconnected within the whole life situation. Applying this general theoretical consideration to the story of "Erk", the following picture emerges:

Although all the participants united by the problem of freedom - Sattor, Roziya, Ayshakhan and Mukhtor - initially lived in different places, cities and villages, the author later moved them to the city, that is, to a single space. The unity of space is evident and bulging in one episode of the play. This is a surprise meeting in a taxi. All participants gather in a narrow space - in the car. “Since Ayshakhan moved in, such a big city has always seemed to be cramped for Rozia. Now how do they all (the four participants in the problem - Yu. K.) fit into this car with such complex emotions? ” [9; 105.]

This is a rhetorical question, not just a thought, an emotion that has been going through Rozia’s mind. There is also a certain share of the author's voice.

This meeting does not happen at the end of the story in vain. Roziya sees Ayshakhan, Ayshakhan sees Roziya. On top of that, Aishahan witnesses her husband Sattar’s relationship with Rozia and sees with her own eyes his strong love for a strange girl.

"-Roziya, we didn't greet, are you all right?" There was a strange softness in Sattor's eyes as he looked at Rozia. His voice was so warm that Aishahon “suddenly” stared at the girl sitting next to her.[9; 107.]

It is not surprising that this meeting turned Ayshakhan's mind and made her think more deeply about life, about the complex situation in which they found themselves.

The drama in the story of “Erk” stems from the fact that the main characters, in particular Sattor and Rozia, and especially Rozia, is honest and pure-hearted person. As Professor P. Shermuhammedov wrote, "Sattor, after falling in love with Rozia, could have settled accounts with Ayshakhan and paid alimony for his son" [8; 32-33.]. And this very situation is often repeated in real life. But such a path does not correspond to the logic of the characters in the story, as mentioned above, the two active forces - Sattor and Rozia’s high moral personality - did not allow it. Rozia’s words, once firmly addressed to Sattor, define their spiritual image and action-life program: “Sattor, you promise me. We will not harm anyone! ” [1; 78.] It can be said that such a strict moral norm is the main factor that makes the problem of human freedom the main pathos of the story. These words are similar to the words of Yusufbek Haji in our great novel “O'tgan Kunlar": "No one is dissatisfied with this house." And the roles they manage in both books are almost the same. If Yusufbek Haji was not such a spiritually high and pure person, it would not have been difficult to take Zaynab, whom her husband did not love, to her parents' house. Then Otabek and Kumush would live a happy life and live in peace. But we know that in the novel he does not take such drastic and cruel actions.

As we know from the history of philosophy, the absolute command of the great German philosopher I. Kant in ethics is a strict imperative that seems to be firmly rooted in the hearts of both Yusufbek Haji and Rozia.

We again state that, however, it is only then that the problem of freedom emerges and becomes the leading theme and ideological issue in the play.

So what makes Rozia's freedom? After all, Rozia, who was accidentally interfered (excluding the negative accent in this word) from the outside into a full-fledged family of a legitimate couple and children, seems to have no connection at all, and no freedom at all. But his mainstay is her love, the love she shares with Sattor, one of the members of this family. This is what gives her strength and freedom. To give up her love, it means that giving up Sattar, seems very difficult: “But to remind Sattor that he has a family, to separate everyone as married or unmarried, even though he is a real person, seems to Rozia a strange view now. The fact that she had been following her aunt's advice for a month and had been fleeing from Sattar seems to have given in to this heresy and suffocated her freedom in vain ”[9; 77-78.]

There is another reason why Roziya does not rely on her own love, does not show up her freedom (the freedom that she gave for her love), and acts with honesty and conscience. This is also an important psychological argument. It is then clear that a single passage in the story is not included in vain, and that it is important in determining Rozia’s behavior in the story. This is the fate of Rozia's aunt Sora Akromkhodjaeva.

According to the play, "Roziya's love for a married man is a very bad tragedy for Sorakhan" [9, 74.] A similar tragedy happened to Sorakhan a few years ago. Her husband falls in love with a young girl three years after their marriage and got married with that girl. Sorahon is left alone with her two children. “All of Rozia’s relatives have got accustomed to that the ex-husband, who abandoned his two children and married another girl in love, is accused of being unscrupulous and dishonest. They also always hated a girl who started family with a married man. "She broke up someone's family, left his children without a father, and took away Sarakhan's husband. She was accustomed from childhood to look at such girls with disgust, even though Roziya had not seen her" [9; 74.]

Interestingly, her aunt Sorakhan's enemies - her ex-husband and that woman were in the place of Sattar and Rozia, this unfortunate incident, while the unknown poor woman Ayshakhan (who Sorakhan does not know, of course) was as victim as Sorakhan. This aggravated the situation in which Rozia had fallen, and Rozia "accustomed from childhood to look with disgust at such people” saw herself in the place of the girl who had taken her aunt's husband away,

This was another powerful factor limiting the freedom and duty of Rozia, a noble girl by nature. In this regard, the following words of Umarali Normatov clearly reveal the complex mental state of the hero: "Rozia's freedom is in her own hands, but she does not abuse it, her sense of responsibility to others does not allow it, she cannot be with Sattar leaving his child without father, at the same time she is not completely disappointed in Sattar, she cannot love anyone else" [2; 208.]

Considering Sattor's situation, he, like most men, at first thought very crudely, thinking that he could solve the problem easily, as if pulling wool out of dough. "Sattar forgot that it is impossible to separate the nails from the skin without pain." [9; 99.]. His wife suicides herself after being unable to bear the "politely ugly" rumors of a good divorce, Ayshakhan shows Sattor that the issue of re-awakened childhood affection for his son Mukhtar, who was previously a stranger in the rescue and subsequent processes, is not just a matter- of- fact.

Sattar's freedom is always limited by his masculinity before his wife and his fatherly duty before his son. On top of that, his beloved one Rozia doesn't approve of him leaving them, she is not that kind of person.

As for Ayshakhan, he had never thought about freedom before. Shee has no idea about her rights. There is an usual dialogue in the play:

"Sattar looked at him sadly and:

"What can I do, that's life," he said. "Your freedom is in your hands, Aisha." You're still young, you were not happy with our marriage. Maybe someone else ...

-Stop! If a husband looks like you, I don’t need a husband till the end” [9; 92.]

Ayshakhan does not hear the word about freedom or she does not understand the meaning and essence of the word "freedom". Ayshakhan gave all her freedom to those around her - her parents, mother-in-law and husband. When the time of trial comes, such a time of trial will surely come, that is, she will not be able to bear the cold words of her husband about the divorce without a quarrel, and will commit suicide in the form of involuntary rebellion. It was a very bold and primitive way of demonstrating the freedom that nature has given to every human being. Moreover, such a demonstration of freedom was taking the form of revenge. The mental state of Ayshakhan when she threw herself into the river is described as follows: “In her mind, revenge was like a mixed thought:“ He will later regret it! Later sees! Yes, yes! .. »[9; 95.]

Only when Ayshakhan comes to Tashkent and takes up her favorite profession and actively participates in social life, she will be able to think seriously about freedom and duty. Until then, if the interpretation was correct, events would have passed over and over her without her consent. Now she has become the subject of events, that is, their equal and conscious participant. Therefore, the idea of an unknown writer at the beginning of the chapter about the death of Ayshakhan was inappropriate for the current version of the work, in which the absence of one of the four subjects of freedom - Ayshakhan - would have completely eliminated the problem of freedom.

As mentioned earlier, one of the participants who is united by the problem of freedom and most importantly is the child Mukhtar. Scholars who have written about the story for some reason, do not pay much attention to this image. However, he is one of the protagonists who has an important ideological burden in the book. In the play, we witness a certain evolution of this image: “He had not seen his father for a long time and was very ashamed of him. The child also notices that there is some coldness between Sattor and Ayshakhan. This coldness seems to come more from his father, so Mukhtar does come closer to Sattor ”[9; 56-57.]

The unfortunate and at the same time ending incident brings the parent closer. Little Mukhtor, a witness and participant in Ayshakhan's suicide scene: he was afraid and does not run for his mother but to back side he went: - Mummy!... mom! Mom! – He saw Sattar and opened his hands: Dady! Mummy went! Mom…” [9; 95.]

In this, the exciting speech and condition of a four-year-old child is given very naturally. With these hasty words of Mukhtar, it is as if he is bringing the husband and wife closer again. The child's “Daddy, mom! on the one hand, it is a ring that reunites a broken family, on the other hand, it is a handcuff that limits Sattar's freedom. After Sattar rescued Ayshakhan, that is, his father rescues his mom from the inevitable death in front of him, Mukhtar became closer to his father: “He was walking around Sattar like a butterfly. It is as if he has just found his father. ”[9; 99.]

At the end of the story, by stating Sattor's tired, depressed, heavy “sighing, the three participants in the problem of freedom will gather in another space - both an apartment and a text area of the play: “Today Ayshakhan through thin wall again heard that “sigh" and her heart was in pain. Embracing his son:

- What do we do now? She whispered. "How can we do it right?"

The little boy still doesn’t understand these questions. His parents are still undecided.[9: 112]

At the same time, in the last lines of the story, the name Mukhtor is given without mentioning but by the name "little boy" and the common word "father" is used instead of Sattor and Aisha, and this is applied to the same child (his parents) emphasizes once again the role and importance of the child image in the story. This image has a certain degree of symbolism in the play.

Going back to the last lines, the eeternal trio plays an important role in it - father, mother, child. Isn’t that a perfect finish in itself? It's like that, but that perfection is cracked. There seems to be no solution to the problem of torturing heroes. But this vital inconsistency can be said to be the artistic solution of the story of “Erk”.

The child at the end of the play is an image that unites parents and always reminds them of both their family and civic duty. While the child is on duty, is the force that balances adults and parent’s sense of freedom.

As for the general ratio of freedom and duty in the story, they also resemble two phases of the scales. One rises, the other falls, and vice versa. It is not easy to balance them.

So, in the story "Erk" by our famous writer Pirimkul Kadyrov, the dialectical relationship between human freedom and duty is convincingly and artistically appealing through the lives and destinies of the heroes.

We have made the following general conclusions on the issue discussed in this article:

1. In the play, the problems of freedom and duty are presented in a dialectical unity, that is, in the form of mutually compatible and contradictory concepts, which gives a deep vitality and philosophical vitality to the idea of the story.

2. In addition to the four active characters in the play - Sattor, Rozia and Ayshakhan, the image of a child (Mukhtar) plays an important role in the art of storytelling. The image of a child carries a symbolic meaning in the story, and from the point of view of this image, additional layers of meaning are discovered in the story.

3. In the story, the concept of freedom is interpreted not only as a legal and spiritual, but also as an ideological problem. Therefore, the vital indecision at the end of the work, or the omission of a vital problem, can in fact be taken as a kind of artistic solution.

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PERSPECTIVE DIRECTIONS FOR INCREASING THE ECONOMIC POTENTIAL OF THE TEXTILE INDUSTRY OF THE REPUBLIC OF UZBEKISTAN

Abstract*: The article provides a systematic analysis of the current state of development of the textile industry of the Republic of Uzbekistan. Based on the identified internal reserves of the industry and the potential of the textile industry, the methods of corporate governance in the industry, investment and innovative potential are studied. The author has proved that the industry perspective is inextricably linked with the modernization and diversification of the entire industry of the Republic of Uzbekistan.*

Key words*: analysis, investment, innovation, competition, textile industry, economic potential, economy of Uzbekistan.*

Language*: Russian*

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ПЕРСПЕКТИВНЫЕ НАПРАВЛЕНИЯ ПОВЫШЕНИЯ ЭКОНОМИЧЕСКОГО ПОТЕНЦИАЛА ТЕКСТИЛЬНОЙ ПРОМЫШЛЕННОСТИ РЕСПУБЛИКИ УЗБЕКИСТАНА

Аннотация*: В статье проведён системный анализ современного состояния развития текстильной промышленности Республики Узбекистан.На основе выявленных внутренних резервов отрасли и потенциала текстильной промышленности изучены методы корпоративного управления в отрасли, инвестиционно-инновационный потенциал. Автором доказано, что перспектива отрасли неразрывно связана с модернизацией и диверсификацией всей промышленности Республики Узбекистан.*

Ключевые слова*: анализ, инвестиции, инновации, конкуренция, текстильная промышленность, экономический потенциал, экономика Узбекистана.*

Введение

Современное состояние мирового текстильного рынка показывает, что быстрый доступ к текстильным рынкам развитых стран осуществляется главным образом национальными компаниями которые интегрированы в мировую текстильную промышленность.

В странах мира важное значение имеет разработка антикризисного механизма управления текстильными предприятиями. «Доля текстильной продукции в мировой промышленности составляет 5,7 процентов. В 2018 году, в странах ЕС изменение спроса на текстильные изделия увеличилось на 90,5 процентов, на 99,3 процентов в США и на 220 процентов в Японии по сравнению с 2005 годом»[1]. Развитые государства способствуют преодолению кризисных процессов на текстильных

[1] www.oecd.org.

предприятиях и повышению конкурентоспособности национальной продукции на мировом рынке в условиях жёсткой конкуренции, на основе диверсификации производства, эффективного использования современных методов менеджмента, а также внедрения инноваций.

Устойчивый рост населения мира в последние годы и продолжение этой тенденции в будущем приведет к улучшению жилищных условий и повышению платежеспособности населения, дальнейшему увеличению спроса на готовые и полуфабрикаты из текстильной продукции. Это, в свою очередь, требует современных научных исследований, основанных на снижении себестоимости продукции, а также расширении ассортимента и улучшения качества продукции в текстильной промышленности страны, в частности в предприятиях текстильной промышленности. В условиях повышения экономического потенциала предприятий национальной текстильной промышленности на основе инновационных подходов сегодня является актуальным изучение научно-методологических и практических аспектов этого вопроса.

Текстильная промышленность Узбекистана играет важную роль в социально-экономическом развитии страны. В основе текстильной промышленности лежит устойчивый экономический рост, увеличение экспортных поступлений, устойчивое развитие малого бизнеса и частного предпринимательства, а также социальное равенство, то есть занятость, увеличение доходов и в конечном итоге улучшение качества жизни населения.

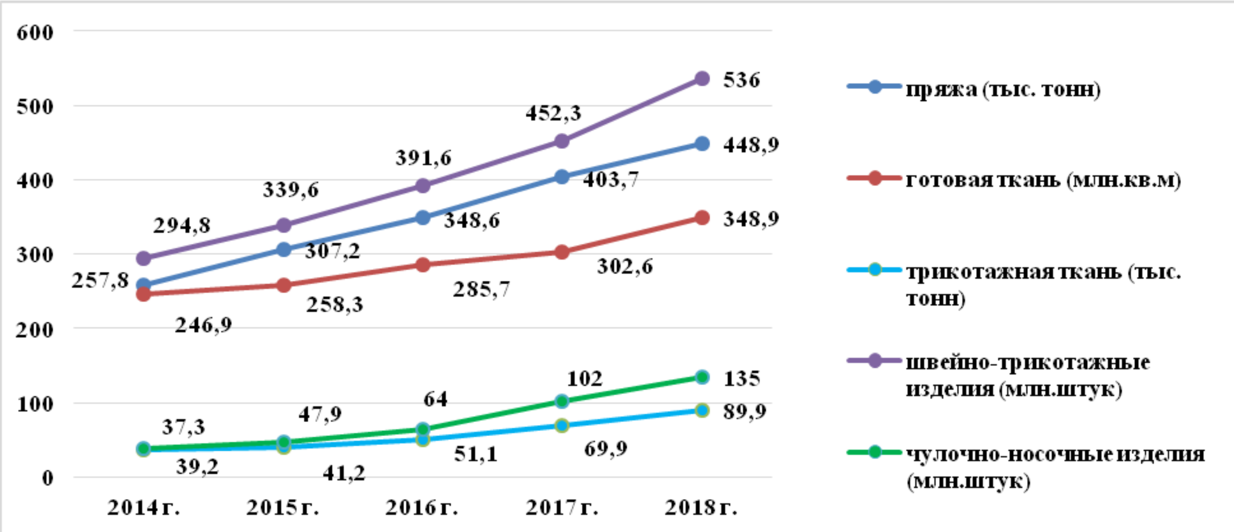

Рис. 1. Динамика и объем производства текстильной продукции в Республике Узбекистан

Согласно данным рисунка, за период 2014-2018гг. наблюдалось увеличение производства пряжи на 1,7 коэффициента, выпуска готовых тканей на 1,4 коэффициента, производство трикотажных тканей на 2,4 коэффициента, выпуск швейно-трикотажных изделий составил 1,8 коэффициента, производство чулочно-носочных изделий увеличилось на 3,4 коэффициента.

Требуется реализация за счет технико-экономической модернизации экономики, дальнейшего развития приоритетных отраслей промышленности, повышения эффективности производства, увеличения конкурентоспособных товаров, отвечающих требованиям на внешнем и внутреннем рынках. По этой причине огромное внимание уделяется увеличению объема текстильной продукции в нашей стране.

Применительно к текстильной промышленности углубленная переработка хлопкового волокна по современным технологиям позволит увеличить объемы производства востребованной на внешнем и внутреннем рынке готовой продукции текстильной и легкой промышленности. Внедрение новых современных производственных технологий и оборудования и их использования в сочетании с эффективным управлением обеспечат на предприятиях отрасли высокую производительность труда, рост объемов готовой продукции. Актуальность развитие этой отрасли экономики связано не только с наличием собственной сырьевой базы (хлопка, шелка, шерсти), но и с относительно высокой трудоемкостью текстильной промышленности, что немаловажно с точки зрения решения вопросов занятости и повышения уровня жизни населения, особенно женщин и молодежи.

В США, например, доля пятого технологического уклада составляет 60%, четвёртого — 20% и около 5% уже приходятся на шестой технологический уклад. В России доля

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	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

пятого уклада составляет примерно 10%, только в наиболее развитых отраслях: в военно-промышленном комплексе и в авиакосмической промышленности. Более 50% технологий относится к четвёртому уровню, а почти треть - к третьему укладу.

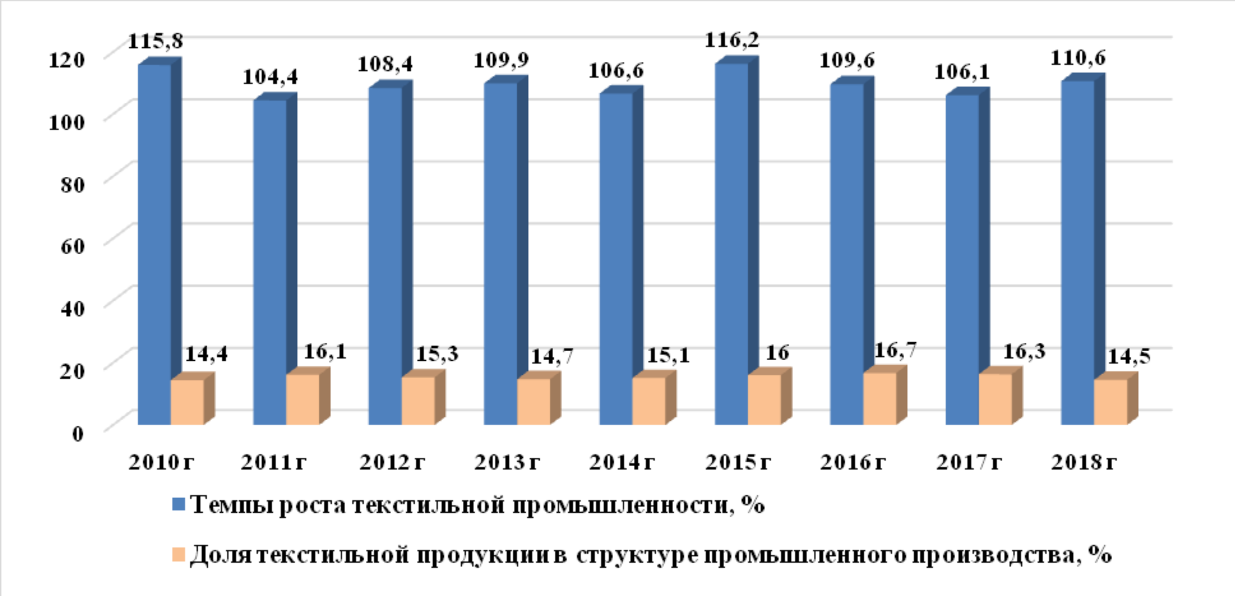

Рис.2. Темпы роста текстильной промышленности в экономике Узбекистана (в процентах)

Данные показывают, что в течение 2010-2018 гг. доля текстильной продукции в структуре промышленного производства имела тенденцию роста до 2016 года. Наблюдается снижение темпов роста текстильной промышленности в 2016-2018 годах. Самый высокий показатель темпа роста текстильной промышленности за период 2010-2018 годах приходится на 2015 год.

Результаты анализа деятельности текстильной промышленности, на основе анализа динамики товарных рынков служат показывают необходимость выявления возможностей для реализации маркетинговых стратегий.

Причиной увеличения объема производства текстильной продукции связано с ростом спроса населения. В свою очередь, развитие текстильной промышленности требует необходимости сохранения устойчивости предприятий отрасли и защиты от кризисного риска. С учетом данных задач мы рекомендуем применение мер по антикризисному управлению в текстильной сфере на макро, мезо и микроуровне. На макроуровне: с целью совершенствования таможенного законодательства и повышения качества продукции необходимо дальнейшее снижение таможенных пошлин на импортируемое сырье, аксессуары, оборудование и технику, увеличения налоговых льгот, развитие логистики, на мезоуровне: внедрение системы, по научно-производственной координации, разработка и реализация инновационных программ, совершенствование системы экспертизы проектов, укрепление сотрудничества с научно-исследовательскими институтами и технопарками, на микроуровне: было предложено стратегическое планирование, совершенствование маркетинга и учетной политики, ускорение инновационной и инвестиционной активности, оптимизация производственных процессов и использование энергосберегающих технологий.

Анализ производства нового поколения текстиля с самыми передовыми технологиями (нано-, био-, инфо) в мире показывает, что имеет место увеличение потребления химических волокон и нитей. С момента посткризисного 2008 года спрос на химические волокна непрерывно растет и будет расти по прогнозам вплоть до 2020 г. примерно 5% в год. Другие виды волокон, включая хлопок, в будущем не претерпят изменений, т.е. химические волокна в перспективе остаются фактически единственным драйвером текстильного сырья в мире.

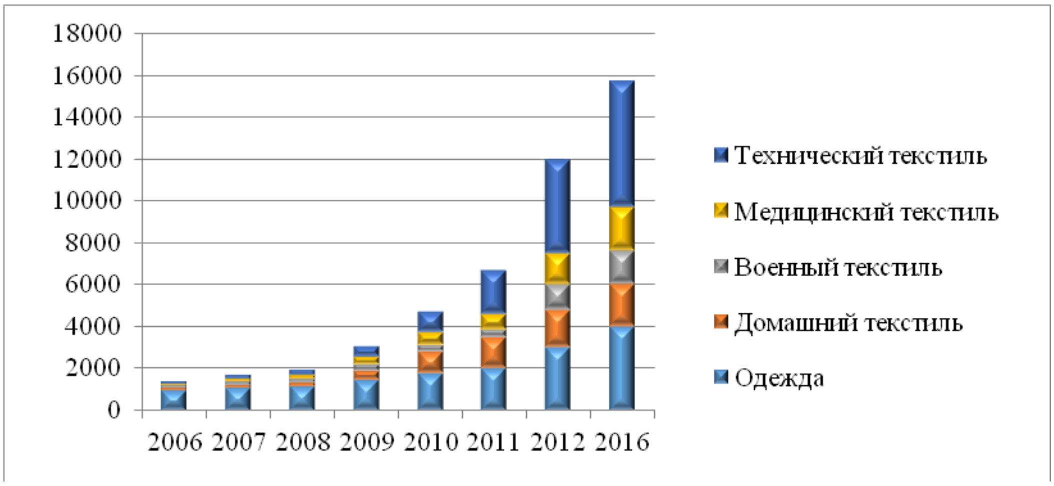

Рис. 3. Мировой спрос на текстильное волокно, млн. тн

По оценкам экспертов, в перспективе доля потребления волокон, приходящаяся на душу населения, изменится в пользу синтетических и, в первую очередь, полиэфирных (38% в общей структуре потребления текстильных волокон) и полипропиленовых (12%), снизится потребление хлопка (32%), шерсти (4,0%) и прочих волокон (около 6, 7%)[1].

Анализ показывает, что имеется существующие тесные взаимосвязи между потребительским спросом на полиэфирные волокна и спросом на все виды волокон. По мере экономического развития стран возрастает ВВП на душу населения, что выражается в увеличении доходов и покупательной способности местного населения. Исходя из текущего прогноза роста ВВП, потребления синтетических волокон может увеличится на 5,6 кг на душу населения в период с 2015г. по 2040 г. и составить 14,1 кг на душу населения, общая численность которое оценивается в 9,2 млрд. чел.

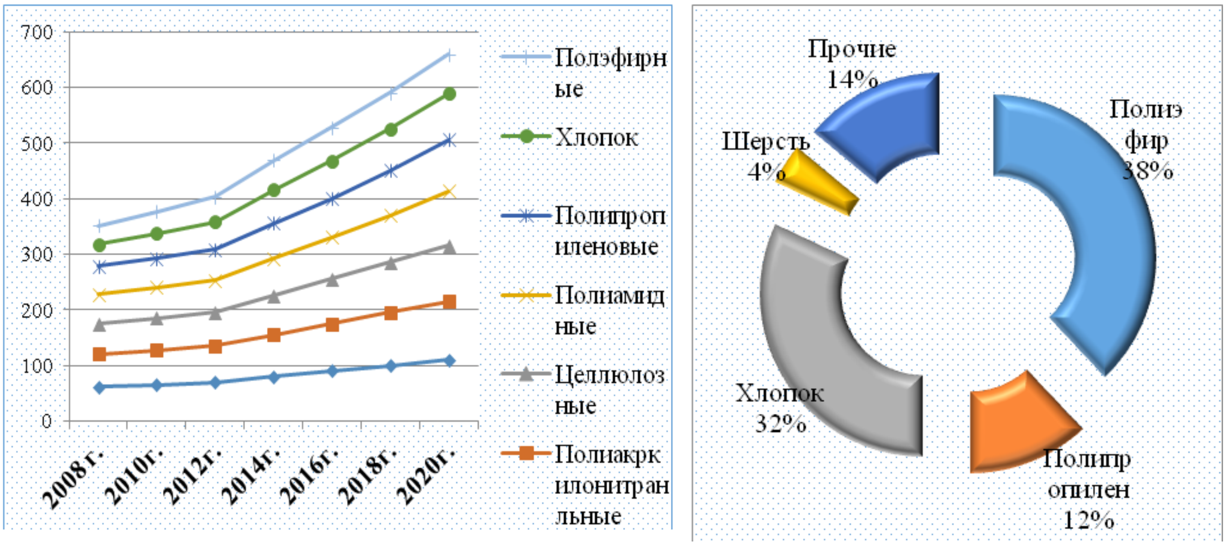

Рис. 4. Динамика мирового рынка текстиля с использованием нано-технологий, млн. долл. США

Текстильные материалы нового поколения будут производиться по классической схеме: производство волокон (природных, химических) – прядение (пряжа) – ткачество (вязание, плетение, производство нетканых материалов) – химическая заключительная отделка. К этой технологической цепочке для получения волокон, текстиля, одежды, технических изделий с новыми свойствами на разных стадиях и в разных сочетаниях будут добавляться нано-, био- и информационные технологии, влияющие на свойства материала. То есть классическая

[1] http://neftegaz.ru/analisis/view/8463-Himicheskie-volokna-na-mirovom-rynke-v-2015-goda-Chast-2

текстильная технологическая цепочка останется обязательной производственной платформой, которой будут добавлятся нано-, био- и информационные технологии.

Для Узбекистана, ориентированного на производство инновационной текстильной продукции на основе не только натурального волокна, но и химических волокон и нитей, становится актуальным развитие наукоемких химических технологий, в том числе на наноуровне, по ряду направлений которых в Узбекистане ведутся фундаментальные и исследовательские работы.

Применительно Узбекистану, для производства нанопродукции (волокна, текстиль, одежда) должны учитываться потребность в этих продуктах, состояние и возможности отечественных производителей текстильной и легкой промышленности, состояние науки в этой области, наличие специалистов и др .

Исходя из внутренней и внешней потребности формируется перечень нанопродуктов по значимости, продвинутости (технологической, коммерческой, социальной), затем в перечне оставляют нанопродукты, исходя из критерия «возможность производства» и изыскивают возможности закупить технологию и производить продукцию.

Особенностью текстильного сектора Узбекистана являются преобладание в отрасли первичного производства текстиля и низкая степень переработки сырья. Несмотря на выгодность глубокой переработки сырья и то, что Узбекистан занимает шестое место в мире по объемам производства хлопкового волокна и третье по его экспорту,[2] в стране потребляется не более 65% от общего объема производимого хлопка-волокна,[3,] что говорит о наличии огромного потенциала для развития отрасли. В результате, не смотря на то, что доля Узбекистана в мировом производстве хлопка составляет 4%, его доля в мировом производстве хлопчатобумажной пряжи – менее 1%. Доля в производстве тканей и полотна, готовых трикотажных и швейных изделий также чрезвычайно мала, так как для внутреннего потребления используется лишь 50% производимой пряжи.

