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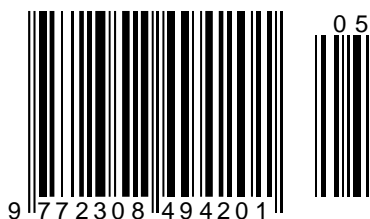
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DEVELOPMENT OF MUTUALLY BENEFICIAL COOPERATION OF UZBEKISTAN WITHIN THE SCO

Abstract: This article notes that as a member and one of the founders of the SCO, Uzbekistan is committed to developing mutually beneficial cooperation within this organization. It is stated that the Republic of Uzbekistan supports the SCO's efforts in the areas of multifaceted trade, economic, cultural and humanitarian cooperation, the fight against terrorism, illicit drug trafficking, and transnational organized crime. It is emphasized that the initiatives of the President of the Republic of Uzbekistan Sh.Mirziyoyev, put forward at the SCO summits held in Astana in 2017 and Qingdao in 2018, are supported and implemented.

Key words: Shanghai cooperation organization; terrorism; religious extremism; separatism; mutual trust of member countries; "Shanghai five"; SCO Charter; Regional anti-terrorist structure; SCO people's diplomacy Center; "SCO - our common home"; "8-wonders of the SCO".

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РАЗВИТИЕ ВЗАИМОВЫГОДНОГО СОТРУДНИЧЕСТВА УЗБЕКИСТАНА В РАМКАХ ШОС

Аннотация: В данной статье отмечается, что в качестве члена и одного из основоположников ШОС Узбекистан привержен к развитию взаимовыгодного сотрудничества в рамках данной организации. Говорится, что Республика Узбекистан поддерживает усилия ШОС в сферах многопланового торгово-экономического и культурно-гуманитарного сотрудничества, борьбы против терроризма, незаконного оборота наркотических средств, транснациональной организованной преступности. Подчеркивается, что поддерживаются и реализуются инициативы Президента Республики Узбекистан Ш.Мирзиёева, выдвинутые на саммитах ШОС, состоявшихся в Астане в 2017 г. и Циндао в 2018 г.

Ключевые слова: Шанхайская организация сотрудничества; терроризм; религиозный экстремизм; сепаратизм; взаимное доверие стран-членов; «Шанхайская пятерка»; Хартия ШОС; Региональная антитеррористическая структура; Центр народной дипломатии ШОС; «ШОС — наш общий дом»; «8-чудес ШОС».

Введение

УДК 322

ШОС (Шанхайская организация сотрудничества) заявила о себе в мире как серьезная межгосударственная структура, способная бороться с проявлениями терроризма, религиозного экстремизма и сепаратизма. Целью ШОС является взаимное доверие стран-членов,

укрепление дружбы и добрососедства, стимулирование эффективного сотрудничества между ними в политической, торгово-экономической, научно-технической областях, а также в области культуры, образования, энергетики, транспорта, экологии и в других сферах жизни.[1.с.254].

Постоянные члены ШОС – Китай, Россия, Казахстан, Киргизия, Таджикистан,

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Узбекистан.[2.с.40]. За исключением Узбекистана, названные страны являлись участницами так называемого «Шанхайского форума», или «Шанхайской пятерки», подписавшими на саммитах, проходивших в 1996 г. в Шанхае, в 1997 г. в Москве договоры об укреплении взаимного доверия в военной сфере, а также о пограничных зонах, о сокращении военных сил.

В связи с вступлением Узбекистана в «Шанхайский форум» эта организация получила новое название - Шанхайская организация сотрудничества.

На саммите, проходившем в июне 2001 г. в Китае была принята Декларация о создании Шанхайской организации сотрудничества и, таким образом, образовалась новая региональная структура.

На очередном саммите, проходившем в июне 2002 г. в Санкт-Петербурге были подписаны Декларация руководителей стран – членов ШОС, учредительный акт организации – Хартия ШОС, соглашение о Региональной межгосударственной антитеррористической структуре стран-членов ШОС. Шанхайская организация сотрудничества – открытая организация, функционирующая на основе принципов взаимного доверия, равенства, соблюдения взаимных интересов и сотрудничества.

В июне 2016 г. на саммите ШОС в столице Узбекистана был решен вопрос членства Индии и Пакистана в эту организацию. В июне 2017 г. на саммите ШОС в г. Астане Индия и Пакистан стали полноправными членами ШОС.

На сегодняшний день сформирована весомая договорно-правовая база и действует около 30 рабочих органов. Страны-участницы ШОС занимают 60% от общей площади евразийского континента. На их территории проживают почти 3 миллиарда жителей. Это способствует развитию основных направлений деятельности – повышению роли структуры в экономическом сотрудничестве и укреплению региональной безопасности. Экономика стран-участниц ШОС составляет 20% мировой экономики.

Деятельность расположенной в Ташкенте Региональной антитеррористической структуры (РАТС) ШОС имеет важное значение в осуществлении совместной борьбы против различных угроз, достижении мира и благополучия.

Ежегодно в ШОС председательствует одна из стран-участниц. Во время председательства Узбекистана в организации была осуществлена широкомасштабная работа по разработке приоритетных направлений многопланового сотрудничества. В частности, создан механизм встреч секретарей советов безопасности, определены порядок председательства в РАТС

ШОС и статус стран-наблюдателей ШОС. Кроме того, установлены связи с ООН, утверждены правила приема новых членов в организацию.

Узбекистан активно участвует и развивает тесное сотрудничество в рамках ШОС. Поддерживаются и реализуются инициативы **Президента Республики Узбекистан Ш.Мирзиёева**, выдвинутые на саммитах ШОС, состоявшихся в Астане в 2017 г. и Циндао в 2018 г.

В Циндао было принято Совместное обращение глав государств-членов ШОС к молодежи, в сентябре 2018 года в Ташкенте состоялась первая встреча руководителей железнодорожных администраций стран ШОС, в соответствии с постановлениями Президента Узбекистана **Ш.Мирзиёева** в Ташкенте создан Центр народной дипломатии ШОС, в Самарканде – Международный университет туризма "Шелковый путь".

Узбекистан заинтересован в дальнейшем укреплении торгово-экономических связей и взаимодействия в транспортно-транзитной сфере со странами-участницами ШОС. Расширение возможностей выхода стран на мировой рынок короткими путями имеет важное значение в достижении поставленных целей.

Практические результаты активной внешней политики Узбекистана, осуществляемой на основе идей мира, сотрудничества и интеграции, находят также свое отражение в росте авторитета Узбекистана в мире, расширении его присутствия в системе управления международных организаций. Ярким тому подтверждением является утверждение директора Института стратегических и межрегиональных исследований при Президенте Республики Узбекистан Владимира Норова с 1 января 2019 года на должность Генерального секретаря ШОС.

Президент Республики Узбекистан Ш.Мирзиёев 13-14 июня 2019 г. принял участие в девятнадцатом заседании Совета глав государств-членов Шанхайской организации сотрудничества в Бишкеке.[3.с.1].

На саммите состоялся обмен мнениями о перспективных направлениях развития ШОС, важных региональных и международных проблемах, были рассмотрены вопросы расширения инвестиционного партнерства, активизации сотрудничества в транспортно-коммуникационной сфере и другие аспекты многосторонней кооперации.

В ходе заседания были подписаны 22 документа о развитии партнерства между странами-членами в различных сферах, сотрудничестве ШОС с другими международными структурами.

По предложению Президента Узбекистана приняты Концепция о сотрудничестве государств-

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членов ШОС в сфере цифровизации и информационно-коммуникационных технологий и Программа развития межтерриториального сотрудничества.

В рамках саммита состоялось заседание Молодежного совета ШОС. В нем приняли участие представители молодежных организаций Узбекистана, Кыргызстана, Казахстана, Китая, России и Таджикистана. На заседании обсуждались вопросы всесторонней поддержки молодежи, повышения качества образования, создания возможностей для обмена опытом, содействия реализации предпринимательских инициатив и инновационных идей, обеспечения занятости.

25 декабря 2019 года в г.Пекине в рамках реализации проектов «ШОС — наш общий дом» и «8-чудес ШОС» состоялся вечер, посвященный Дню культуры Узбекистана — «Путешествие

в жемчужину Великого шелкового пути».[4.с.2]. Организаторами мероприятия выступили Секретариат Шанхайской организации сотрудничества, Посольство Республики Узбекистан в КНР и Китайское общество дружбы с зарубежными странами.

«ШОС — наш общий дом» — проект, нацеленный на укрепление культурно-гуманитарных связей стран ШОС, знакомство с традициями и обычаями народов, содействие сближению культур и развитию диалога цивилизаций.

«Восемь чудес ШОС» — инициатива Секретариата ШОС, направленная на создание единого туристического пространства и является важной площадкой, служащей развитию межкультурного диалога между странами региона ШОС.

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ORAL PEOPLE'S CREATIVITY IS THE GREAT HERITAGE OF THE PEOPLE

Abstract: This article analyzes the vocabulary as a genre of folklore. Each of us uses proverbs every day, often without even noticing it. These short sayings reflect the household reality of the people, the animal world, the nature of their native country, and the historical past. The Uzbek people, like other peoples, have a huge treasure trove of proverbs and sayings that make up the most important element of their spiritual cultures.

Key words: native word, experience, knowledge, carrier, popular wisdom

Language: English

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Introduction

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Language arose in ancient times in the process of joint work of people. He helped people understand each other, work together, share their experience and knowledge. As a means of communication, language is associated with the life of society, with the people who are the speakers of that language. A society cannot exist without a language, just like a language outside of society. Along with the development of society, language develops and changes. Changes in public life are reflected in the language. Language is closely connected with thinking, consciousness. The knowledge about the surrounding reality that people acquire in the process of labor is fixed in the language - in words, phrases and sentences.

Language is a spiritual treasury in which for centuries people have been investing their discoveries. Words of love, friendship, anger, science and culture, as well as smart sayings and aphorisms, sharp proverbs and funny jokes. And also poems sifting to the depths of their souls, wonderful songs and wise books. The language is a wizard! What joy you feel in a foreign land when you hear your native word! One long-awaited word is able to raise the spirit, turn life into a holiday! People use the language every day and

often do not appreciate it. They disgrace language in foreign words. At the same time, real treasures of centuries-old wisdom leave the treasury. Language carries the history of the people, its traditions, culture, community - all this is inextricably developed and improved with the help of the native language. It contains the experience of past years, generations, the wisdom of our ancestors, as well as a rich spiritual heritage. The whole conscious life of the people passes through it and leaves its mark. That is, language lives inextricably linked with the people who are its speakers. And we can draw the following conclusion: people and language are synonyms.

The ancient wisdom of the people fits perfectly into modernity, it reflects the folk philosophy that has been standing for centuries, national and universal historical experience. Each nation has its own special proverbs and sayings, and yet another nation necessarily has similar meanings, and sometimes they just coincide, although the peoples who created and use them live almost at geographically polar distances. This is explained by the commonality of historical experience and ideology at the same stages of social development, ethnic and linguistic kinship, economic and cultural contacts.

Folklore as an art of a word differs from literature in its genre forms. Proverbs and sayings -

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this is the genre of folklore that each of us uses daily, often without even noticing it. These short sayings reflect the everyday life of the people, the animal world, the nature of his native country, the social conditions in which he lives, and his historical past, his relations with neighbors, friends, and enemies. The Uzbek people, like other peoples, have a huge treasury of proverbs and sayings, which is an essential element of their spiritual culture.

Tales, songs, proverbs — sayings, street performances — these are all different genres of folklore, folklore, and poetry. A proverb is an extremely concise and deeply meaningful genre of oral creativity, evolving over many centuries on the basis of the socio-economic, political and cultural experience of the people. There is not a single country in the life of society that would not be reflected in this genre. Not everyone will tell a fairy tale or sing a song, but everyone will say a proverb or saying. It is not without reason that the proverb says that "a house cannot be built without corners; without a proverb, the speech did not say." The people say that "not every word is a proverb", that "naked speech is not a proverb."

Each nation has its own proverbs, which reflected the conditions of his life and life, history, work and social relations. However, if we look at the proverbs of different nations, we will see that many of them are similar and even coincide.

Great educational attention is paid to the rules of the game. They determine the whole direction of the game, regulate the behavior and attitudes of the participants, the interactions, help to cultivate the will and character. They also encourage active thinking, help expand consciousness, provide clarity of thoughts about the world around us, and help improve all mental processes.

The names of Uzbek folk games are classified according to their characteristics as follows:

- Hunting (Gang, Jambil, Lappak, Oshiq, Xappak, Chirgizak);
- Shepherd games (Tuptash, Kotarma stone, Goat moon, Shepherd and jackal, Step stick, Chillik, Podachi, Chanta, Chuv-chuv, etc.);
- Craft-related games (Dandarak, Charkhpalak, Besh Torcham, Pakillak, Lanka, Chigirik, Ring Soldier, Varrak, Barber, Eye Gardens, etc.);
- agricultural-related games (Palaxmon, John Burgam, Straw Sprinkle, Bear Moon, Peach Shaker, Hunter, etc.);
- Imitation games (Khola-Khola, Topalak, Kim aldi-yo, Ayik ayin, Khorezm ortashtirish, Aksok turna, Bosari, Asalari, Gezlar, etc.);
- Action games (Chunka wormwood, Chim throwing, Kim tex, Hurkach, Tufalak, Chori chamber, Cat-mouse, Wood tax, Durra alish, Halinchak, etc.);
- Word games (Who is smart, Balcony-balcony, Batman-batman, Couple-odd, White rabbit sign, White poplar, blue poplar, Pyrrh, etc.);

- Games played in the union (Gap-gashtak, Topik ayin, Podsho-vazir, Podsho-ogri, Arshi alo, etc.);

- Folk wrestling and related games (National wrestling, Wrestling, Shoulder wrestling, Admission wrestling, etc.);

Riders games (Chavgon, Capricorn, Pedestrian Race, Golden Pump, Shovel, Girl Chase, Donkey Ride, etc.).