Из этого вытекает вопрос о совершенствовании технологического цикла в текстильной промышленности. Технологический цикл зависит от сложности и трудоемкости изготовления продукции, уровня техники и технологии, механизации и автоматизации основных и вспомогательных операций, организации качественных рабочих мест и др. Эффективность технологического цикла проявляется:

- в повышении производительности труда за счет технического и технологического обновления производственного процесса, рабочих мест;
- в ускорении оборачиваемости оборотных средств за счет сокращения цикла производства;
- в снижении себестоимости продукции.

Отсюда вытекает ключевая задача – ускоренная качественная модернизация отрасли и поддерживающих ее инфраструктур на основе инновационного развития с использованием кластерных подходов, широкого применения лучших мировых и отечественных достижений в области техники и технологии текстильного, швейного и кожевенно-обувного производства, в том числе нано технологий и нано продуктов. Преодоление технологической отсталости отечественного производства, повышение производительности и улучшение условий труда, обеспечение существенного роста заработной платы ППП - все это взаимоувязанные задачи, при решении которых необходимо использовать комплексный подход.

Во-вторых, технологическое отставание отрасли связано с отставанием в развитии отраслевой науки. Научные организации имеют ограниченные средства на развитие их экспериментальной базы (на приобретение современных приборов, лабораторного и экспериментального оборудования и др.), что снижает эффективность научных разработок, в то время как ведущие зарубежные страны на финансирование НИОКР и на развитие экспериментальной базы вкладывают 5-7% средств от оборота продукции. Это позволяет им стабильно добиваться высоких достижений в науке, повышать технологический уровень производства и конкурентоспособность товаров в соответствии с требованиями мирового рынка.

В-третьих, существенно отстают от зарубежных передовых предприятий уровень организации работ и контроль за технологическим процессом. В результате, удельная трудоемкость производства в отрасли в намного выше, чем за рубежом, а продолжительность выполнения заказов в разы дольше.

Для проведения качественной модернизации текстильной отрасли и поддерживающих ее инфраструктур на основе инновационного развития с использованием кластерных подходов

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2 http://ru.sputniknews-uz.com/economy/20151007/670835.html#ixzz46YWm3C2y

3 Расчет произведен на основе данных Госкомстата Республики Узбекистан по нормам необходимого хлопка-волокна на фактически произведенные ткани хлопчатобумажные и трикотажное полотно.

необходимо провести анализ условий формирования текстильных кластеров, направленных на производство инновационной продукции на базе нано-, био, IT технологий.

На базе изучения зарубежных и отечественных исследований, а также рекомендаций экспертов международных организаций (ОЭСР), в рамках исследования разработаны индикаторы оценки возможности формирования текстильных кластеров для производства инновационной продукции в Узбекистане.

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"AESTHETIC" WORD IN POETRY TEXT: LINGUOPOETICS BY SAIDA ZUNNUNOVA

Abstract: *In this article, based on the material of the poetic heritage – poems in the genre of "philosophical quatrains" by Saida Zunnunova, one of the options for consider ing the dominant features of the linguopoetics oft he author spoetryis presented. Based on the methods of structural analysis of the text, combined with the techniques of linguopoetic, hermeneutical and conceptual consideration of the material, based on its specificity, a peculiaral gorithm for reading the poetryof S. Zunnunova is proposed. The purpose oft her esearchisto identify yanddescribe words \ lexemes that are "aesthetically" important and logic all yaccentu at edbothin the structure of the poetic text and within its frame work. There sult soft here search show edt hatt he author can convey and characterize the key image-the matic vectors of his poetic heritage with the help of several concentrate ed words\lexemes.*

Key words: *linguopoetics; meta-image; aesthetic word in the text; semantic and metasemantic levels; linguostylistics; individual author's concepts.*

Language: *Russian*

Citation: Inomidinova, O. O. (2020). «Aesthetic» word in poetry text: linguopoetics by Saida Zunnunova. *ISJ Theoretical & Applied Science, 04 (84),* 819-823.

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Scopus ASCC: *1203.*

«ЭСТЕТИЧЕСКОЕ» СЛОВО В ПОЭТИЧЕСКОМ ТЕКСТЕ: ЛИНГВОПОЭТИКА САИДЫ ЗУННУНОВОЙ

Аннотация: *В данной статье на материале поэтического наследия – стихов в жанре «философские четверостишия» Саиды Зуннуновой приводится один из вариантов рассмотрения доминантных черт лингвопоэтики поэзии автора. На основе методов структурального анализа текста, совмещенного с приемами лингвопоэтического, герменевтического и концептуального рассмотрения материала, исходя из его специфики, предлагается своеобразный алгоритм прочтения поэзии С.Зуннуновой. Цель исследования – выявление и описание слов\лексем «эстетически» важных и логически акцентированных и как в структуре поэтического текста, так и ха его рамками. Результаты исследования показали, что автор при помощи нескольких концентрированно-выделенных слов\лексем может передать и охарактеризовать ключевые образно-тематические векторы своего поэтического наследия.*

Ключевые слова: *лингвопоэтика; метаобраз; «эстетическое» слово в тексте; семантические и метасемантические уровни; лингвостилистика; индивидуально-авторские концепты.*

Введение

Авторское слово, как предмет и объект исследования не только литературоведческих, но и лингвистических областей является категорией, рассмотрение которой считает и перспективной и плодотворной в научном плане. Лингвопоэтика, как структурно-семантическая и логически верно вычлененная часть поэтики преследует цель – рассмотрение специфики функционирования индивидуально-авторского «эстетического» слова\лексемы в контексте произведения.

При этом, само произведение может быть реализацией или поэтических или прозаических жанров. Разница лишь в том, что в поэтическом тексте, также как и во всех его жанрах, семантическая насыщенность слова должна выражаться в максимально «концентрированной» форме. Поэт обязан вместить в несколько лексем (подбирая их строго с идейно-тематическими и формальными показателями того или иного лирического жанра) множественные смыслы, он должен их «зашифровать» для того, чтобы сохранить и дальнейшие, потенциальные смыслы-возможности (образы, ассоциации, коннотации и т.д.) этого слова.

О безграничных возможностях слова в художественной литературе писали такие русские филологи, как А.А.Потебня, Г.О.Винокур, В.В.Виноградов, Л.В.Щерба, О.С.Ахманова, Р.А.Будагов, а в зарубежной традиции, например, представители Пражской лингвистической школы и новой критики [8, с.6].

Основная часть

«Творческое искусство» как перевод-определение поэтики в целом, к сожалению, не отражает ее специфики: многоуровневая и сложная структура «поэтических» отношений слов в тексте рассматривает по отдельности. Данная структура представляет собой ярусную систему взаимоотношений слов: от фонетико-графических основ реализации слова в тексте (будь то текст прозаический или поэтический) – до его синтактико-прагматических выходов, в том числе и выходов «за рамки» произведения. В данном исследовании мы хотели бы обратиться к поэтическим текстам известной узбекской поэтессы, автора многих сборников стихов – Саиды Зуннуновой.

Останавливаться отдельно на биографии и творческих эволюциях автора мы не будем, но при помощи приемов «структуральной поэтики» и «лингвопоэтики» мы сможем реконструировать через поэтический текст элемент творческой биографии С.Зуннуновой. Материалом исследования явилась так называемая «философская» поэзия автора. В частности такие стихотворения как «Фикр чарчатади баъзида, аммо…» (Устаю от мысли иногда я, но…), «Сўнгги йўл» (Последний путь), а также «вереницу четверостиший» [1, с.23] и пятистишей, как жанровую модификацию философской микропоэзии С.Зуннуновой.

Основное, на что мы будем обращать внимание при анализе данных поэтических сегментов творчества – это то, что какую семантическую нагрузку несут те или иные лексемы в структуре поэтического повествования, их выход, а также переход в иные творческие «плоскости», из соприкосновение с другими пластами искусства и культуры (музыка, живопись, искусство и т.д.). Рассмотрим четверостишие:

Қадрласанг инсонлигингни,
Вафо қилсанг ўзингга ўзинг,
Фақат-фақат шунда мен билан
Тўғри келар тақдир-юлдузинг.
1957

(Букв. перевод:
Если ценишь, что ты человек,
Если верен самому себе,
Только тогда, только тогда
Сойдутся с моими твои пути).

Обратим внимание на три лексемы в структуре стихотворения: это «инсон» т.е. человек (*инсонлигингни*), дублированное «Фақат-фақат» (только-только) и выражение «тақдир-юлдузинг» (тақдир– судьба; юлдуз (-инг) – звезда, переводенное нами, как полисемантическое слово “путь”). Данное триединство составляют незримо ощутимый лексико-семантический каркас четверостишия: на основе объяснения того, что «судьба и жизненный путь одного человека может быть связан с судьбой другого только тогда, когда он будет ценить то, что он Человек (именно с Большой буквы и оставаться Человеком в любой жизненной ситуации)», мы можем говорить о наличии в поэтическом мире С.Зуннуновой устойчивых жизненно-философских позиций, выражаемых в лирике определенным набором лексем.

Приведенные лексемы выходят за рамки четверостишия, ибо они есть ключевое звено в философской лирике поэтессы, они представляют собой акцентированные смысловые единицы. Выражение, выраженное словом – приложением как «тақдир-юлдузинг» (судьба, как рок, и направляемая путеводной звездой) дает проекцию на все творчество поэтессы: именно понятия соотнесенности\неотнесенности, близости душ или пропасти между ними, являются устойчивыми тематическими векторами лирики С.Зуннуновой.

Обратимся еще к одному четверостишию, логически дополняющего предыдущее:

Фикрим ғаввос каби кўнглим тубидан
Хислар дурдонасин излар дам-бадам.
Борди-ю топмаса... Йук унда шоир,
Шоиргина эмас, йуколур одам.
1963

(Букв.перевод:
Мысль моя словно неистовый искатель,
В глубине моей души ищет жемчуга чувств,
А если не найдет.... Нет тогда поэта,
Не только нет поэта – исчезнет человек)

В отличие от первого четверостишия, в этом автор употребляет лексему не “инсон” (человек), а “одам” (“Человек”,но в значении “Первочеловек”, “Человечество”). Это ключевой момент позволяет нам говорить, о том, что тема “Человека”, как творца своей жизни/судьбы, а также создателя категорий эстетики и искусства, является неотъемлемой частью творческого наследия С.Зуннуновой. сама форма выражения авторской мысли, заключенной в поэтическую «оболочку» - жанр четверостишия указывает на будущее «философкое» решение онтологических, витальных, экзистенциально важных вопросов в индивидуально-авторском преломлении.

Поэтическое мастерство С.Зуннуновой заключается и в умении «сжать» и зашифровать материал до уровня намека, авторской аллюзии-игры. Во втором четверостишии на самом деле разворачивается картина наминого шире, чем она описана в словах в стихотворении: мы видим целый мир, причем этот внутренний мир, поэтесса соотносит с водной стихей-первоосновой: для этого она выбирает соответствующую лексическую инструментовку, такие слова как «ғаввос» (искатель, но буквально «ныряльщик», современный дайвер), «туб» (тубидан – из под низа, из подо дня), «дурдона» (жемчуг).

Автор не просто сравнивает Мысль и силу Мысли с Океаном чувств – поэтесса предлагает читателю окунуть в него вместе с ней, т.е. познать самого себя, и через эти знания посмотреть на Мир иными глазами. Автор вновь указывает свою позицию, безоговорочную и бескомпромиссную: если Мысль не сможет найти в глубине души новые чувства, то поэт не имеет права называться Поэтом. Последняя фраза стихотворения о том, что «не только поэтом, но и человеком» перестанет быть автор говорит о высокой заданной планке творчества, достигать и преодолевать которую он обязан изо дня в день.

Авторское творчество, порождающее новые мысли и оттенки чувства схожи со сложной работой\профессией «ныряльщика». Поэт также, как и ныряльщик каждый раз погружаясь в «глубину чувств», возвращается в реальность с тем или иным трофеем, если же нет, - значит иссякли творческие силы и человек больше имеет права называться Поэтом.

Это указывает и на то, что при восприятии слова в художественном тексте необходимо помнить, что оно одновременно функционирует по крайней мере на трех разных уровнях: семантическом, метасемиотическом и лингвопоэтическом и, соответственно, может становиться объектом трех видов анализа [4, с.66].

Первые два уровня относятся к области лингвостилистики и предполагают разграничение собственно смыслового содержания, семантики, последний же говорит о преднамеренном использовании автором тех или иных слов, с их высокой частотностью употребления. Слова и накладывающиеся на них экспрессивно-эмоционально-оценочные оттенки, или коннотаций позволяют раскрыть безграничные потенции слова в тексте, благодаря именно третьему уровню восприятия текста – лингвопоэтическому мы может узнать о новых, в том числе и авторских значениях, «вкладываемых» в слово. Последний уровень имеет дело с более тонкими и сложными эстетическими особенностями слова, непосредственно связанными с идейно-художественным содержанием произведения[7, с.38-39].

Таким образом, на примере всего двух четверостиший, и использованной в них лексики, мы можем сделать вывод о том, что тема Человека занимает ключевую позицию в тематической «галереи» автора. Вопрос о том, почему именно мы выбрали небольшие по объему произведения – очевиден, ведь именно в такой форме мы может наглядно показать, отчетливо проиллюстрировать авторское «слово» в тексте и в контексте творчества. Даже если обратить внимание на хронологические рамки написания данных произведений – это 1957 и 1963 гг., и мы можем с уверенностью констатировать факт устойчивого тематического ракурса, в структуре которого меняется поэтическая сюжетообразующая канва, мотивный спектр, но лексическое выражение тем «Человек» и его мир, «Мысль и Слово», остаются неизменными.

Тема «мысли» не раз повторяющаяся в творчестве С.Зуннуновой появляется и более сложных стихотворных формах, так, например, в произведении «Фикр чарчатади баъзида, аммо…» (Устаю от мысли иногда я, но…): здесь мы может наблюдать процесс «оживания» мысли, точнее ее олицетворение. Лексический «арсенал» данного стихотворения также полностью соотнесен с областью «внутреннего мира Человека». в основном жанр четверостишия, и произведения в него входящие не озаглавливаются, но встречаются и исключения. Так, например, четверостишие, озаглавленное как «Уруғ» (Семя), раскрывает целую вереницу «архитепических» образов с выходом на философские вопросы. Рассмотрим ключевые лексемы в свете проблем лингвопоэтики:

Уруғ

Беўй улоқтирди уни аллаким,
Билмади, орзуси фақат шу эди
Она – Ер кўксига лабини босиб,
Энди мен яшайман,ўлмайман, деди.
1963

(Букв.перевод:
Семя
Кто-то не подумав выбросил его,
Он не знал – мечта была такая,
Припав к груди Матери-Земли,
Сказал: не умру, теперь я буду жить)

Смысл, заключенный уже в категории «заглавие» говорит сам за себя: автор указывает на наличие номинатива – «Уруғ» (Семя), но при этом даже не намекает на имя\название того, кто выбросил его. Автор преднамеренно опускает этот момент – момент номинации кого, кто произвел действие – улоқтирди (*выбросил*), заменяя его имя местоимением “аллаким” (кто-то). Это указывает на то, что автор ставит лексему “семя” как символ жизни и будущего выше даже имени человека, выбросившего его. Резкий контраст проявляется, в особенности, в противопоставлении мира Человека и мира Природы, выраженных посредством лексем “аллаким” – “Она-Ер”, т.е. “кто-то” и “Мать-Земля”.

Тема взаимоотношений, а точнее злоупотребления человеком дарами Матери-Проды, Матери-Земли не являются как таковыми “основными” линиями четверостишия. Главное здесь – это то, что Семя, в отличии от человека, будет жить, человек же – нет, ибо он уже мертв, он не прорастет и не примется, он не припадет грудью к Матери-Земле, потому что он не достоин этого. Именно поэтому у него даже и нет имени. Использование автором прямой речи, выраженной в форме, так называемого “повествования от лица семяни” (на это указывает и лексема “деди”, т.е. сказал) усиливает восприятие: С.Зуннунова интересным образом наделила “даром Слова” именно семя, но не человека; именно семя может говорить, излагать свою точку зрения, иметь Мысль, а следственно и иметь будущее.

В тоже время автор разворачивает и картину Мысли семени и мечты Человека: у человека мечта – лишь мгновенное действие - “выбросить семя”, а для семени – это новая страницы в жизни.

Заключение

«Слово» в поэтическом мире, как это видно из примеров поэтического наследия С. Зуннуновой, обладает рядом свойств, некоторые из которых мы может выделить следующим образом:

1. Любое слово, в том числе и как словарная статья, может иметь кроме общеизвестного лексического значения, закрепленного в той или иной форме и «новое» авторское значение, т.е. то, что автор «привнес» в общеупотребительное значение посредством своего творчества;
2. Слово в поэтическом мире автора может нести не только «эстетическое» начало и смысл, но и может характеризовать все творчество в целом, быть своеобразным словом – концептом[13, с.26];
3. Благодаря правильному вычленению слов-концептов, характеризующих творчество автора, мы может смоделировать когнитивную картину поэтического\прозаического творчества;
4. Частичная реконструкция «слова в тексте» позволить выйти на более сложные уровни филологического анализа текста в целом.

Кроме того, вопрос о том, только ли стилистически маркированные единицы языка могут подвергнуться лингвопоэтическому преобразованию или эстетическую значимость может приобрести любая нейтральная единица семантического уровня, остается спорным и по сей день.

В тоже время, эстетически значимый элемент текста должен хоть как-то быть отмечен на метасемиотическом уровне. Сюда мы можем и отнести категориальный аппарат литературоведческого анализа текста: это могут быть в равной степени и тавтологии (поэтические повторы в том числе), инверсии, использование разнообразных графических\пунктуационных знаков (кавычки, восклицания, вопросы и т.д.).

Исследователь А.А.Липгарт указывал на один немаловажный момент: «…Многие художественные тексты не подлежат лингвопоэтическому изучению в силу отсутствия в них стилистически маркированных единиц…» [4, с.26] или же «… Художественное слово образно вовсе не в том только отношении, будто оно непременно метафорично. Сколько угодно можно привести неметафорических поэтических слов и целых произведений. Но действительный смысл художественного слова никогда не замыкается в его буквальном смысле…» [10, с.88].

Из этого следует, что обязательным критерием лингвопоэтического анализа текста является наличие в нем «эстетического», метасмыслового, гиперсемантического начала[12, с.177], характеризующего и как манеру си стиль автора, так и его творчество в целом.

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CONTEMPORARY GENRE STUDIES OR GENETICA: THEORIES, METHODS, PERSPECTIVES

***Abstract**: This article provides an overview and generalization of such concepts as" genre"," theory of speech genres","genristics". Based on the material of theoretical research by well-known linguists of our time, it is proposed to outline promising directions for the study and application of the theory of speech genres (RJ) in linguistics. The purpose of the study is to derive the basic methods for further analysis of RJ.*

***Key words**: genre; genre studies; Henrietta; speech genres; cognitive linguistics; communication theory; theory of speech acts.*

***Language**: Russian*

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СОВРЕМЕННОЕ ЖАНРОВЕДЕНИЕ ИЛИ ГЕНРИСТИКА: ТЕОРИИ, МЕТОДЫ, ПЕРСПЕКТИВЫ

***Аннотация**: В данной статье в обзорной и обобщенной форме дается представление о таких понятиях как «жанр», «теория речевых жанров», «генристика». На материале теоретических изысканий известных лингвистов современности предлагается очертить перспективные направления изучения и применения теории речевых жанров (РЖ) в языкознании. Цель исследования – выведение основополагающих методик для дальнейшего анализа РЖ.*

***Ключевые слова**: жанр; жанроведение; генристика; речевые жанры; когнитивная лингвистика; теория коммуникации;теория речевых актов.*

Введение

«…Даже в самой свободной и непринужденной беседе мы отливаем нашу речь по определенным жанровым формам…

Эти речевые жанры даны нам почти так же, как нам дан родной язык…».

М.М. Бахтин

Понятие жанра будучи понятием общефилологическим, а значит и одинаково принадлежащим и литературоведению лингвистике определяет тип, вид, классификацию и научное направление того или иного текста. Наука, а точнее лингвистическая дисциплине занимающаяся проблемами отнесение текста устной или письменной речи к тому или иному типу жанра и именуемая как «жанроведение», представляет собой сложную и разветвленную систему, в структуре которой, в современной лингвистике, немало спорных моментов. В данной работе, носящий обзорный теоретический характер, мы уделим внимание, а также попытаемся внести ясность в существующие концепции, раскрывающие сущность современного лингвистического понимания жанра[5, с.99], жанроведения или генристики.

Более того, определим какими методами следует руководствоваться и труды каких исследователей являются основополагающими в объяснении вопросов, связанных с лингвистическими жанрами.

Основная часть

Точкой отсчета в изучении проблем жанра, жанроведения и современной генристики является, опубликованная в 1979 году, и ставшая на сегодняшний день классической академической литературой работа известного филолога, мыслителя и культурологаМ.М. Бахтина под названием «Проблема речевых жанров»[2, с.49].Активное развитие науки и появление отдельного лингвистического направления указывает на востребованность и актуальность данной проблемы.

Именно поэтому такие ученые как В.В. Дементьева, В.Е. Гольдина, К.Ф. Седова, Т.В. Шмелёвой, К.А. Долинина, М.Н. Кожиной, М.Ю. Федосюка и другиепредлагают различные варианты понимания речевого жанра, предлагают пестрый спектр теорий и оснований для типологии речевых жанров, а также рассматривают как общие, так и частные вопросы речевых жанров. Речевые жанры, будучи понятием многоярусным, включает в себя множество описаний отдельно взятых жанров, в особенности их устное проявление. Т.к. именно устное проявление различных речевых жанров их состав, а также классификация и составляет основное проблемное ядро. Описания устных речевых жанров, или точнее попытки их описания (на сегодняшний день у одного и того же типа\вида устного речевого жанра в академическом кругу может быть несколько довольно обоснованных определений), описания групп, объединенных по смежности\близости семантики и т.д. является одной из самых сложных, но плодотворных лингвистических исследовательских стратегий.

В новой теории языка центральную позицию занимает человек с присущими ему качествами, позволяющими ему производить и принимать тексты. Высокий уровень конвенционализации (иногда ритуализации) культурных действий охватывает языковые поступки → можно говорить о конвенционально обусловленных типах текстов. Понятие жанра – одно из ключевых в описании языка. Теория речевых жанров связана с науками, изучающими разновидности текстов. При этом концепции теорий речевых жанров могут быть следующими: - классическая аристотелевская;

- *речеведческая;*
- *бахтинская (жанроведческая).*

Речевой жанр – нечто абстрактное, применительное и к произведениям художественной литературы, и к собственно речевому акту, это устойчивая форма речи и речевого поведения. Мы говорим только определенными жанрами и это стереотип речевого поведения, «относительно устойчивый тематический композиционный и стилистический тип высказывания», возникающий как функция устойчивого, повторяющегося сочетания типовых значений ряда аргументов – параметров коммуникативной ситуации (намерения). Существуют также формальные и содержательные тенденции в теории речевых жанров: сюда можно отнести лингвистическое изучение (генристику) и прагматическое изучение (жанроведение).

В лингвистическом направлении речевой жанр понимается как «элемент классификационной системы, в которой жанры распределены и обычно исходя из одного ведущего признака (как правило, это целевой компонент). Жанр рассматривается скорее как монологическая структура и под речевым жанром понимается особая модель высказывания» [14, с.485]. По опредлеению же М.Ю. Федосюк речевой жанр – это феномен речевой деятельности,модель сознания.Генристика же с точки зрения синтактики речевого жанра определяется как «системно-структурный феномен, представляющий собой сложную совокупность многих речевых актов, выбранных и соединенных по соображениям некой особой целесообразности и относящейся к действительности не непосредственно, а через РЖ в целом» [3,с.43]

Второе направление – прагматическое, понимает под речевым жанром речи - «вербальное оформление типичной ситуации социального взаимодействия людей» [5,с.11]. При этом большое внимание уделяется взаимодействию адресата и адресанта и коммуникативным смыслам, осознанно передаваемым участниками общения. В этом отношении жанр – это культурно и исторически оформленный, общественно конвенционализированный способ языковой коммуникации; образец организации текста, совокупность текстов, в которых определенный образец является актуализированным, реализованным [14, с.285].

Также возможно деление речевых жанров по жанрово-коммуникативному аспекту, который предложил К.В. Кожевников. Сюда можно отнести 1.Тексты, которые строятся в соответствии с облигаторными информативными моделями; 2.Тексты, содержание которых строится по узуальным информативным моделям; 3.Тексты нерегламентированные.Как это было указано и выше, речевые жанры вбирают в себя тексты письменного и разговорного жанров, также их разделяют на просты и сложные: жанры простые (угроза, отказ) и сложные (разговор, письмо); примарные ("Я – Здесь – Сейчас" говорящего) и секундарные (производные): бытовое письмо, дневник, дискуссия.Ученик и последователь филологической мысли М.М.Бахтина С.Гайда в своих исследованиях выделяет тематические группы жанров (жанры речевого этикета), а О.А. Казакова дает следующую дефиницию жанрам, как таковым: 1. Гипержанры; 2. Жанры; 3.Субжанры.

По известному определению М.М. Бахтина, речевые жанры– это«относительно устойчивые тематические, композиционные и стилистические типы высказываний» [2, с.165]. Под высказыванием М.М. Бахтин понимал единицу речевого общения, границы которой определяются сменой речевых субъектов– первой конститутивной особенностью высказывания. Вторая особенность– специфическая завершённость высказывания. «Эта завершённая целостность высказывания, обеспечивающая возможность ответа(или ответного понимания), определяется тремя моментами(или факторами), неразрывно связанными в органическом целом высказывания: 1) предметно-смысловой исчерпанностью; 2) речевым замыслом или речевой волей говорящего; 3) типическими композиционно-жанровыми формами завершения» [2, с.182].

М.М. Бахтин придавал огромное значение изучению речевых жанров, поскольку«говорящему даны не только обязательные для него формы общенародного языка (словарный состав и грамматический строй), но и обязательные для него формы высказывания, т.е. речевые жанры; эти последние так же необходимы для взаимного понимания, как и формы языка. Речевые жанры, по сравнению с формами языка, гораздо более изменчивы, гибки, пластичны, но для говорящего индивидуума они имеют нормативное значение, не создаются им, а даны ему» [2,с.187]. При этом высказывания, а вместе с этим и жанры как их типы, М.М. Бахтин понимал крайне широко, относя к ним и однословную реплику, и большой роман. Он же ввёл понятие первичных(простых) и вторичных(сложных) речевых жанров, к первым относя«жанры, сложившиеся в условиях непосредственного речевого общения», а ко вторым жанры, возникающие«в условиях более сложного и относительно высокоразвитого и организованного культурного общения(преимущественно письменного). В процессе своего формирования вторичные жанры вбирают в себя и перерабатывают различные первичные(простые) жанры» [2,с. 162].

Заключение

Проанализировав и просмотрев многочисленный материал, мы приходим к выводу о том, что теория жанров, и как литературоведческое, и как лингвистическое направление имеет много спорных, но плодотворных моментов для исследования. Говоря о роли и месте жанроведения или генристики в кругу современных дисциплин, направленных на решение вопросов связанных с «языковой личностью», где человек выступает в роли носителя/выразителя мысли, мы особо хотели бы отметить связь всех вышеприведенных теорий речевых жанров с такими антрополингвистическими науками как когнитивная лингвистика, этнолингвистика, психолоингвистика, социальная лингвистика, теория и практика коммуникации /коммуникативная лингвистика, прагмалингвистикаи т.д.

В основе всех перечисленных научных направлений лежит понятие жанра. Именно поэтому. В заключении работы, мы хотели рассмотреть некоторые примеры связи теории речевых жанров с приведенными областями.

Теория речевых жанров и когнитивная лингвистика связаны по следующим параметрам: 1.Жанровые формы во многом определяют характер мышления и дискурсивного поведения языковой личности, определяют индивидуально-авторские концепты [14, с.24]; 2.Жанры присутствуют в сознании человека в виде фреймов, сценариев, влияющих на процесс разворачивания мысли в слово.

Теория речевых жанров и прагмалингвистика:1.Слушатель противопоставляет мысли говорящего свою встречную мыслительную активность → т.е. происходит установка на конкретную коммуникативную ситуацию, на модель речевого жанра, которая присутствует в сознании адресата; 2. Любая мысль, реализованная и репрезентированная в реальной действительности уже является показателем наличия/отсутствия у носителя того или иного типа/вида речевого жанра.

*Теория речевых жанров и коммуникативная лингвистика: 1.*Жанры участникам общения предписывают определенные нормы речевого поведения; 2.Овладение нормами речевого поведения – часть процесса социализации личности; 3.Социализация – «врастание» системы жанровых норм в сознание индивида → рост коммуникативной (жанровой) компетенции [5,с.185].

Теория речевых жанров и этнолингвистика: 1. Разные культуры оказывают разное предпочтение разным жанрам, структурирующим коммуникативное пространство этноса. Идентификация своего / чужого по жанровому признаку – чувство речежанровой идентичности [5, с.295];2.Таксономия речевых жанров не задумана как универсальная схема или фрагмент универсальной схемы.Так, например, жанры, выделенные польским языковым сознанием, отражают польский общественно-культурный мир, кодифицируются в польских лексических единицах. "talk" (что-то между докладом и беседой, неофициальная "болтовня", но серьезно);"note" (коротенькое неофициальное письмецо или открытка кому-либо с определенной коммуникативной целью).

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INVESTMENTS IN 2020 AND MEASURES TO PREVENT THREATS OF UNCERTAINTY

***Abstract**: The article is dedicated for the issues of economic situation during the pandemic period of coronavirus, the problems of developing countries in attracting the investment, outflow of direct investment, problems of employment, decrease of incomes from export, falling the rate of solvency, and the actions by the President of Uzbekistan Republic dedicated to avoid the appeared crisis.*

***Key words**: Investment, credit, currency, economy, export, developing countries, unemployment, GDP, and crisis.*

***Language**: Russian*

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ИНВЕСТИЦИИ В 2020 ГОДУ И МЕРЫ ПО ПРЕДОТВРАЩЕНИЮ УГРОЗЫ НЕОПРЕДЕЛЕННОСТИ

***Аннотация**: В статье рассмотрены вопросы экономического состояния в период пандемии коронавируса, проблемы развивающихся стран в области привлечения инвестиций, отток прямых инвестиций, проблемы безработицы, сокращение экспортных поступлений, падение платежной способности а также меры принимаемые Президентом Республики Узбекистан по предотвращению последствий начавшегося кризиса.*

***Ключевые слова**: инвестиции, кредит, валюта, экономика, экспорт, развивающихся стран, безработица, ВВП и кризис.*

Введение

Пандемия коронавируса стала наиболее важной ближайшей проблемой. Все усилия правительства должны быть направлены на осуществление меры в области экономической политики в целях недопущения того, чтобы пандемия повлекла за собой затяжной экономический спад с длительным снижением общественного благосостояния в результате роста безработицы и числа банкротств.

Одна из глобальных проблем в экономике 2020 является безработица. Уровень безработицы из-за пандемия COVID-19 - как и темпы ее роста - побьют все рекорды в современной истории, в мире наступает период затяжной депрессии.

Например, в Великобритании и во многих других европейских странах уже наступил период депрессии. Это устойчивый, продолжительный спад экономической активности в одной или нескольких странах. Но сегодня, когда ежедневные драматические подсчеты числа жертв коронавируса COVID-19 продолжается, в этот период необходимо обратить внимание еще на один ключевой показатель экономики. Речь идет о том, каков реальный уровень безработицы, насколько она уже выросла и насколько вырастет в недалеком будущем. Проблема в том, что мы понятия не имеем, насколько она уже выросла и насколько вырастет еще. По всей видимости, уровень безработицы - как и темпы ее роста -

побьют все рекорды в современной истории. Социальное дистанцирование оказало катастрофическое воздействие на предприятия, которые при других обстоятельствах были стабильными. Многие фирмы закрываются. При отсутствии четкого представления о том, как долго продлится неопределенность, или о том, как будет восстанавливаться экономика, их будущее остается неопределенным. Такого коллапса, сосредоточенного в сфере бизнеса, еще никогда не было. Правительство попыталось предпринять ответные меры, но оно не имеет ни малейшего представления о масштабах проблемы, которую ему придется решать. У нас уже есть некоторые свидетельства того, насколько рухнула предпринимательская и потребительская уверенность, падение которых в феврале-марте 2020 года сопоставимо с падением в 2007-2008 годах, непосредственно перед началом "великой рецессии". Спад активности и сопутствующий ему рост безработицы, судя по всему, происходят, по меньшей мере, в 10 раз быстрее, чем во время "великой рецессии" 2007-2009 годов[1].

Индекс менеджеров по закупкам в секторе услуг (PMI) за период с 12 по 27 марта, который показал рекордное падение, превышающее предыдущий рекорд, наблюдавшийся в разгар финансового кризиса. В странах еврозоны индексы PMI в этом секторе были еще ниже. "Великая депрессия" является эталоном для депрессий. В период с 1929 по 1933 год уровень безработицы в США вырос с 3,2% до 24,9%. За этот четырехлетний период число безработных американцев увеличилось с 1,6 миллиона до 12,8 миллиона. В Великобритании в 1929-1932 годы уровень безработицы вырос с 7,2% до 15,4%, и количество людей, получавших пособие по безработице, увеличилось на 1,9 миллиона человек. Если сравнивать, то "великая рецессия" 2008-2010 годов была незначительной - во всяком случае, в том, что касается безработицы. В период с января 2008 года по октябрь 2009 года уровень безработицы в США вырос на пять процентных пунктов, а в Великобритании он вырос с 5,2% в начале 2008 года до 8% в начале 2010 года.

Этот рост уровня безработицы охватывает периоды в один год и более. По краткосрочному росту безработицы пандемия COVID-19 побьет все предыдущие рекорды, и они покажутся совсем скромными.

Еженедельно каждый штат сообщает, сколько было подано заявок на получение страховых выплат по безработице, и Министерство труда США публикует сводные данные по стране. Кроме того, сегодня утром Статистическое управление Министерства труда опубликовало последние ретроспективные данные о рынке труда в США отмечался рост уровня безработицы с 3,5% до 4,4% за месяц - самый большой ежемесячный рост за последние 60 лет[2].

Федеральный резервный банк Сент-Луиса подготовил прогноз роста безработицы в США, основанный на количестве профессий, которые находятся в группе риска, и от которых, скорее всего, откажутся из-за пандемии коронавируса COVID-19. Прогноз крайне пессимистичен. По предположениям специалистов, во втором квартале 2020 года уровень безработицы в США может превысить 32%[3]. Используя аналогичные методы можно прогнозировать структуру занятости в Великобритании. В условиях распространения коронавируса COVID-19 в краткосрочной перспективе около 50% работников потеряют работу. С учетом этого все происходящее на рынке труда выглядит устрашающе.

По этим оценкам, к концу мая число безработных вырастет примерно на пять миллионов рабочих с 1,34 миллиона до шести с лишним миллионов, и вполне возможно, что ситуация будет намного хуже. Это приведет к тому, что уровень безработицы вырастет примерно до 21% (то есть, в пять с лишним раз выше сегодняшних 3,9%), и произойдет это быстро. Некоторые из этих работников будут отправлены в отпуск без содержания и смогут вернуться на работу, если и когда произойдет оживление экономики, но это произойдет только в том случае, если их компании будут платежеспособны и будут иметь рынок сбыта.

Вторая проблема для экономики развивающихся стран является утечка капитала. В странах, обладающих соответствующими экономическими возможностями, для решения этой задачи может использоваться сочетание своевременных и целенаправленных мер по поддержке особо пострадавших секторов и групп населения, включая предоставление временных налоговых льгот и денежных пособий. В опубликованном анализе ЮНКТАД, Конференция ООН по торговле и развитию, для развивающихся стран последствия пандемии в форме утечки капитала, повышения процентов по кредитам, девальвации валюты и падающих доходов от экспорта оказались хуже, чем то, что им пришлось пережить в 2008 году после краха инвестиционного банка Lehman Brothers. Отток капитала составил более 83 млрд долларов, что в два раза больше, чем во время кризиса 2008 года.

Стоимость валюты в развивающихся странах упала по отношению к доллару на 5-25%, в результате чего дорожает обслуживание внешних долгов. К странам, в наибольшей степени затронутым девальвацией валют, относятся Бразилия, Мексика, Индонезия, Россия и ЮАР[4]. В упадок пришел не только туризм - упала и цена на сырье, которое для многих стран является главным экспортным товаром. По данным ЮНКТАД, в 2020 и 2021 годах развивающимся странам не хватит 2 трлн долларов для того, чтобы выполнить свои финансовые обязательства. Это может привести к долговому кризису, в который будут втянуты многие прямые и косвенные кредиторы в промышленно развитых странах. "Если не действовать сейчас же, долговой кризис быстро превратится в цунами невыполненных обязательств", - заявил директор ЮНКТАД Ричард Козул-Райт".

Развивающиеся страны стоят перед двумя огромными проблемами. В отличие от развитых стран с их крупной резервной валютой они не могут просто напечатать деньги, чтобы справиться с последствиями пандемии. У них нет возможности организовать даже приблизительно такие же масштабные программы поддержки для граждан и экономики, какие уже были представлены в развитых странах. Кроме того, они вступили в этот кризис с рекордно высокой по отношению к их экономическим показателям задолженностью. Еще в 2018 году их общая задолженность составляла почти 200% годового ВВП. В нее входят долги государства и частных лиц, как внутри страны, так и за границей. Именно в этом году должны быть погашены особенно много государственных займов. Только у стран с низким и средним доходом, не включая Китай, в 2020 году истекает срок государственных займов на сумму 415 млрд долларов, в 2021 году - еще на 147 млрд долларов. Из-за оттока капитала едва ли будет возможно рефинансировать их путем выдачи новых займов с доступными процентами[5].

"Поэтому ЮНКТАД требуя масштабной программы поддержки для предотвращения долгового кризиса и гуманитарной катастрофы необходимо выпустить дополнительные ликвидные средства в размере одного триллиона долларов в форме новых специальных прав заимствования Международного валютного фонда (МВФ). Специальные права заимствования - валюта, с помощью которой правительства и банки-эмитенты осуществляют расчеты друг с другом или, например, обменивают их на доллары или евро. ЮНКТАД требует предоставить бедным странам финансовую помощь в размере 500 млрд долларов для стимулирования экономики после коронакризиса. По сообщениям СМИ, за помощью в МВФ обратились уже как минимум 85 стран. Имеющихся кредитных линий, вероятно, будет недостаточно, из-за чего ведутся дискуссии об их расширении[6].

Директор-распорядитель Международного Валютного Фонда Кристалина Георгиева отметила что, пандемия коронавируса уже вызвала неизмеримые гуманитарные издержки, и всем странам необходимо действовать сообща, чтобы защитить людей и ограничить экономический ущерб. При этом было уделено особое внимание на следующие моменты:

Во-первых, прогноз мирового роста: на 2020 год он отрицателен, с не менее серьезной или еще худшей рецессией, чем во время мирового финансового кризиса.

Во-вторых, страны с развитой экономикой в целом обладают большими возможностями для противодействия кризису, тогда как многие страны с формирующимся рынком и страны с низкими доходами сталкиваются со значительными трудностями. Они испытывают тяжелые последствия оттока капитала, и принимаемые странами меры для борьбы с эпидемией серьезно скажутся на внутренней экономической активности. С начала кризиса инвесторы уже вывели из стран с формирующимся рынком 83 млрд долларов США, — это крупнейший зареги стрированный отток капитала за всю историю.

В-третьих, МВФ сосредотачивает работу по надзору на двусторонней и многосторонней основе на преодолении этого кризиса и мерах политики для уменьшения его воздействия. В огромной степени увеличиваем объем экстренного финансирования — за помощью к нам обратилось почти 80 стран — и тесно взаимодействуем с другими финансовыми организациями для принятия действенных согласованных мер. МВФ готов задействовать весь наш кредитный потенциал, составляющий 1 триллион долларов США.

Мы находимся в чрезвычайной ситуации. Многие страны уже принимают беспрецедентные меры. Мы в МВФ, в сотрудничестве со всеми нашими государствами-членами, будем действовать столь же решительно. Давайте сплотимся в этих чрезвычайных условиях, чтобы оказать поддержку всем людям во всем мире[7].

Начиная с марта текущего года, в мире и странах — основных торговых партнерах, наблюдается снижение показателей экономического роста и активности в результате усиления мер по борьбе с пандемией коронавируса, падения цен на нефть нанси сокращения спроса. Падение экономической активности и снижение доходов населения, в свою очередь, приводят к значительному снижению внутреннего спроса. В условиях высокой неопределенности продолжительности пандемии коронавируса и ее влияния на глобальную экономику пересмотр базового прогноза реального роста ВВП Узбекистана на 2020 год требует дополнительного анализа. Заключения Центрального банка по данному показателю будет представлен после завершения аналитических расчетов.

Падение экономической активности в первую очередь отразилось на количестве транзакций, осуществляемых через банковскую систему Республики Узбекисан. В частности, количество транзакций в Узбекистане, совершенных через межбанковскую платежную систему в марте 2020 года, снизилось на 6% по сравнению с аналогичным периодом прошлого года.

За первые 10 дней апреля 2020 года объем транзакций, совершенных через платежные терминалы, сократился на 25,9% по сравнению с соответствующим периодом марта. Также произошло значительное уменьшение количества сделок на Узбекской республиканской товарно-сырьевой бирже. В частности, объем покупок, совершенных в первые две недели апреля, снизился на 28% по сравнению с соответствующим периодом марта[8].

Наряду с этим, прослеживается определенная тенденция снижения активности кредитования в экономике. В январе-апреле 2020 года темпы прироста остатка кредитов в экономику, выданных коммерческими банками, замедлились на 3,5 процентных пункта по сравнению с аналогичным периодом прошлого года и составили 7%.

Банками пролонгированы сроки платежей по 16,4 триллиона сумов кредитов физических и юридических лиц. Это, в свою очередь, приводит к определенному снижению возможностей банковского кредитования в результате сокращения притока денежных средств в банки[9].

Помимо разрушительных последствий для здоровья людей, пандемия влечет за собой значительные экономические потрясения, подвергая его одновременному воздействию нескольких шоков, — снижение внутреннего и внешнего спроса, сокращение торговли, нарушение производственной деятельности, падение доверия потребителей и ужесточение финансовых условий. Дополнительным негативным фактором может стать ухудшение финансового положения предприятий. Поэтому во многих странах принимаются меры по их поддержке.

К числу этих стран можно смело отнести и Узбекистан. В этой чрезвычайной ситуации Президент четко определил основные направления для преодоления последствий пандемии COVID-19.

В частности, указом определено, что предприниматели, занимающиеся туристической и гостиничной деятельностью, освобождаются от уплаты земельного налога и налога на имущество до конца текущего года. Для них ставка социального налога снижается с нынешних 12 до 1 процента. Данной льготой смогут воспользоваться свыше 1 тысячи субъектов, оказывающих услуги в сфере туризма.

Кроме того, государство будет компенсировать 12 процентов расходов по кредитам с процентной ставкой до 28 процентов, что позволит существенно облегчить финансовое бремя хозяйствующих субъектов.

Для этого из Фонда поддержки развития предпринимательской деятельности будет выделено дополнительно более 400 миллиардов сумов на покрытие процентов по кредитам на сумму 3 триллиона сумов.

Для населения, индивидуальным предпринимателям и предприятиям оказавшиеся в сложной ситуации по кредитам на 12 триллионов сумов будут продлены сроки выполнения кредитных обязательств. Кроме этого президентом приняты беспрецедентные меры для поддержки оборотных средств предприятий. Для этого дано поручение Центральному Банку Республики Узбекистан об ассигнации 30 триллиона сум для поддержания оборотных средств предприятий, а также для поддержания программы обеспечения работой выделяется 4 триллиона сум через Агробанк, Халкбанк и Микрокредитбанк. Для решения вышеуказанных проблем 24 банка республики обявили кредитные каникулы как физическим так и юридическим лицам[10].

Заключение

Эти и другие меры направленные на преодоление последствий пандемии коронавируса в отраслях экономики помогут сохранить объемы производства, сохранить рабочие места и поможет привлечь инвестиции в наиболее перспективные отрасли экономики Узбекистана.

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ROAD ACCIDENTS

Abstract: *The emergency is considered not only a socio-economic, but also a demographic problem. This factor represents a real threat to the national security of the Kyrgyz Republic. According to statistics for the period from 2009 to 2019, the number of accidents increased by 1.5 times. The average number of victims in road accidents was 1037 people per year Road traffic crimes are a specific type of crime and reflect the inconsistency of the interaction of elements of the «man-car-road-environment» system. In accordance with the National Development Strategy of the Kyrgyz Republic from 2018 to 2040, a set of measures will be implemented to ensure the safety of road users more than halved, mortality will be reduced the project «Safe City» will be implemented in cities of the republican and regional levels; reform of law enforcement services in the field of prevention and warnings, improving the legal culture.*

Key words: *car, traffic situation, control, law, safety, responsibility.*
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ДОРОЖНО-ТРАНСПОРТНЫЕ ПРОИСШЕСТВИЯ

Аннотация: *Аварийная ситуация считается не только социально-экономической, но и демографической проблемой. Этот фактор представляет самую настоящую угрозу национальной безопасности Кыргызской Республики. По статистике за период с 2009 по 2019 годы количество аварий возросло в 1,5 раза. Количество жертв в ДТП в среднем держалось на уровне 1037 человек в год. Дорожно-транспортные преступления являются специфическим видом преступлений и отражают рассогласованность взаимодействия элементов системы «человек-автомобиль-дорога-среда». В соответствии с Национальной стратегией развития Кыргызской Республики с 2018 г. до 2040 г. будет реализован комплекс мер по обеспечению безопасности участников дорожного движения более чем в два раза будет сокращена смертность; проект «Безопасный город» будет реализован в городах республиканского и областных уровней; реформа правоохранительных служб в сфере профилактики и предупреждений, повышения правовой культуры.*

Ключевые слова: *автомобиль, дорожная ситуация, контроль, закон, безопасность, ответственность.*

Введение

Тема научных исследований по дорожно-транспортным происшествиям являются актуальным в виду повышения уровня дорожно-транспортных происшествий (далее ДТП) на дорогах городов и даже на дорогах сельских местностях.

Так, на основе статистических данных можно определить основные причины возникновения ДТП. Главной причиной является нарушение правил дорожного движения пешеходами, основными участниками ДТП. Особо мы отмечаем и невнимательность водителей, и иных участников движения. Во время ДТП мы учитываем и вопрос эксплуатации старого и неисправного автотранспорта водителей, которые приводят к авто столкновениям.

Исследование причин происшествий и коллапсов на автодорогах нашей страны является актуальным, практически каждый день мы становимся свидетелями транспортных происшествий различного характеров. Мы становимся свидетелями трагических происшествий: гибель граждан, и даже детей, невнимательность водителей автотранспорта; участники автодвижений порой не знают правила дорожного движения и не проходили обучение в профессиональных автошколах.

Каждый участник дорожного движения, в частности водители транспортных средств обязаны знать о разновидностях ДТП, о причинах и механизмах аварийных ситуаций.

Изобретение автомобиля ознаменовало новую эру в техническом развитии человечества, оказавшую значимую роль на его развитие и образ жизни. Надежность, высокие технические характеристики, массовость и доступность автотранспорта привело к тому, что автомобиль стал неотъемлемой частью нашей повседневной жизни. Однако вместе со всеми преимуществами, предоставляемыми этим техническим средством, автомобиль остается источником потенциальных угроз для жизни и здоровья человека, причиной необратимых трагических последствий и ущерба. Закономерен по тяжести последствий травматизм и летальный исход от неправильной и неосторожной эксплуатации автомобильного транспорта, как результат, смертность людей и увечья, получаемые в ДТП по своим последствиям сопоставимы с последствиями боевых действий [2].

Отчеты профилактики, статистические данные, следственная и судебная практика свидетельствуют о том, что в Кыргызской Республики, за период с 2009 по 20019 год количество аварий возросло в 1,5 раза. Количество жертв в ДТП в среднем держалось на уровне 1037 человек в год. Травматизм на дорогах повысился почти в два раза. В целом, за 10 лет в Кыргызстане в результате ДТП погибло 11 553 человек, из них 958 – дети [3].

На основе статистических данных можно определить, что наезд на пешехода составляет в среднем 38 %. На втором месте – столкновения, что составляет 26%, опрокидывания -18 %, наезды на препятствия -15%, наезды на велосипедиста - 3%, наезды на стоящие транспортные средства -3 %, падение пассажира -2 % [4]. По мнению заместителя главы ГУОБДД И.Саркулова 82% ДТП происходят по вине водителей [6].

В городах нашей страны около 55 % всех ДТП составляют наезды на пешеходов. Как выясняется в процессе изучения данной проблемы подавляющее большинство наездов на пешеходов происходит при переходе ими улиц или дорог, причем справа налево по ходу движения автомобиля. Данный факт объясняется тем, что пешеходы находятся к водителю ближе справа, при этом тротуар часто загораживается другими транспортными средствами, а слева дорога просматривается лучше и водитель имеет больше времени для предотвращения наезда.

Многие пешеходы не выполняют Правила дорожного движения. Учитывая данный факт, водителю необходимо предопределять психологию пешехода и предвидеть его поведение. Как показывает практика, пожилые люди часто имеют привычку переходить дорогу, при этом не обращают внимания на движение, а заметив автомобиль, начинают метаться и пытаются вернуться на тротуар.

Что касается пешеходов-детей, поведение школьников очень стрессовое, находятся на грани психологического шока, водителю требуется профессионализм и маневренность. Авто водитель должен предусматривать всевозможные ситуации. На практике водитель должен правильно воспринимать ДТС (дорожно-транспортной ситуации), для обеспечения безопасности движения всех участников ДТС, объектов и событий дорожно-транспортной обстановки.

Для уточнения технического состояния транспортных средств, разметок, механизма ДТП. Основным фокусом экспертизы является само – место ДТП, транспортные средства (авто и вело средства) и части (детали, обломки). Доказательствами для суда выступают фактические данные, в процессах дознания, следствия и судебного разбирательства устанавливается наличие общественно опасного деяния и доказывается виновность [8]. Изучаются показания свидетелей, обвиняемого, потерпевшего, которые оформляются в протоколах. Особое внимание уделяется заключениям экспертов, так как заключение является важнейшим средством доказывания в делах об автотранспортных преступлениях [10]. Основой заключения является доказательство, полученное путем проведенных научных данных и обстоятельств, которые фиксируются в уголовном деле в виду того, что данные факты носят характер вывода эксперта-профессионала.

Следует отметить, что исследование механизма ДТП проводится комплексно [9], алгоритм действий *«следствие-экспертиза-суд-прокуратура»* преследует одну цель выявление истинного виновника происшествия по факту ДТП в соответствии с действующим законодательством Кыргызской Республики [1].

Так, знакомясь с уголовными делами в архиве суда города Ош мы ознакомились с со следующим делом № 41-17-057:

«14 января 2017 года примерно в 4 часов утра, по улице Курманжан-Датка города Ош водитель Д.Х.Н. 07.03.1965года рождения, проживающий по адресу улица Х. Алимжана дом 36 г. Ош, управляя автомашиной марки ДЭУ-Нексия государственный номер О 88 28 АХ (1995 года выпуска, цвет белый, объем двигателя за № G15 MF237755 составляет V=1496, техническое состояние удовлетворительное) направляясь в южную сторону, совершил наезд на пешехода Б.А.Ы. 24.11.1989 года рождения, который переходил автодорогу с правой на левую сторону на пешеходном проходе, водитель не оказав помощь, скрылся с место происшествия. В результате чего, пешеход Б.А.Ы. с полученными ранениями с помощью автомашины скорой медицинской была доставлена в травматологическое отделение Ошской городской больницы.

14.01.2017 года в 4.00 утра был проведен осмотр места ДТП, условия места: погода ясная, светлое время суток, температура воздуха -3С, видимость не ограниченная.

В ходе осмотра места происшествия было определено, что с места наезда на пешехода Б.А.Ы. до восточного края дороги составляет 3.5 метров, а до западного края дороги составляет 9.5 м, на месте происшествия тормозной путь отсутствует, а наезд совершен когда пешеход спокойным пешим ходом переходил дорогу на пешеходном переходе.

По показанию водителя Д.Х.Н. пешехода Б.А.Ы. увидел при наезде 1-2 метра, скорость движения автомашины была примерно 30-40 м/час. Наезд был совершен передней частью автомашины.

Принимая во внимание, что для выяснения истины по делу необходимы специальные познания в области авто технической экспертизы и руководствуясь ст.199-200 УПК КР майор милиции, следователь Маматалиев Д.А. вынес **постановление**:

1. О назначении авто технической экспертизы. (Данная экспертиза была отправлена в г. Бишкек в Государственную Судебно-Экспертную службу при Правительстве Кыргызской Республики) [5].

2. Были также подготовлены вопросы: имел ли водитель техническую возможность предотвратить ДТП? Какими пунктами правил дорожного движения должен был руководствоваться водитель автомобиля в данной дорожной ситуации и соответствовали ли его действия с технической точки зрения требованиям ПДД? Нарушил ли водитель Д.Х.Н. ПДД при данной ситуации?» [7].

В ходе судебного заседания Ошским городским судом был вынесен приговор.

В соответствии со ст. 281 п.1. УК КР и ст.121 п1 УК КР водитель Д.Х.Н был осужден».

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Impact Factor:

ISRA (India) = **4.971**	**SIS** (USA) = **0.912**	**ICV** (Poland) = **6.630**
ISI (Dubai, UAE) = **0.829**	**РИНЦ** (Russia) = **0.126**	**PIF** (India) = **1.940**
GIF (Australia) = **0.564**	**ESJI** (KZ) = **8.716**	**IBI** (India) = **4.260**
JIF = **1.500**	**SJIF** (Morocco) = **5.667**	**OAJI** (USA) = **0.350**

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PROBLEMS OF USING SPECIAL KNOWLEDGE IN TRAFFIC ACCIDENT CASES

***Abstract**: The author examines the law enforcement practice in the investigation of road accidents of the Law of the Kyrgyz Republic "On forensic activity" the strengths and weaknesses of its system and structure. An individual characteristic feature of the accident investigation methodology is the need for many forensic examinations aimed at resolving the tasks of the investigation as a result of a constantly changing investigative situation. Since the problem of consistency or its absence within the structural components that form the interconnection of all traffic accident participants without exception is associated with a clear implementation of their practical actions, in the event of a failure in proper functioning due to a lack of enforcement opportunities or a lack of relevant competence, the investigator or expert has difficulties regarding accident investigation. Moreover, these problems have clearly expressed objective and subjective reasons.*

***Key words**: participant, investigator, examination, investigation, conclusion, decision, conclusion, methodology, problem.*
***Language**: English*
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Introduction

The author, through analysis and logical conclusion, substantiates the conclusion (containing a problem). The fact that auto-technical expertise should not be carried out by specialists, even with a high degree of competence, but who do not have an official status as a «state expert», a corresponding higher education specialty, who do not have the appropriate research methods, the practice of their application, as well as access to the examination

But, in spite of this, the appointed examinations are carried out, conclusions on which are subsequently disputed by lawyers on the basis of their procedural insolvency and evidence obtained in violation of the procedural requirements. Number of examinations carried out by expert departments of the Internal Affairs Directorate of the Jalal-Abad and Osh Regions for 2018-2019 is 5067 [4].

The author, having studied the theoretical and practical difficulties in organizing an accident investigation, which arises for an investigator, inquiry body, expert in the appointment and production of automotive technical examinations related to inadequate organization and planning of an investigation in an emergency investigation, identified the main ones that significantly complicate the investigation:

1) A superficial inspection of the scene, the lack of timely permanent actions during the inspection of the scene

2) Reverse vehicle inspection

3) Unclear wording of questions posed to the expert by the investigator

4) Lack of understanding of expert capabilities

5) Lack of collected source materials for expert research [6].

The applicant notes that the completeness and boundaries of expert research by an expert in automotive technicians in identifying the causes and consequences of accidents and their subjective and objective component depends only on a comprehensive analysis of the accident itself with the maximum use of special scientific and applied knowledge.

And the final conclusions of the investigation are the competence of the subject of the investigation and the court. Establishing individual conditions and reasons for connecting accidents with a particular vehicle is a direct responsibility of an expert authorized and competent in the production of auto-technical expertise [5]. This is primarily due to the need to apply special knowledge and professional authority. The potential capabilities of the expert with the appropriate experience and competence include answers to questions about the impact of specific subjective or objective conditions on the very occurrence of an accident, and most importantly, the establishment of the root cause of the event.

The theory of forensics [6] has developed a huge theoretical and practical potential for the effective use of special knowledge in the investigation of crimes related to traffic accidents. In this case, the author, is referring to the use of a whole range of autotechnical (road transport) examination capabilities, based on modern scientific knowledge related to forensics.

When organizing an investigation of traffic accidents, the investigator constantly has to deal with technical issues regarding the technical characteristics of the vehicle, its capabilities, the degree of wear and the possible consequences associated with this wear.

Answering the questions posed requires the use of special knowledge in almost all branches of science and technology, and this knowledge and their practical application for answering questions provide opportunities for special expertise. Which have competence in the field of not only jurisprudence, but also psychology, physics, mathematics, medicine, construction, automotive.

Modern achievements in related scientific and forensic knowledge are actively used in carrying out various types, directions, and special-purpose auto-technical examinations. In order to collect, consolidate and study the necessary investigation relevant information on the case under investigation. Basic scientific knowledge in the field of vehicle operation, physics, the theory of resistance of materials, and medicine formed such a special expertise as “automotive technical expertise”. G.P. Arinushkin [9] on this issue in his research suggested, “The totality of these sciences is realized in the development of expert research methods designed to expand the ability of examination, to increase the level of scientific validity of the conclusions of an expert automotive technician.