Onomastics (Greek onomasticsé - the art of naming) is a branch of linguistics that deals with any relevant names [1]. In the narrow sense, onomastics are different types of proper nouns, the combination of onomastic words being onomastic (onymic) phrases.

Thus, the theme of the study of onomastic names in folk games serves to distinguish the object he named among these other objects.

The classification of onomastic names of folk games is based on two characters - ethnic and calendar. The ethnic status of the onomastic names of the games is determined by ritual and semiotic features. The calendar status of the games is determined by the national holidays on which they are held. And that means they're radically different in their sports names. The program of names of folk games is organized according to the calendar and ethnic circumstances.

The practice of naming folk games is based on the principles of customary law - historically developed methods of results based on traditional criteria. In contrast, the so-called onomastic naming of folk games has procedural aspects, which are expressed in modern laws in the specificity of the onomastic naming of the rival process.

In the context of the theory of onomastic naming, the typology of traditional games is built on ethnic orientation. In addition, to facilitate integration into the existing classification of folk games, the typology is also built on the types of competitions in which nomenclature is provided by category.

Often naming traditional games is done through a complex process. Universal practice and common understanding of its ethnic composition suggest that the naming of traditional games should be conducted in full conformity with folk customs.

The naming of folk games is aimed at the development of folk games, as well as in order to expand the general cultural and professional competence of specialists of municipal, regional and state authorities and agencies in the field of culture, sports, education and international relations. The program of the course "Onomastic naming of games" has been developed. It is being held in a number of parts of the country with the participation of folk games.

This is explained by the fact that similar conditions of reality lead to the same conclusions, sometimes by the fact that proverbs are borrowed by

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one people from another, often through writing. Like proverbs of other nations, Uzbek proverbs are inseparable from the life of the people. Their national originality and universal character are manifested in the thematic range, the manner in which reality is displayed, and the artistic form in the language.

Proverbs are the richest treasury people, one of the main sources of literary enrichment language.

On the sayings, proverbs and sayings studied and educated more than one generation of people, moreover, some proverbs became the motto in the life of great people. Of great interest is the attitude of the

people to sayings and proverbs as a source of knowledge.

Popular aphorisms do not just express this or that educational idea, they are created, polished, have, as it were, a certain educational task, didactic goals.

Thus, in the very construction of aphorisms, their pedagogical expediency is visible, calculated not only on the assimilation of truths, but also on the fact that they become unwritten laws of life, have a direct impact on the upbringing and formation of personality.

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FORMATION OF CONCEPT AND TECHNOLOGIES OF CULTURAL COMPETENCE AT STUDENTS OF TECHNICAL UNIVERSITIES

Abstract: The relevance of this research is determined by the needs of modern society for qualified specialists, which leads to the need to improve the system of higher education. This dictates the need for a quality specialist with English that is able to act as an active subject of professional activity and has a high level of communicative competence.

Key words: student, competence, communicative, activity.

Language: English

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Introduction

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Modern requirements for a foreign language in universities include the presence of foreign linguistic and communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and a socio-cultural set of knowledge, skills and abilities, and their appropriate communicative behavior in a communicative mode depending on the functional predictors of foreign language communication, and creates the basis for qualified information and creative activity in various fields.

The structure and levels of students' communicative competence in a foreign language correct the student's willingness to use the possibilities of a foreign language for professional self-education. The cognitive level of development of this competency (pedagogical and linguistic knowledge) implies the development of theoretical readiness, operational (communication skills in a foreign language) - the formation of technical readiness, personal and professional (teacher quality and experience of practical communication in a foreign language) is revealed through professional and personal readiness student.

However, in theory and practice, the problem of the formation of the communicative competence of a foreign language.

Currently, the transition from a subject-oriented model of training specialists with clearly defined cognitive and active components in the development of teaching a foreign language to a professionally oriented person is developing education in the logic of a competency-based approach.

An analysis of scientific research and practical experience in the field of foreign languages teaching students revealed a contradiction between the objective necessity of forming foreign students of language communicative competence and the lack of scientific and pedagogical foundations and a complex of pedagogical conditions for its formation in the education system.

The outstanding contradiction helped identify the research problem: what are the forms, methods and pedagogical conditions for the formation of the communicative competence of students of foreign languages as future teachers of English through interactive learning.

In recent years, much attention has been paid to the development of innovative technologies for teaching and educating students in the university system. Based on the analysis of versatile approaches

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to the problem under consideration, the disclosure of the teacher's personal functions in the process of the subject-object interaction, mastering the necessary amount of knowledge, skills for subsequent practical activities, on the scientific optimization of the training process for university technologists, the formation of engineers' professional competence, scientists determine educational technology of foreign language lessons. The technology of teaching a foreign language is a sequence of operations and procedures that together constitute a whole didactic system, the implementation of which in engineering practice leads to the achievement of specific goals of training and education in an optimally short time, with the least expenditure of effort and money. From the perspective of this approach, pedagogical teaching technology is a cultural concept related to the new pedagogical thinking and professional activities of an engineer, on the one hand, and the intellectual processing of educational, cultural and socially significant qualities and abilities of the younger generation, on the other. Thus, by pedagogical technology we understand the mutual design of the pedagogical activity of the teacher and his personal sphere, bringing into the system of forms and methods of training and education, according to relevant scientific theoretical and methodological approaches and their consistent implementation in practice, which contributes to the development of the teacher's thinking, its actualization creative activity and the formation of his professional competence. Researchers emphasize that any pedagogical technology must satisfy the basic methodological requirements: to have a scientific base; to rely on a specific scientific concept; scientifically substantiate educational goals; own the features of the system: design the logic of the process, the interconnection of all parts, generalizations. Thus, any pedagogical technology can be divided according to the principle of focus on: 1) the educational process; 2) the personality of the teacher; 3) student identity. The focus of the technology we are considering involves the study and stimulation of the student's personal readiness as a prerequisite for his professional competence. According to the methodological approaches laid down in the basis, and the theories considered, we have selected the methods, forms and content of the technology of formation of students' professional competence as a result of their personality. Based on the analysis of the current state of teaching and upbringing at the university, we have theoretically developed and practically tested pedagogical conditions to increase the effectiveness of students' personal readiness formation. We define these conditions as a set of methodological measures that ensures that students achieve a high (sufficient) level of development of personal readiness: 1. Orientation towards the formation of a healthy lifestyle for students. In this case, different models for the formation of a healthy lifestyle for students can be

used. So, the medical (or cognitive) model provides for the transfer of knowledge (information) about the health, physical condition of a person, how to regulate it, the causes and consequences of interference with the body. The pedagogical (behavioral) model considers the formation of a healthy lifestyle of students as a process of teaching their conscious skills, pedagogical correction of the personality of the subject of education. The political (social) model considers a healthy lifestyle as a result of the human environment. Accordingly, the formation of a healthy favorable environment contributes to the development of a healthy lifestyle. This condition provides the ultimate goal of the educational process at the university. 2. The use of scientifically based innovative forms and methods of organizing students' activities in the classroom. This condition implies the implementation of modern achievements of scientific thought in the field of organizing the educational process on the basis of leading pedagogical approaches and the principles of humanistic, personality-oriented and activities. The approaches and principles under consideration are a projection of the personality of students on the educational process, so it is advisable to consider them in the plane of personal readiness for training and education. Thus, we consider the optimization of the educational activities of students of higher education as a derivative of two variables: personal characteristics and scientific and methodological approaches to educational activities. 3. Orientation of forms and methods to creative leisure, active, free time of students. This condition ensures the voluntariness and interest of students' participation in the continuous process of creative education, allows each student to know and reveal themselves after school hours, and ensures the implementation of an active and personality-oriented approach to the educational process of the university. Since the personal readiness and professional competence of the student are in close inextricable connection. We conducted an analysis of the conditions for the formation of professional competence described in the psychological and pedagogical literature.

Methodological approaches to the formation of the competence of students studying foreign languages. Students devoted to the formation of foreign language competence are demonstrated by the fact that several methodological approaches to teaching a foreign language have recently spread.

The first of these is the approach to activity, which is considered in the context of a personal and active approach, based on the idea of the activity of the subject studying the process. This approach focuses not only on learning, but also on how to teach projects and ways of thinking, developing cognitive power and the student's creative potential.

Speech activity acts as an object of the educational process, represented by a set of speech

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acts. The personal component puts the student as a person in the training center with its motives, goals and unique psychological characteristics.

The essence of interactive learning is that the learning process is organized in such a way that almost all students participate in the learning process. The joint activity of students in the learning process of educational material means that each student makes his own special differential contribution, and the exchange of knowledge, ideas and methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge, but also to develop cognitive skills in order to lead it to higher cooperation in the field of cooperation.

Use of interactive technology during English lessons.

An interactive form of learning involves various teaching methods. For example, they make the method a problematic exposure; presentations, discussions, case studies, group work, brainstorming, critical

thinking method, quizzes, mini-studies, role-playing games, survey method. Examples of such training can be a discussion of the text, a quiz method, work with documents and sources of information, analysis of the written work of a fellow student, the method of specific situations. As part of the use of the educational business, various aspects of the professional activities of students are modeled, providing the conditions for the comprehensive application of existing knowledge of the language, improving foreign language skills and more complete knowledge of the English language as a means of professional communication and the subject in which roles and various game subjects are implemented.

There are also various modifications: imitation, operational, role-playing games.

Moreover, "interactive learning" can be distinguished, in addition to interactive learning technologies, which are aimed at developing communicative competence.

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ABOUT THE ROLE OF GAMES IN TEACHING ENGLISH LANGUAGE TO PRESCHOOLERS

Abstract: The article discusses the role of teaching English to children of preschool age, which is the most relevant process at the present stage of development of society. To this end, the main emphasis is on the role of games, which provides an effective incentive for the development of a child in learning a foreign language, since game-based learning has been part of education for decades. From a methodological point of view, the views of methodologists that the game is one of the best ways to develop independence are grounded reasonably. Practically given is a description of games of an interactive nature that motivate the child to successfully master the English language.

Key words: preschool age, program, preparation, communication context, English, educational institution, game, interactivity, names, means of communication, motivation, practice, objects, concepts, prizes, task, picture, productively, interest, admiration, peculiar dance, vocabulary.

Language: English

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Introduction

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It is known that, in order to ensure the fulfillment of the tasks defined in the decree of the President of the Republic of Uzbekistan "On measures to further improve the system of studying foreign languages", purposeful work is being carried out to study foreign languages, in particular, the English language, in the preschool educational institution. For pupils of preschool educational institutions, the program "We are friends with the English language" was developed, which was delivered to all educational institutions [7]. From this point of view, at the present stage, teaching English to children of preschool age requires a lot of work and preparation. Namely, effort is required at any moment and must be maintained for a long period of time.

For example, one of the most suitable ways to master a foreign language can be learning through games and songs, as they provide a context for meaningful communication. It should be noted that game-based learning has been part of education for decades.

Neuroscience has proven that "games are created specifically for the most diverse tasks facing animals and people." Therefore, the importance and usefulness of games in the study of foreign languages are becoming more and more relevant in the modern world. It should be noted here that the definition of "game" is also a broad concept. We can say that a "game" is an entertainment that simultaneously emphasizes immersion, interactivity and problem solving, and these are just some of them. According to the Merriam Webster Dictionary (2014), a game is "an activity for fun or entertainment" or "income-generating activity". In particular, games teach

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children the appropriate social interactions, colors, numbers, strategies, logical thinking skills, vocabulary, thinking strategies and how to follow the rules and procedures [6].

Kevin Yee, the author of interactive techniques, considers interactive methods to be the most effective ones. They involve a collection of more than 100 teaching strategies that aim to engage students in studying process. Most of them encourage the natural acquisition of language, not learning. There is an important distinction between language acquisition and language learning. Children acquire language through a subconscious process during which they do not study grammatical rules. The same as they acquire their first language. Acquiring language, the learner needs a source of natural communication.

The famous teacher and methodologist of the kindergarten, E.I. Tikheeva, believes that the game is one of the best ways to develop children's independence [5].

In a word, games bring great benefits to both teachers and students. In addition to motivating teachers to learn English, games also help children meaningfully learn and practice their language. So, what should we pay attention to successfully form the lexical skills of preschoolers that determine the strategy and tactics of teaching English?

It should be borne in mind that as a result of studying a foreign language in kindergarten, preschool children should be able to: 1) understand orders and requests in a foreign language and short stories on familiar linguistic material on the topics of the program; 2) answer questions and use suggestions related to the games and activities of children; 3) read small rhymes, sing songs, etc.

In addition, preschool children must learn about 200-250 sentences, including 100-150 words; learn 8-10 poems and songs by heart. Based on the following topics: 1) Greetings, acquaintances, wishes; 2) Games (names of some toys, some words denoting actions with toys, sentences that children pronounce during the game); 3) Words (phrases) and sentences related to the daily activities of children; washing, playing, laying the table, cleaning the house; 4) Holidays, the names of some holidays, some proposals related to the preparation of children for the holidays. For example: "show me", "name things", "ask a question, what if", "speak English" [2].