The main purpose of automotive technical expertise is to find answers to questions arising in relation to the technical capabilities, characteristics, data of road transport, which is the subject of an accident.

Moreover, the author, based on his experience, suggests dividing the questions and answers that this type of examination [8] gives into the following groups:

1) issues that contribute to clarifying the mechanism of formation of traces of a traffic accident;

a) the direction and speed of the car, pedestrian at the situational moment of a road traffic event

b) the establishment of possible causes of drift, and the conditions conducive to this

c) possible objective and subjective reasons for the rollover of the vehicle

d) identifying the causes and relationships regarding the malfunction of the car and the traffic accident itself

d) the possible relationship of the technical parameters of the car with the subjective causes of the accident.

2) issues related to an individual assessment of the actions of the driver directly in the context of compliance with traffic rules.

a) the consistency of the actions of the driver of the car to prevent the fact of an accident and its consequences

b) the psychophysiological state of the driver and the possible impact of this condition on the accident event

c) experience and level of professional competence of the vehicle driver

d) the state of engineering and road communications and their possible impact on the fact of an accident event.

3) questions regarding possible causes and consequences in the context of the actions of the participants in a traffic accident and the events and consequences that have occurred [9].

Multiple psychological tests and expert studies [10] state the fact that many factors influence the time response of a vehicle driver:

1) the psychophysiological condition of the driver, length of service, practical skills; 2) the designed technical characteristics of vehicles, its technical condition, physical deterioration;

3) the condition of the road surface, the general estimated condition of the road;

4) the state of road engineering and technical communications;

5) time of year, day, weather conditions, manifestation of technogenic phenomena.

In practical expert activity during the calculation indicators, experts, as a rule, use averaged indicators to assess the individual reaction of the driver of the vehicle. Of course, everyone agrees with the fact that the data obtained in this way cannot correspond to the principle of absolute reliability and objectivity.

The author comes to the conclusion that the time has come to fundamentally review the current situation with the procedure for the appointment and conduct of technical expertise, the use and interpretation of the results in the investigation of road accidents. For this it is necessary to use modern scientific and methodological developments, the competencies obtained in related fields of knowledge, as well as the already gained theoretical and practical experience in the works of scientists devoted to the problems of using the examination technique in the investigation of road accidents.

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ANALYSIS OF KINETICS OF IMAGE FORMATION ON BISMUTH FILMS UNDER ACTION OF GAS DISCHARGE

Abstract*: This article presents the results of a study of the kinetics of enlightenment and the change in time of some other properties of films under the action of discharge, undertaken to clarify the nature of the processes determining the observed effect.*

Key words*: bismuth film, a counter electrode, gas discharge, gas discharge cell, ionisation systems, photoconductivity, photodiode, silicon filter*

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Introduction

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A gas discharge cell with a flat semiconductor electrode has found quite wide application in the field of photo electronics when detecting optical and infrared radiation. [1, p.94; 2, p.28]. With a reduction of a gas gap of gas-discharge cell in semiconductor ionization system, area of spatial stabilisation of current is considerably expanded, as in the range of gas pressure and in values of permissible applied voltages [3, p. 44; 4, p. 1330]. A complete picture of processes in a gas discharge cell at small cannot be satisfactorily interpreted within a simple gas discharge theory. [5, p. 244]. The conditions of discharge occurrence in these gaps are quite uncharted.

In the work, it is shown that in such a cell it is possible to reduce images on thin metal and semiconductor films under the action of gas discharge, formed due to illumination of the film directly during the promotion.

I. Purpose of Research

The purpose of this work is to study in detail the interaction of plasma with bismuth film by the kinetics of optical absorption during plasma exposure.

II. Materials and Methods

The scheme of the experimental installation is shown in (figure - 1) to study the image formation kinetics the light from source 1 is focused 2 and evenly illuminates the semiconductor GaAs electrode 3 with a translucent nickel coating 4. Photoactive light, absorbed in a crystal, causes photoconductivity in it. Light, whose wavelength λ > 1 micron, after a slight absorption of the crystal has an intensity of J_0. This intensity of light flux, passing through the gas-discharge gap 5 normally falls on the counter electrode 6 with *Bi* film 7. After absorption in the film *Bi*, the electrode from the Sn02 8, in the output window, the light of intensity *J* passes the silicon filter 9, is modulated 10, and focuses on the input of the silicon photodiode 11. The signal from photodiode after amplification and detection is recorded on self-recorded [6, p.138, 7, p.141]. Thus, a light which is negligible little absorbed in the semiconductor (λ> 1 μm) is "probing" to determine the dynamics of the change in the optical density of the bismuth film during the process. Before switching on the J/J0 ionisation system, the optical density of the applied Bi layer is determined. When the discharge acts on the bismuth film, the J/J0 increases. [8, p.75]

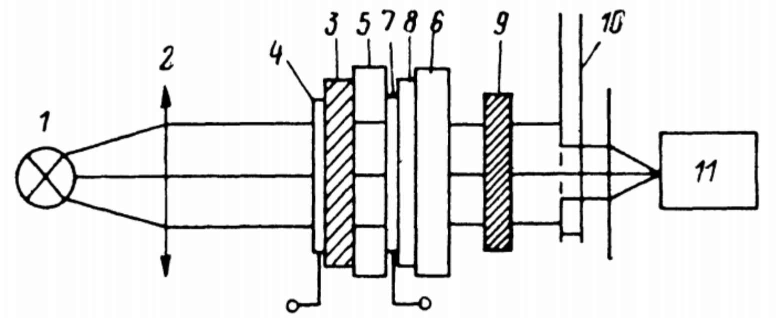

Figure 1. Block diagram of the installation for investigation of image formation kinetics in photographic system of ionization type with semiconductor

In a gas-discharge cell, the flat electrodes of which are assembled from glass plates with a transparent conductive coating of SnO2, as one of the electrodes inserted glass plate with sawn with a layer of *Bi*. The discharge was performed when connected to a cell of alternating voltage 1 ÷ 2 kV with a frequency of 7 kHz. To ensure the uniformity of discharge over the area of the electrode, a buffer layer in the form of a gasket thickness of 10 ÷ 30 μm was pressed to the transparent electrode from the discharge side, which served as a distributed reactive resistance and played the same role in the cell as a resistive layer of semiconductor material in a semiconductor photographic ionization system. The LG-75 laser beam passed through the cell. At the output, its intensity was measured by the silicon photodiode FD-24K. In some cases, an incandescent light bulb powered by a stabilized voltage source has been used to provide greater stability in the sensing beam. By changing the intensity of light passing through the cell one could judge about the change in optical density of bismuth layer under the action of gas discharge on it. [9, p.1009]

Light with an intensity of J_0, passing through the plate with thickness X_0, having an absorption coefficient α; weakened by law

$$J = J_0 exp[-\alpha(x_0 - vt)] \quad (1)$$

Where *J*- the intensity of transmitted light, v - the rate of change of absorption medium thickness, *t*- time.

Thus, in the simplest case, when only the film thickness decreases as a result of plasma action at a constant rate of *v*, we obtain exponential type curves.

$$J = f(t). \quad (2)$$

Figure 2 shows the volt amp characteristics of the discharge cell at different thickness values of the damping mica layer. Discharge starts at a voltage of about 500 V and the discharge current increases linearly with an applied voltage of up to 3 kV. There is a small capacitive current linearly dependent on voltage in the antitumor section. Also, it is visually noted that the glow of the gas discharge is quite strictly uniform in area, the uniform was the change in the optical density of the bismuth layer sprayed onto the glass with a conductive coating of SnO2. [10, p.580]

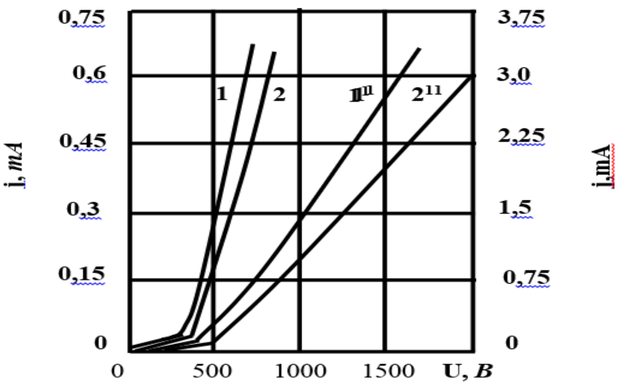

Figure 2. Voltamper characteristics of the gas discharge cell at different thicknesses of the damping mica layer d. d equal: 1 and 1/ - 10µm, 2 and 2/ - 20µm. Curves 1.2 and 1/, 2/ are given for dark and light currents, and therefore they are at different scales. J = 10 -4W/cm2.

On Fig.3. The kinetics of bismuth films enlightenment obtained under special conditions of the experiment is given: at moments t ≈25 min, 45 min and 72 min the gas discharge cell voltage was switched off. During 15 minutes after the voltage was turned off, further illumination of the films was observed, which was saturated after 10 minutes. If only a cathode spray type mechanism were present in this case, the change in bismuth optical density would stop immediately after the applied voltage was turned off. [11, p.199]. The fact that the optical density continues to decrease after the discharge termination indicates the presence of other enlightenment mechanisms. It can be assumed that the active plasma components arising in the discharge are adsorbed on the film surface and react with *Bi* to form transparent oxide compounds [12, p.111].

Thus, enlightenment occurs not only by cathodic spraying but also, apparently, by the chemical interaction of active plasma components with *Bi* atoms.

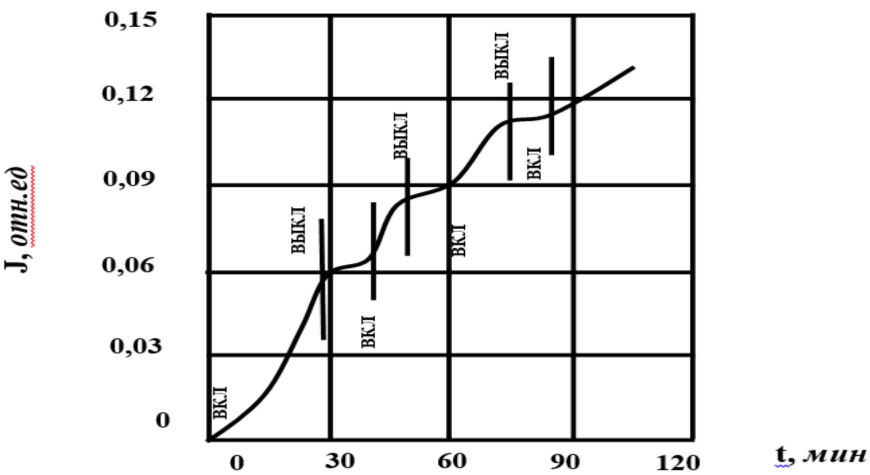

Figure. 3. The kinetics of bismuth film enlightenment.

The material of the substrate on which the bismuth layer has been sawed has a significant effect on the illumination rate. Figure 4 shows the illumination kinetics curves of the same optical density Bi films sprayed onto the SnO_2 surface, the polystyrene lacquer layer (2 µm) covering the SnO_2 surface and the polystyrene film.

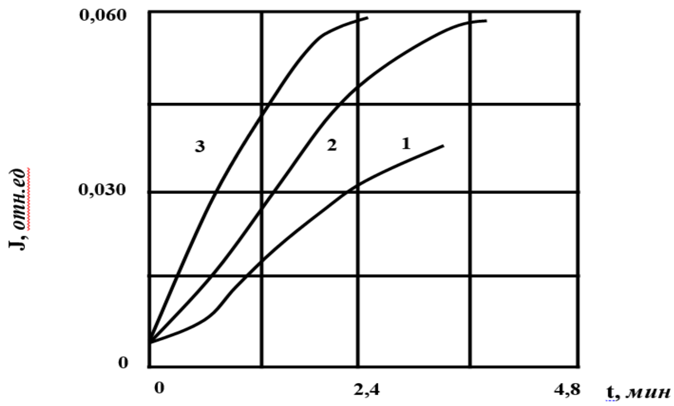

Figure. 4. Enlightenment kinetics of Bi films at equal optical density, sprayed 1 - on the SnO_2 surface, 2 - on the polystyrene lacquer layer covering the SnO_2 surface, 3 - on the polystyrene film

It can be seen from the curves that only for the first case at the initial sites kinetics is close to the calculated one. In the second and third cases, the rate of enlightenment is much higher and at the initial site, it changes almost in a jump-start manner. The average values of αv for these three cases are - $2{,}9\cdot10^{-2}$ c^{-1}, $3{,}3\cdot10^{-2}$ c^{-1}, $6\cdot10^{-2}$ c^{-1}, respectively. The effect of the substrate on the properties of thin films is manifold.

Conclusion

Thus, in the simplest case, when only the film thickness at a constant rate *V* decreases as a result of the plasma action, we obtain curves of exponential type

$$J = f(t). \tag{3}$$

It seems to us that in this case, the heat sink from the bismuth layer plays a significant role in the enlightenment process. Any processes leading to enlightenment - cathodic spraying, chemical reactions and thermal evaporation of bismuth atoms - intensify with increasing temperature. The thermal conductivity of polystyrene is much lower than SnO_2 and glass. The temperature of the layer is highly dependent on the thermal conductivity of the substrate. Apparently, this is the reason for the increase in the rate of enlightenment on thermally insulating polystyrene substrates.

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INTERTEXTUALITY IS ONE OF THE MAIN FEATURES OF THE COMMUNICATIVE-PRAGMATIC STRUCTURE OF LITERARY WORKS

Abstract*: The article deals with the problems of intertextuality as one of the main peculiarities of the communicative-pragmatic structure of literary works. The poems of well-known poets as Lawrence Ferlinghetti and Thomas Stearns Eliot are analyzed as examples.*
Key words*: citation, intertextuality, indicator, content, information, cognitive-communicative, repetition, theory, nomination, transformation, literary work.*
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Introduction

Citation appears at the result of transferring the phrases from one text into another and lies in the bases of the concept "intertextuality". R.Barth was one of the scientists who entered the concept "intertextuality" in use; he writes: "Every text in actuality is an intertext: other texts exist in it in different levels in familiar or unfamiliar form; the texts of old culture and new culture form its root. Every text is a new fabric weaved from old citations (word and phrase)" [1: 946; 9: 131].

Of course, literary work is a type of text with its own peculiarities, together with having such indicators as completeness, structured and wholeness, at the same time it is a product of author's literary thought. On this reason, the text serves as the device which "creates a new content and generalizes the cultural memory" [8: 21].

It is known that the creation of a text without relying on or without indicating to the texts existed before on the same subject is almost impossible. Well known Russian literary scientist M.M.Bakhtin accounts that it is not necessary "to move" to other culture to understand it, oppositely, one should keep firm in the field of his/her own culture to comprehend the other's. At the same time his/her theory of dialogue gives the opportunity to imagine the intertextuality clearly [6: 8-12]. Dialogue is the ontological feature of any text at the result of which intertextuality gets active, and both of them: dialogue and the process of intertextuality are the sources supplying the creation of literary work.

According to N.A.Kuzmina's opinion, intertextuality can be described from different points of view. From the point of reference, intertextuality reflexes the feature of double referentness, i.e. the text together with reflecting the reality, at the same time indicates to other text too. From the point of the theory of information, the text expresses the information gathered through the experience-observation and through the way of treating to other texts. From the point of semantics, the intertextuality is the method of creating a content through indicating to other texts. If intertextuality is interpreted from the point of culture-ology it appears in the connection of cultural values [7: 25-26].

Another Russian scientist B.M.Gasparov writes that in the process of intertextuality the author uses the "communicative units", and these units like nominative units are kept in the memory, and they are used as prepared materials. The communicative unit is "the unit of linguistic activity existing in brain", it has such peculiarity as supplying the process of conversation with conceptual wholeness. The "communicative field", being separated by the scientist, is the field where the text is created. Such cognitive activities as the clarification of the volume of author's thoughts, definition of its directions are placed in this field and at last, it verbalizes in different contexts. This cognitive-communicative activity and the appearance of different contexts are connected with using of language material effectively. This activity "functions in the essence of movement around the existed linguistic product; starts with it and returns to it". So, the clarifying of features of intertextuality allows differing the conceptual and structural connections in the linguistic content of literary work.

DISCUSSION: One of the cognitive mechanisms functioning in such a communicative field is citation transferring. According to their usage and to the difference in author's communicative purpose transferring fulfils two main tasks:

1) supplement of the continuous of historical-literary process and traditions. In this case citation turns into the source marking on the activeness of literary movement;

2) in literary works (especially in poetry genre) the citation can function as satire or parody.

While treating to citation there appears a sub meaning in the content of the text. Its comprehension is to realize the meaning of the current events relying on the experience gathered in past. The structure based on the sub meaning has two fundaments, one of them is "base condition", the second is "repetitive condition". Both of them are the distance content devices appearing in the base of interrelationship of the contextual interactions. It is important to take into consideration the contextual interactions and define the tools causing the distance content relations while differing the inner meaning.

Professor M.Kholbekov in his work "Structural Literary Criticism" gives such a definition to intertextuality: "Intertext can enlarge or break the borders of the text; it can weaken the structure of the text in some degree, makes the form of meaning and content of the text unclear; at the result of which the meaning of the text becomes changeable" [9: 30]. There is no doubt that in the process of intertextuality the form of meaning and content of the text tends to be changeable, but indefiniteness in the content is partially, taking inner meaning of the text does not mean to become uncomprehend.

As it was mentioned above the inner meaning appearing in the bases of the interrelation of "base condition" and "repetitive condition" has two types:

1) when "base condition" dominates the meaning of the "other" (from which the citation is taken) text enlarges. In such a case the citation takes a place in logically nearest context and becomes a tool expressing the continuous of the historical-literary process.

2) "repetitive condition" comes across with the events indicating to the value of the meaning and the semantic content of the "base condition" changes. At the result of replacing the citation derived from the first source into the not appropriate context the meaning changes and becomes as a parody.

To describe the process of such kind of contextual inner meanings we have chosen for analyzing the poem "The End of Various Affairs" written by well-known English poet Lawrence Ferlinghetti:

The End of Various Affairs
L. Ferlinghetti
What is the great crow doing
flying into my picture
flying into my various love affairs
(with various "Lenores")
as if to mark the end
of my amours?...
This huge black crow floats through
the salty air
and lands on a branch by my win window
stretching and shaking
its dingbat wings
The broken sky above the trees
has birds for fishes
in its seas
(what waves what rocks what shores)
While this landlubber crow lets out
a great lost cry
as if to mock the end
of my amours
and louder and louder cries and cries
never never never more! [12: 23].

In the text of this poem fifteen substantive phrases are used. But the purpose of the usage and the source of these phrases are different. For the first time we should differ their direct or indirect nominative function. Indirect nomination in most cases has the meaning of subjective value and in this situation it is expected the appearance of anaphoric pronoun in the text. The subjective value in the function of identification gets active in the text with the inner meaning and in this case indicates to the previous text.

Identification or expression of the meaning of value is known beforehand, it is the cognitive activity directing the attention to the event existing in reality or imagined by the author. The anaphoric principle of the structure of the text gives the opportunity of using deictic pronoun in the process of clarification of a certain object. So, in the text of the poem "The End of Various Affairs" the deictic pronoun *that* gives the opportunity of narrowing from generality to individuality the referent of the phrase *black crow*.

The structure of the poem has such a design that the comprehensive activities of the readers' are always directed to the other texts. At the result the object being discussed gets known step by step to the reader. While using the proper noun *Lenores* and the phrase *never never never more* Lawrence Ferlinghetti treats to the literary works "Lenore" and "The Raven" after Edgar Allan Poe as the sources of intertextuality.

The feeling of grief towards the full destruction of the character of darkness is expressed in the poem "The End of Various Affairs". Just the same situation is the characteristic feature of the literary works of Edgar Allan Poe too. But the same alone view is described and expressed differently by two poets. It is followed firstly in the difference in nominating the object of the text: in his poem Edgar Allan Poe nominates this object as *the Raven* (the dictionary meaning of which is: *a large black bird with a harsh voice resembling a crow which is often regarded as a bird of ill omen* [10: 710]). And Lawrence Ferlinghetti changes this nominative unit with the phrase *that black crow* (the dictionary meaning of *crow* is: *a large black bird with a harsh cry*).

It is known that the writing of proper name with the small letter gives the elated spirit and the ceremonial feature to the text. Such kind of elated spirit in the work of Edgar Allan Poe is given through repetitive nomination and the phrases the meaning of which are not far from the semantics of antecedents serve as the main source: *a stately Raven of the days of yore; this ebony bird; this ominous bird of yore; this grim, ungainly, ghastly, gaunt and omnious bird of yore; the foul whose fiere eyes now burned into my bosom's core.*

We know that the parody as the separate genre has the general for all languages the laws of the structure of the text. In the literary works belonging to this genre the original text takes inner meaning through giving subjective value and the repetition and transformation becomes as the main methods. One of the types of structural and contextual transformation which form the meaning of parody is the exaggeration. Through the exaggeration the author changes the meaning of the object which is more important or interesting to his/her opinion in the prototype text according to the communicative pragmatic purpose of the literary work, in this way creates new meaning. Tools and methods of gaining this purpose are different but in their getting active the attendance of the units of the language system is a compulsory requirement. The phrases containing such linguistic tools form a separate field.

Just like that one more important state should be taken into consideration that the place and volume of various linguistic tools in the forming of intertextuality is not equal. Choosing the units from the source texts appropriate to the transitory should be relied on the logical-contextual bases and suit to the demands of becoming co-referent. For example, in Edgar Allan Poe's poem "The End of Various Affairs" in the repetitive use of key words and phrases the law of referent appropriateness is followed and at the result of transitory the semantic field of the linguistic unit enlarged. Linguistic sign in the poetic text is not clarified according to the attitude to the reality but it is defined in the bases how it takes place in the field of context. Transitory of units of the certain well-known literary text into another text makes closer the contexts and ideas of both texts and in this way the reader comprehends the interrelationship between plots. As it was mentioned above there are some units in the Lawrence Ferlinghetti's poem have been transited from Edgar Allan Poe's poem, and most of these units and phrases are known to the readers that's why they form some associations. Besides it there are some transits taken from other authors' works in the poem we are analyzing. The phrases as: *What seas, what rocks, what shore* have been transferred from the poem "Marina" by Thomas Stearns Eliot. Compare:

Marina

T.S. Eliot

Quis hic locus, quae regio, quae mundi plaga?
What seas what shores what grey rocks and what islands
What water lapping the bow
And scent of pine and the woodthrush singing through the fog
What images return
O my daughter.
Those who sharpen the tooth of the dog, meaning
Death
Those who glitter with the glory of the hummingbird, meaning
Death
Those who sit in the sty of contentment, meaning
Death
Those who suffer the ecstasy of the animals, meaning
Death
Are become insubstantial, reduced by a wind,
A breath of pine, and the woodsong fog
By this grace dissolved in place
What is this face, less clear and clearer
The pulse in the arm, less strong and stronger—
Given or lent? more distant than stars and nearer than the eye
Whispers and small laughter between leaves and hurrying feet
Under sleep, where all the waters meet.
Bowsprit cracked with ice and paint cracked with heat.
I made this, I have forgotten
And remember.
The rigging weak and the canvas rotten
Between one June and another September.
Made this unknowing, half conscious, unknown, my own.

The garboard strake leaks, the seams need caulking.

This form, this face, this life

Living to live in a world of time beyond me; let me

Resign my life for this life, my speech for that unspoken,

The awakened, lips parted, the hope, the new ships.

What seas what shores what granite islands towards my timbers

And woodthrush calling through the fog

My daughter [13].

It is obviously seen that this poem also has the peculiarities of intertextuality, it is written under the influence of William Shakespeare's tragedy "Pericles".

The structure of the phrases *What seas, what shores, what grey rocks and what islands* in Thomas Stearns Eliot's poem are taken from the tragedy "Hercules Furene" by Seneca which was mentioned by William Shakespeare and they are citations having been changed structurally. The story in the tragedy "Hercules Furene" is as follows, Hercules after becoming mad directed his poisoned arrow towards own children and after coming to himself was surprised:

– Quis his locus, quare regic, qua mundi piaga? (What kind of place is it? What kind of territory is it? What part of the world is it?). The phrase *What seas* in the poem "Marina" by T.S.Eliot is an indicator to the terrible event in the Seneca's work but the contexts in which original and transfer meanings are used have a complete different meaning. The hero of Eliot's poem tsar Pericles finds his daughter Marina after long time of losing and expressed phrase means his happiness. But Hercules regrets what he did and he is sad deeply.

Every appearance of intertextuality takes a place in the whole conceptual field of the text and influences to the fulfilling of the communicative purpose of the author and in the expression of literary idea. When the phrases are transferred into another new context both contexts come across and inner meaning is formed. In such cases we should treat to the whole text and the place of across of the contextual fields to clarify the new appeared meaning. All of them lead to the interrelation of semantic and emotional content of the text.

Linguistic units in intertexts including the analyses of the usage of phrases in the condition of transferring and intertextuality evidence that the inner meaning appeared at the result of intertextuality is a double-nature state and the information rendering in this process is divided into external and internal texts. Double-nature feature of the inner meaning causes the interrelationship of inner and outer elements of the text unlimitedly and intricately.

In the conclusion should be pointed that the intertextuality having been analyzed above, is the result of the contextual-associative relationships between the literary works. As professor D.U.Ashurova paid a special attention in the book "Stylistics of Literary Text" to such a situation that the referent of units rendering the intertextuality can be historical persons or events [5: 71]. For example, the source of the following phrases: *fifth column, golden age, a fair deal, the American dream, the Iron Duke, a kitchen cabinet, dollar diplomacy, the blanket code, the last harrah, the invisible government, black flag* is a political-social discourse and while being used in the texts of media they indicate to the activity of some known historical persons or events and in this way they cause to the appearance of inner meaning.

Some phrases become phraseological units as the result of being used widely. For example the prototype source of the following phrases as *Pandora's Box, Trojan horse, kill the fatted calf, Sadom and Gomorrah, the massacre of innocents* is the ancient myths, legends and folktales which have stylistic and pragmatic functions in the conceptual field of the literary texts [5: 52-56]. Likewise, there are some set phrases which transfer from one text into another repetitively and in fact they are created by this or that author. Compare: *bag of bones* (this phrase was used for the first time in the novel "Oliver Twist" by Ch.Dickens and nowadays this phrase is used in the meaning "very thin man or animal") [11].

So, intertextuality is one of the main features of the communicative-pragmatic structure of the literary text. Nowadays the intertextuality and having inner meaning consolidates the emotional field of the content of literary text while functioning as to influence to the addressee and strengthens its pragmatic value. In the process of appearance of the feature of intertextuality units of all spheres of the language take part. Phrase system has its own place in the expression of intertextuality.

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THEORETICAL AND PRACTICAL ASPECTS OF USING MODERN MANAGEMENT METHODS IN THE HOTEL INDUSTRY

***Abstract**: In the modern hotel business, only hotels that can offer their customers high-quality service can withstand fierce competition, and this is impossible without professionally trained staff. The most important tool to ensure the stability of the company and increase its competitiveness is the professional management of personnel in accordance with the current and future requirements of its external and internal environment. This article provides an overview of the theoretical and practical aspects of the use of modern management methods in the hotel industry.*

***Key words**: hotel, modern management methods, personnel management, effectiveness of personnel management,innovation.*

***Language**: English*

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Introduction

The personnel management in the hotel industry is explained by the increased customer requirements that are presented to hotel services in modern conditions. The staff in the hospitality industry is an essential component of the final product and, therefore, the quality of service in the hotel complex organizations depends on the skill and consciousness of their employees. Customer satisfaction in the service sector is also achieved by the courtesy of the staff and their responsiveness. Thus, effective management of people turns into one of the most important functions of a hotel organization - a function of personnel management. [5]

Methodology

The goal of human resources management is the hiring of competent and interested employees, the ability to retain them, and the improvement of their professional training.

Below in the table. 1 shows in brief form the most important stages of the personnel management process. When determining the range of tasks for personnel management, the so-called main and additional tasks are conditionally distinguished. The main ones include almost all of those listed in the table. Additional should include tasks that can be performed in conjunction with the main ones, but, as a rule, the managerial management of them is carried out by external (in relation to the personnel service) units. Such tasks include: labor protection and safety; payroll calculation and payment; the provision of various types of services (for example, the organization of information communications, services in the field of social infrastructure).

Table 1. Human resources management process steps [6]

Stage name	The main tasks of the stage
Identification of staffing requirements	Planning for quality staffing needs. The choice of methods for calculating the quantitative need for staff. Staff Quantification Planning Receiving and analyzing marketing (in the field of personnel) information. Development and use of tools to ensure the need for personnel. Personnel selection, his business assessment Management of the content and process of motivation of labor behavior. Conflict Management. The use of monetary incentive systems: remuneration of labor, staff participation in profits and in the capital of the enterprise. The use of non-monetary incentive systems: group organization and social communications, leadership style and methods, regulation of working time Legal regulation of labor relations. Accounting and statistics of personnel. Informing the staff and external organizations on personnel issues. HR policy development Determination of the content and results of labor in the workplace. Production socialization. The introduction of personnel, their adaptation in the process of labor activity. Streamlining jobs. Ensuring work safety. Staff release Planning and implementation of careers and career movements. Organization and conduct of training

Based on the above tasks in stages, we can conclude that the most important task of the personnel management service is to ensure that the qualitative and quantitative characteristics of the personnel correspond to the goals of the organization.