Following the methodologists, it must be emphasized that English is assimilated as a means of communication. Children learn it in the process of interested communication and interaction with each other. At this point, all speech activities (oral activities) of the kids will be aimed at solving communicative problems and implementing specific goals and communication motives. Children of six years of age understand the goals of their speech action, and for what they do it, that is, they have a motive.

So what makes it possible to create communication motivation? Of course, the gaming basis of training. Thus, the inclusion of gaming activities in the process of teaching English (with all psychological features) makes it possible to generate all the conditions of communication, that is, motives, goals and objectives of communication [3].

Now, let's look at examples of games of an interactive nature for children, while not forgetting the motivation in the process of learning English. For this purpose, it will be most effective to listen to songs with movements or cartoons that help children to memorize words and phrases very productively. In this regard, it would be good if each phrase was illustrated with a picture in which the meaning of the phrase was clear, since at this stage it is extremely important that the English words are connected directly with the objects, actions and concepts of these words. Following this method from our own experienced practice we taught children English using pictures and songs, as it was very funny for children and most of all trying, they liked to receive small prizes for each performance tasks.

Thus, we taught them to sing English songs with movements and from time to time they all learned new words together, associating them with objects or phenomena that they mean. For example, we studied the song "Rain, Rain" trying to find the right movement for each word, and in the end we did it, a dance that simplifies the task for the children, making the song more interesting and fascinating.

Following the opinion of G. Altybaeva that after systematic teaching of children English in plants and animals, it contributes to the representation of them in the language being studied. In this regard, for the development of mental abilities and skills in children, a kind of exercise can be planned. According to this, we considered it necessary to come up with a game for children related to the animal world, which is called "I will find." So the rule of the game is that the subject cannot be named, it must be shown accurately and correctly using imitation. During the game, the children alternately choose one of the animal images (picture) and show everyone with movement or voice, the rest will find the name of this animal in English (cat, wolf, fox) [1].

Another example of speech activity in which there is a game motive and its purpose: "An evil wizard enchanted our animals, pets, birds, etc. To bewitch (motivation), you need to say what color is your dog, fish, turtle (target)." As we see here, the communicative task is common to all; the speech pattern is also common: My dog is black, and each child has a communicative intention:

My cat is white.

My fish is red.

My fox is orange.

Such a game situation and speech task are offered to children in their native language, since

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expressing them in a foreign language makes it difficult to make children want to communicate and interact. And the game as the main method of training allows you to organize skills in using communication tools without repeating what you have learned, that is, present all exercises as communicative [3].

Of the above, it can be emphasized that, of course, learning English through games is of great interest to children. It would be advisable to introduce lessons with games related to body parts. For example, one of the exciting games is a game that is based on parts of the human body. Using the song "Head, shoulders, knees and toes" we learned a peculiar dance, the movements of which corresponded to the words of the song. To begin with, we learned the pronunciation of parts of the body, then used these words of the song, while dancing and pointing to parts

of our bodies. This method greatly facilitated the task of studying body parts in English.

To summarize, we can say that without games a child's life is impossible. Also without games, classes in a foreign language in kindergarten are not presented. Every minute, the teacher should maintain interest in children, cause joy, excitement, admiration with the help of outdoor games, and the use of interactive games in all English lessons helps to create a creative, active person who can change into a changing world. By playing games, children learn, because without a language it is impossible to develop or expand their vocabulary. We must bear in mind that in this changing world, learning foreign languages, especially English, is of great importance to our children.

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HISTORY OF THE FORMATION AND DEVELOPMENT OF ORIENTAL SCHOOLS IN FRANCE (IN THE XVI - EARLY XX CENTURIES)

Abstract: The article reviews the history of the formation and development of schools of oriental studies that existed in France in the XVII – beginning of XX centuries. The author thoroughly analyzes the methodology of these schools' activity aimed at studying the history, geography, culture, language, religion and art of the East. Also, in order to study the nations of the East, such scientific centers widely cover the processes of organizing research, language study, search for sources, their translation and study.

Key words: East, Central Asia, Orientalism, Schools of Oriental Studies, Historiography, Source Studies, French Oriental Studies, Studies, History, Ethnography, Culture, Religion, Art, External Relations.

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Introduction

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Oriental Studies is a complex science-based system for studying history, language, literature, art, religion, mentality, philosophy, social life and economy of the peoples and countries of Asia and North Africa. The French have ranked first in the origin and development of world Orientalism among Eastern research centers in the West [23; 113].

The first schools of Oriental Studies in France were founded back in the XVII century to collect a systematic source on statehood, geography and history of the peoples of the East. These schools trained highly qualified political and scientific professionals (diplomat, consul, ambassador, scientist, researcher, polyglot-man who knows a number of languages, teacher, publisher, librarian, museum scientist), who are familiar with the history and culture of Eastern countries, have a deep knowledge of Eastern languages and are worthy of research.

Faculties at various higher education institutions are also currently teaching oriental studies. These

centres have their own specific methodology, which as a result of their centuries-long activity has been repeatedly rebuilt, modified and renamed.

RESEARCH OBJECTIVES.

French Oriental Studies can be divided into four main stages, which are complementary to each other:

The first stage, the period up to the 16th century, i.e. the need for a religious movement, was the need to study Oriental languages such as Ancient Hebrew, Arabic and Persian in order to have relationships with the medieval Christian world.

The second stage may be that France, in the sixteenth to eighteenth centuries, penetrated the Asian continent in accordance with economic needs, that is, missionary work by the Jesuits, while Renaissance philosophers have seen an increasing interest in Asian civilizations.

Since the 17th century Eastern, Persian, Turkish and Chinese languages have been widely studied in Europe. Some dictionaries of Oriental languages, texts and translations of Oriental writers (mainly Sa'di) [2], published in Paris in 1667 by the "Bibliothèque Orientale" of D' Erbelo (*Barthélemi d'Herbelot de*

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Molainville, 1625–1695). In the late seventeenth century large collections of Oriental manuscripts were collected at the University Library of Leiden, Paris and Oxford. In the second half of the eighteenth century, the scientific study of Oriental studies began. In addition to the vast amount of wealth from colonized eastern countries to the West, many written monuments were removed and extensive manuscript collections created. These include manuscripts on history, science and culture, religious studies, law, philosophy, language and literature, the translation and research of which led to the formation of scientific oriental studies [24; 9].

The third phase, nineteenth and twentieth centuries, marked the beginning of French colonial expansion. The increasing need for research, especially in the Arab countries, the Far East and Central Asia, is the subject of all human sciences. At this stage, the scientific fields of Egyptian, Chinese and Assyriological studies were formed. Central Asian research has also been formed during this period.

Moreover, while the importance of Persian sources for the study of Central Asian history has increased since the first half of the nineteenth century, during the period covering the second half of the nineteenth century and the first quarter of the twentieth century, France was known as the first state in Chinese studies. According to V. V. Bartold, synology was considered as "French science" in the XIX century [21; 174].

The fourth stage - period after 1991, when the French Institute for Central Asian Studies – (*L'institut français d'études sur l'Asie Centrale – IFEAC*) was established in Tashkent in 1992.

The research conducted in France on Asia and Central Asia is carried out by universities, institutes, organizations and other scientific institutions, which are called differently. {Let us call them the "Science Centre" - R.D.}.

If originally there were created schools focused on oriental studies in general, in the XIX – XX centuries special scientific centers adapted for the study of certain regions were created at universities.

"The Collège de France is one of the oldest higher education institutions in France and has laid the foundations for the development of teaching and research activities in Paris. It was founded in 1530 by the French king Francis I on the recommendation of the palace librarian, translator of ancient literature Guillaume Budé and was originally created for the readers of the royal palace [17; 93]. In general, the college is a secondary school in France, Belgium and Switzerland, but in this place the College de France is a higher education institution [17; 93]. This institution was named Collège royal in the seventeenth century, later Collège Imperial, and its current name from 1870. In some writings it was also called "School of Classical Languages" [20; 163].

French humanists, namely royal lecturers and professors (*lecteurs èku professeurs royaux*), were instructed to teach a number of subjects that were not taught at the Sorbonne University in Paris and were paid directly from the royal palace. The first two professors began to teach in Greek and Hebrew, but later they increased to 10 and taught other Eastern languages [26].

The College de France has a special place in the intellectual life of French society, serving as an organization in the following order:

- the fundamental principles of full freedom of education, such as openness and acceptance of education (no tests or examinations were conducted, no diplomas or degrees were awarded to students [27]);

- attendees with higher education in the educational institution were trained to improve their scientific level (did not adhere to strict curricula and programs, professors of the department annually independently determined the topics of lecture courses, based directly on their research work).

While the College de France focused on the natural sciences, it also made a significant contribution to the development of linguistics, which is the cornerstone of Oriental studies. In particular, there have been departments such as tropical geography, Muslim sociology, Assyrian studies, Egyptian linguistics, Hebrew and Aramaic languages, Asian archeology, Oriental culture, Indian literature and language, and Central Asian culture and history.

In this scientific institution, the process of studying the East was consistently based on the study and perfect mastery of language. The study of ancient languages gave rise to new scientific influences and opened the way for historical and literary sources [29].

National Institute of Oriental Languages and Civilizations – (*L'Institut national des langues et civilisations orientales – INALCO*). It was founded in France as the first scientific center of Oriental Studies and has been renamed several times up to now. It is an educational institution that acts as an educational and research centre.

- ✚ 1669 "**École des jeunes de langues**" – School of Young Linguists

- ✚ 1795 "**École spéciale des Langues orientales**" – Special School for Oriental Languages.

- ✚ 1914 "**L'École des langues orientales vivantes**" – National School of Oriental Languages.

- ✚ 1971 "**L'Institut national des langues et civilisations orientales**" – (*INALCO*) National Institute for Oriental Languages and Civilizations [28].

At that time the study of the East was organized in the process of search, study and translation of various material and spiritual monuments. The School for Young Linguists was founded in 1669 on the initiative of King Louis XIV of France (1638–1715) and State Counselor Jean Baptiste Colbert (*Jean-*

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Baptist Colbert, 1619–1683). During the Great French Revolution there were some changes in French Oriental Studies, and this school was now called the Special School of Oriental Languages.

Vocational School of Oriental Languages - an educational institution with a three-year internship and training for interpreters [18; 395].

The school offers a wide range of Oriental studies, such as Arab, African, Byzantine, Egyptian, Hindu, Iranian, Semitological, Japanese, Turkological and Synological studies. Language learning is combined with history, geography and culture. Scientific description, cataloguing of written sources, determination of origin, translation and scientific interpretation are the main tasks of Oriental Studies. Eastern epigraphy began to develop as a result of adding epigraphic materials (tombstones, metal structures, and other items) to the sources of the manuscript.

Geopolitical changes in the French Republic were associated with a new concept of government policy in the East, namely the invasion of Egypt, Syria and Lebanon, the expulsion of England from South Asia, primarily from India, ensuring activity in Turkey and Iran. Therefore, the need for specialists who speak Arabic, Persian, Turkish and other Eastern languages was growing.

Thanks to the work of Silvestraz de Sassi (*Silvestre de Sacy, 1758–1838*), author of works such as "Arabic Grammar" and "Xristomatica", the School of Oriental Languages was a major center for the study of Arabic language and Islam in the early 19th century. Beginning in the first half of the 19th century, Persian sources became increasingly important for the study of Central Asian history. From 1823, Ethen Mark Catrmer (*Etienne Marc Quatremère, 1782–1857*) was head of the Persian branch of the Living School of Oriental Languages. Rashiduddin's book "*Jome-ut-Tavorich*" was translated into French with extensive commentary by E. Catrmer [14]. The work of E. Katrmer initiated the study of Rashiduddin's heritage in French and world orientation. Charles Schaefer (*Charles Henri Auguste Schefer, 1820–1898*) translated and published the French book "History of Central Asia" by Abdul Karima Bukhari about Khanat Khiva [5].

"École pratique des Hautes Etudes (EPHE)" - "Higher School of Scientific and Practical Research". Although it is a university-type organization based in Paris, it is not affiliated with any university. Its type is unique in that it was founded by Victor Durui (*Victor Duruy*) in 1868 [17; 188]. The organization reported directly to the Ministry of Education, whose main task was to prepare students for special scientific research. The school had 6 sections. Three of them are devoted to exact sciences, four to historical and philological sciences, five to theological sciences, six to economic and social sciences.

In the last three sections, Eastern studies were the focus of attention. The subjects of these three sections are methodological training and usually take the form of workshops once a week. After three years of training the students prepared a thesis and became a certified expert. However, many specialized researchers also took part in these special seminars.

"L'École française d'Extrême Orient" -Far Eastern French School. It was founded in 1900 in Saigon and then moved to Hanoi. This school is based on a sample of similar educational institutions (institutes) in Cairo, Constantinople, Athens and Rome and was established to study the classical world and ancient Eastern monuments. According to V.V. Bartold, "such schools, which do not have special curricula and regular students, are not only an educational but also a scientific center for the development and publication of scientific materials and guidelines for foreign scientists to conduct research. The existence of such an institute promotes correct and consistent research by providing researchers with scientifically developed methods" [19; 105–105].

Faculty of Humanities, University of Paris. In addition to English and Russian, Chinese and Arabic were also taught at this educational centre. For 2–3 years, a student who studied classical and modern languages, culture, philosophy, literature, prepared a special written work in Chinese or Arabic for a bachelor's degree (degree between bachelor and doctor). Here the system of education is organized at a higher level than the school of Living Eastern languages.