The personnel management system provides continuous improvement of the methods of working with personnel and using the achievements of domestic and foreign science and the best production experience.

The goals of the personnel management of the hospitality industry are:

-increase the competitiveness of the enterprise in market conditions;

-increasing the efficiency of production and labor, in particular, achieving maximum profit;

- ensuring high social efficiency of the functioning of the team.

Successful achievement of the set goals requires solving such tasks as:

- ensuring the needs of the enterprise in the workforce in the required volumes and the required qualifications;

-Achieving a reasonable relationship between the organizational and technical structure of production potential and the structure of labor potential;

-full and effective use of the potential of the employee and the production team as a whole;

-provision of conditions for highly productive labor, a high level of organization, motivation, self-discipline, development of the employee’s habit of interaction and cooperation;

-reinforcement of the employee at the enterprise, the formation of a stable team as a condition for the return on funds spent on labor (attraction, development of personnel);

- ensuring the implementation of the desires, needs and interests of workers in relation to the content of labor, career advancement, etc .;

- coordination of production and social tasks (balancing the interests of the enterprise and the interests of workers, economic and social efficiency);

-increasing the efficiency of human resources management, achieving management goals while reducing labor costs.

Human resources management is carried out in the process of performing certain targeted actions and involves: determining goals and main areas of work with staff; determination of means, forms and methods of achieving the goals; organization of work on the implementation of decisions; coordination and monitoring of the implementation of the planned activities; continuous improvement of the personnel management system.

Human resources management includes the following steps:

1. Resource planning: developing a plan to meet future human resource requirements.

2. Recruitment: creating a pool of potential candidates for all positions.

3. Selection: evaluation of candidates for jobs and selection of the best from the reserve created during recruitment.

4. Determination of wages and benefits: Development of a structure of wages and benefits in order to attract, hire and retain employees.

5. Career guidance and adaptation: the introduction of employed workers in the organization and its units, the development among employees of an understanding of what the organization expects of it and what kind of work in it receives a well-deserved assessment.

6. Training: the development of programs for the training of labor skills required for the effective performance of work.

7. Evaluation of labor activity: development of methods for evaluating labor activity and bringing it to the employee.

8. Leadership training, career management: developing programs aimed at developing the abilities and improving the effectiveness of leadership.

The effectiveness of personnel management, the most complete implementation of the goals, largely depend on the choice of options for building the hotel's personnel management system itself, knowledge of the mechanism of its functioning, and the selection of optimal technologies and methods of working with people.

Having determined the requirements for the candidate, the department working with human resources can begin the implementation of the next stage - attracting candidates - the main task of which is to create a sufficiently representative list of qualified candidates for subsequent selection.

Analysis and results

There are different types of validity of selection methods that a manager should be familiar with: substantiation in essence, according to the nature of a particular job and according to specific criteria. Validity is the degree to which a test, conversation, or performance assessment measures the skills, experience, and ability to do a given job. Correspondence of the selection method to any specific requirements or conditions determines the degree of accuracy with which the selection method reveals the candidate's specific abilities that correspond to certain important elements of the work style. The quality of the work performed during testing is evaluated in accordance with the requirements for this and subsequent work.

The company independently, but in accordance with the law, establishes the staffing, forms and systems of remuneration, bonuses.[2]

Let us analyze the quantitative and qualitative composition of the workforce at the enterprise based on the documentation of a human resources specialist (Table 2).

Table 2. The number and age and gender composition of the hotel staff in 2016-2018 (people)

Data	Hotel staff		
	Number	of which women	of which men
10.01.2016	22	20	2
12.01.2017	21	19	2
12.01.2018	19	17	2

For September, in the Lotte City Hotel Tashkent Palace in 2018, the total number of hotel staff is 19 people, 2 of them are men and 17 women, which is 2% and 17%, respectively. Moreover, this ratio remains the last 5 years of the organization. Most of the staff of the hotel complex are women of various age categories who are employed in the reception and accommodation, accounting, and economic services.

The age of most of the staff employed in the hotel complex is 18-29 years. Most managers are 30-39 years old, with women occupying 100% of managerial positions. The largest number of employees operate in the reception and placement service (52%), less in the economic service (16%), in the engineering and technical service (11%)

The educational level of the hotel staff as a whole is quite high: 73% of employees have higher and secondary specialized education. Secondary education has 27% of employees.

There is a relationship between education and employee turnover. There is a tendency to reduce the size of fluidity with an increase in educational qualifications. As the level of general education grows, motives for employee turnover change.

To characterize the movement of labor, we calculate and analyze the dynamics of the following indicators:

· Turnover ratio for the reception of workers;

· Turnover ratio for retirement of workers.

The characteristics of the movement of workers on turnover ratios does not disclose the reasons for disposal. Therefore, the movement of personnel should also be analyzed from the point of view of turnover, which characterizes the level of organization of labor and life of the enterprise workers. It is characterized by a yield coefficient.[3]

Identification of the causes of turnover allows you to develop measures to eliminate them and to monitor their conduct (table. 3).

Table 3. Analysis of the movement of personnel in the hotel "LotteCityHotelTashkentPalace" for 2015-2017

№	Indicators	2015 y	2016 y	2017 y
1	Consisted of a list for the beginning of the year	22	21	19
2	Accepted	5	2	0
3	Retired Including for reasons: 3.1. uninteresting work 3.2, for family reasons 3.3, unsatisfactory wages 3.4, violation of labor discipline 3.5. downsizing	6 1 2 1 2	4 1 3	3 2 1
4	List Status at the end of the year	21	19	16
5	Average number workers	19	19	15
6	Turnover ratio by reception (p2: p5).	0,26	0,11	0
7	Turnover ratio upon retirement (p3: p5).	0,32	0,21	0,2
8	Yield coefficient (p. 3.1 + 3.2 + 3.3 + 3.4) / p. 5	0,32	0,21	0,2

Analyzing the reasons for staff turnover, it can be noted that a large number of hotel workers leave the company for reasons independent of the organization.

There is no HR department in LotteCity Hotel Tashkent Palace. The functions of the personnel management service are carried out by the Deputy Director for Personnel. When hiring a new employee, a compulsory interview of the applicant for work with the General Director takes place. On the basis of the interview, the implementation of the trial work, candidates are evaluated for compliance with the requirements of the workplace, the vacant position of specialist and manager. Candidates for work with a trial period of 3 months are being hired, and hiring of workers under fixed-term employment contracts is also practiced. [7]

The main criterion for the selection of candidates is the level of their professionalism - the ability to perform work qualitatively. The system of work with personnel in the hotel provides mainly a direct proportional dependence of the level of employees' wages, category upgrades and additional benefits on the quality and productivity of employees. [8, 9]

The purpose of the adaptation management system for hotel employees is to ensure a faster entry into the position (profession) of the adopted employee, reduce the number of possible errors associated with inclusion in the work, create a positive image of the organization, and reduce the discomfort of the first days of work. The duration of adaptation for new hotel workers is 1 week. Although, in other institutions in the territory of Tashkent, the term of adaptation of a new employee is from 1.5 to 3 months.

To formulate a system of proposals for improving the personnel management process at LotteCity Hotel Tashkent Palace we will use the tabular form (Table 1), which, in addition to recommendations, reflects the necessary measures and possible results of their implementation.[5]

In conclusion, in order to improve the personnel management process of the LotteCity Hotel Tashkent Palace, it is recommended that the following events be held:

1. Work out the procedure for adapting new employees;
2. Introduce a career planning system;
3. Development of a training policy.

Managers need to clearly understand that the strategy for working with personnel should rise from the position of functional production services to a really strategic level when personnel management is seen as a process that permeates the organization from entry to exit, interacting with all other organizational processes. In the framework of this approach, work with personnel acquires its own specifics, the main feature of which is the correction not of individual personnel procedures, but of the entire management strategy of the organization as a whole. An ineffective technique will be an attempt to change the strategy, affecting only the behavior of subsystems and people.

Every year in all countries, the cost of training and staff development is growing. We can say, a new industry has appeared - the “education industry”. In the modern world, the formation and training of personnel is considered as a type of investment in human capital, which are no less important investments than financial ones. The concept of lifelong learning most fully reveals the current trends in the development of the industry [1].

Personnel training in the hospitality industry is a pre-planned, ongoing process of extracting knowledge about the hotel business, service skills and employee interaction in order to meet the needs of visitors.

For the full development of personnel at the enterprise, current training methods should be used, as well as modern computer and information technologies. There are many methods of staff training, we will consider some of them.[4]

Secondment Method This method is a rotation of employees, and more precisely - the "sending" of personnel for any period of time

to another structure to obtain the required skills. This procedure can be either long-term (about a year) or short-term (several working days). Especially this method should be used by companies with a flat organizational structure, where promotion of staff is practically impossible and, as a result, the development of additional skills and competencies is difficult for them.

Benefits of the Secondment Method:

1. Obtaining additional knowledge and competencies;

2. Personal development of each employee;

3. Strengthening team spirit and organization of cross-functional interaction.

Shadowing Method This method, when translated from English, means "to be a shadow", which involves joining a candidate for any position to an experienced employee of the company holding a similar position. Using this method allows you to carefully study all the necessary aspects of work throughout the working day. As a result, the employee observes the real course of events, learns all the advantages and disadvantages of the work performed, and determines for himself the possibility of career growth. After training, an interview is conducted, in which the specialist shares his impressions of the work of the candidate. This method is well suited if you need to retrain staff to another specialty, it is also a great opportunity to attract students who can acquire practical skills.[6]

Advantages of the Shadowing Method:

1. The emergence of the possibility of assessing the real situation at different levels of the hotel;

2. Improving the activities and image of the hotel through the active development of employees;

3. Significantly accelerate the process of adaptation of personnel.

The Buddying method means "buddy", it involves the interaction of the leader and guardian not on specific instructions, but on an equal footing, prompting and in every way helping his employee. This assistance involves the exchange of views and recommendations for more effective implementation of goals and objectives. But for this interaction, it is necessary to train the new employee in advance in a competent and balanced presentation of the findings. The Buddying method is quite relevant in our time, as the company's work environment becomes familiar to the company's personnel, established methods seem to be the norm, although the competitive environment is dynamically changing in the direction of new non-standard solutions, modern technologies, and the fresh look of the newly arrived employees makes it possible to identify cons and disadvantages in the work of the enterprise. Hotels using this method note a decrease in conflict situations in the team and improved interaction between employees as a whole.

Benefits of the Buddying Method:

1. Creating conditions for interactive communication;

2. Accelerated professional and personal growth of the employee;

3. The ability to identify shortcomings in the hotel due to the fresh look of the newly arrived staff.

This method is used in the following cases:

• for training an employee in the process of adaptation (both for a novice and when transferring to another position within the company);

• to increase the efficiency of the transformations carried out in the company (the method has shown its effectiveness with any type of change);

• to optimize the exchange of information between company departments;

• to develop "behavioral" skills of employees;

• as a team building tool.

From mentoring and coaching, the Buddying method is distinguished by the fact that its participants are absolutely equal. With this method of training there is no "junior" and "senior", ward and mentor, coach and "coached", educator and trainee. Feedback can be provided after meetings, meetings, discussions, telephone conversations. Of course, before embarking on such a method, it is necessary to train employees to give objective feedback, draw conclusions and correctly provide information. This method requires a constant monitoring system by the personnel service.

The hospitality industry is characterized by a high level of competition, as customer service requirements are constantly increasing, therefore, it is necessary to improve the level of hotel service to maximize guest satisfaction, focusing on increased comfort conditions. The application of the foregoing in practice will meet the expectations of customers, providing the hotel with a competitive advantage and a positive reputation.

To achieve such a result, the hotel needs to continuously improve the forms and methods of service and monitor the work of its staff.

It is extremely important to create a staff training system, since the lack of specialized programs leads to a significant decrease in the level of staff motivation in this hotel [3. with. 154].

The effectiveness of the hotel in the tourist services market largely depends on the personnel who work in it. Along with professional qualifications, important for the quality service of guests, the form of presenting this knowledge plays an important role, that is, the form of delivering information about the available goods and services to a specific consumer [2. with. 68].

The high quality of guest service is ensured by the collective efforts of employees of all hotel services, constant and effective control by the administration, work to improve forms and methods of service, study and implementation of best practices, new equipment and technologies, expanding the range and improving the quality of services provided. Thus, hotel-servicing staff plays a paramount role. From how he resolves the problems of service, it will depend on whether the client will be satisfied with the services offered.

When working with regular customers, the technological service cycle is simpler, as the hotel company keeps a history of guest visits, knows information about him and his preferences.

As noted above, the guest service process is a cyclical process. Consider its phase.

The first phase of the guest cycle begins from the moment of the first communication of the regular customer with the hotel staff long before his arrival at the hotel. Communication is carried out through telecommunication facilities and the guest is given the opportunity to pre-order (booking) hotel services. Hotel staff, having received information from the guest, can take advantage of the history of his previous visits, which allows to more fully satisfy the guest's requests and wishes for his arrival.

Information about the possibility of booking rooms (places) can come from various sources. Reservation sources can be permanent and occasional. Permanent sources of booking applications come from travel agents, companies, companies organizing exhibitions, conferences, seminars, as well as from industrial and other companies close to the hotel, which necessitates the placement of employees, business partners. Permanent booking sources also include centralized reservation (GDS). Rare, occasional applications for booking coming from individuals or companies who have a need for a one-time hotel accommodation.[9]

During the first phase of the guest cycle, the final preparation of the accommodation facility for the meeting of the regular guest is carried out: before the guest arrives, the fact of his arrival is confirmed, probably a partial change in the arrival time, the need for a transfer (if provided in the hotel services), excursion services to familiarize with the cultural and historical features of the city if such services are preferred by the guest. On the day of arrival, the final sanitary preparation of the room is carried out, as well as the safety of his residence.

The second phase of the guest cycle is associated with meeting guests at the station, airport, transfer to the hotel, registration and accommodation of the client at the hotel.

In the process of the first contact, a regular customer receives important information from the hotel employee about the structure of services, location regarding attractions, tariffs, etc.

Upon arrival at the hotel, the second phase of the guest cycle is associated with the organization of the guest's settlement. The preparation of the room allows you to take into account all the wishes of the guest made by him during the first arrival, as well as take into account customer complaints if they arrived earlier. The client receives information about the services, especially the organization of work of the accommodation facility, its layout. In this phase, prepayment for the accommodation is made and additional and related hotel services are agreed in advance.

Thus, this phase has both important information, adaptation and communication functions.

The third phase of the guest cycle is related to serving a regular guest during their stay at the hotel. For a comfortable stay in a hotel, in addition to offering a room, they must provide the guest with a certain amount of additional services according to category, specialization, size, etc.

In hotels with a high level of service, a business center, service desk, health center, car rental services, etc. are required. Additional and related services are also important in ensuring the income of hotels. The share of income from the offer of additional services can reach 30%.

The fourth phase of the guest cycle is associated with the full calculation of a regular customer for accommodation and provided additional paid services. Also, accrual of bonuses for the day lived.

The final phase of the guest cycle in individual hotels is associated with the transfer of guests to the station or airport.

The introduction of this service in the hotel business is designed through a demonstration of care to motivate guests to visit again.

Many airlines and hotels open joint loyalty programs. So the traveler has the opportunity to choose whether to use the accumulated points for bonuses at the hotel, or to take advantage of the discount when calculating air tickets. Some hotels, for example, in the Hilton chain, offer double discounts. That is, the client receives bonuses both during the stay at the hotel, and when buying tickets.

The most widespread loyalty programs are in the USA. In the tradition of local business to make hours-long trips and large flights. Not so long ago, one of the oldest loyalty programs - Gold Crown Club

International from Best Western Hotels - celebrated its twentieth anniversary.

Additional pleasant surprises can begin with a newspaper in the room and expand with each subsequent visit. The accumulated points will allow the hotel guest to count on free cocktails, gifts from the hotel, free accommodation in the hotel suite.

There are hundreds of loyalty programs in the world today. The most famous of them belong to the world's largest hotel chains.

We list the main ones: 2

- Accor Hotels loyalty program (Novotel, Sofitel, Ibis, Pullamn, Mercure, Grand Mercure, Thalassa).

- Hilton Loyalty Program (Hilton, Conrad, The Waldorf Astoria Collection, Doubletree, Embassy Suites Hotels, Hampton Inn, Hampton Inn & Suites, Hilton Garden Inn, Homewood Suites by Hilton).

- Hyatt loyalty program (Grand Hyatt, Park Hyatt, Andaz, Hyatt Regency, Hyatt Resorts and Spa, Hyatt Place, Hyatt Summerfield Suites, Hyatt at Home).

- Loyalty program of Inter Continental Hotels Group (Inter Continental, Crowne Plaza, Holiday Inn, Express by Holiday Inn, Indigo, Staybridge Suites, Candlewood).

- Marriott Loyalty Program (Marriott, JW Marriott, Renaissance, Courtyard, Residence Inn, SpringHill Suites, TownePlace Suites, Fairfield Inn).

- Carlson Loyalty Program (Regent, Radisson, Radisson BLU, Radisson Edwardian, Park Plaza, Country Inn & Suites By Carlson and Park Inn).

- Best Western loyalty program.

- Starwood Loyalty Program (Sheraton, Le Méridien, W, The Luxury Collection, St. Regis, Four Points, Westin, Element, Aloft).

- Wyndham Loyalty Program (Wyndham, Ramada, Days Inn, Super 8, Wingate, Baymont Inn & Suites, Hawthorn Suites, Howard Johnson, Travelodge, Knights Inn and AmeriHost Inn).

- Choice loyalty program (EClarion, Comfort Inn, Comfort Suites, Ascend Collection, Quality, Sleep Inn, Cambria Suites, MainStay Suites, Suburban Extended Stay Hotel, Econo Lodge, Rodeway Inn).

One of the best loyalty programs in the hotel business today is recognized by the Marriott Rewards of the Marriott hotel chain. The program currently involves over 24 million people.

Hyatt Gold Passport. The Hyatt hotel chain program, which is attended by over 200 hotels and nine airlines.

Holiday Inn Priority Club. The Holiday Inn hotel franchise has been offering a discount program to its customers for nearly 20 years. The program involves at least 2,000 hotels and a couple of dozen airlines. Among other well-known programs - Gold Crown Club program from the Best Western network, 6 Continents Continental, A-club from the Accor network. Almost all of these programs earn points and miles. 3

Today, the customer reward program is considered a serious argument in favor of this or that hotel along with the rates, location and reviews of friends.

The determining factors for travelers can be such options as the validity of points (in some it is unlimited) and blackout dates - the dates when it is impossible to pay for a room with points (usually these are high seasons of the hotel).

According to international ratings of recent years, the most fast-growing, and therefore attractive in terms of privileges for customers, are considered loyalty programs IHG, Marriott and Hilton.

Currently, IHG Rewards covers 4600 Intercontinental hotels in 100 countries and has more than 74 million participants, of which 200 thousand are from Russia. This allows us to talk about it as the largest. The program includes a wide range of bonuses - from airline tickets and free movie downloads to car rental and free accommodation in any of the hotel chains, which makes it also comprehensive.[10]

On average, 200,000 new guests around the world join the program every month.

For many years now, the IHG Rewards Club program has been awarded the title of the best loyalty program in the global hotel industry, according to Global Traveler Magazine.

Marriott Rewards. Hotels of the Marriott International brands (Marriott Hotels & Resorts, JW Marriott, Renaissance Hotels & Resorts, etc.) offer Marriott Rewards loyalty programs for both individual guests and corporate clients, as well as Preference Plus - to further motivate the corporate segment.

Today, Marriott Rewards (MR) includes more than 33 million loyal customers. The program also encourages partners who book various business events at the company's hotels. Depending on the volume of events, they are awarded points according to certain rules. This may be a basic standard scheme with a fixed number of points. Or seasonal promotions, usually from September to December, are the time of the most intensive indicators for the conference business, as statistics show. "The loyalty program has a tangible" reverse "effect, that is, returns corporate customers."

The privileges of both individual guests and representatives of the corporate segment also depend on the current status of the client. Silver (Silver) is given to someone who spent 10 to 49 nights a year at the hotel or organized 2-4 corporate events during the same period, including group accommodation in rooms. Gold level - for 50-74 nights or 5-6 events per year, Platinum status - for 75 nights or more than 7 events.

According to surveys, a small percentage of guests avoid membership in the program, mainly explaining this by their reluctance to receive regular correspondence with various offers. An indicator of the success of the Marriott Rewards program can be called its numerous awards.

Hilton HHonors is almost not inferior to Marriott in the number of loyal customers (about 30 million people) bonus program of the hotel operator Hilton Worldwide - Hilton HHonors. And most importantly, it is actively gaining popularity precisely in Russia.

Hilton HHonors brings together more than 3900 hotels of ten brands of operators in 91 countries of the world and is the only program in the world that allows participants to choose the method of accumulating points and miles as they wish.

For members of the Hilton HHonors program, the accumulation of various categories of points is possible: basic, bonus and air miles. Each time, when staying at any of the Hilton Worldwide hotels, the guest receives an accrual of 10 basic points for every dollar spent, including the cost of the room, the order of food and drinks in the room, as well as phone calls. In addition to this, all guests have the opportunity to accumulate bonus points and air miles. In total, there are three methods of accumulation to choose from.

The program also has various levels of membership. The first is the Blue card, which everyone receives when completing the application form. One of the privileges of its owner is the possibility of late check-out from the hotel at no extra charge. However, the service is provided upon prior request and depends on the availability of rooms at the hotel.

To reach the next level - Silver - you must stay 4 times at any of the Hilton Worldwide hotels or spend 10 nights during the calendar year. For the Gold level, stay 20 times at any of the Hilton Worldwide hotels, live 40 nights during the calendar year, or accumulate 75 thousand base points. To achieve Diamond status, you need to stay at any of the Hilton Worldwide hotels 30 times, live 60 nights during the calendar year or accumulate 120 thousand base points.

Hilton HHonors partners are companies from various fields, including airlines (currently there are more than 40 of them, including Aeroflot since 2012), banks, shopping centers and car rental companies. Using the services of third parties, participants can also accumulate and use accumulated points.

In addition, for those professionally involved in organizing events and booking rooms for accommodation (MICE), Hilton Worldwide offers a special Event Bonus program that allows you to accumulate points and miles.

In addition to the loyalty programs discussed above, the latest trend in motivating customers to stay at a hotel is the use of modern technological means.

Closely studying the preferences of guests, companies are gaining more and more loyal customers and, interacting with them, get more reliable information.

In particular, at the Langham Place Hotel in Hong Kong, the guest fills in their personal password-protected Internet profile before arriving at the hotel. All information is processed, and the telephone and personal computer that are installed in each room are adjusted for each guest. Choosing your favorite radio station, remembering frequently dialed numbers, installing your favorite photo on a computer monitor is just a small part of all the surprises.

These are typical examples of how the hotel personifies the service, adjusting it to the guest. Of course, the idea itself is not new and is widely used in the service sector. But it is hotels that are finding ever new ways to fight for customers.

Peninsula Beverly Hills Hotel, California, stores guests' forgotten clothes and places them in their bedroom wardrobes before their next arrival. He also prints personal stationery and business cards with contacts of guests using his rooms for more than 5 nights. For regular customers, even monograms with their initials are embroidered on bedding and bathrobes. Minibars are not forgotten - even before arrival, guests can order everything they want.

Of interest is the project of The Rezidor Hotel Group - the Gold Points Plus program is successfully operating there, with almost 200,000 participants in Europe, Africa and the Middle East (another program has been developed for the United States). Gold Points Plus is aimed at both individuals and corporate customers.

There are only three categories of discount cards, and the highest bonuses depend on how much the guest spent on the network. At the first level, bonuses are not particularly serious - early check-in, late check-out, 5 percent discount in facilities owned by the hotel. The silver card offers more bonuses - in exchange for a much larger number of points, discounts at institutions increase to 10%, and the possibilities of choosing a room and free services increase.

A gold card is issued only to those who collected more points and spent 35 nights at the hotel throughout the year. The discounts they receive are much more attractive. -15% discount on food and drinks, an advantage when booking a room, etc. The collected points can also be used to purchase tickets for flights of twelve airlines with which The Rezidor Hotel Group maintains partnerships.

Gold Points Plus is not just collecting and exchanging points, and not just an opportunity to become a special guest, receive even better services at a lower price, and also become a philanthropist. Over the four years during which the operator works together with Save the Children, millions of dollars have been raised to save children around the world. In particular, 60,000 euros were invested in an educational project in the Republic of the Congo, thanks to which more than 800 children will receive the necessary education.

In working with loyalty programs for hotels, special software for hotels helps, it allows you to accumulate information about guests, their likes and even complaints. Such programs are very popular, because hoteliers are well aware that if a guest has to constantly ask the staff for another pillow in their room and no one is able to remember such a request, next time the client will choose another hotel where this pillow is prepared in advance for him .

Whatever hotel loyalty program is chosen, there are several important decisions that must be made before the planning process begins:

1. Develop an approximate budget for the loyalty program, link it with the budget of the entire hotel.

2. Seek internal support - all hotel employees should be involved in the concept of a loyalty program.

3. Pay special attention to the database. Loyalty program - a tool for collecting valuable customer information.

For the possibility of contact with customers, communication between the program participants themselves, newsletters, it is advisable to use the full potential of communications (mail, Internet, phone).

4. Analysis of the conformity of the results and goals. By conducting periodic studies among participants, you can track how their behavior has changed under the influence of the loyalty program. Key elements for tracking behavior changes over short periods of time are compared between program participants and a control group. These are indicators such as:

- The average sale size per participant. It is necessary to compare sales data for new customers, customers participating in dynamics loyalty programs.

- The number of inactive buyers. Using this data, you can evaluate the contribution of the program to the achievement of key goals: customer retention and increase their share.

- Measurement of attitude. With the help of questionnaires and questionnaires, you can build the desired relationship with the guests. And the achieved result should be evaluated by measuring the degree to which the program changes the attitude of the buyer to the brand.

Tracking key indicators allows you to evaluate the effectiveness of investments in the loyalty program.

Thus, loyalty programs have become an integral part of good service and one of the best ways to motivate hotel guests to maintain long-term relationships with a hotel company.

Each hotel dreams that the number of regular guests provides it with a stable and most importantly predicted income. A regular customer is the least expensive and most profitable segment, which, however, requires substantial attention. And if the financial costs of retaining a client are lower than getting a new one, all the same, the attentiveness of the staff and methods of raising loyalty require no less, and often more resources.

Regular customers of the hotel provide protection against sudden drops due to their qualities:

- much less susceptible to marketing campaigns by competitors - due to brand commitment, habits, etc. they are less susceptible to vague prospects of changing their preferences;

- marketing costs to stimulate a loyal customer to his repeat visit lower than to win a new one;

- Frequent customers are able to generate additional profit through positive references to their acquaintances, colleagues, friends, etc., which is very important in the development of sales - both direct and through electronic distribution. Moreover, a loyal client can recommend the hotel to strangers using online tools - TripAdvisor, social networks, communities, etc.

Recent studies show another feature of regular guests - they bring a much greater average profit than a one-time guest. According to the latest research by the hotel operator IHG, a member of the regular guest program brings twice as much income to the hotel as an ordinary guest.

And guests with an elite status in the program, as a rule, bring twelve times more profit. At the moment, both consumers and hotel marketers agree on one thing - loyalty should not be created in large quantities, but for each consumer individually.

Conclusions and recommendations

To develop an attractive loyalty program, it is worth actively cooperating with companies in the hospitality industry, which will enable the hotel to diversify the list of services. It is also necessary to think over and plan everything in order to avoid a number of problems and difficulties associated with the program in the future. To do this, proceed to the phased creation of a loyalty program [5]:

1) goals, like any project, the development of a loyalty program begins with setting goals. A common mistake is the lack of clear language. A clear statement of purpose is an indicator of evaluating the effectiveness of a loyalty program15. The objectives of loyalty programs are divided into:

a) key objectives. The key objective of any loyalty program is to strengthen the position of the company, i.e. increasing its profitability, increasing revenues and market share;

b) the main objectives:

- the main goal of the program can be called - building relationships with customers, having won for a long time, their loyalty that their needs will be met by the organizing company;

- attracting new customers (program participants make advertisements themselves, talking about their advantages to friends and acquaintances, thereby attracting them to participate there). Or the organizing company offers attractive privileges within the

Impact Factor:

ISRA (India)	= **4.971**	**SIS** (USA)	= **0.912**	**ICV** (Poland)	= **6.630**
ISI (Dubai, UAE)	= **0.829**	**РИНЦ** (Russia)	= **0.126**	**PIF** (India)	= **1.940**
GIF (Australia)	= **0.564**	**ESJI** (KZ)	= **8.716**	**IBI** (India)	= **4.260**
JIF	= **1.500**	**SJIF** (Morocco)	= **5.667**	**OAJI** (USA)	= **0.350**

program so that new customers will begin to strive to join the program on their own;

- building a customer database. A well-organized database is the company's strongest marketing tool;

- facilitating the work of other divisions of the company involved in market research and product development;

- creating opportunities for communication with program participants.

c) secondary goals:

- Improving the image of a trademark, enterprise;
- Stimulating the customer for a repeat purchase;
- solving problems of program participants, etc.