In addition, courses in Sanskrit, Japanese, Eastern Muslims, Indian philosophy are taught to all freelance students who are eager to be licensed.

Faculty of Humanities, Provincial Universities
Chinese and Arabic were taught at the University of Bordo, and Sanskrit, Arabic and Chinese were taught in Lyon. Oriental studies occupy an important place at the University of Strasbourg and continue the long tradition of German universities (1871–1918). Arabic and Hebrew were studied for a bachelor's degree. Turkish, Persian, Sanskrit and Egyptian languages were also taught as auxiliary subjects. The University of Strasbourg was considered the only university in France that had Catholic and Protestant theological faculties (after the separation of the Church from public affairs in 1905, these faculties were closed in all educational institutions). At the University of the Aix-Provence, Arabic studies were the leader.

Société Asiatique - Asian Society. In 1822 a group of orientologists founded the Asian Society. The opening of this scientific organization was the most advanced initiative at that time to study the East. Antoine de Chazi, Abel Remusa, leading members of the Asian community, are experts in teaching Sanskrit

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and Chinese, and Sylvester de Sassi is a leading specialist in Arabic in Europe.

The Asian Society "works on the creation of grammars, dictionaries and other books necessary for the study of languages taught in social chairs, the search or copying of Asian manuscripts, their translation, lithographic processing, geography, history or culture, as well as literary, literary and poetic works of the East and the collection and investigation of relevant publications". In this society, organized under the leadership of the Duke of Orleans, these are Sylvester de Sassy (*Silvestre de Sacy*), Champouillon (*Champollion*), Abel Remusat (*Abel Rémusat*), Sen Marten (*Saint-Martin*), Alexander von Humboldt (*Alexandre von Humboldt*) [8; 5,7].

Société de Géographie de Paris - Paris Geographical Society. This society was founded in 1821, and it also provided conditions and support for many travelers and scientists in various fields of science [9; 18]. The French schools of oriental studies, along with the development of scientific oriental studies, had a significant influence on the development of applied oriental studies. In the second half of the 19th century, the number and activity of such schools increased. They have the opportunity to train and organize French travelers - scientists, writers, journalists and engineers.

The conceptually and methodologically achieved level of the French geographical school is reflected in the publication "General Geography" by Jean-Jacques Reclou (*Jacques Élisée Reclus, 1830–1905*) [15; 920]. The advertisement, which enriched its article with huge factual material, wanted to determine the extent to which geographical factors influence the history of humanity.

During this period the French occupied one of the leading places for studying Turkestan. At the same time, significant progress was made in geographical specialization. This area was based on the development of a network of scientific schools, and in 1839 the Paris Ethnological Society and in 1859 the Anthropological Society were founded.

Museums. Two museums in Paris - the Museums of Chernuski (*Musée Cernuschi, 1898*) and Gime (*Musée Guimet, 1889*) - contain works from India, the Far East and Asia. In addition to their regular collections, they also had exhibitions of interesting finds in the fields of archaeology and art history. One of the national French museums, the Louvre, also had a significant number of oriental collections. This is particularly true of the ancient cultures of the Middle East. There is also an educational institution called the School of the Louvre, where students study art history. At this school a great deal of importance is given to Oriental art.

Libraries. The above mentioned scientific and educational institutions have their own libraries (especially the School of Oriental Languages). In

addition, the National Library of Paris has an Oriental manuscript room (there are also books published in Asian languages).

These brief descriptions may be summarized by the fact that while these Eastern centers did not directly study Central Asia, they collected and catalogued collections of Persian, Arab, Chigatai, Chinese, Sanskrit, Turkish, Hebrew, Greek, and Jewish sources in Europe. The study of Central Asian history, religion, and art is directly researched through study and translation [16]. At the same time, the study of the history of neighboring regions (China, India, Mongolia, Iran, and Turkey) also opened up a new stream of studies for French Orientalists in the field of religious knowledge, some aspects of international relations, and the history of the Mongol and Tamerlane empires. was the result of these processes [4, 7, 10, 11, 13, 6]. From the beginning of XIX century Russian sources (M. Muravyov and A. Levshina) also became the objects of French studies [21; 174].

However, it should be noted that the centres for Oriental Studies in France are not independent (except for the School of Oriental Languages). Usually they are general university organizations (faculties, College de France, Higher School of Applied Research, etc.), where Oriental studies and languages are allocated in the same way as other languages. Such organizations established at the university are numerous and are a feature of the French educational structure. These organizations and institutions must therefore specialize in the teaching of certain languages (Sanskrit, Hebrew and Chinese).

To avoid this, special educational institutions were established to manage education in various fields with no training. In Paris, for example, there were institutes of Turkology, Irony, Chinese, Islamic Studies and Semitology which were attributed to the University of Paris and had their own libraries.

Although no research centres specialising in the study of Central Asia were established in France, which existed and functioned at the time, scientific institutions of sufficient scientific and practical relevance for their time were collected.

Another important issue was the study of Oriental Studies in schools. Oriental studies consist of two parts: practical and scientific. These features are clearly reflected in the activities of these schools. For example, the activities of the Higher School of Applied Research of the Paris Geographical Society reflected the practical features of Oriental Studies with great interest in the world of material resources. The first stage of Oriental Studies also consisted of practical Oriental Studies. Later, thanks to its scientific research, Eastern studies began to develop.

Hence, Paris remained a major orientalist centre as early as the twentieth century. Here it was developed in the College of Oriental Studies de France, the Faculty of Languages of the University of

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Paris, the Higher School of Studies, the National School of Oriental Languages. Besides Paris, Orientalists were also trained in Algeria, Bordeaux and Lyon [12; 94–97], at the Faculty of languages of the University of Aix-en-Provence [1; 201–216].

In addition to the peculiarities of French Eastern organizations and academic schools, there are some differences between other schools and research centres in Europe:

- Growing attention to our region from abroad (including the United States and England) since the mid-19th century [22; 12] began in France in the 17th century. In the United States and Europe, centres for the study of Central Asia developed mainly in the second half of the twentieth century.

- Scientific centers established in the United States receive financial support from Rockefeller and Carnegie, while research centers in France are officially established at universities and are provided by the state (personally by decisions of King Louis XIV, Colbert, the monastery and then the relevant ministries).

- German, Turkish, English-British researchers were mainly deported migrants from Turkestan, French researchers were mainly Europeans (1850–1917), and their scientific, cultural and ethnographic historical features played an important role.

- French schools have different styles of teaching, some of which are based on complete theoretical knowledge (e.g. Collège de France), others

specialize in practical knowledge and teaching (e.g. the Ecole Supérieure des Hautes Etudes en Sciences Appliquées), while others focus only on research and financial support (National Centre for Scientific Research). Interestingly, French Orientalists have diplomas from several schools and centres and are leading experts in theoretical, practical and language education.

CONCLUSION.

Based on mentioned above, it can be said that French scientific and practical classes in the East provided important information about transoxiana not only by Iran, Turkey and Russia, but also by researchers and tourists from these early Eastern schools. In this regard, the schools of Oriental Studies have played a key role in training leading specialists. In turn, researchers systematically collected information about countries in the East.

Studying the activity of these schools, we see that the scientific, cultural and ethnographic life of the Eastern world has been thoroughly investigated by researchers. Particular attention is paid to the study of language. The rich spiritual and cultural heritage of the East has been studied and translated by French researchers and passed on to European readers. French orientalists, who studied Oriental studies, continued to combine scientific and applied Oriental studies, and the culture and art of the East was appropriated by Europeans.

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THE EMERGENCE OF THE RUSSIAN CUSTOMS SERVICE IN CENTRAL ASIA

Abstract: The article describes Russia's customs policy in Central Asia, the organization of customs and trade through the customs system, and the strategic interests of the empire in the region. Russia's actions in the region not only prevented the British from entering Central Asia, but also allowed the Russians to establish trade relations with Asian countries without any resistance, and to have rich natural resources in Turkestan. Central Asia's accession to the Russian Empire required the creation of state executive bodies in the region, including a customs service.

Key words: Central Asia, Russia, colonization, customs system, customs control.

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Introduction

The emergence of the Russian customs service in Central Asia was linked to the occupation of Turkestan by the Russian Empire, which was based on the protection of the Empire's strategic interests in the region. This not only hindered the British from entering Central Asia, but also allowed unrestricted trade relations with Asian countries as well as with Turkestan, which is rich in natural resources. [1]

MAIN PART.

Central Asia's accession to the Russian Empire led to the creation of executive bodies, including customs authorities, in the territory. In 1867, the Governorate-General of Turkestan was established. On May 2, 1886 a resolution of the State Council of the Russian Empire "on the construction of the state customs in Central Asia" was adopted[2]. Accordingly, the Ministry of Finance of the Russian Empire was introduced the title of special official, who carried out important tasks on customs affairs, reporting to the department of customs payments, and he was considered responsible for customs control in Turkestan.

This official of the Ministry of Finance was in charge not only of controlling customs payments, but also of managing the border troops, carrying out

preventive work against smuggling and fighting against it. A clerk was also in charge of this official. In 1888, given the specifics of the service, the Turkmen customs officers were armed with swords and revolvers. They were allowed to use weapons against criminals - smugglers and attackers at borders of customs. In 1890, the presentation of the Minister of Finance of the Russian Empire was approved and the Turkestan and Semipalatinsk customs districts were established.

In other regions of the Russian Empire, pensions were granted to class and rank officers and customs officers.

The Turkestan Customs District is responsible for customs duties on the territories of the Governor-General of Turkestan, the Trans-Caspian region and the southern part of Ettisuva district. The Semipalatinsk Customs District includes organizations that control customs affairs in the eastern part of Ettisuva district of Semipalatinsk region and in Tomsk province [3].

Each district administration had responsibilities of a district chief, a district customs inspector and a responsible person. Due to the modernization of the customs service in Turkestan, the post of an official of the Ministry of Finance of the Russian Empire, who performs important work in customs, was abolished.

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In 1884 with establishment of Russian protectorate (form of colonialism that allowed strong imperialist states to subordinate weak states) over Bukhara Emirate and Khiva Khanate that preserved unique traditions of the system, customs control was established on right bank of Panj and Amudarya. On July 1, 1894 the first-class resolution "On construction of state customs in Central Asia" was opened. Both new customs houses had two chiefs, two board members, an accountant, a warehouse inspector and two interpreters.

The head of the Turkestan Customs District reports to the customs authorities and border guards along the Amudarya and Panj rivers, as well as the Bukhara Customs. To ensure border control, on July 6, 1894 the customs service included two chief officers with the rank of colonel, two chief officers on positions, heads of border sections with the rank of chief officer, two doctors and nine freelance paramedics.

The border guards also included 298 cavalry officers and 21 lower-level officers of the special border guard corps from the local population. The border guards were instructed to use cold weapons and firearms to prosecute criminals and in cases of crime. Customs decisions are published in Russian and translated into the local language. The main focus of customs administration was on the Caspian region [4].

Most of this is now part of Turkmenistan. At that time, in the late nineteenth and early twentieth centuries, the Trans-Caspian region was a desert and underdeveloped region inhabited by militant Turkmen tribes. It also had strategic importance for the Russian Empire, which included the Caspian Sea and separated it from Persia. Therefore, serious and effective customs control was needed in the Trans-Caspian region. In the mid-1890s, it became clear that the development of border security and order in the border areas should be further improved, primarily through the development of a "bloc of forces" in the Central Asian regions of the Russian Empire.

In accordance with the decision of the State Council approved on December 9, 1896, two separate border guard corps were established in the Central Asian Border Control. The Trans-Caspian Border Brigade was formed in the Trans-Caspian region. It included a brigade commander, an assistant brigade commander, five divisional commanders, 30 chief officers, 1,390 junior officers, 1 senior doctor and 3 junior doctors, and 1 veterinarian. The brigade had 865 horses and 14 chariots at its disposal. The Amudarya Brigade of Frontier Guards consisted of the brigade commander, assistant commander, 4 divisional commanders, 25 officers, 1 senior doctor, 2 junior doctors, 915 subordinates. The brigade had at its disposal 505 riding horses and 13 horses for addition to the chariot, as well as 12 mules.

212 members of the local cavalrymen served to strengthen the Trans-Caspian and Amudarya border

brigades. However, the Russian Empire's work to improve the customs control system and strengthen the border in the Trans-Caspian and Amudarya regions of Central Asia did not end there. In 1899 the Semipalatinsk and Trans-Caspian customs districts were abolished. Customs bodies which used to work in Trans-Caspian region would be subordinated to Turkestan customs district. There were 7 posts of customs inspectors in the district, each of which was responsible for a specific section of the customs district.

The competence of the customs inspector included the organization of control of the customs service, inspection, control over compliance with legislation by customs officials. At that time, it was possible to complain to the customs inspector about illegal actions of customs officials. The customs inspector was responsible for evaluating and re-evaluating seized customs goods, which could allow the sale of confiscated goods.

On August 10, 1899 four customs posts of inspectors were established in Turkestan customs district. The first section covered the eastern shores of the Caspian Sea to Ashgabat, and the second section covered from Ashgabat to Bukhara, including railways along the borders of Persia and Afghanistan. The third section covered the territory from Kerkovo along the Amudarya to Bogorak. Finally, the expanded area of the fourth section stretched from Kokand to the border with China, to the former Semipalatinsk customs district. Two years later, on December 10, 1901, Samarkand and Kokand 1st class customs offices were established. Samarkand 1st class customs received the right and status of the Main warehouse customs of Russian Turkestan. What is the difference between the customs of 1st and 2nd class? The first Customs Office was granted the right to import products permitted from the territory of Russian Empire. The second customs authority was allowed to import all goods except those that were subject to technical inspection. Customs posts were allowed to export goods not exceeding 15 rubles, with a Class 2 customs permit.

Customs posts could not afford foreign products that were only valid for citizens living in border areas. At the same time, customs posts in Ferghana, Semipalatinsk and Ettisuva regions had the right to transfer goods included in the list of goods of the Ministry of Finance intended for local needs. With this permit, the government would make life easier for local residents who had relatives abroad [5].

However, Uzbeks, Tajiks, Turkmens, Kazakhs and Kyrgyz lived not only in the Russian Empire but also in Persian, Afghan and Chinese empires. Residents of many border villages were close relatives in neighbouring states and, of course, brought various goods. However, customs officials were prohibited from engaging in trade activities. As for the activities of those involved in establishing a customs service in

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Central Asia, the name of M.G. Baev should be mentioned first [6].

In 1893 a commission headed by Major-General Mikhail Georgievich Baev (1837-1895), who was of Ossetian origin and headed the Bessarabian district border service from 1888 to 1895, was sent to organize regulation of the border service in Central Asia. However, Baev became seriously ill as soon as he arrived in Turkestan and had to hand over his duties to Major-General Nikolai Antonovich Usov (1833.....), who commanded the Kalish customs district. Major-General Alexander Petrovich Kunitsky (1840-1904) was appointed commander of the 7th frontier service and served in this position from 1899 to 1904.

In 1912, Vladimir Yeliseevich Serdyukov was appointed head of the Turkestan Customs District, and in 1913 he was transferred to the position of a real state councilor. His leadership of the customs service in Central Asia came at a very difficult time. Because the outbreak of World War I in 1914 affected the general situation in remote areas of the Russian Empire, including Turkestan. In 1917, after the revolution, a separate border guard corps ceased to exist. The south of Russia will remain completely open. However, Vladimir Serdyukov remains the head of the customs department and organizes the protection of the property of the customs organization with a small number of workers who have not left their jobs.

In 1912, thanks to his management, the customs control continued its activities. In 1918, Vladimir Serdyukov was appointed director of the Turkestan Customs Department. It is noteworthy that no matter how difficult the work of the customs, he had to deal with the placement of refugees, homeless children. In 1920, a subdivision of the Turkestan Security Service was established, which forcibly guarded state borders and customs control activities in Central Asia. Since at that time many commanders and commissioners of the division had no experience in organizing border guards, Vladimir Serdyukov became an important

leader for them and was actively involved in organizing border security in Central Asia [7].

There were liberation movements in most of Turkestan at the time, and this was a huge danger. In January 1920 on the basis of Turkestan Customs Department the Department of Customs Control of Turkestan was established and Vladimir Yeliseevich Serdyukov was reappointed as its head. The complete formalisation of the customs control structure in Central Asia took place during the Soviet era. With the accession of the Bukhara People's Soviet Republic and the Khiva People's Soviet Republic to the USSR, the centralization of customs control in Central Asia began [8]. In 1924, the USSR Customs Charter was adopted. According to him, all customs bodies of the country began to submit to the People's Commissariat of Foreign Trade (NKVD), which included the Main Customs Administration and the Committee on Customs Tariffs.

CONCLUSION.

One of the most interesting pages in our history is the XIX century. Especially at this time the policy of our state in the international arena is intriguing. It is impossible to cover the whole foreign policy of the given period in one work- too big period and versatility of the studied subject. But it is possible to reveal several key events.

The XIX century is a time of fermentation in European politics, and at the same time a period of balance of forces in the political arena. A time when it was necessary to choose allies based on the priority of one's own country's interests and to join forces. The theme of the Russian-French Union has an extensive historiography. Many analyzed the questions of rapprochement, signing and formation of preconditions of association, conducted analyses of foreign policy of Russia and France. The significance of the unification of the two countries is great for the history of both. Appearance of the union has defined a vector in a foreign policy of Russia and France, and as has served as the first step for creation of wider military block - Entente.

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THE PROFESSIONAL ETHICS OF LAWYERS: PRINCIPLES, PROPERTIES AND NORMS

Abstract: The article deals with professional ethics as a separate sphere of ethics. Its principles, norms, factors influencing its formation and features of private professional ethnic codes. It also separately shows the professional ethics of advocates, its content and significance, discloses the essence and relevance of advocate's ethics. Moreover, the main principles of advocate's practice and such concepts as honesty, fairness and integrity are reflected and disclosed.

Key words: Ethics, advocacy, legal science, principles, equality, competence.

Language: English

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Introduction

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In order to regulate relations between people in society, ethics has been created - a set of moral and ethical norms that apply to the actions of a person living among people. Without it, humanity will lose understanding of the meaning of the words "good" and "bad", applicable to communication, interaction of homo sapiens with each other. Because each person realizes himself or herself not only in everyday communication, but also in professional duties. From the doctrine of morality, the direction stands out - professional ethics.

Professional ethics are the moral norms that govern people's interaction in the work process, define their attitude towards their duties and form an idea of professional duty.

Moral and ethical professional norms influence:

- ✓ the formation of a professional community that shares ethical principles;
- ✓ a common understanding by employees of the concept of professional duty;
- ✓ definition of the concept of "professional responsibility";

✓ definition of obligatory qualities of an employee, without which his activity will not be successful;

- ✓ peculiarities of employees' relations;
- ✓ relations between professionals and those people who are influenced by their actions (in building up the interaction between an advocate and a trustee);
- ✓ attitude to the results of their work to their quality.

Professional ethics has been developing for centuries. Its formation is influenced:

- ✓ universal moral and ethical norms;
- ✓ specific working situations, which are constantly repeated in the activity of a certain specialisation, which require the application of ethical norms when making decisions.

MAIN BODY

Regardless of the nature of the profession, ethics defines the following principles:

✚ To act towards subordinates and colleagues in the way that the individual would like people to act towards him or her or not to do to others what they would not do towards themselves.

✚ Fairness in the distribution of resources among employees.

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✚ A breach of ethics should be corrected, regardless of who committed it and when, regardless of job status and position within the professional community.

✚ An employee's conduct is considered ethical if it contributes to the development of the organization and does not violate established norms.

✚ The employee must tolerate the norms and rules established in the organization.

✚ Individual and collective participation in decision making is equally possible.

✚ The employee must have a personal point of view, but is not encouraged to persist in insisting on his or her opinion as opposed to the generally accepted rules established in the community.

✚ The style of communication with subordinates should not be based on constant pressure on subordinates, on an ordered tone.

✚ Professional ethical standards cannot be implemented by orders; they are formed through constant work and are learned through the mutual efforts of employees.

✚ Conflicts are a breeding ground for violations of ethical standards, so positive labor relations should be formed, reducing the risk of conflict situations.

✚ The employee, observing the requirements of ethics, is obliged to promote similar behavior on the part of colleagues.

✚ It is unethical to criticize competitors, both external and internal - rival divisions, employees within the organisation.

✚ The principle "do no harm" defines a ban on actions that harm another person. This is especially true in cases where mistakes are made because of indifference to one's business, negligence or unwillingness to learn new things.

✚ To achieve positive results, the employee must develop, constantly learn, and acquire new knowledge and skills.

✚ Professional secrecy is required, while respecting the principle of confidentiality. Each profession includes its own specialized information in the scope of this information [2].

Professional communities create their own codes of conduct that take into account general and private ethical standards. Any code has several functions:

- Creating a set of ethical professional standards.
- Regulating the actions of any company member.
- Defining specific requirements for employees.
- Formation of rules of disciplinary sanctions in case of violation of the code requirements.
- Determining requirements to professional behavior of an employee in relation to those served by the profession: a trainee, a patient, a client.

- The content of the code may include information about the core values of the company, which should be shared by all employees [6].

Since each profession has its own peculiarities, the work ethic of a particular community is designed to regulate the actions of employees in accordance with the specifics of their activities.

Advocacy ethics is one of the least studied areas of ethics. To this day, issues of advocate's ethics have been constantly on the attention of both scholars and practicing lawyers, although they still remain insufficiently studied. But there are several basic principles that are fundamental to lawyers from all over the world.

The most important principles of advocate's ethics include both general requirements of public morality (honesty, reasonableness, integrity, justice, humanism, responsibility, respect for human dignity and honor) and some specific rules. Specific principles are the requirements of a moral nature to the personality of an advocate, to the means and methods of defence, to respect for the law and the court, as well as moral rules of relations between an advocate and a client, an advocate and his/her colleagues, an advocate and other participants in the proceedings [7].

Honesty, as a principle of advocate's ethics, is the fundamental beginning of the professional activity of an advocate in building relations of an lawyer with colleagues, state and non-state bodies, trustees, etc.. Advocate's honesty is based on the notion of "honour" characterising a person's ability to give an internal assessment of his/her conduct, to control himself/herself in his/her actions in this or that situation.

The principle of reasonableness is the requirement to determine the clear proportionality of the ways and methods of rendering legal assistance to the qualification and experience of an advocate and the substance of the case with which the advocate was approached by the client. At the decision of the question on acceptance of the case the advocate shall be obliged to clearly define whether the level of his qualification and professional experience is sufficient for the qualitative protection of the interests of the client.

The principle of integrity of advocate's ethics means that an advocate must provide legal assistance "on conscience", i.e. using all legal means and methods necessary and sufficient to achieve the desired result as soon as possible. Being guided by the principle of honesty, a lawyer shall be obliged to apply all his/her professional experience, qualification as much as possible, to provide for all possible variants of development of events, to take into account all circumstances in order to be ready in any situation to provide full protection of interests of his/her client.

The principle of justice is now inter-sectoral and applies to the entire legal system. It is of particular importance for the branches of law related to the

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consideration and resolution of legal disputes and conflicts. The Universal Declaration of Human Rights enshrines in Article 10 that everyone has the right on the basis of full equality to have his case examined in public and in compliance with all requirements of justice by an independent and impartial court in order to determine his rights and obligations and to establish the validity of a criminal charge against him.

The principle of justice in the work of a lawyer is based, inter alia, on the following axioms:

- ✓ the seriousness of the punishment must match the seriousness of what was done;
- ✓ the exercise of one person's right must not impair the exercise of another person's right;
- ✓ everyone is equal before the law and the court, and equal in the right to qualified legal aid [1].

The principle of humanism in the industry as a whole is characteristic of the entire legal system of any social state based on the rule of law. The human being, his rights and freedoms are the supreme value. Recognition, observance and protection of human and civil rights and freedoms is a duty of the state.

Humanism as a principle of lawyer ethics is manifested in the recognition and protection of lawyers by all legal means of rights, freedoms and interests of individuals and legal entities. It is the directly acting human and citizen's rights and freedoms that determine the meaning, content and application of laws, the activities of legislative and executive powers, local self-government, and are secured by justice.

The ethical principle of responsibility in advocacy means that a lawyer is always responsible for the consequences of his actions to some extent. He can bear not only legal or corporate responsibility, but also moral responsibility, first of all before his conscience, as well as before his colleagues and trustees [7].

CONCLUSION

Advocate's ethics is a system of scientifically grounded notions about moral aspects of advocate's activity and their assessments.

Advocate's ethics is a part of judicial ethics which attracts constant attention due to the multiplicity and severity of conflicts arising in the practice of the advocate-defender and the advocate-representative.

It should be stressed that advocate's ethics does not set itself the goals of justifying deviations from the truth and objectivity, it condemns lies. And only it can give the lawyer a weapon of great socially useful force, to save the novice specialist from deep disappointments, to suggest ways of true moral satisfaction of the activity.

The moral education of young specialists (be it a lawyer, a medic, a teacher or a scientist) is no less important than arming them with a certain amount of special knowledge. It is professional ethics that is most likely to help solve this problem.

The moral traits of a lawyer should be objectivity, deep respect for the law and the interests of justice. For a lawyer, whose position is complicated by the fact that he is bound by the interests of the accused, there should be equally alien to both his acquittal by diminishing the social danger of the crime, and premature giving up positions without a struggle, without using all the opportunities provided by law [5].

Compliance with the principles of professional ethics is the duty of every specialist, who has the status of an advocate and has been sworn in and their violation by an advocate is inadmissible and is controlled by the bodies of corporate self-governing of the Bar.

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HISTORY OF HYDROGRAPHICAL RESEARCHES ON THE AMU DARYA IN THE XIXth CENTURY

Abstract: Water resources have great importance all over the world. Their study is necessary for planning agricultural production, hydrotechnical and hydropower facilities, schemes for the integrated use of water resources, drawing up water balances, planning work projects for the construction of water facilities, planning operation modes of reservoirs and much more.

Hydrographic and hydrological observation on the territory of modern Uzbekistan, in particular, the study of the Amu Darya began in the 19th century. The paper considers the so-called Amu Darya expeditions organized by the Russian Empire after the conquest of a significant part of Central Asia. The author reveals the objectives of these expeditions, describes the progress of these studies, and also highlights their main results. It was shown that the task of these expeditions was to resolve the "Amu Darya issue", that is, to search for a waterway from the Caspian Sea to the Amu Darya along one of the old river beds, called the Uzboy. Since the organization of such a waterway would solve many of the economic and military-strategic tasks of the empire in the conquered region.

Key words: Amu Darya, Aral Sea, Caspian Sea, Uzboy, Sarykamysh, N.Stoletov, A. Glukhovsky, Samara Expedition, survey.