2) target audience - this stage allows you to answer the questions: “Who is the program aimed at? Who should hold? Whose loyalty should she increase? ” In accordance with this, the conditions for participation in the program are determined. After analyzing the customer base, it is determined which target audience will participate in the loyalty program;

3) type of program - each company has the opportunity to choose any type of customer retention that is most acceptable in their company:

a) fixed discounts - discounts for guests from the open price:

- discounts for regular customers;
- discounts on groups;
- seasonal discounts;
- discounts for long stays;

b) cumulative system of discounts - receiving benefits for the constant use of products or services:

- upon purchase of a certain number of services;
- upon accumulation of a certain amount;

c) bonus points - the provision of a certain number of points for each completed purchase, which ultimately gives the right to pay the accumulated points for the purchased services;

d) special promotions - events organized by the company for regular customers;

e) corporate programs - programs for attracting and retaining corporate clients;

4) privileges - this is the most difficult, interesting and creative stage - this is the definition of what to offer the client, in addition to the main component - bonuses. And here the scope for creativity is so wide that you can lose sight of the most important thing - the needs of customers. They must determine the entire list of additional privileges. The final list is made taking into account such factors as the feasibility of the privilege, the competence of the company in its implementation and cost;

5) financial concept - the most sensitive issue is associated with the assessment of future expenses for the implementation of the program and the possibilities of covering them. Thus, the costs are associated with the costs of accruing bonuses, providing discounts, producing promotional and souvenir products, club plastic cards, purchasing or developing specialized software, and remunerating the employees responsible for the operation of the program. Costs can be covered by the annual contribution of participants, redemption of a club card, etc. One of the most difficult issues is the accounting of bonuses in the company's accounting. Define the methodology for tracking the impact of the loyalty program on the sales, profitability and income of the company;

6) communication - there are three areas of communication: between the company and customers, between the company and the external environment, as well as within the company. There is a whole range of marketing communication methods, such as a magazine covering a program, a newsletter or newsletter, a hotline, a website, meetings of participants, other events held as part of the program, and much more.

Personal appeal is an effective strategy for enhancing the value of a proposal, but does not replace the value itself. That's right, if the focus of the loyalty program is on the relationship between the client and the brand. If the program is focused on itself, then it will not be durable. Targeted and meaningful information exchange within the framework of the loyalty program strengthens relationships with the best customers and provides stimulation of their behavior in a direction beneficial for the company.

In combination with effective technology and deep analysis techniques, loyalty programs that can make an offer that is of interest to the client in real time or close to that are able to easily overtake other programs built on the mass offer. Online technologies - the Internet or mobile communications - can become a rich source of customer information. Companies are increasingly forced to instantly respond to requests, and engage in dialogue in real time;

7) management - careful attention requires the creation of a single control center for a loyalty program that coordinates key areas of its functioning; center for processing incoming calls; IT systems for program maintenance; logistics systems and algorithm for the implementation of program procedures;

8) a database and a loyalty program is an excellent tool for collecting and accumulating customer data. Before starting the program, you should decide what data and in what volume should be entered into the database, how and with what frequency to be analyzed, what resources will be required for this, both technical and human. Unfortunately, many companies that implement loyalty programs and have extensive databases do not use them effectively. The reasons for this are ignorance of how to rationally apply the collected information, how to develop individual offers for each segment of customers, technical difficulties in the implementation of analytical processes, inaccuracy of data, etc .;

9) closing the program - a question that few people pay attention to when starting the program due to the optimistic attitude at the beginning of the journey. However, do not forget that any project has its own life cycle. There may come a time when the program ceases to be effective. Decide in advance with critical indicators, after which you need to minimize the program.

The rules for joining the program must be made available for understanding, structured and clearly stated. The client must be informed about the status of his bonus account, regularly receive information (mailing, calling) about the events of the program. The company must provide the client with feedback, while constantly focusing on the fact that, becoming a member of the program, he receives special privileges and personal service.

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ORGANIZATION OF FRUIT AND VEGETABLE PRODUCTS BY AGROCLASTER METHOD – DEMAND OF PERIOD

Abstract*: The article shows that radical changes are occurring in the industry due to large-scale agrarian reforms in Uzbekistan, especially in the Namangan region, as well as an increase in the production and export of agricultural products, fruits and vegetables in clusters.*

Key words*: entrepreneurship, employment, fruits and vegetables, clusters, exports, food.*
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Scopus ASCC*: 1101.*

Introduction

The interest of the population in entrepreneurship is growing in our country. Over the next three years, more than fifty decrees and resolutions of our president have been adopted in order to develop small business and private entrepreneurship, which has an important role in increasing the standard of living of the population of Boisi and solve their systemic problems. This is an indication of the progress of entrepreneurship in the economic policy of Uzbekistan as a whole. The goal is to further develop all sectors of the national economy, in particular agriculture on the basis of comprehensive support of entrepreneurship, farmer, peasant and farmland farms, to ensure freedom of entrepreneurial activity in the sphere, in practice the inviolability of private property.

The achievements of modern science, intensive technology are being applied to practice in order to diversify agriculture, use of land and water resources of our country, and the activities of peasant, farmer and farmland are being stimulated in every way. In particular, in 2019, 7 million 130 thousand tons of grain, 2 million 845 thousand tons of cotton, 19 thousand 600 tons of cocoons, 21 million tons of fruits and vegetables, 400 thousand tons of rice, 2 million 600 thousand tons of meat, 11 million tons of dairy products, 8,1 milliyard eggs were grown.[3]

Based on the above, we can say that today our country is becoming one of the countries that has the potential to not only meet this domestic demand with agricultural products, but also to add its great contribution to the Global Food Program and to solve the problems of other countries in this regard.

Today, more than 80 kinds of agricultural products grown in the Republic are exported to 66 countries of the world. In order to further expand the country's export potential, to eliminate the obstacles to the full development of exports of fruit and vegetable products, to improve the support of export activities on the state side, as well as to organize the export of local fruit and vegetable products to foreign markets, on October 17, 2018, the president of the Republic of Uzbekistan In the first paragraph of this decision, it is noted that “legal entities exporters of fruit and vegetable products shall have the right to carry out export contracts without the insurance policy from political and commercial risks, without opening letters of credit without initial payment, without formalizing the bank guarantee”.[4]

This procedure, along with increasing the interests of local export entrepreneurs, will ensure the financial stability of their activities.

Observations show that the Namangan region is characterized by high opportunities for the cultivation and processing of fruits and vegetables, grape products. In the following years, a sharp increase in the export of fruit and vegetable products in the region was achieved due to the elimination of obstacles and inconveniences in the export of fruit and vegetable products. 3 years ago, when 76 million dollars were exported to fruit and vegetable exports in a year, in 2019 it amounted to 155 million dollors.

In order to expand the geography of export of products, exports to 48 countries were launched. For the last 3 years, various products were first exported to 7 european and middle eastern countries, in particular Portugal, Azerbaijan, Iraq, Lebanon and Oman.

It is worth noting that one of the main factors of the achieved success is given to the landowner, whose production is organized on the basis of a cluster system. Because, the “chain” method of agricultural and industrial harmonized production is saving many regions from a state of lagging. For example, in the following years, after the introduction of the cluster method in a number of districts without fulfilling their contractual plans in chronic cotton growing, the contract is governed by an excess of obligations. In this regard, our President Sh.In his address to the Oliy Majlis Mirziyoyev touched upon this issue and noted that “the only way to ensure the stability of prices of food products in the consumer market is to increase the volume of cultivation of fruits and vegetables, livestock and other food products, as well as to create a continuous chain from the field to the store.“[5]

Today, 15 agroclasters operating in the Namangan region practically demonstrate their advantages in every way. They are engaged in the cultivation of agricultural products, their re-production and delivery to domestic and foreign markets in the case of finished products. Also, research on the creation of new jobs, the introduction of new technologies, investments, the creation of a reserve of mature personnel for the enterprises of their economy and production.

This means that in order to solve today’s problems in the agricultural sector, it is becoming necessary to completely abandon the outdated system and establish a completely new continuous chain, namely, a system of cooperations and clusters. Today, the introduction of the cluster shows that high results are achieved in the agrarian sector. Our President Sh.Mirziyoev noted, “along with supporting the farming movement in the agrarian sector, we will continue our research on the gradual transfer of cotton and grain cultivation into a cluster form. We will continue to work on the creation of clusters that meet today's demand, even in other sectors such as fruit and vegetable, rice, livestock and silk production.” [5]

Also, the governor of each region and district was personally responsible for the correct placement of fruits and vegetables with clusters, the conduct of agrotechnical activities, the complete delivery of the grown product to the exporter or the re-operator.[2]

Necessary measures are also taken on increasing the export potential of the population in the region to fully meet the demand for food products, ensuring price stability, entering unexplored markets. The main attention is paid to the effective use of existing crop lands. In particular, in 2018, 53 thousand 888 hectares were sown, a total of 327261 tons of agricultural products were grown, its 80150 tons were exported, 52890 tons were processed, 139097 tons were consumed internally, 30480 tons were booked, 8503 tons were seeds, 16140 tons were exported to fairs.

And in 2019, 87542 tons of products were exported from the same repeated crop.

In addition, abroad, the market of wild cherry, grapes, nuts, almonds, apples, pears, bexies, apricots, peaches, plums, pomegranates, figs, dates, lemons, tangerines, strawberries, raspberries, the total area of such gardens exceeded 21750 hectares. Of these, 710 hectares are intensive Gardens. The cultivation of vegetables and melons amounted to more than 490 thousand 836 tons. [6]

Observations show that taking into account the location of the districts of the Namangan region and its specialization in the production of agricultural products, it is necessary to restore the enterprises that grow and process fruits and vegetables. In particular, the main land area of the Kosonsoy, Chortoq, Chust and Yangikurgan districts consists of the adirliq and Foothill regions and there are certain problems in the water supply. Taking into account these, it is desirable to expand its intensive Gardens, which require less water, grow nuts, almonds, apricots and grapes, and restore new ones.

Yangikurgan District of the region specializes in the cultivation of fruit and vegetable and grape products and exports the main products to Russia, Kazakhstan, Azerbaijan, Georgia, Afghanistan and other countries. In the year 2019, in order to increase the production of agricultural products in the district and increase the export potential, more than 200 hectares of outdated Gardens under the farm have been reconstructed, 200 hectares of new modern intensive gardens have been restored, and such work continues today.

In 2019, Yangikurgan district ensured the implementation of the specified plan 101.8 per cent for the export of 25 million 106 thousand dollarlik 19320 tons of fruit and vegetable products.

Export-oriented products are mainly sent to Russia, Kazakhstan, Azerbaijan, Georgia and Tajikistan, and the geography of exports is growing. Also, 19320 tons of export-oriented products accounted for 3500 tons of vegetables, 4350 tons of fruit, 10230 tons of grapes and 1240 tons of legumes.

We consider it desirable to draw attention to the following to further increase the level of cultivation, processing and export of fruit and vegetable and grape products in various regions of our country, in particular in the Namangan region:

- establishment of agroclasters and establishment of their systematic operation in the territory of the Republic of Uzbekistan, taking into account the location of the regions and specialization in the cultivation of agricultural products;

- establishment of modern intensive Gardens for productive use of land and water resources and establishment of drip irrigation system;

- development and implementation of promising programs for increasing the production of fruit and vegetable products in the regions and expanding their assortment;

- storage of fruit and vegetable and grape products and organization of special refrigerated enterprises and agrologist centers with the aim of delivering them to domestic and foreign markets with the aim of quality provision;

- to increase the level of competitiveness of fruits and vegetables grown in the regions and to establish specific measures for their export;

- Organization of fairs of commercial houses intended for the promotion and sale of products of agroclasters specializing in fruit and vegetable production of foreign countries to find foreign partners for entrepreneurs in the region by studying their requirements for which products separately and to provide practical assistance in the conclusion of export agreements.

In our opinion, the attention to the above suggestions and conclusions will be paid to the organization of agroclasters specializing in the production of fruit and vegetable and grape products in the regions, their sustainable operation and increase of export competitiveness, as well as increase in revenues that will receive people by creating new jobs on the basis of serves.

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ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN THE STUDY OF A FOREIGN LANGUAGE

***Abstract**: The role of independent work of students in cognitive activity is extremely large, so it is no accident that it is given great attention by higher education teachers. In many articles about independent work of students, the goal is to foster a conscious attitude of students themselves to mastering theoretical and practical knowledge, instilling habits of intense intellectual work. This is considered one of the most important tasks of education. However, it is important that students not only acquire knowledge, but also learn how to acquire it, i.e., how to use it. teaching students to learn is often more important than equipping them with specific subject knowledge.*

***Key words**: independent work, foreign language, education, learning, knowledge.*
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Introduction

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One of the most important problems facing higher education is to improve the quality of professional training. A student and graduate of a higher educational institution must not only acquire knowledge of the subjects of the program, master the skills and use of this knowledge, research methods, but also be able to independently acquire new scientific information. In this regard, independent work of students is becoming more and more important. The organization of classroom and extracurricular independent work in the process of studying at the University, the formation of skills of educational work is the basis for postgraduate education and further professional development. Thus, in the higher education, students should be prepared for further self-education, and the means to achieve this goal is independent work.

The concept of "independent work" is multifaceted, so it is quite natural that it has not received a unified interpretation in the pedagogical literature. Independent work should be carried out by students as a cognitive activity, become a means of educating such personal qualities as independence, activity, and form a creative attitude to the perceived information. Proper organization of independent work by students is an important issue not only in the methods of teaching a foreign language in a non-linguistic University, but also in the methods of studying it.

At the same time, it is important for the teacher to understand what difficulties students experience when organizing their independent work; what types of homework tasks are the most difficult for them and require a lot of time; why certain types of tasks are difficult; what prevents students from completing difficult independent tasks in a timely and correct manner; what can facilitate the completion of these tasks and increase the effectiveness of students ' independent work in foreign languages. In the course of a conversation with students who are serious about learning a foreign language, it turns out that the common cause of improper performance of independent homework is the inability to work correctly and systematically, and ignorance of vocabulary and grammar takes a back seat, becoming a consequence of the first reason. Students also understand that inactivity in the classroom leads to an increase in the volume of homework, and active speech practice in the classroom, performing all tasks under the control of the teacher, on the contrary, leads to the improvement of independent work.

Management of independent work of students at the moment still meets with a number of difficulties. Students do not yet have sufficient knowledge of methods of independent work, i.e., methods of reading, writing, and assimilation of what they read. The task of the teacher is to give the right direction to their independent work, that is, the direction based on knowledge of the physiological and psychological characteristics of the body. Therefore, it is necessary to consider the specific features of attention and memory that must be taken into account when organizing independent work on learning a foreign language. For successful and timely completion of independent tasks in a foreign language, you need to meet a number of conditions. The first condition is that each student performs most of the work in the classroom, and that students are active in the classroom.

Therefore, the teacher should organize the classroom so that the student actively works for all 90 minutes, performs all the exercises in oral speech and reading, thereby preparing for independent work at home. The second condition for the successful completion of independent work, students themselves call the need to have a stable vocabulary, know a minimum of words, and get lists of unfamiliar words for each specific task from the teacher. Therefore, before a teacher is a serious and concrete task is to introduce and reinforce vocabulary for reading and speaking. The third condition for achieving the goal is the availability of a good textbook and training materials. It is the textbook that should define the system of independent work of students, contain specific tasks with complete algorithmic prescriptions-instructions. The fourth condition for achieving the goal stated above is indicated by the students themselves. This is the presence of personal characteristics, namely, determination, will, perseverance, organization, as well as interest and desire to learn a foreign language. It is personal characteristics and interest in learning a foreign language that should take a leading place in the process of planning and organizing independent work in a foreign language. The following can be attributed to the means of organizing independent activities of students:

- provision of textbooks, manuals, methodological instructions for independent work;
- the availability of educational audio, video and computer training programs;
- the use of a system of communicative tasks for the development of all communication skills. In terms of increasing the role of independent work of students, the first of these points is the most important, because, even taking into account the existence of textbooks aimed at independent study of a foreign language, there is a need for manuals for independent work to specific textbooks and guidelines for independent work. Students' readiness for independent work on the study of the proposed material is determined by:

-the presence of basic educational skills in all types of speech activity, namely: speaking, listening, reading, writing (to a greater extent, of course, reading and writing, since the main ways to check the performance of independent work is oral and written exercises on independently passed material);

-the presence of translation skills and methods of working with a dictionary and reference literature;

- ability to work with computer software and the Internet.

Today, computer tools and the Internet, which have a huge potential for educational services, make the lesson attractive and truly modern. A set of ordinary textbooks, manuals, and collections of exercises is being actively replaced by the modern information system. Each lesson is emotionally uplifting, even lagging students are willing to work with the computer, and gaps in knowledge encourage some of them to seek help from a teacher or independently achieve this knowledge.

The role of independent work of students in cognitive activity is extremely large, so it is no accident that it is given great attention by University teachers. In many articles about independent work of students, the goal is to foster a conscious attitude of students themselves to mastering theoretical and practical knowledge, instilling habits of intense intellectual work. This is considered one of the most important tasks of education.

However, it is important that students not only acquire knowledge, but also learn how to acquire it, i.e., how to use it. teaching students to learn is often more important than equipping them with specific subject knowledge. Independent work of students differs from other educational activities in that the student sets a goal for himself, to achieve which he chooses a task and type of work. The main skills and abilities of independent work should be formed in high school. However, as practice shows, this usually does not happen. Getting into new learning conditions after school, many students do not immediately adapt to them, they are lost in the choice of methods of independent work. For example, up to 70 % of 1st year students do not use the method of systematization of material for its better understanding. That is why one of the main tasks of a teacher is to help students organize their independent work. Only independent work of students instills a taste for self-education.

At the same time, it is important to remember that independent work can be both extracurricular and classroom. Classroom independent work can be performed in lectures (10-15 minutes), in practical and laboratory classes. It is important to offer a variety of classes that contribute to the formation of the necessary skills and abilities for the future specialist. For example, when working with a text, you can give a task not just to read and retell it, but to diversify the task: to highlight the main ideas, justify something, report, characterize, define, explain, dissect, comment, take notes, write out, compare, make a plan, theses, synopsis, draw a conclusion. In short, there are many different types of work with text, and all of them develop thinking and form appropriate skills, increase the attention of students, their activity. In our opinion, independent work of students can include:

- preparation for classroom classes (lectures, practical, seminars, laboratory work, etc.) and performance of relevant tasks;
- independent work on individual topics of academic disciplines in accordance with the educational and thematic plans;
- preparation for practices and performance of tasks provided by them;
– performance of written control and term papers, calculation and graphic works – preparation for all types of control tests, including cycle and complex examinations and tests;
- preparation for final state certification, including the performance of final qualification (diploma) work;
- work in student scientific societies, circles, seminars, etc.;
- participation in scientific and practical conferences, seminars, congresses, etc.;
- other activities organized and carried out by the Institute, faculty or Department.

The organization of independent activity of students using the Internet involves the use of the latest pedagogical technologies that stimulate the disclosure of internal reserves of each student and at the same time contribute to the formation of social and psychological personality. From the foregoing it can be concluded that in the process of training activities and organization of independent work of the student, in particular, there is a change in the leading roles of the teacher and the student. The teacher is required to organize the educational process in such a way as to arouse the student's need and interest in learning a foreign language, to equip him with the necessary skills of educational activity. The presence of students ' desire to learn a foreign language and formed skills of intellectual activity with the help of clear performance of independent work will create, in turn, the necessary prerequisites for the development of their cognitive activity.

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THE ATTITUDE OF NAMANGAN KYPCHAK DIALECTS TO THE LITERARY LANGUAGE

***Abstract**: The article explains the features of household vocabulary that are characteristic of Namangan kypchak dialects. Linguistics also analyzed a wider and deeper classification of boundary words and their relationship to each other.*

***Key words**: A dialect, dialect, karluk and kypchak dialect, a dialect region, internal and external source, social process, limited words, household dictionary.*

***Language**: English*

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Introduction

All man in the universe is formed and perfected only on the basis of one language. Although it has mastered several languages, but in the world of linguistics it contemplates only through one language. Therefore, there is a special role of local forms of the language of the nation in the spiritual and cultural rise of the individual, in the world of communication.

As the world linguistics recognizes, the first step of any national language is dialects. On the basis of a thorough in-depth study of them, the dilectal linguistic nature of the territory opens. This will serve the development of the literary language of the nation, the perfection of its sath units in a specific way.

Dialect are not only linguistic materials, at the moment, it is an important source that embodies the history, culture, national character, character-characteristics of the nation.

It is worth noting that today's globalisation conditions and changes in social life have a significant impact on the language. Therefore, it is always more relevant to study the syllables in a timely manner through scientific grounds and come to certain conclusions about them. Consequently, since there is a need to study dialect and dialect areas in the holistic study of language and society relations, the decree of the President of the Republic of Uzbekistan "on the strategy of action for the further development of the Republic of Uzbekistan"[15,55-72] on measures to radically increase the prestige and position of the Uzbek language in the quality. In addition, Dialect branch of Tashkent Uzbek language and literature University named after Alisher Navoi and "Center for research and education coordination of Uzbek dialects" and its branches in the Republic of Karakalpakstan and regions were established. The fact that these practical works are aimed at maintaining the purity of our national language, developing it in its original form, developing the fields of dialectology, linguistic geography and areal linguistics shows how important the study of dialects is.

In fact, the development of the language of the nation and the issues of its development have not always and always lost its relevance. From this point of view, ethnolinguistic, mental, nation and personality spirituality, linguistic approach to the research of the fields of linguistics have increased to the required level. After all, language is a dynamic phenomenon that is constantly growing, developing.[8,61]

It is known that the dialects reflect the very ancient way of life, customs, material and spiritual culture of the peoples of the world, formed over the centuries. The phonetics, phonology, morphology, syntax and lexicon of dialects and dialects within each language are p factors that ensure the development of the sphere in a complete and systematic way. The peculiarity of Uzbek dialects is that these dialects differ sharply from each other.

The mature specialist of Uzbek shevashun science E.D.Polivanov said: "not one of the Turkic languages is so sharply distinguished as the inter-dialect Uzbek language. This, by the way, finally aggravates the issue of predicting a dialect for a natural, literary language" [11,112]. Already there are common tools that serve as the basis for the formation and development of any language, these tools show the spirit of the nation, the charm of this language and the richness of the dictionary. The phonetic-phonological nature of the dialect lexical is polished in words, in grammatical forms. The linguistic edges of a particular dialect area, different from other dialects, are more prominent in its lexical layer."[6, 148].

The Uzbek national language consists of three main dialects, consisting of the sum of similar dialects existing in the territory and widely distributed. The main part of it is the Crimson dialect.

As noted by the scientist of Uzbek linguist – Khudoyberdi Donyorov: "I want to be the leader of the Azerbaijan people."..the largest component of the Uzbek nation in terms of number and content is Kipchak – Uzbek. The main part of this component was added to the composition of the Uzbek nation from the historical chronological point of view, but at the same time the name "Uzbek", which remains the only and common name of the members of the whole nation, was brought by this component" [1, 115; 7,8-9].

It would not be a mistake if we say that the words specific to the dialect are an important tool in the development of language, which, along with being an internal source, determines the identity of the nation to which it relates, its historical development, its attitude to other languages, as well as its future destiny. Because the life span of each nation depends on the language life, to what extent it can maintain its purity.

Current linguistics requires more extensive and deeper classification of territorial limited words, analysis of their relationship to each other, study on the basis of existing linguistic research techniques, the implementation of solutions to the issues of rapid development of the sphere of areal linguistics is an important and key factor in the development and development of language development.

The study of dialects allows linguists to hear with their own ears how the heart of the language beats (G.Ostgov, K.Protman). These views are true of the owners. Because dialecticalist walked directly among the people, taking a breath with him, putting into operation their own possibility, power and strength ...people write out specific words from their mouths to dialect, giving her a gloss and trying to leave it to the next generation [4, 112].

Scientific research on the language, in particular, the identification and analysis of words specific to the dialect of our Uzbek national language, has been carried out by philologists since ancient times. When it comes, it can be noted that Mahmud Qashgari's "Devonu lugotut-turk" and Mahmud Zamakhshari's "Muqaddimat ul-adab" are the first sources for comparing and studying Turkic dialects. Then the mature specialists of the industry have further developed this activity and will continue to do so consistently. A new study has come to the field, which is comprehensively focused on each dialect and their analysis. The number of targeted works devoted to the issue of comprehensive study of linguistics has increased. In particular, the study of the dialects of the Namangan region is no exception.

In the works devoted to the research of Namangan dialects in Uzbek linguistics, linguistic features of Namangan city and Uychi district dialects have been widely studied [3.15; 2,54; 12,24; 13,112]. At the same time, chortok, Pop, Uchkurgan and Namangan region dialects of Namangan region were also partially research objects. Since other dialect areas of the region are not studied in detail, there are few opinions about them, information – materials.

In the specific formation processes of the Namangan city dialect of the administrative center of the region, phonetic, lexical and grammatic signs of not only the Turkic, but also the Persian language played an important role. In these aspects, the distinctive linguistic features of the Namangan urban dialect differ from other Uzbek dialects E.D.Polivanov, A.K.Borovkov, V.V.Reshetov, G'.A.Silent [9,9-15; 5,3-39; 10,44; 14,36] like scientists planted, classified and analyzed. As a result, fundamental stops were made about the linguistic features of dialect.

Turkish and non-Turkic language of the local language, through typological and areal-linguistic methods, the sources of ethnogenesis and uncertain cases of dialect have been clarified as a result of their study based on scientific-linguistic materials [9, 20-21].

In the dialect regions of Namangan region, the dialect of karluq and kypchak is actively consumed. The kypchak dialect is a dialect that, with its lexical and phonetic features, has kept its literary language and interpersonal relationship relatively strong. In particular, the suffix-yap, which forms the present tense verbs in the literary language, is used unchanged in almost all regions where this dialect is distributed. For example, in the karluk dialect, this suffix is pronounced in the form in which it undergoes radical phonetic changes (-ut: kelutti; -vot: kelvotti,- vat: kevatti; -vet: kevetti; -vit: kevitti style). Or there is the use of words that are characteristic of the ancient Turkic language period – lar without the form of consonants, which denote the meaning of respect. For example, отам уйда эмас; тоғам сизни чақиряпти.

As is observed in other dialects in the household lexicon of Namangan nettle dialects, words that have their own semantic field in the literary language are used with different phonetic variations and with lexical variants: ота, эна, чумали, сўқим, сўта, кулчатой, бўхча, болахона, бошвоқ, пўпанак, пўскалла, сағир, алача, изғимоқ, изилламоқ, исирға, имо қилмоқ, уйқаш.

It is observed that some household lexicons characteristic of the Namangan kypchak dialects differ from the literary language in the following aspects:

1. Regional accent is a household word and derivative words that have undergone a phonetically strong phonetic change, changing its form: **шуйтип** – шундай қилиб, **кела:ма?** – келадими?, **бора:ма?** – борадими? **кеганакен** – келган экан, **қоганекен** – қолган экан, **унақамес** – унақа эмас, **ишқип** – ишқилиб, **бузў(о)в** – бузоқ каби.

2. Household word – terms that do not meet in the literary language, but are inherent only in dialect: **ҳаят** – томорқа (ҳовлидан ташқари ер), **мардак** – маккажўхорининг дони олинганидан сўнг қолган асос қисми, **азғирди** – тўғри йўлдан адаштирмоқ, **халвали** (алвали) – нордон таъмли олча меваси ва ўсимлик дарахти, **катата** – бобо, **пўпа//бувак** – чақалоқ, гўдак, **палла//увуз** – оғиз сути, **жўн нон** – ҳовли тандирида пиширилган оби нон, **бешлик** – паншаха, **ўқарик** – экин майдонидаги эгатлардан фарқли равишда кейинги майдонга катта сув олиб ўтиш учун алоҳида қазилган каттароқ арик, **пўпанак** – моғор (нон пўпанаги (моғори)), **ардонабек//эдданавек** – керик ва кеккайган одам, **шоти** – нарвон, **одошўлди** – тугади, **ваҳ-вак** омоним: 1) ҳовлиқма одам; 2) ҳашарот тури.

3. In literary language and dialects, the form is the same household word – terms with a difference in meaning: **тиринка** – металдан ишланган суюқ ва қуюқ овқатлар учун чуқур ва саёз идиш тури, **чини** – чиннидан тайёрланган коса(пиёла ёки товоқ эмас); ***ўра*** – қишда сабзавот сақловчи жой***;*** ***қулоқ*** – бир ариқдан иккинчи бир ариққа сув олинадиган жой; ***супа*** – ариқдан сув олинадиган зинали жой, ***сопол*** – сополдан тайёрланган идиш турлари, ***пақир*** – челак, ***опа*** – она, ***аке//ака*** – ота, etc.

Apparently, the household ethnic-historical linguistic process left a deep imprint on the lexical-semantic system of the Namangan nettle dialects. As a result, in the speech of representatives of the kypchak dialect there were different and similar features of the Uzbek language than other dialects. A visual analysis, like the above, reveals some aspects of the study of the hip dialect only. Therefore, the identification of such features, the study of the causes of their occurrence, socio-household conditions and circumstances are great importance in the research of the internal development of the national language.

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PRIORITY DIRECTION IN FOREIGN POLICY — CENTRAL ASIA

Abstract*: Currently, as a result of the type and scale of various conflicts and majors in the region and regions, the number of problems in the security system is increasing. Various international organizations, major countries and donor organizations are not sufficiently focused on making serious practical efforts to prevent or eliminate such majors.*

Key words*: foreign policy, Central Asia, priority direction, Afghanistan.*

Language*: English*

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Introduction

The political situation in the world at the beginning of the twenty-first century indicates that to this day the international security system has become obsolete or that the position of influential organizations has been relatively declining as a result of the interests of powerful countries. Our recent history shows that the number of regional problems of the XX century in 85-90 years has increased several times and their political content has changed. For example, the revolutionary and political change in the Arab countries (“Arab bahori”) to the wars of Afghanistan, Arab-Israel, Iraq, the political processes in Egypt, Syria, Libya and Ukraine, the coup d'etat in Georgia and Kyrgyzstan, the people's demonstrations in Venezuela or Iran, have brought global changes and can be seen as an example. The rapid migration of various conflicts and political debates and mass riots from one God to the second, the political events of which are not in one region, the side army is showing its serious impact on the peoples of the state and the region. As a result of the political and Western events taking place in the Middle East and East Africa, the situation in Afghanistan has for a certain time been overlooked. However, the situation in Afghanistan has not changed to the positive side of the general situation in the country without losing its seriousness. President of the Republic of Uzbekistan Sh.Mirziyoyev and the first president I. Karimov's policy continuation, they cut off the situation in Afghanistan and, taking into account the global problem, focused on the security of Central Asia, the main direction of the foreign policy of the Republic of Uzbekistan. President Sh.Mirziyoyev in his speech at the 72nd session of the General Assembly of the United Nations on September 19, 2017. He drew attention to the fact that the priority direction in foreign policy is Central Asia .

In this regard, President Sh.Mirziyoyev noted that " Uzbekistan today attaches priority importance to the Central Asian region in its foreign policy. This is the chosen way of thinking deeply in every respect. Peaceful, economically developed Central Asia is the most important goal and the main task we strive for. Uzbekistan is a firm supporter of mutual communication, practical cooperation and strengthening of a good neighbor. We are ready to cooperate with the countries of Central Asia on all issues without exception on the basis of reasonable compromise. He outlined the position of the Republic of Uzbekistan on the stabilization of the situation in Afghanistan and made proposals. He put forward the principles of non-separation of the taxidus as “his own”.

In 1993 the first president of the Republic of Uzbekistan, I.Karimov at the 48th session of the UN General Assembly called for “the settlement of the Afghan conflict with the help of the world community. In 1995, at the 50th session of the UN General Assembly, he came out with a proposal to impose an international embargo on Afghanistan against the introduction of weapons, emphasizing the need to put an end to the interference of foreign powers in the internal affairs of this country, and proposed a model for the formation of a coalition government in Afghanistan."

1997 I. Karimov we are all aware that initiated the establishment of the "6+2" dialogue group to solve the Afghan problem and held the Tashkent meeting of this group in 1999. Later, this group of dialogue organized a dialogue Group "6+3" under the auspices of the UN at the Bucharest Summit of NATO in 2008 year. In 2001 I. In his address to the UN Secretary general, Karimov put forward a proposal to put the issue of demilitarization of Afghanistan on the agenda of the UN Security Council.

The first president of the Republic of Uzbekistan according to the peace-loving foreign policy pursued by I.Karimov, Uzbekistan does not participate in the games of others around the Afghan problem and conducts its relations with its neighbor in the south only on a bilateral basis, on the basis of non-interference in internal affairs, peace-loving and good-neighborly prints. Peace was the only way to overcome the Afghan conflict, which was proposed by the following on the basis of our foreign policy: – as a political path, it is necessary to encourage the participation of international organizations in this region, to gather and reconcile the opposing parties to the negotiating table, as well as to prevent the deployment of military bases and facilities of foreign countries on their territory, to establish and conduct elections to interim government, to prohibit the importation of weapons and to reduce the

Unfortunately, this war on the ground of Afghanistan has grown old and has been going on for 40 years. Rather than finding a political solution to the problem in this region, it says that the intervention of new powers, the interests of major statesmen and the decline in the prestige of influential organizations, the distrust of the Afghan people, which has become a common problem, is becoming an international problem, increasingly complicated by the Afghan problem.

At the international conference in Tashkent, President Sh.Mirziyoev said that Uzbekistan and international cooperation initiatives aimed at ensuring peace and stability in Afghanistan were united by the following principles of Good Neighborliness, Friendship and mutually beneficial cooperation,that the peoples of Uzbekistan and Afghanistan have lived in a single cultural – civilization space since ancient times, the security of Afghanistan, this is the security of Uzbekistan as a result of this, summarized all our movements and defined our specific goals and objectives on the issue of Afghanistan. According to him, the development of the basic principles of the establishment of peace in Afghanistan and the reconciliation of the international consensus, the development of negotiations between the warring parties, the development of the "road map" on the promotion of the national reconciliation process of the Afghan people, the involvement of the international community in it, the government of the Republic of Afghanistan, first of all, it is necessary to create all conditions for dialogue and negotiations between the "Taliban" movement without precondition, as well as to ensure the support of the countries of the army at the regional level, as well as to provide financial assistance of the leading countries of the world and international organizations at the global level.

In conclusion, the deep thought-out position of Uzbekistan on establishing peace in Afghanistan, ensuring security and stability in Central Asia is a clear proof of the broad support of the world community. The good neighborliness, mutual friendship, harmony and peace-loving policy pursued by President Sh. Mirziyoyev will be very practical assistance in establishing peace and tranquility in the future in Afghanistan.

Uzbekistan develops good relations of friendship and cooperation with all countries of the world. After all, in the Uzbek people there is a deep khikmat presence in the background of such characters as "Ён қўшни-жон қўшни", "Қўшнинг тинч-сен тинч" and continue the policy of good sayings based on historical experience.

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INTERCULTURAL COMMUNICATIVE COMPETENCE AS FOUNDATION FOR FOREIGN LANGUAGE LEARNING

Abstract: *Language teaching in the higher professional education system should choose as its goal not simply knowledge and skills acquiring, but also develop students' abilities to use a foreign language as an instrument of communication in their future professional activity not only for the dialogue of cultures, but also as a means of professional scientific and technical intercourse. Intercultural communication competence is the ultimate goal of foreign languages teaching.*

Key words: *competences, educational process, education innovations, didactic technology, intercultural communication competence.*

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Introduction

The last five decades have witnessed global changes in the field of foreign language learning and teaching. Empirical studies in the fields of linguistics, psycholinguistics, cognitive psychology, communication theory, and sociolinguistics have described the complex nature of language acquisition in the best possible way. These studies have made it clear that linguistic, psycholinguistic, and sociocultural factors play a key role in this process.

In the context of a modern multilingual multicultural community, when the world is gradually becoming a "world village (a community in which long distances have been reduced due to the use of electronic and transport means of communication)", the teaching of the subject "Foreign language" is undergoing drastic changes. Language training in the system of higher professional education should aim not just to acquire knowledge, skills and abilities, but also to promote the formation of students ' ability to use a foreign language as a communication tool in their further professional activities, not only in the dialogue of cultures, but also as a means of professional scientific and technical communication.

The current situation on the world labor market, the possibility of entering the international arena in future professional activities, numerous contacts with native speakers of other languages - all this implies the need for free communication with representatives of other cultures. Under these conditions, it can be assumed that foreign language teaching must necessarily be based on the formation and development of foreign language communicative competence. It is this competence that should be given the main attention in the educational process. However, if we exclude the early research of M. Canale and M. Svein [1; 2], the relationship between teaching a foreign language and intercultural communicative competence is still not considered in the works of didactics and methodologists. In applied linguistics, attempts were made to consider the didactic construct of communicative competence in the framework of learning any foreign language [3], but attempts to build such a model were not associated with the diagnosis of the language level or with methodological problems of language learning.

Communicative competence was first mentioned by Naum Chomsky in 1965 [4; 5]. in his works, he draws a line between "grammatical competence" and "practical implementation of language laws". The first he defines as the linguistic knowledge of an idealized native speaker, the biological functioning of the brain that allows a person to create an infinite number of grammatically correct statements that make up the language. The second is the actual use of language in specific situations.

The concept of communicative competence continues to be developed by the American linguist D. Haymes, who argued that it is not enough to have linguistic knowledge or know grammatical rules for speech communication. This also requires knowledge of "cultural and socially significant circumstances" [6].

In this article, we will consider the structural components, and then proceed to the model of intercultural communicative competence, which necessarily includes pedagogically relevant components.

Taking into account the practical significance of this model in the preparation of educational materials, when choosing pedagogical technologies and diagnostic tools for expert assessment of communicative competence, it is necessary to consider the problem from a pedagogical point of view. However, before proceeding to the study of the model of interaction between linguistic and communicative competence, it is advisable to determine the concepts and constructs included in this model.

According to the scientific concept of Michael Byram, intercultural competence is an integral part of the intercultural communicative competence along with sociolinguistic, linguistic competence and discourse [8].

Discourse is one of the complex and difficult to define concepts of a number of Sciences (linguistics, semiotics, and philosophy), which has become widespread and has become the subject of theoretical study relatively recently. In our study, "discourse" refers to a special type of communication aimed at critical discussion and justification of the views and actions of participants in communication. Discourse is thought of as speech embedded in a communicative situation, and therefore as a category with a more clearly expressed social content compared to the individual's speech activity; according to N. D. Arutyunova, "discourse is speech immersed in life" [9]. Often, the discourse considers the regularities of information movement within the framework of a communicative situation, which is carried out through the exchange of replicas; thus describing the structure of dialogical interaction.).

Foreign language (intercultural) communicative competence in Russian science is traditionally understood as the ability to communicate through language, that is, to transmit thoughts and exchange them in various situations in the process of interaction with other participants in communication, correctly using the system of language and speech norms and choosing a communicative behavior that is adequate to an authentic communication situation. Communicative competence is not a personal characteristic of a particular person: its formation is manifested in the process of communication, it is part of the (foreign) communicative competence of a language personality.

There are two approaches to defining intercultural competence: it is either considered as a separate component of a foreign language communicative competence, or it is considered as an intercultural component of each component of a foreign language communicative competence. In accordance with these approaches, the structure of intercultural competence is considered in different ways. Muratov considers knowledge about culture, the ability to apply this knowledge, the experience of intercultural activity and communication, as well as the personal characteristics of participants in an intercultural communication event as components in the structure of intercultural competence developed by him [12].

Proponents of the linguistic approach to the definition of intercultural communicative competence distinguish the following components:

1) knowledge of models of communicative behavior and its interpretation in both native and foreign language and culture;

2) General knowledge of the relationship between culture and communication (including the dependence of human thinking and behavior on a certain cultural cognitive scheme, the directions in which cultures may differ, etc.);

3) a set of strategies that stabilize interaction, that is, strategies for solving conflicts and problems that arise in the process of communication (for example, to establish a common position about the level of relationships, for metacommunicative error correction, etc.)

Combining all these approaches and points of view, the cross-cultural competence can be divided into language, cultural components and the ability to interact (communicate). All these components of cross-cultural competence exist and function against the background of strategic (metacognitive) competencies. By metacognitive we mean a higher level of cognition, which determines the ability of the trainee to self-control knowledge and perception of information, self-analysis, and reflection.

Metacognitive competence refers to mental structures that allow you to exercise involuntary and arbitrary control of your own intellectual activity, self-control, metacognitive means " thinking, comprehending, reflecting on your learning activities." The main purpose of this competence is to control the state of individual intellectual resources and self - regulation of the processes of obtaining, storing, processing and reproducing information. The term "metacognitive competence" is often confused with metacognitive awareness, a system of human representations of individual intellectual capabilities and resources.

When forming metacognitive competence, metacognitive learning strategies are used, which show how to organize educational activities yourself, control your own educational activities, and consciously achieve your goals.

Language is used for self-expression, creative thinking, and problem solving, but the most significant language is for communication. What makes it difficult to use a language system to communicate with other people is the fact that the ability of an individual to interact with others through language (oral and written communication) is unique to each person and at the same time is a universal universal skill that distinguishes humans from animals.

The successful use of a language for communication purposes implies the development of the communicative competence of users of this language, which is limited by the sociocultural norms of the society where this language is used. What particular socio-cultural norms must be observed when using the English language for international communication? Or are they universal human norms that prevail over individual societies and cultures?

Culturally determined differences lead to a special type of communication called intercultural, in which communicants from different cultures use special language options and discursive strategies, compromise approaches, and knowledge of the cultural characteristics of the communication partner in direct contact. Culture is a set of phenomena related to human values and formed for the sake of these values. The world of culture is as boundless as space, which is why it is difficult to master it. If the most General concept of the natural Sciences is the concept of nature as the being of things, then the most General concept of the Humanities is the concept of culture as the social being of man. The study of the ways in which different groups of people interact in society becomes the key to opening channels for cross-cultural communication. In a world so diverse and diverse, there are many factors that influence the formation of a person's personality, and culture is one of the most powerful forces that participate in this formation.

In the process of communication, messages are exchanged, that is, information is transmitted from one participant of a communication event to another. Information is encoded using a specific character system (language), transmitted and then decoded or interpreted by the recipient of the message in accordance with the presence or absence of knowledge about the cultural characteristics of the interlocutor.

Communication interactions can be successful, or they can end in complete failure. Most often, this depends on the balance between common and different in the perception processes of interaction participants and in the difference or similarity of their symbol systems. The term "intercultural communication" most often refers to cases when the cultural background knowledge of participants in a communicative event is so different that it can negatively affect the results of communication, leads to a distortion of the meaning or to a complete failure of the communicative event. The purpose of teaching any foreign language is to teach the ability to communicate verbally or in writing. Under the linguistic competence of an inauthentic language personality, we understand the ability to carry out communication based on knowledge of lexical units and grammatical rules of a given language. But this, as it turns out, is not enough to achieve communicative competence. It is necessary to combine linguistic competence with a national-cultural component and the ability to adequately use language tools in situations of intercultural communication, as well as the ability to use cultural background knowledge to achieve mutual understanding in situations of indirect and direct intercultural communication, dialogue.

The globalization of human activities in General and educational activities in particular increasingly requires the development of intercultural communicative competence. English covers more and more territories, not only as a second or foreign language, for example, in India or Pakistan, but is increasingly becoming the language of international communication, a kind of lingua franca of modern society.

Historically, linguistic competence is the most studied and described component of our model. It represents the basic elements of communication: phonological and spelling systems, syntax, and morphology necessary to implement communication verbally or in writing. But communication is not about making meaningful messages out of separate lexical units and separate grammatical rules, but rather the correct use of so - called "building blocks" - ready-made speech samples and a set of rules that communicants can use to adapt these prepared samples to the situational context of speech interaction. Thus, language knowledge, in our opinion, refers to more than one competence: the system aspect of language (including semantics and word formation) - to linguistic competence, the combination of words in a sentence and the adequacy of the communication situation-to discourse and socio-cultural competence. Discourse in this case is related to the choice of words, their sequence in the utterance, the use of structures, sentences and whole utterances to achieve the goal of communication, and the correspondence of the communicative intention with the socio-cultural context of communication.

Sociocultural competence in our research refers to the knowledge of the social and cultural context of communication in accordance with the pragmatic factors associated with language use. These factors are so complex and interrelated that they once again confirm the fact that language is not just a symbol-code system used for communication, but also an integral part of the speaker's personality and the most important channel of social organization included in the culture of the society in which it is used. Only learning a language in its social and cultural context can help us understand the paradox of language acquisition, which is both a highly personal and broadly social process. Socio-cultural background knowledge about the way of life and traditions, as well as the history, art and literature of the country of the studied language is extremely useful for successful and effective communication with its citizens. Nonverbal communicative factors are an important factor of socio-cultural competence. Along with verbal, nonverbal means carry a significant share of social meaning. "Actions speak louder than words" is not just a beautiful proverb. Due to the fact that nonverbal communication is carried out mainly on a subconscious level, foreign language learners do not always realize that errors in communication should not be attributed to words, but rather to nonverbal signals that do not correspond to the communicative situation in a given culture.

Personal competence consists mainly of the personal qualities and resources of the subjects of communication. It presupposes a certain reflexivity, a person's going beyond the limits of the communicative situation and evaluating it from the outside. Competence is an integrative quality, it includes individual characteristics, communication styles, character, and temperament of the individual, and may include cognitive, motivational, regulatory, and reflexive components in its structure.

In conclusion, we can say that the modeling method allows not only to show the structure of communicative competence, but also performs the function of visualization of objective communicative reality and is focused on managing this reality. Simplified schematized representation of communicative competence, simplified reflection of the real communicative process is necessary as a tool for studying and managing the real communicative space, as a means of designing the learning process and predicting the progress and results of this training.

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DEVELOPMENT OF STUDENTS ' MOTIVATION TO STUDY THE COURSE OF INFORMATICS AND INFORMATION TECHNOLOGIES

Abstract: *In this article we are talking about the problem of developing and increasing motivation to study computer science and other disciplines related to computer technology and new information technologies. The features, functions, and types of motivation, as well as the conditions of its increase.*

Key words: *motivation, computer science, computer engineering, information technology, electronic retrieval systems.*
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Introduction

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It has long been no secret that modern life is simply unthinkable without computer technology and new information technologies that are developing more and more rapidly. This, in turn, has a significant impact on the goals, objectives and quality of both school and professional education. The key figure in any education is the personality of a future specialist who possesses a certain set of knowledge, competencies, skills and other professionally significant characteristics. Both students and specialists must constantly improve, acquire new knowledge and skills, and learn to formulate and solve complex problems. The study of computer science and related disciplines is certainly one of the key conditions that contribute to the formation of such professionals, since the rapid development of new information technologies requires specialists to have the highest possible competence in the field of computer science and engineering. This competence includes skills in working with text programs (MS Word, Adobe Reader, DJVU, etc.), spreadsheets (in particular, MS Excel), presentation programs (for example, MS PowerPoint), databases (MS Access), graphic programs (Compass, AutoCAD, CorelDRAW, 3D MAX, etc.), as well as multimedia software (programs for playing audio and video files, photos, etc.).

First of all, this is due to the fact that when studying computer science and related disciplines, there is often no serious attitude to these disciplines. The so-called pragmatic approach is typical [1], when students consider it necessary to acquire only practical skills and skills, mastering only those computer technologies that will be required in the future in their professional activities. The sections of computer science related to information, information systems, classification of concepts and definitions, according to students, are boring and uninteresting.

This raises the question: how can students be motivated to acquire knowledge and skills in computer science and information technology?

First of all, let's turn to the interpretation of the concept of "motivation".

The term "motivation" has two meanings. The first is the designation of a system of factors that determine (determine) behavior (in particular, motives, intentions, needs, goals, and so on). The second is the characteristic of the process that stimulates and supports behavioral activity at a certain level. In psychology, motivation is considered as a set of psychological reasons that explain human behavior, its beginning, direction and activity. In addition, motivation is considered to encourage both yourself and others to work to achieve personal goals or goals of the group [3]. The following types of motivation are distinguished:

- external motivation (extrinsic) - motivation that is not related to the content of a particular activity, but is caused by circumstances external to the subject;

- intrinsic motivation - motivation, associated not with external circumstances, but by the content of their activities.

In addition, there is motivation based on positive (positive) and negative (negative) incentives, as well as stable (based on the needs of the person and does not require additional reinforcement) and unstable motivation.

The process of forming motivation is also associated with its stimulation, that is, the creation of factors that encourage thought and action.

One of these factors is the competence approach to educational activities: students and students should not acquire separate knowledge and skills from each other, but master them in a complex. The ability to comprehensively apply theoretical knowledge and practical skills in both professional and everyday activities is called competence. In education, competencies are usually divided into General cultural (OC) and professional (PC).

Thus, the study of computer science and technology is one of the key tools for the formation and development of both General cultural and professional competencies of future personnel in this area.

The implementation of the competence approach is inextricably linked with the development and constant improvement of both internal and external motivation to study certain disciplines.

Internal motivation is more natural, so it leads to the most successful results of studying the material. The key importance here is the direct interest of students, their goal is to achieve the best results in the educational and cognitive process. In order to arouse this interest in students, it is necessary to intensify educational and cognitive activities.

In order to activate educational and cognitive activity and stimulate motivation of students in practical classes in computer science and related disciplines, it is necessary to evaluate not knowledge, skills and abilities, but active participation in the educational process - working at the blackboard and at the computer, additions from the spot, performing individual works (tests, coursework). The aim: to involve in the learning process as many students be interested in their content subjects, to show that it is often important that the process of proof: creating a chain of logical statements, rather than performing tasks mechanically [2].

When studying these disciplines, students master software tools, without which future professional activity is simply impossible. And mastering these software tools, in turn, is impossible without the possession of basic skills and techniques for working with computers and new information technologies. This, of course, develops and rapidly increases motivation both to study the theoretical foundations of computer science, and to master practical skills and techniques for working with various software tools. This motivation is called internal, reflecting the need to study these disciplines for future professional activity.

External motivation is determined by circumstances external to the subject. One of these circumstances is the relationship between the teacher and students in the educational process. In situations where the relationship is negative, the level of motivation decreases sharply. With a friendly relationship between the teacher and students, the interest in the subjects studied can significantly increase.

So, motivation is the most important condition for effective training in any discipline and performs the following functions:

1) motivational - motivation encourages the student to carry out educational and cognitive activities to achieve certain goals;

2) developing-if there is a high degree of motivation, the student is actively involved in educational activities; develops intelligence, thinking, necessary skills and abilities;

3) organizational-motivation and discipline are inextricably linked, if there is motivation, the student plans their own activities, expected results, deadlines and stages of work more productively and in an organized manner;

4) orientation-helps the student to understand and navigate the educational material, includes the ability to search for the necessary data, to distinguish the main from the secondary.

In the educational process, the teacher faces a difficult task: to find and apply suitable educational material, it is advisable to use it for teaching computer science to students, since this task is inextricably linked with maintaining a high level of motivation. The following factors must be taken into account for the correct selection of material related to the profile terminology:

- connection of educational material with the future profile activities of students. Students should receive information that is useful for more effective immersion in the field of their future specialty.

- the presence of a surmountable level of complexity in the training material. The material offered by the teacher should contain certain difficulties that the student is able to overcome, since a more detailed study of fairly complex information contributes to the development of the necessary competencies;

- compliance of the material with the level of training of students, their specialization;

- individual approach to teaching students [1].

The educational activity of students in the study of computer science will be effective only when the basis of the activity will be the need to acquire knowledge and skills in computer science for further study and work [2]. In conditions of a negative attitude to the upcoming classes, it is important to try to eliminate the psychological barrier from the first day, the fear of the complexity of the topics being studied. The teacher should tell the students about the goals and tasks set by the Ministry of education, about the demands of modern society in training literate and intellectually developed specialists [2].

One of the ways to form motivation is to stimulate it, that is, to create factors that give an impetus to thought and action. Methods of stimulating motivation include: competition, cognitive play and educational discussion, encouragement and punishment, problem method, method of specific situations, and so on.

Very important in the study of computer science, as well as any other discipline, is the active educational and cognitive activity of students. To activate this activity, as well as the formation and stimulation of motivation to study a particular discipline (including computer science), such classes as a lecture-presentation; a lecture together; a lecture-press conference; a lecture with pre-planned mistakes that students analyze and correct together with the teacher; encouragement for the ability to ask questions.

In the conditions of friendly attitude of the teacher to students, the use of electronic materials and new information technologies in the educational process, conducting classes in the form of dialogue, discussing problematic situations, students are active, confident in their knowledge or not shy to make a mistake, as they are able to detect and correct the error. Therefore, the experiment described above reflects to some extent the level of preparedness of both teachers and students, as well as the psychological climate both in a particular group and in the stream as a whole [2].

From all the above, we can draw the following conclusion: the student's interest in computer science and new information technologies and motivation to study them largely depend on the educational material that the teacher offers during classes, as well as on the method of presenting this material. The process of studying this discipline is quite complex and specific, so the teacher has a serious task-to maintain the interest of students in the studied disciplines, using a variety of methods and techniques for learning to work with various software tools. The quality of the training material is of great importance in this process, because it is included in the content of the training course, is an important support in this process. Correctly and correctly selected educational information and the way it is presented contribute to a greater interest of students in computer technologies, increase motivation both to study this discipline and to the educational process as a whole.

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USING INNOVATIVE TEACHING METHODS IN THE FOREIGN LANGUAGE

***Abstract**: The purpose of teaching a foreign language at the present time is to develop the students' communication skills, that is, practical knowledge of a foreign language. The main goal of training is also to have a good command of a foreign language that allows you to use it for oral and written communication, both in the course of future professional activities and for further self-education. In this article highlights of innovative teaching methods in the foreign language.*

***Key words**: project method, teacher-student, material, project, educational process, problem learning, problem presentation, portfolio method.*
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Introduction

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Modern society needs educated, qualified specialists who are distinguished by mobility, dynamism, constructiveness, true patriots of their homeland, who respect the culture, scientific achievements, and traditions of other countries and peoples. In this regard, the concept of humanization of socio-economic relations was adopted, where the main role is given to the modernization of Uzbekistan education. Orientation to humanistic ideals presupposes the priority of the interests of the individual, creating a creative atmosphere in teaching and ensuring the General cultural development of students. The most important part of the educational process is the personal-oriented interaction of the teacher with the student, which requires changing the main trends and improving educational technologies. It is the study of foreign languages that can be considered as one of the most important means of humanizing and humanizing education. In the context of the information society, knowledge and skills become a priority in human life. To keep up with the development of world science, it is necessary to study the primary sources in the language of the authors.

Therefore, increasing the importance of a foreign language, its demand, had an impact on the content, objectives and dynamics of learning. In the XXI century, the intensification and modernization of education requires the introduction of such innovative technologies that pursue the goal of creative education of the individual in the intellectual and emotional dimension. Such innovative technologies are: developmental learning, design, problem-based learning, level differentiation, test system, game learning, immersion in a foreign language culture, learning in collaboration, self-education and autonomy, integration, as well as - health - saving, research, information and communication and personality-oriented technologies. With such a target setting, cognitive universal actions are one of the leading components of the educational standard. This is due to the fact that one of the components of the child's mental development is his knowledge, which implies the formation of a scientific picture of the world, the ability to manage their intellectual activities, mastering the methodology, strategies and methods of learning, the development of representative, symbolic, logical, creative thinking, productive imagination, memory, attention, reflection. In this regard, cognitive universal actions include:

- actions to extract information;

- the ability to navigate the knowledge system and realize the need for new knowledge;

- the ability to make a preliminary selection of information sources to search for new knowledge.

Modern education requires a new approach to teaching methods in educational institutions. Teachers and masters of industrial training try to keep up with innovative methods of teaching general education subjects, special subjects and industrial training classes. It is clear that it is necessary to produce a specialist not only with good knowledge, but who is able to use them in practice.

To teach students to think independently, make decisions, work in groups, develop communication and creative abilities, and take responsibility for themselves, teachers and masters have to learn and use new techniques.

The term “innovation” comes from the Latin “novation”, which means “update”(or “change”), and the prefix “in”, which translates from latin as “in the direction”, if translated literally “Innovatio” – “in the direction of change”. The very concept of innovation first appeared in scientific research in the XIX century. Innovation is not every innovation or innovation, but only one that seriously increases the efficiency of the current system [1].

Accordingly, the development of innovative processes is a way to ensure the modernization of education, improving its quality, efficiency and accessibility. Innovations in education are necessary, as they require a creative approach in the training of teachers, which has a qualitative impact on the personal growth of students. I particularly liked the following innovative methods: the portfolio method, the method of problem presentation, the project method, problem-search methods, research activities of students integrated into the educational process, problem - based learning, practice - oriented and creative activities, lecture-visualization, the use of information technologies in teaching.

The portfolio method is a modern educational technology based on the method of authentic assessment of the results of educational and professional activities. A portfolio is a systematic and specially organized collection of evidence that serves as a way to systematically reflect on one's own performance and present its results in one or more areas for ongoing competency assessment or competitive entry into the labor market. [2]

Method of problem presentation- a method in which the teacher, using a variety of sources and means, before presenting the material, poses a problem, formulates a cognitive task, and then, revealing the system of evidence, comparing points of view, different approaches, shows the way to solve the problem. Students become witnesses and partners in scientific research. [2]

Project Method - a learning system in which students acquire knowledge and skills in the process of planning and performing gradually more complex practical tasks-projects. We start working on the project in the classroom, the children continue it at home, and the presentation is carried out in the classroom. When presenting a project, students' efforts are evaluated rather than their knowledge. If a weak student is able to present the results of the group's joint work and answer questions, then the goal has been achieved. In our time, the project method has become the most popular and effective in education and is aimed at educating the individual.