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Introduction

UDC 330

One of the hugest rivers of Central Asia, Amu Darya is formed by the connection of the rivers Panj and Vakhsh. The length of Amu Darya from Panj to Aral Sea is 2540 km, 1000 kilometer of which leaks through Uzbekistan. The river basin includes quite large area (approximately 1327 thousand square kilometers). It leaks through the borders of Uzbekistan with Afghanistan, then through the area of Turkmenistan and returns to Uzbekistan and finally flows into Aral sea. When it approaches Aral sea it forms a big delta equal to 300 km. Two huge feeders from right (Kaphirnikhan and Surkhandarya) and one left feeder (Kunduz) also flows into Amu Darya. No any other influxes join to it till Aral sea. The river crosses the deserted area and divides Karakum and Kizilkum into two separate deserts. As a result of

evaporation in the plains from Kerki to Nukus, absorption and usage for irrigation Amu Darya loses most part of its flow. According to the level of silt this river is in the first place in Central Asia and in higher position in the world. Amu Darya takes its water from ice and snow. Its water supply consists of 68,63 cubic km on average. The main part of its flow (85%) contains of the feeders Vakhsh and Panj, the rest 15% belongs to the rivers Surkhandarya, Kofirnikhan and Kunduz.

Amu Darya was first mentioned as Ox or Oxus in the works of ancient Greek and Roman historians. Herodotus, Strabo, Arrian, Pliny, Ptolemy, Marcellinus wrote that it flows into Caspian sea [4, p.443]. That is why it was thought in Europe for a long time that Amu Darya flows into the Caspian. In the Middle ages Arabic-Persian authors (such as Idrisy and Istakhry) stated that it flew into the Aral. Historian Khamidullakh Kavziny, who lived in 14th century,

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writes that Amu Darya is divided into two tributaries, one of which flows into the Caspian and the other into the Aral. This information was also approved by Jurjony [4, p.443].

The first geographical atlas "Map of Siberia", created in Russia in 1699-1701 by S.U. Remezov, depicts the Aral Sea with two rivers flowing into it, that is, Amu Darya and Syr Darya [11, p.97].

However, modern research shows that Amu Darya has been flowing into the Aral for thousands of years.

In the Middle Ages and later on trade road from Russia to Khorezm and Bukhara crossed through Amu Darya during the reign of Peter I the interest in trade between Asian countries and India across Amu Darya increased. As a consequence maps describing Amu Darya flowing into the Aral were created. But systematic investigation of the river began in the late 19th and early 20th centuries.

When the Russian empire began its aggression against Central Asia, it was interested in establishing a comfortable way of communication with the regions to be occupied in the future. Therefore, among the Russian dominant circles, it was important to know why Amu Darya changed its ancient bed Ouzboy that was directed to the Caspian. Authorities wanted to change the directions of the flows into the Caspian again and by this the "Amu Darya problem" was created to determine the prospects for the creation of the water road between Russia and Central Asia. It was important to know why the river flowed into the Aral. At that time, there were two theories: the river's evolution as an artificial factor and natural factor. The artificial factor implies the anthropogenic effect and the direct and indirect effect of the river divided into two tributaries, which is called bifurcation. The direct effect is that the river flowing through the Caspian Sea has been blocked by the dam by residents, and that the entire river flows into a stream that flows into the Aral. Indirect impacts of the river flowing into the Caspian Sea for the use of river water for irrigation purposes reduce the flow of water, reduce the flow rate, and increase sedimentation levels and gradually disappear. Among the Russian scientific community, the theory of natural factors has been widely disseminated, and its supporters have proposed several hypotheses:

a) The turning of the river is explained by geological reasons, that is, it is possible for water to flow into the Caspian Sea as a result of the rise of the soils. This hypothesis is supported by the majority;

b) Amu Darya moves to the right, that is, according to the Bare law, rivers flowing through the meridian flows to the right. A member of the Russian Geographical Society, Professor R. Lentz promoted this hypothesis;

c) Amu-Darya has changed its flow from the Crimea to the Pamirs through the Caucasus, as a result of the rise of the earth's surface. First of all, it was the place where Ouzboy had been laid, and its water flew

toward the East. This view was mentioned by Bogdanov in 1873 at the meeting of the Russian Geographical Society;

d) In 1875 another prominent tourist and scientist N. A. Severtsev proposed another hypothesis. The eastern part of the Aral Sea is characterized by the fact that the water escapes from the coast and the presence of river sediments at certain points above Amu Darya. Severtsev concluded that the water has dried up and the water level decreases. As a result, the water level in the river flowing to the Caspian would also be reduced, but due to the fact that there were no signs of construction in the Caspian, it did not penetrate deeper, but on the contrary, the water stopped to run;

e) In 1875 Zoologist and Cartographer Alenitsin as a result of his observations concluded that the North-West Bank of the Aral Sea is thinner than the South-East edge and the river deepened towards the North-West. This shift is explained by the rise of relief of the Pamir Mountains. As the Amu-Darya started off from the Pamir Mountains, the rise of the relief increased flow velocity and the river naturally tries to straighten its bed along the straight line. At the same time, the river flows into the Caspian Sea, causing the river to blow up the shoreline and create a new flowing stream towards the Aral Sea. It has created another hypothesis about the turn of the river [1, p.31]. Although the above hypotheses sometimes contradict each other (for example, Bogdanov and Alenitsin versions), most of them explain the turn of the river with geological changes taking place in the earth.

Although the initial efforts to find a solution to the Amu-Darya problem began in the middle of the 19th century, Russians were limited because of the fact that the dry beds were located in the territory of the Khiva Khanate, which had not yet been transformed into vassals.

Therefore, the scientific study of the Amu Darya was carried out systematically only after the invasion of the Khiva Khanate and its occupation. For the first time, the initiative of establishing an expedition to study Uzbay and to re-bring the Amu Darya into the Caspian Sea was suggested by V. G. Grigoryev in 1864 in a special letter to the Council of the Russian Geographical Society. The mission of the expedition was to depict the southern parts of the Ustyurt region, to map the area between the Balkhan Gulf and the Khorezm oasis, and to detail the ancient ruins of the Amu-Darya and its surrounding settlements. Although the geography community encourages it, there is no expedition due to lack of support for such research.

The next issue was raised in 1867 in the Geographical Department of the geographical society. A special commission was established under the leadership of P.I.Semyonov, consisting of A.I.Butakov, A.Geyns, A.I.Gluhovskoy, V.V.Grigoryev, N.Ivashnitsov, S.Zelyoniy,

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A.N.Savich and M.G.Chernyayev. The Commission considers the expedition organization to be very important, but as a condition of its implementation, a large military force must be mobilized for guarding and the Amu-Darya River should first be laid. Therefore, it was decided to postpone the expedition until the appropriate moment [9, pp.330-332].

On February 5, 1870 R.E.Lents at the meeting of the Natural Geography department delivered a lecture entitled "Our knowledge of the earlier flow of the Amu-Darya River and its flowing into the Caspian Sea".

Prior to the report, P. Semyonov reminded that in 1864, the blockade of the Krasnovodsk Bay was eliminated by the 1869 blockade of the expedition. The secretary of the Society announced that he was ready to provide the necessary transport and specialists for the expedition on behalf of the Chairman of the Committee, Mr. O.P.Litke. However, in preparation for the expedition, it was known that an expedition to Krasnovodsk was being organized in Tbilisi and the Amu Darya expedition was postponed for an indefinite period[9, pp.330-332].

The geodesist I.I.Stebnisky, who is part of the Krasnovodsk expedition, was able to carry out research in the last 100 versts (verst – Russian distance mere equal to 1066,8 metres – S.Kh.) of the Igda well of Uzboy in 1872 and concluded that it was indeed a river's bed. As a result of barometric saturation of the points along the river's bed it was clear that the river has a slope towards the Caspian Sea. Based on this, he argues that the Caspian Sea has not been lifted anywhere [10, p.14] and thus rejects the idea that Uzboy has dried up as a result of the rise of relief from the Caspian Sea.

It is known that in 1873 the Russian empire attacked the Khiva Khanate in four directions. The squad involved in this process included experts in various fields. In particular, by the Krasnovodsk detachment, the river Uzboy is examined further from the Igda well, to the well of Bola-Eshon, another 52 versts. After Khiva was conquered on June 19, Orenburg group had to return to the territory of the Khorezm oasis along the ancient Urgench, then to Khodjeyli and Kungrad on the eastern border. Along the way, they had to study the territory, especially the ancient valleys of the Amu-Darya. The main task was to go to the Sarikamish lake across one of the ancient beds of the Amu-Darya – the Kuhna Darya (another name is Urundaya). As a result, the Urundaya expedition was formed.

For this colonels A.B.Kaulbarsov and C.I.Djinlinskiy, captain D.M.Rezviy, topographers Kusikov, Shimanovskiy and Uliyanov, poruchik Petrov and interpreter podporuchik Bekchurin participated in, under the supervision of the real member of the Geography community colonel A.I.Gluxovskiy [9, p.793]. In order to guide 15 assistants were hired amongst indigenous turkman

and uzbek population. The safety of expedition was secured by hundreds of Cossack soldiers. Along the way, the member of expedition talked with aborigens and gathered information about the ancient watercourses of Amu-Darya. By the time getting to the ancient Urgench from Khiva, the expedition had investigated two watercourses of Amu-Darya: Daudon and Kuhna Darya . On July 6th the members of expedition arrived at the Sarikamish lake and dividing two groups, they conducted initial survey along the eastern and western coast. Being comprised of two watershed that is merged with each other by the bay, the lake was found to be 160 versts wide. Although the water in the lake was clear, the water was unable to drink as it was stinky and salty.

The Expedition was going to investigate the spots of Sarikamish lake until the place where Uzboy starts. But owing to the problems with fresh water the main squad moved other place, thus the research groups that is arrived to the lake had to return back. The expedition collected a bundle of data about several inflowings and irrigation channels that is available within the Khanate. As a result, it is concluded that Amu-Darya waters that flows to Kuhna Darya could not access Sarikamish as it was blocked by dams and used for irrigation in different parts of the watercourse. Yet, if more water was sent through this watercourse it could easily reach lake Sarikamish and by this way it would be possible to unite Amu-Darya with Caspian Sea. This conclusion encouraged the supporters of the idea of uniting Amu-Darya and Caspian Sea and established the next significant expedition to research the old watersheds meticulously.

After the Urundaya expedition one of its members Baron A.B. Kaulbars was commanded to escort the informer along Amu-Darya delta till Aral flotilla, who was going to deliver about brutal expulsion of Turkmens by the Russian troops under the leadership of General Golovachev nearby Chandir. At the same time, he was assigned to delve into an aqueduct access road through the Aral Sea to the Amu-Darya River. To accomplish astronomical observations with him, topograph podporuchik Sirovatskiy and yunker Rudnev set off. Travelers navigated to the Aral Sea in the Khiva boats, along with the horseman appointed by the Khan to study the Amu-Darya delta. During the trip along with the Amu-Darya River Main Areas, many prospects were explored. He also wrote valuable information about the irrigation systems and lifestyles of Turkmen, Karakalpaks, Kazakhs, and Uzbeks living in the Aral Sea and the Amu-Darya delta.

In the end of 1873, after the results of the Urundaya expedition to Khiva, A.Gluhovskiy and another researcher at Khiva's military expedition, M. Bogdanov reported on their research, the debate on the Amu-Darya problem was resolved in Geography Society. A commission was set up to address them and

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discuss issues related to studying the Aral-Caspian plain and sending them to the expedition. Secretary of the Society I.Venyukov assigned the following tasks to the future expedition: 1) Determination of the Amu-Darya water level and its suitability for navigation, and measuring in all the rivers. 2) Determination of irrigation water volume in the Khorezm oasis. 3) Topographical, geological, natural-historical study of the dry stratum of the Amu-Darya River, and complete the leveling survey of Uzboy nearby Igda well which is near 450 meters from ancient Urgench. 4) Investigation of the drainage of the water bodies and the spread of sand. 5) Collection of detailed information on the natural and cultural production of Khorezm oasis. 6) Gather information about the best land routes to the Caspian Sea by Khiva. 7) Studying the nomadic population of the Aral Sea region, the number of livestock in them, relationship between them and to Khiva khanate. 8) Gather as much meteorological information as possible. The area covered by the expedition was defined as the Amu-Darya basin, the territory of Russia and the Khiva Khanate, Uzboy and Yangidarya. Then the Deputy Chairman P. Semyonov contacted to the Governor of Turkestan Konstantin Petrovich fon Kaufman and ask him to carry out the expedition. The Governor-General responded positively but said that the research could be carried out only in the territory of the Russian Empire due to the situation in Khiva Khanate. This inevitably deprived the expedition of the opportunity to study the dry beds of Amu Darya. However, on February 9, 1874, the emperor permitted to organize an expedition to Amu Darya. 20,000 rubles were allocated for its expenses [9, pp.798-799]. The expedition was supposed to include 100 Cossacks and 25 soldiers. It was also owned by one of the steam ships of the Aral Sea.

Colonel Nikolay Stoletov was appointed as the chief of the expedition. He actively participated in the events in Turkestan and he founded the city of Krasnovodsk in 1869. The expedition consisted of five sections: geodetic-topography (head N.G.Stoletov), hydrography (head N.N.Zubov), meteorology (head F.B.Dorandt), natural history (leader N.A.Severtsov), ethnography and statistics (head N.G.Stoletov). As it was evident, N. Stoletov headed the Geodesy-topography, Ethnography and Statistics groups of the expedition. A special group headed by A. A. Tillo performs the task of leveling between the Aral Sea and Caspian seas. As members of the expedition, the chief of the British royal service, the engineer Herbert Vood and Prince Rizoquli Mirzo, the representative of the ruling dynasty of Iran, participated in the expedition. In general the expedition was attended by more than 20 experts and prominent Russian scientists.