Naturally, teachers consider the project method to be one of the most effective forms of work that form the student's personality. In the technology of the educational process, there is a shift in emphasis on independence, enterprise, activity, and ingenuity. This method is one of the most effective when generalizing, fixing and repeating educational material, when working out skills and abilities of its practical application.

Problem-searching methods of training (learning knowledge, developing skills) are carried out in the process of partially searching or research activities of students; it is implemented through verbal, visual and practical methods of training, interpreted in the key of setting and resolving the problem situation. Research work of students integrated into the educational process - such work is performed in accordance with the curricula and programs of academic disciplines in a mandatory manner; this type of research activity of students includes independent performance of classroom and home assignments with elements of scientific research under the guidance of a teacher (preparation of essays, abstracts, analytical works; preparation of reports on educational and industrial practices, performance of course and final qualifying works, diploma defense); the results of all types of research activities of students integrated into the educational process are subject to control and evaluation by the teacher.

Problem-based learning is a technology aimed primarily at “arousing interest”. Training consists in creating problem situations, in understanding and resolving these situations in the course of joint activities of students and the teacher with optimal independence of students and under the General guidance of the teacher. The master puts a problem, for example, to determine the malfunction of the carburetor on certain signs.

Practice-oriented projects are feature of this type of projects is in the preliminary formulation is clearly meaningful for the student, practical result, expressed in material form: identify and correct failure of the engine and other parts and mechanisms of a vehicle (e.g. auto mechanics). This type of project is characterized by strict control by the master of industrial training.

Creative projects are the most complex types of project activities, as they require a lot of preparation, there is no template or algorithm for execution. Students need to study a large amount of literature that often contradicts each other. The teacher only directs the students ' activities, offers articles, material, and links on the Internet. Creative projects cause maximum activation of cognitive activity of students, contribute to the effective development of skills and abilities to work with documents and materials, the ability to analyze them, draw conclusions and generalizations.

Lecture-visualization "it is better to see once than to hear a hundred times", - says the proverb. And we can't disagree with it. The principle of visibility has been used for many years in pedagogy, it makes it possible to "photograph" the proposed video material, which allows you to somewhat approximate the theory and practice of the taught material. Visibility can be expressed in various forms: natural materials, visual (slides, drawings, photos), symbolic (diagrams, tables). It is important to observe: the visual logic and rhythm of the material, the dosage, and the style of communication. [4]

Application of information technologies in training. One of the large-scale educational technologies is the development and creation of information (computer) technologies. In our country, despite the economic difficulties and lack of adequate funding, the education system is actively developing information technologies and actively trying to apply them in the educational process. New information technologies are pedagogical technologies of today that enable students to present the material they are studying in a new way and systematize it. For the teacher, this is an extension of the ability to use visualizations in the classroom (or when using a local network in the classroom, or using a multimedia projector). [3]

New information technologies lead pedagogy to the era of a single world educational space and a single global educational community. Ability to use presentations for lessons, prepare different types of material, use reference material. Teachers and students alike need to use the Internet. The goal of innovative activity is to change the personality of the graduate: excellent professional training, increase his cultural level, the ability to behave correctly in society, be able to see the situation, solve problems independently. But this will only be possible when you master the use of teachers and teachers of certain innovative methods.

When planning the use of training computer programs and multimedia tools in the study of a foreign language, as well as other disciplines, it is necessary to consider the following aspects:

- how will this program affect the motivation of students, their attitude to the subject, increase or decrease interest in it (for example, due to difficult, unclear requirements imposed by the training program);
- how well the program meets the general orientation of the course;
- whether the program contributes to better learning of the material, whether the choice of the proposed tasks is justified, whether the material is presented methodically correctly;
- whether classes with the use of a computer and new information technologies are planned rationally, whether there is enough time to perform independent work;
- do all students have the skills and ability to work on the computer. A common mistake when using computer technology in the learning process is the constant sitting of students at the computer. We need various forms of educational activities.

This includes front-line work on updating knowledge, group or pair work of trainees on mastering specific educational skills, and didactic games, oral and written tasks. The need to use new information technologies in the entire education system and in teaching a foreign language in particular is an urgent requirement of today. Here we mean not only modern technical means and new forms and methods of teaching, but also a completely new approach to the learning process, which helps to implement the principle of interactive, communication-oriented learning, provides individualization and differentiation, taking into account the characteristics of students, their level and aptitudes.

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FERGANA VALLEY IN THE CONTEXT OF HISTORICAL CHANGES

***Abstract**: In this article the current views of shamanism, one of the ancient religious imaginations are highlighted by the example of Uzbeks of Fergana Valley. In it, the main attention is paid to the transformation of the attitude to promiscuity and promiscuity in the conditions of modern globalism, to the transformation of traditional and modern appearance in their attributes.*

***Key words**: Fergana Valley, Central Asia, Central Asia, Uzbeks, religious beliefs, Islam, shamanism, Sufism, animistic imagination, Ethnos, traditions, rituals, civilization, attribute.*
***Language**: English*
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Introduction

Each ethnos in the world has its own language, customs and traditions, rituals, in particular, its own material and spiritual heritage, values. Uzbeks also took a special place in the world civilization with their national values, traditions and rituals as a holder of such an invaluable spiritual treasure among the ancient cultural peoples.

Traditions, rituals and views of Uzbeks associated with ancient religious beliefs, formed over the centuries, did not come into being from other peoples. Such a system of rituals was formed and developed with the direct participation of fraternal-Tajik, Turkmen, Kyrgyz, Kazakh, Karakalpak and other peoples living side by side with the Uzbeks from time immemorial.

In this article, the current state of the Fergana Valley Uzbek traditional lifestyle shamanism is studied. On the one hand, is given information that the crowd is disappearing. On the other hand, there is an increase in interest in the traditions associated with cultural heritage and folk medicine in the whole of Uzbekistan, including in the Fergana Valley, in recent times. An example of this is the increased confidence of people in various doctors for the purpose of finding a cure for diseases to some extent. In such a situation, one of the ancient religious imaginations – shamanism, gaining new strength, acquires a specific meaning. One of the characteristic manifestations of the promiscuity in this place is the Islamized promiscuity Islam is widely found in Afghanistan, Iran, India, Pakistan, Malaysia and a number of other countries[1].

The materials discussed above show that the mechanism of interaction of residual worships to the religion of Islam is the same in different corners of the Muslim world. On the example of shamanism, it should be recognized that Islam assimilated the traditions that were formed before it by consciously adapting them to their own religious ideas. Shamanism, in turn, adopted both the teachings of Islam and its own traditions. The islamization of the remains of shamanism is manifested in the richness of the Islamic religion in the Fergana Valley of Central Asia, kalaversa, with the traditions of shamanism. It is also possible to observe this situation in Sufi ceremonies, Saints' worship, animistic imagination[2].

Today, in the Fergana Valley, the crowd still functions as a cultural and household unit in everyday life in a part of the population. However, he is dying quickly. This process began at the beginning of the XX century. It should also be noted that the cult of shamanism has lost its previous meaning and essence, rituals and rituals associated with them have been simplified. At the moment, the hype is maintained to the extent that people can not be surprised. Shomons only wander around the sick during the treatment rituals and sing, that's all. And the meaning of many habits is forgotten. The embodiment of consciousness and spirits associated with spirits has lost its traditional character. The tradition of shamanism was preserved more firmly, mainly in the mountainous and Foothill regions of the Fergana Valley.

If individual peculiarities in the rituals associated with the prominence of the farkana Valley are leading, among the age - old inhabitants of the Kipchak is distinguished by the fact that among the population engaged in nomadic cattle breeding in ancient times, such as Turkish, the pre-Islamic imagination was more preserved. Some of the ancient customs in them, however, have changed to some extent as a result of the cultivation continues to this day[3].

These examples from the life of the peoples of Central Asia clearly demonstrate the survival of the traditions of shamanism not only in the conditions of backward worldview, but also in a culturally and historically developed society. It should be noted that traditions often change, adapt, to some extent attach themselves to those or those aspects of the current official religion requirements. Indeed, in Islamic conditions, the acts of shamanism usually end in Fatiha according to Muslim traditions, but there are also cases when some persons engaged in shamanism do not perform Fatiha, saying that they do not fit for Islam.

The materials under review prove that a lot of imagination and rituals in the composition of a crowded cult have very ancient foundations. The changes that have taken place as a result of various reforms in religious beliefs can be seen in a number of examples. Not only did the beliefs in the development of the crowd, which reflected the changes in society, include general changes, but also influenced the relations that have arisen between different cultures. The Turkic peoples also brought to the territory of Central Asia their own unique form in their shamans. Later, the tumultuous traditions of turkisaban and Iranians United. But their composition is not the same, because the features of worship are not always similar to each other in relation to the ethnic character of the population in different regions. Rituals and rituals, which are part of the shomonite cult, are important in the traditions adopted by the Iranians on the territory of all nations.

In general, during the ethnographic research carried out in recent years, in particular, the study of the activities of the shomon-Bakhshis of the Fergana Valley, we can conclude that the following ethnological features are characteristic of the Valley Shomon

a) in the performance of such superstitions and customs as "extract", "truth", "bandi-bast", "hot-cold" by them;

b) in the performance in the transfer of time until sunset;

c) their main attributes were circle, whip, water, ash, beads, various religious books, willow branches[4].

As a result of studying and analyzing the traces of the Uzbek people's lifestyle shamanism we are convinced that it is necessary to analyze the shamanism in a way of social appearance. Because shamanism is connected with the worldview of the Uzbek people and is part of the general culture. It remains to be said that the above comments and opinions allow us to say that the chauvinism of the Turkic peoples existed in this land from ancient times. In general, at the end of the research on the traditions and rituals of shomonlik ceremonies, it is possible to emphasize the following mainly as local features of shamanism, which are characteristic of the Fergana Valley Uzbeks:

1. Among the Uzbeks of the valley were mainly women who were engaged in promiscuous activities. They, unlike Kazakhs, Turkmen, Steppe Kipchak Uzbeks, conduct the main treatment ceremonies not after sunset, but during the day.

2. The process of opening the foil by the Bakhshis in the Fergana Valley is carried out by throwing cotton wool into the water of the beads or bowls or by looking at the window. It remains only to say that the process of treatment is carried out in the presence of more circles (freckles) than other musical instruments. In turn, during the transplant ceremony, the patient's face is covered with a white cloth. During the treatment of shomons in other regions, shamanism, which is carried out by various knives, daggers, swords, is not performed by Valley shomon-Baxters.

3. As a ceremonial sacrifice, the guardian assigns to the spirits, along with animals such as sheep, goats, the chicken (cock) is also slaughtered, and the patient is bleeding with the blood of the animal slaughtered for sacrifice. Also, various dishes are prepared from it as a ritual dish, which the sponsor assigns to the spirits.

4. Shomons use willow twigs for the purpose of chasing evil spirits, which in the process of treating patients caused harm to the patient.

5. At the end of the treatment process, with the help of auxiliary spirits by the help of the shamanism, the patient is treated with something harmful (nails, winding hair, nails, a piece of mirror, etc.) the products are shown to lead to the patient.

In the process of collecting field data on the traditional lifestyle of the Fergana Valley Uzbeks, it was found out that among the inhabitants of this region one can learn about the Shomon:

1. Shomons-Bakhshis records incomprehensible talisks to patients who come to their presence.

2. They read enchantments and revenge, which cannot be understood.

3. In a room where sunlight also does not fall, it is necessary to distinguish between people for a certain period of time.

4. They command those who come to him to bury some things in the ground.

5. Sometimes the patient gives different papers for burning and incense.

6. Sometimes the patient is told by his name, what city or village he is from, what is bothering him.

7. Writing incomprehensible words for the patient, he orders him to dissolve in water and drink[5].

It should be noted that it is necessary to study scientifically specifically the place of prominence and its place in the life of a person today. Because the communication of the fortune-teller with the spirits, the suffering of "shomon disease" on the eve of shomonism, their falling into a state of hysteria is a specific talisman. In our opinion, the interaction of ethnologists, psychologists and medics in the study and study of such a mystery-synths of shomons is necessary.

Thus, the traditional lifestyle of the Uzbek people has improved and developed over the centuries, and despite the pressure of religions and ideologies of different periods, it still continues. Therefore, the study of Customs and rituals associated with the prominence of the Uzbek people in the historical-ethnographic aspect is one of the topics that has not lost its important scientific and practical significance.

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INNOVATIVE TECHNOLOGIES IN THE SYSTEM OF TEACHING ENGLISH IN HIGH EDUCATION

Abstract: *The article is devoted to solving the problems of methodological organization of the process of teaching English in higher schools. The article considers and studies the theoretical and methodological aspects of innovative teaching technologies and substantiates the most effective of them in the context of solving the problem of choosing technologies and methods of teaching English in a modern University.*

Key words: *innovative pedagogical technologies, information and communication technologies, information teaching tools, multimedia technologies, Internet, online learning, electronic educational resources, English language teaching system.*

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Introduction

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Modernization of higher professional education dictates the search for new methods, techniques and technologies that would contribute to the effective teaching of students, including foreign languages. Modern training to achieve high educational results should be characterized by constant information content of the content of education, activation of learning rates with the involvement of modern information technologies. In modern scientific and methodological literature, more and more attention is paid by the authors to substantiating the high educational potential and effectiveness of the use of innovative learning technologies in the system of teaching English in higher schools.

Many researchers, justifying the effectiveness of innovative technologies in the system of teaching future specialists, including teachers, foreign languages, insist on increasing the share of interactive learning, the dominance of innovative pedagogical technologies over traditional ones. However, in our opinion, it is worth taking the point of view of those researchers who, recognizing the impossibility of limiting only traditional reproductive forms and methods of teaching at the present stage of development of the education system and methods of teaching foreign languages, prefer an integrative approach, which consists in preserving objectively effective traditional educational methods and applying, along with them, a variety of innovative pedagogical technologies. This approach impresses us with the opportunity to preserve the academic character and universality of higher education and to form the knowledge, skills and competencies necessary for a modern teacher through the use of new learning technologies.

Having outlined its methodological position on traditional and innovative teaching methods and technologies, it is advisable to analyze the theoretical aspects of innovative teaching technologies in this article and turn to the direct consideration of the most effective technologies that can be used in higher education in the system of teaching English.

Presentation of the main material of the article. At the present stage of development of higher professional education, there is a tendency to reduce the number of classroom hours and increase the hours allocated to independent work of students. In this regard, we can state the fact that today the role of the teacher in the educational process is being transformed. Until recently, the teacher was perceived as the main source of information, but today his role can be more characterized as an organizer and leader, expert and consultant of educational and self-educational activities of future specialists.

Such transformations were made possible by the emergence and widespread introduction of innovative and more effective technologies, forms and means into the educational process of higher education training that allows optimizing the process of professional training of future specialists as part of their training at the University.

High productivity and efficiency of innovative technologies in the context of training future specialists is justified by their polyfunctionality. Thus, innovative pedagogical technologies perform the following functions in the educational process: informative; forming; motivating; systematizing; controlling.

Innovative technologies and teaching methods allow us to achieve the following goals: accessibility of perception of educational material; systematization of knowledge; development of creative abilities of students; self-education; removal of psychological barriers (fear of communicating, making mistakes); understanding of educational material, analysis of the learned material [4].

Researchers often refer to interactive distance learning technologies (Skype, Viber, WhatsApp, e-mail, Internet chat, etc.), computer learning tools (electronic manuals, textbooks, sources of virtual libraries, educational portals, etc.), multimedia learning resources as effective innovative pedagogical technologies that can be used in the system of teaching English in higher education with a high level of effectiveness in achieving educational results, training and testing and other latest information technologies [1].

According to researchers, significant progress in the effectiveness of teaching English in both Humanities and technical universities has been achieved through the widespread use of electronic learning tools in the educational process of higher education. These tools are used both in the framework of classroom and extracurricular (distance) training [4].

The didactic potential of electronic learning tools in English classes is that their use in the educational process contributes to:

- better assimilation of knowledge by students;
- the formation and development of various types of skills (listening skills based on adapted and authentic audio texts, the ability to reproduce monologue and dialogic speech, the ability to translate and refer texts, reading skills with direct use of materials from the Internet and local networks;
- increase the informative content and visibility of the lesson;
- expansion of active and passive dictionaries of students, familiarization with the vocabulary of modern English, which reproduces the culture of a particular country, its political and social structure;
- formation of creativity, development of creative activity of future specialists;
- formation of motivation for students ' cognitive activity, the need to use a foreign language in interactive communication;
- strengthening the motivation of students ' independent work;
- increasing the level of individualization and differentiation of students ' activities;
- the ability to choose the pace and volume of educational material, the level of its complexity, to implement control with feedback and diagnostics, to increase the level of its objectivity [3].

At the present stage, the leading information technology, which is used in almost all spheres of human life, is the Internet. Internet resources provide not only a number of additional means of implementing interpersonal and international communication, but also provide new opportunities in the field of education [5]. Within the framework of this technology, the educational system uses information sites and portals, educational programs on electronic media, the ability to obtain information, implement consulting and control knowledge remotely via e-mail, conduct online conferences and video sessions.

The advantages of the Internet as an innovative learning tool are due to the fact that it is a limitless source of information, which allows both teachers and students to save time on searching for the necessary material (theoretical, text, audio, visual information, etc.); it provides great opportunities for creativity in terms of developing didactic material, forms and types of work, individual and group tasks, projects; it allows to increase the effectiveness of foreign language teaching due to the possibility of full immersion in the language material and increasing the motivation of students to learn [8].

Today, in the system of teaching and learning foreign languages, interactive online learning is gaining popularity due to its effectiveness. The effectiveness of this technology is explained by a number of advantages, among which researchers highlight accessibility, flexibility, lack of stress for students, high quality of training, the ability to conduct personal consultations, the choice of time and place for training, time savings, and improving computer skills in the process of learning a foreign language [6].

In the system of teaching and learning English, multimedia teaching tools are opening up new horizons today, primarily due to the combination of images, sound, graphics, and animation. The researchers L. S. Jumanova, B. M. Toimbaeva, M. K. Tulegenova in this vein emphasize: “due to the optimal combination of the capabilities of a number of technical training tools (language Cabinet, videos, television, radio, Newspapers, magazines, books, bibliographic reference books, telephone) and having additional features (interactivity, graphic capabilities, etc.), multimedia provides almost limitless opportunities for learning and self-learning " [2, p. 523].

One of the examples of effective use of modern multimedia tools in English classes in high school is working with an interactive whiteboard (Smart Board). This device allows you to significantly expand the possibilities of training in comparison with traditional technical means of training. Using an interactive whiteboard, as well as special software (audio and video codecs, Microsoft tools), the teacher and students can work with texts or video and audio objects, as well as with materials from the Internet, organize teleconferences to communicate with native speakers, conduct binary classes, translate and implement linguistic analysis of fragments of films, etc. [7].

Having considered the most popular innovative technologies and teaching tools that can be used in the English language teaching system in order to improve educational results, we will summarize the results. The use of innovative information technologies and their tools in the process of teaching foreign languages is not just a pedagogical innovation today, but the need to meet the challenges of the time. The use of these technologies in the process of teaching English in higher education, in our opinion, allows us to achieve qualitative changes in all components of foreign-language professional training of future specialists.

The use of innovative learning technologies in the system of teaching English at the University allows you to make a transition from the subject principle of content construction to the creation of integrated training courses that reflect a complete picture of professional activity, change the nature of the knowledge itself, which in the context of such interactive learning is transformed into the category "knowledge - for activity". In other words, within the framework of such training, the knowledge of future specialists acts as functions and means of solving specific professional tasks.

The use of innovative teaching tools also brings changes to the organizational structure of the educational process: the requirements for methods and forms of organizing foreign language teaching are changing - active and interactive individual and group forms of working with educational material are becoming the leading ones.

In the context of building classes based on the use of innovative technologies and teaching tools, the type of activity and the nature of the relationship between the teacher and students change. The role of the student becomes an active cognitive position, and the teacher, in turn, acts as a coordinator, consultant, and partner.

Summarizing the above, we conclude that, along with the advantages of the analyzed learning technologies, it is not necessary to level the value of academic forms of knowledge acquisition and formation of students ' competencies. The use of modern technologies in English classes should not be an end in itself. These technologies should be perceived as effective didactic and technical means of teaching.

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FORMATION OF CROSS-CULTURAL COMPETENCE OF STUDENTS IN THE PROCESS OF TEACHING ENGLISH

***Abstract**: the article analyzes the relationship of culture with the language being studied. The influence of culture on the human mind is that it shapes the human personality and forces a person to behave in accordance with the established norms of society. Since culture is a social process, it concerns the use of language and communication. Awareness of culture not only develops competence, but also increases the understanding of the use of cross-cultural language communication.*

***Key words**: culture, personality, society, intercultural communication, native language.*
***Language**: English*
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Introduction

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Culture can be depicted as a "social inheritance" that is passed from one generation to another while preserving the experience of a particular nation, or a mode of action that tends to distinguish the people of one society from another. Culture cannot be defined as a physiological or biological phenomenon, but it can be expressed as a model of social behavior that society adheres to. This is an incredible phenomenon of human society with extraordinary diversity, which always changes its models in accordance with new generations. Culture encompasses beliefs, ideas, and transmits knowledge about the customs and social values of a particular nation. Automatically, all of the above characteristics are propagated through the language, which is an integral part of the culture.

In the United States in the 50s of the twentieth century, after the end of the war, there was a need to study intercultural communication. This was due to the fact that us diplomatic staff were not popular outside their country, as they did not have the necessary knowledge of the languages and cultures of the countries where they had to work.

In the 70s and 80s, Europe also began to conduct research on cross-cultural competence. In this case, this was due to an increase in migration flows, because of the large number of migrants, it was necessary to solve issues related to communication between indigenous people and migrants.

One of the most important reasons why our government should amend training programs and include programs for the formation of intercultural competence is the desire of our country to strengthen international contacts. When introducing such a program into the educational system, the task of the teacher will be to: make it clear to students that their culture is only a small part of the world of cultures, and assign skills of intercultural communication, learn behaviors, develop such qualities as understanding, tolerance and acceptance.

Cross-cultural competence consists of such abilities as: understanding, respect, productive use of cultural conditions and factors that affect the perception, assessment, feelings and actions of a foreigner, tolerance and the development of effective ways of cooperation. Cross-cultural competence describes the ability to organize the process of cross-cultural interaction in such a way that the joint search for productive solutions to problems occurs in an environment of mutual respect and agreement, excluding any kind of misunderstanding.

Intercultural communication as a scientific and applied discipline deals with the problems of understanding and mutual understanding: to understand someone else's (other), to adequately explain to someone else, to correctly interpret other cultural signs that are not your own. In terms of its Genesis, subject correlation, as well as in terms of research tools, intercultural communication has an interdisciplinary status. It integrates knowledge of a number of Sciences, such as cultural anthropology, linguistics, pragmalinguistics, communication theory, ethnopsychology, and sociology.

Moving along the river, always following its bends, to the country, following its customs, is a Cambodian proverb. This proverb tells more about the relationship between culture and language. Culture and language are inseparable from the point of view of communication in another cultural context. There were different assumptions about the correspondence of culture and language. The American anthropologist Sapir has his own argument that culture and thought depend on language because of the transmission of implicit meaning and inherited lifestyles.[3] in the cultural context, personality, way of thinking, feelings. actions and behaviors can be disclosed using language. In addition, cultural patents can determine how a social group interacts and is perceived through language. Thus, the presence of a culture with a language serves as a means of communication between people in society. However, some foreign language learners tend to neglect the importance of culture in language learning and focus only on the language itself, which ultimately requires some effort. According to statistics, a person can only achieve robotic abilities, including grammar and vocabulary, without culture, but this does not mean that one should really speak without adapting to the cultural context.

The existence of culture in human society is unavoidable due to the integration and use of language among people. to illustrate, the cultural transmission of an individual can be seen through the use of language in a particular context. The influence of culture on the human mind is that it shapes the human personality and forces a person to behave in accordance with the established norms of society. Since culture is a social process, it concerns the use of language and communication. The process of learning a language acquires the ability to practice linguistic forms, and also makes it necessary to get acquainted with the culture of the target language in order to achieve intercultural communication. Therefore, in the process of learning a language, you must study cultural context and awareness to gain cross-cultural communication skills. According to some scientists, it is assumed that language is used as a cultural phenomenon for the exchange of ideas and thoughts. This is so correlated that without proper understanding of the cultural environment, it leads to misinterpretation and communication disruption. Awareness of the target culture not only develops competence, but also increases the understanding of the use of cross-cultural language communication.

According to Koester and Lustig, language in communication and culture seems to relate to each other in the areas of including common meanings and values in objects of life. Cross-cultural communication affects people of different cultures who have different views and interpretations of the values of life.[2] The cultural structure of a particular society is formed over hundreds of years and simultaneously changes and forces people to learn and adapt. When a person enters a new cultural sphere and tries to participate in communication, it requires an understanding of the culture, social behavior, and emotional responses that help the student develop confidence in the use of language and interaction in communication. For example, in Uzbek, to thank God is the phrase "xudoga shukr", while in English it is used as a thank you to God. Currently, different users with different worldviews, cultures, and morals participate in English. So, spontaneously, there are many cultural models, including actions and responses in the context of the English language and differ from each other. For example, the use of English context differs in English-speaking countries such as America, the United Kingdom, Australia, Canada, India, etc., where English is spoken in their own political, cultural context and they acquire cultural understanding in cross-cultural communication. Thus, a new program "Culture in higher education" was created in Uzbekistan for further improvement cultural awareness of students. Integrating cultural awareness into a foreign language program requires teachers to be effective communicators of the target language.

According to Emitt and Comesaroff, learning the culture of the target language is undoubtedly necessary for the development of communication skills.[1] This requires English teachers to be competent in teaching the language and teaching various issues related to student attitudes, behavior, language backgrounds, and learning styles. All these factors can contribute to the development of students ' language and cultural awareness and should be taken into account when using the language at the same time, and then should be eliminated by subsidizing cultural competence. Students will learn how their native language affects the use of a second language in cross-cultural areas. Therefore, they must recognize the importance of culture by implementing it in terms of their academic and language conditions.

Culture, which is an integral and indivisible part of human society, deals with the transmission of language by people in various situations and circumstances. Emphasizing the importance of culture in language learning, it is necessary to present students with many opportunities to practice language as a communicative process.

Along with the term intercultural communication in the research discourse of modern psycholinguists, there is a concept of "intercultural communication", this term appears as communication of "carriers of different cultures". Such communication is always accompanied by communicative conflicts due to insufficient community of consciousness. The authors emphasize that the main reason for this lack of understanding in cross-cultural communication is not different languages, but rather different minds of communicants. According to this approach, cross-cultural communication is part of cross-cutting disciplines such as linguistics, sociolinguistics, cognitive psychology, psycholinguistics, and cognitive linguistics.

It should also be noted that there are several levels of intercultural communication:

1) communication between different ethnic groups: a society may consist of different ethnic groups that create and share their own subcultures;

2) communication between social groups of a particular society: differences between people may arise as a result of their origin, education, profession, social status, etc.;

3) communication between representatives of various religious denominations;

4) communication between people of different ages and genders;

5) communication between residents of different localities;

6) communication in the business sphere (when representatives of different companies contact, there may be misunderstandings) (3).

The formation of intercultural competence involves the interaction of two cultures in several ways: familiarity with the culture of the country of the target language through the foreign language and mastering the behaviors of native speakers of the foreign culture; the impact of foreign language and foreign culture on the development of the native language and model behavior within the native culture; the development of personality is influenced by the two cultures. It is necessary to consider how the formation of intercultural competence of students is carried out, taking into account these areas. In the process of mastering a foreign language, students learn material that demonstrates the functioning of the language in its natural environment, speech and non-speech behavior of native speakers in different communication situations and reveals the features of behavior related to folk customs, traditions, social structure of society, ethnicity. First of all, this is done with the help of authentic materials (original texts, audio recordings, videos), which are normative in terms of language design and contain linguistic and cultural information [4].

The formation of cross-cultural competence also involves mastering the following skills:

- to see in a representative of another culture not only what distinguishes us, but also what unites us;
- to change assessments as a result of understanding another culture;
- to refuse stereotypes;
- to use knowledge about another culture for a deeper knowledge of your own.

Intercultural competence is formed in the process of teaching foreign language communication taking into account the cultural and mental differences of native speakers and is a prerequisite for a successful dialogue of cultures. Awareness of possible problems that arise in cross-cultural communication of representatives of different cultures, understanding of values and generally accepted norms of behavior are quite significant factors in learning a foreign language. And when students are prepared to deal with them appropriately, they can avoid misunderstandings, inappropriate perception of behavior, and potential conflicts that may arise from improper use of language, misinterpretation of the interlocutor's reaction, and assessment of the situation. And the student's ability to refract cultural values in their behavior contributes to their becoming a good specialist in cooperation with representatives of the world community.

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