The expedition's hydrographic department was led by lieutenant-colonel Nikolay Nikolayevich Zubov. Captain-lieutenant Bryukhov, podporuchik

Shevashov, engineer H. Wood also worked in the department. N. Zubov took part in the military campaign to Khiva in 1873 and organized the crossing from the Amu-Darya River. During the Amu-Darya expedition, he entered the Amu-Darya River through the Yangisuv River, and set up regular boat trips to Petro-Aleksandrovsk [5, p.60].

The members of the expedition investigated 431 versts in the Amu-Darya delta, 252 versts from Nukus to Tuyamuyin on the border of Bukhara Emirate and 600 versts along the dry riverbed of Yangidarya. A total area of 3000 square versts was examined. Ulkan-Darya, Kuvonch-Yorma, Davkor lakes, and Yangisuv, which form the central part of the Amu-Darya delta, had been studied, determining the water velocity and soil properties. The use of river water was at its lowest level near Tuyamuyin - 120,000 / sec and the highest figure is 160,000 cubic feet. The surveys showed that due to the depth of the river, the absence of underwater rocks and the fact that the majority of the coast is available to mooring of boats, navigation of strong high-speed ships across the Amu-Darya to Nukus could not cause problems [9, p.803]. As a result of levelling, the peculiarities of the relief were determined. The level of the Aral Sea coast, according to A. A. Tillo, indicated that 245 feet i.e 74.67 meters above the Caspian Sea. It could have made it easier for the Amu-Darya to flow the Caspian Sea. As a result of astronomical observations, the geographical location of 11 points: Kazalinsk, Nukus, Petro-Aleksandrovsk, Chimbay, Khiva, Khodzheyli, Kungrad, Kushkhonatog, Akkala, Qilichkala and Irgiz were determined and magnetic observations in 176 points executed. Meteorological and hydrological stations were set up in Nukus, Petro-Aleksandrovsk and Pitnak under leadership of Ferdinand Dorant, the head of the expedition meteorology group, and from October 1, 1874 to October 14, 1875 at the Nukus station measurement work was constantly carried out [9, p.804]. During the year, observations were made on such indicators as air temperature, freezing and ice-frost during winter. Observations allowed some of the features of the Aral Sea climate and the hydrological regime of the Amu-Darya and the Aral Sea.

F.Dorant carried out a comparative analysis of the sediments in the Amu-Darya with the world's largest rivers, such as Mississippi, Raine, Dunay, Visla, Trent, Umber, Nile and Gang [3]. According to N.N.Zubov's research, the amount of water consumed per year for irrigation of Khorezm oasis varied from 77,432 cubic feet to 84,729 cubic feet [12, p.320]. During the observations, the amount of water evaporating from the Aral sea surface, taking into account water of rainfall, was higher than in the Amu-Darya and Syr-Darya rivers. This indicated a gradual decline in the sea level. N.Zubov, F.Dorandt and N.Severtsov concluded that the Aral Sea level was declining. As a proof, N.Severtsov pointed out that the sea bank was becoming like a terrace shape [13].

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The Amu Darya expedition was not allowed to cross the Khiva Khanate, but the middle part of the Amu-darya valley, located between the Caspian Sea and the Khiva khanate, remained unexplored. In order to eliminate this problem, in June 1875, the group headed by General N.P.Lomakin for the recognizing works was sent from the Igda well to the Sarikamish lake. The Caucasus administration had set up D.L.Lupandin for this squad. He captured Uzboy from the well Bola-Eshon to the lake of Sarikamish at 267 versts, connecting the final points of the research carried out by Gluhovskoy from Khiva and Stebnitskiy from Krasnovodsk. According to Lupandin, Uzboy started from the lake of Sarikamish, though this mistake was later corrected by Konshin [2, p.89].

In 1876 the great prince Mikhail Nikolayevich Romanov created the Uralsk commission headed by N. Petrushevich. He was accompanied by engineer A.H. Gelman, topographers Prokofyev and Cheromsky. The route of the commission ran along the left bank of the Amu-Darya from New Urgench to Hodjeyli, then to Kuhna Darya along the Sarikamish lake. Experts had managed to line up and measure the depth of the Sarikamish hollow. The measurements made in the Kuhna Darya and several small channels showed that their relief lies westward towards the Caspian Sea. This conclusion had increased the possibility of turning the Amu-Darya water into the Caspian Sea.

Sarikamish Lake's surface is lower than Caspian Sea to 5.72 sazhen (sazhen – Russian measure of length equal to 2.16 meters) [7, p.83]. This condition meant that Sarikamish lake should be filled with the huge amount of water as required so as to turn Amu Darya to Caspian Sea. The investigations of Urundarya commission summarizes that new waterways towards Caspian Sea should pass around Sarikamish via dry watercourse except of Kuhnadarya.

At that moment, Russian government ordered to work on the railway project that linked the Empire with the Central Asia. Railway construction required a vast amount of money. There was an alternative to create a waterway that linked Amu Darya with Caspian Sea. At that time there was a heated debate between two opponent sides. The supporters of railway underlined that turning Amu Darya to Caspian was possible and inexpensive than railway construction. In 1878 a powerful flood in Amu Darya, that stretched to the dried watercourses in the west, inspired the supporters of turning Amu Darya. It needed to make a thorough investigation in order to come up to the last conclusion. For this reason a new expedition was organized by A.I. Glukhovskoy.

Meantime in 1879 Samara scientific expedition was organized by knyaz Nikolay Konstantinovich Romanov. It was named Samara expedition because the preparation of organizing was initially there. The

crew of the expedition included different professionals. It included famous traveler and explorer of Central Asia I.V.Mushketov with geologic explorations – naval officer captain-lieutenant N.N.Zubov with hydrografic investigations; head office colonel N.Y.Rostovtsev with astronomical investigations, Professor Sorokin – botanical investigations; zoologist Peltsam- on fauna. Except of these mentions investigators, there were Yakovlev, Lyapunov and Sokolovskiy – engineers, Karazin N.N. and Simonov – artists; Buchgoltz – photographer. Nikolay Romanov invited a young orientalist, Berlin university alum, Ramchandra Balaji. The number of expedition crew reached thirteen [8, p.154]. Geographic Society also wanted to participate in the expedition, so Mamayev was sent by the offer of knyaz. His assignment was to accomplish economic statistics in Turkestan, Bukhara and Khiva where a railway or water way should be constructed.

Travelers arrived from Tashkent to the upstream flow of Amu-Darya and planned to go to the underpoint flow where it flows to the Aral Sea.

N.N.Zubov set off a journey from Kazalinsk city with the help of 6 sailors of Aral fleet and camel caravan which was so big in the late May, 1879. He reached the city Petro-Aleksandrovsk (now Turtkul). He should have sailed towards the expedition crew by a steamship. But due to some problems Zubov decided to use boats. The head of Amu Darya region colonel A.A.Grotenhelm provided him with a soldier troop, supplies of food and other necessary items. 8 Khivians were hired from there to rule the boats.

On July 17, Nikolay Konstantinovich traveled from Tashkent to Ferghana and visited Kokand and Margilan. Then he went to Khodzgend and Samarkand through Jizzakh. On the way he had accumulated information on the methods and condition of irrigation in the Turkestan. In Samarkand, the head of the Zarafshan district, General-Major N.A.Ivanov, gave 25 Cossacks to the expedition. On August 6, the expedition headed to the south of Samarkand. They crossed the Zerafshan range, then the Karshi steppes. The researchers then go to the Amu-Darya basin through the Iron Gate Pass on Mount Gissar. Starting from the Darband town, the expedition moved towards the shore and studied the Amu-Darya. In late August, the expedition arrived in Termez, where it was joined by a group led by N.N.Zubov. The group was setting up a plan to move back after it has traveled 999 versts along the Amu-Darya for 66 days. Mushketov, Karazin, Sokolovskiy, interpreter from Samarkand D.Kamoliddinov and several expedition members went together with this group under guard of Cossacks and Bukhara military. Prince Nikolay Konstantinovich intends to go to the upstream of Amu-Darya in Pamir with the expedition members. In the territory of present-day Tajikistan, he goes to the Vakhsh river and leaves the river and reaches the place where the Vakhsh is connected to

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the Panj, ie the place where Amu-Darya was formed. It happened on September 1, 1879. The exact coordinates of this site are determined and hydrometric studies are carried out. After the prince's plan to sail in boats to the upper reaches of the Pyanj, he ordered to sail down the Amu-Darya. Travelers were on five boats. Part of the Cossacks cared for horses and followed the detachment along the shore. The boats have a range of 40-50 versts per day. Once they are attacked by the Turkmens, head of the Amu-Darya department immediately sent a hundred of Cossacks against them. Also, the emir of Bukhara, Muzaffar, showing his favor for the expedition, allocated 150 people for its protection from Kerki to the end of the route. The detachment, which was sent earlier, on September, 11 arrived in Petro-Aleksandrovsk, and from the steamer acquired by Nikolay Konstantinovich specifically for this purpose, the surface of the Amu Darya was measured near the city of Nukus and in the delta.

When the detachment headed by the prince reached Chardzhui, he sent Ramchandra to search for the ancient bed of the Amu Darya, allegedly starting from Chardzhui and through the sands reaching Sarikamish. On September, 29, this group also comes to Petro-Aleksandrovsk. Nikolay Konstantinovich enthusiastically began to study the banks of the river, irrigation canals, dams, dry river beds. The local population is informed them about it. In early October, he met with khan of Khiva Mokhammed Rahimkhan II in New Urgench, where he began negotiations with him about the direction of the water of the Amu-Darya to the west. The Khan refused to use Nikolay Konstantinovic's belongings to the emperor's family, for the sake of his consent to forgive Khiva's debt to Russia and to recognize all the land where the Amu-Darya reached as a khanate's territory. The prince agreed to all of this. In the late autumn of 1879, by order of Khan, the dams at the beginning of the aryks Lavzan and Shakhmurad were destroyed. However, due to the fact that old rivers and drainage channels have not been cleaned and the Amu-Darya river drainage is decreasing, this does not lead to expected results.

Despite this, the Khan, in the event that his conditions were met, consented to the demolition of several more dams in the spring. Since the prince did not have the authority to accept the conditions of the khan, he sent a letter to the governor-general of Turkestan, Kaufman, and tried to assure him of the benefit of the agreement with the khan. However, Kaufman believed that the Khiva Khan had no right to impose any conditions. In addition, Kaufman was instructed to direct the waters of the Amu Darya to the Caspian Sea. Therefore, he asks the Minister of War D.Milyutin to inform Alexander II and to remove the prince from the Turkestan affairs. After some time, Nikolai Konstantinovich returns to Russia [8, p.156].

Since the situation in the steppes adjacent to the Khiva Khanate was restless, the expedition did not achieve its main goal - a complete study of the ancient bed of the Amu Darya Uzboy and the determination of the possibility of connecting the Amu Darya with the Caspian Sea by directing its water to that bed. However, during the expedition's journey, it was possible to collect many rare materials on economic life, geography, nature, history and ethnography of the region. The main results of the expedition can be noted that a complete map of the Amu Darya from the place of its confluence to the junction of Vakhsh and Pyanj was made, the route to Vakhsh was surveyed, the navigability of the Amu Darya and its tributaries Surkhan, Kofirnihan, Pyanj and Vakhsh was studied, the astronomical location of 10 points was determined, barometric survey of many heights, meteorological observations were made, a rich zoological, botanical and geological collection was collected, ethnographic observations were made, were taken pictures and photos.

As for the expedition organized by the Ministry of Railways under the leadership of A.I. Glukhovskiy, various scientific societies, including specialists from the Geographical Society, were involved in it. The main objectives of the expedition were to study the ancient bed of the Amu Darya between the Aral Sea and the Caspian Sea, determine the amount of water that could be sent to the old channel without harming the agriculture of the Khiva khanate, to ensure its navigability after sending part of its water along the old channel [7, p.87].

It was envisaged that the expedition would consist of three units. One of them was to study the Amu Darya delta and record changes on the river, the other two were to study the ancient bed that lies in the steppes between the Caspian Sea and the Khorezm oasis. These two units were supposed to start work simultaneously from two points - Krasnovodsk and Khiva, and to meet between Sarykamysh and the well of Igda [9, p.817]. It was determined that each squad would consist of two engineers, four technicians and topographers in the right quantity. On April 12, 1879, the State Council allocated the necessary funds for the expedition's expenses. Since the expedition from the Geographical Society participated geologist AE Gedroits to the Society's account the amount of 5,000 rubles was transferred [9, p.817]. In addition to Prince Gedroyc, A.Kh. Gelman, engineers Bole, Svintsov, Maksimovich, Ropp, Golmstrom and several topographers participated in the expedition.

It was originally planned that all three groups will start work simultaneously. However, after informing the head of the Transcaspian department about the troubled emergence in the steppes, and that it is advisable to send a detachment to study Uzboy for a later date, it was decided to send only detachment in 1879 to study the Amu Darya delta.

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The Delta Group's mission is to diversify the flow and flow of the river, observe the speed of water, perform various surveys on the delta, observe water levels and their use, observe water depths, explore and explore rivers and rocks, access to statistical information about the economy of the region [7, p.89]. This group will conduct its activities from 1879 to 1882, and will succeed in gaining more hydrological information.

Another two groups expenses are estimated at 300,000 rubles, taking into account the severity of the situation in the regions where they operate, the widest range of activities and the number of military units that needed to be hired to guard. In the autumn of 1880, Khiva group began its work. Members of the group were engineers Svintsov and Bole, geologist A.Gedroyts and topographers and military. From 1880 to 1883, this group will study the Kukhnadarya, Dovdong, Chardzhui, and Sarikamish, Uzboy's lime, and the surrounding wells, which were dry beds of the river between the Amu-Darya and the Caspian Sea in ancient. Despite the fact that the expedition participants had to work in conditions of unbearable heat in the summer and cold in the winter, water shortages, they succeeded in fulfilling all the tasks. The expedition achieved the following results:

1. Survey and leveling was carried out from Amu Darya to Sarykamysh lake, from Chorishli well to Uzboy and on Uzboi itself. It was confirmed that the terrain has a slope towards the Caspian Sea and does not exceed the level of the Amu- Darya.
2. It is clear that there is no river bed between Sarikamish and Chorishli well.
3. It is known that Uzboy was not connected with the dry bed starting from Chardzhui.
4. Uzboy is geologically explored until the well Igda [5, p.149].
5. Make so that the passage of water from the Amu Darya to the Caspian Sea was 23 cubic fathoms per second. In this case, the water flowing into the Amu Darya is enough for irrigation and for preserving

the waterway connecting the Amu Darya with the Aral Sea [7, p.146].

6. 4 routes of a possible waterway connecting Amu Darya with the Caspian were indicated: a) from the Kukhna Darya River to Sarikamish and Uzboy; b) Lavzan channel - Kukhnadarya - Shomurot channel - Dovdon - channel bypassing Sarykamysh - Uzboy; c) Shokhobod channel - Dovdana lanyard - channel bypassing Sarykamysh - Uzboy; g) Kuhnadarya - Shomurot channel - Dovdana lanyard - channel bypassing Sarykamysh – Uzboy [7, p.167].

As it is known, the expedition will make a positive decision on the transformation of the Amu Darya through the Uzboy to the Caspian Sea. However, P.Lessar, who visited Transcaspian area in 1882, doubts that the Amu-Darya River can be routed to the Caspian Sea by Uzboy [6, p.271]. Since the construction of the Trans-Caspian railway began in 1880, doubts about the Amu Darya issue, discussions in society, the differences of scientists eventually forced the government to abandon the idea to turn the river to the Caspian Sea. In this way, this project was not realized.

However, the expeditions to solve the Amu-Darya problem described here are of great importance for the development of science in our country. Their results allowed us to generate valuable information about the Amu Darya river, basin, delta, which is one of the largest water reservoirs in Central Asia. Sufficient researches were carried out to establish shipping on the Amu Darya. These studies led to the formation of the Amu Darya flotilla in 1886. Apart from the hydrological data, during the activities of these expeditions, valuable information of a natural and geographical nature was collected on the Amu Darya and Aral basins, on the lifestyle, economy, and history of this territory. Scientific studies of the Amu-Darya basin have not only been limited to the above-mentioned expeditions, but have continued in recent years to address irrigation and irrigation issues in the region as well.

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TEACHING METHODS OF LISTENING COMPREHENSION

Abstract: This article discusses about the ways of teaching methods of listening comprehension. Listening used in language teaching refers to a complex process that allows us to understand spoken language. Of course, language teaching methods have a great amount and they are very different. The process of learning language is very various and complicated. In order to be able to speak in another language, one need to have knowledge and practice

Key words: communicative method , speech activity , teaching methods , speech experience , understanding of the strategy , strategy of the hearing , acquisition, verbal support , analytical abilities ,cultural aspect.

Language: English

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Introduction

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Nowadays, in developing world the need of communication among different people from different parts of the world increases. People have interest and need to learn foreign languages. Children began to learn foreign languages at school. The process of learning languages is not easy as person have to be used not only communicate with others using another foreign language, but also need to be used to think in that language. The process of learning language is very various and complicated. In order to be able to speak in another language, one need to have knowledge and practice on phonetics, lexicology and grammar of that language. But even these aspects are not enough. On the basis of knowledge of above mentioned aspects person, who studies any foreign language also need to have practice in speaking, reading, writing and listening. In my work, I have chosen teaching methods on listening. The scientific articles, which I will use in my work are relevant to this theme.

The first article by Perfilova, refers to the teaching listening comprehension of authentic texts at the start up of the German language using the communicative method and, as a consequence of achieving cross-cultural communication. In her

article, the author describes the process of listening which was held as experiment among students of her university .

The author suggested that, the process of teaching language is need to be held with the process of giving information about culture and tradition of that language. In order to support her argument, the author of the article with the help of the teachers of Russian as a foreign language organized survey among the students about which of four practices are most difficult for them, listening, reading, writing or speaking. The survey of students showed that 75% of students reported listening as the most difficult aspect of learning a foreign language. And, therefore, it was referred to the section of the fact that the least liked in the learning process, it is difficult to give, the more interesting and had to deal with. A positive result in the learning process can be achieved only when the process of learning is enjoyable. Training should take place on an emotional lift. When in the process of knowledge comes the moment of opening something new, interesting, then learning proceeds from the category of overwork in an interesting and exciting game.

For that reason, the author organized this experiment lasting four hours where Russian and Chinese students were participants.

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In her experiment the author used one of fairytales of brothers Grimm. The process of listening occurred with the assistance of teachers of German language: the process was divided into three parts and continued four hours:

1. Before listening.
2. Listening
3. After listening.

The first process before listening the teachers asked students to write on the blackboard the words that are usually used in fairytales and those that could be used in this particular fairytale.

The second one is listening. The students listened the text for several times.

The third process is after listening. In order to check how the students understood the text. They were asked several questions and were asked to organize role playing.

To draw up conclusion on the results of this experiment, the teacher, who participated identified variety of difficulties. For example: the speed of the reading text, some sentences were long, that caused confusion, etc. But, in general the teachers conclude the positive factors of this method, that is mainly students know a lot new information from this fairytale, get knowledge about German culture, compare this fairytale with Russian ones, etc. After the process of listening participants were given task to write papers and compositions on the topics: Russian fairytales, German fairytales and Chinese folklore.

The second article written by Shorina, the teacher of Moscow educational university In her article the author wrote about methods of teaching language.

The article represents the developed system of communicative drills for listening studies of socio-cultural trend, allowing and helping the teacher to teach students effectively to understand oral speech. All the drills on listening activity are systemized according to communicative tasks. The article also represents a new species of communicative tasks, aimed at the development of memory and logical thinking of students.

As being a teacher Shorina has experience on this matter. It was obvious, when she made a table about specific methods and approaches of listening. This table contains very wide, various and mainly systematised information about them. The table represents the main points of the article. The table number one denote the process of listening in five types: Listening not requiring an answer, suggesting short answer listening, listening requiring wide response, listening suggesting discussion of dialogues. Each of this kind of listening processes contains several points revealing the process of that particular kind of listening. Table number two: Basic requirements for practical knowledge of Listening. Important: vocabulary and duration of the listening process:

1 Only active language material, time : not more than 1 minute

2 1% of unfamiliar words, the meaning of which can be guessed time: 1 minute

3 2% of unfamiliar words time: 2 minutes

In my opinion Shorina did a great job on revealing features of listening. She took into consideration all of the aspects of this teaching method.

The last article was written by Ageeva. In her article the author wrote about the modern approach to the problem of psychological barriers while listening comprehension is considered. The main definitions of the term «psychological barrier» are presented. The presentation material forms stimulating cognitive activity to get over the difficulties are defined. The author points at the cognitive activity presence as one of the conditions for successful listening comprehension acquisition.

The author in her work wrote about reasons and effect of «psychological barrier». In order to solve these problems the author suggested that the process of listening need to be supported by exact test questions on particular text, questions must be printed on the paper. To cope with «psychological barrier» students need to do these actions: mark wrong (or write answer), guess the concept of the text, fill in gaps, analyse the text, answer the questions.

Conclusion.

After reading these scientific articles and based on my own experience on listening activities I came up to conclusion that the teaching methods of listening comprehension are one of the most difficult ones, even the most difficult. Because, these methods include all basics of the language: phonetics, grammar and lexicology. Of course, language teaching methods have a great amount and they are very different. Besides, we must take into consideration a lot of factors dealing with learners of that language(children or students). Here is my conclusion about advantages of listening comprehension. I have an experience on one of the types of listening comprehension mentioned by Shorina, that is listen the text and retell it by heart. Advantages of this method:

1. Improve understanding: Listener tries to understand the text, not learn it by heart.

2. Improve analytical abilities: In order to understand and then remember the text the listener has to analyze the structure of the text.

3. Improve active memory: As listener has not got chance to see the text, he needs to recall all vocabulary, grammar and phonetic simultaneously.

4. Improve concentration: Knowing that the text will be read just three times, the listener needs to be very attentive and completely concentrate on this text.

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5. Improve self – control: As the listener has not chance to see the text, he speaks “independently” and try to avoid grammar and phonetic mistakes.

All of this factors are very important, but the most important one is that, the listener really understand, analyse and use the language.

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THE FORMATION OF LEGAL CONSCIOUSNESS AS A FACTOR IN THE DEVELOPMENT OF THE SPIRITUALITY OF YOUTH

Abstract: *The aim of this paper is to develop a mechanism for the formation and increase of the level of legal consciousness of the youth as a factor in the development of the spiritual culture of society. Moreover, we try to put a foundation to clarify the conceptual and categorical apparatus for studying the legal consciousness of the youth, the spiritual culture of society, to determine the conditions for the formation of legal awareness and legal culture of the youth at the regional level; at the same time, to develop methodological tools for empirical research of personality justice.*

Key words: law, legality, consciousness, reformation, society, spirituality.

Language: English

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Introduction

In today's developing world, the stability of legal reforms and the spiritual culture of society is impossible without a high level of legal awareness and legal culture of youth citizens of the country.

The importance of legal culture of the country's population today is felt as never before. With the beginning of democratic reforms, the situation in the country has changed dramatically. Studying people's ideas about the degree of their legal protection, level of legal knowledge, awareness of their rights, obligations, the general state of legality and the reasons for the emergence and spread of legal consciousness in society are the tasks on which the problem of steadily increasing legal awareness and legal culture of citizens depends. Procrastination and incompetence in solving this problem not only slows down economic, political and legal reforms, but can lead to the loss of results already achieved, and will also negatively affect the general level of the spiritual culture of society.

Thus, the urgent problem is the continuous improvement of the proper level of legal awareness and legal culture of the population, in particular the youth. In this case, the solution of which is necessary,

first of all, using sociological tools, to study the current state of the level of legal awareness, legal culture of members of society and the dynamics of its change, to identify the factors that determine them, and then already form a mechanism for its improvement and other measures should be taken.

MATERIALS AND METHODS

The theoretical and methodological basis of this article was the work of classics in the field of sociology of culture and sociology of law, where the basic concepts of the influence of the youth's legal consciousness on the spiritual culture of society were analyzed. The classification of the views of theorists considering problems related to the subject of our article allowed us to systematize them into groups.

Coming to the literature review, the following group of scientists dealt with the problems of the sociology of law, as well as specific sociological studies in the field of law, including Silber Susan, Frank Karoll, Baturin Yu.M., Kozlov V.A., Suslov Yu.A., Kudryavtsev V. N., Kazimirchuk V.P. and others. The sociology of crime and offenses is analyzed in the works of Frank Munger, Heorg Hegel, Kudryavtsev S.V., Yakovleva A.M., Spiridonova L.I.,

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and questions of the social adaptation are presented in the works of Alan Johnson, Trubnikov V.M., Tatidinova T.G. and other researchers.

The analysis of the works of the above authors showed that sociological science paid quite a lot of attention to the problem of forming a positive legal consciousness of the youth as a factor in the development of legal culture and the entire spiritual culture of society as a whole. However, there are still no sociological works aimed at creating mechanisms for the formation of legal consciousness of the youth as a factor in the development of the spiritual culture of society, using social technologies. Therefore, the aim of this paper is to develop a mechanism for the formation and increase of the level of legal consciousness of the youth as a factor in the development of the spiritual culture of society.

DISCUSSIONS AND RESULTS

In order to achieve our goal, we must implement the following tasks:

- ❖ to clarify the conceptual and categorical apparatus for studying the legal consciousness of the youth, the spiritual culture of society, etc.;
- ❖ to determine the conditions for the formation of legal awareness and legal culture of the youth at the regional level;
- ❖ to develop methodological tools for empirical research of personality justice;
- ❖ to carry out socio-diagnostics of the level of legal consciousness of the youth as a structural unit of society;
- ❖ to develop a mechanism for the formation and increase of the level of legal consciousness of the youth as a factor in the development of the spiritual culture of society.

In the course of solving these problems, the conceptual apparatus of the spiritual culture of society should be clarified and this must be determined that one of its main constituent elements is legal awareness and legal culture of citizens. The spiritual culture of society and legal culture of the youth are the basis for the formation of the great future. Our main goal in the work is the development of a system of methods for the formation and increase of the level of legal awareness and legal culture of the youth as factors in the development of the spiritual culture of society. The subjects of the formation of legal awareness and legal culture are all structural units and divisions of all branches of government (at different levels), as well as the majority of state and non-state institutions that are directly involved in the process of forming a positive legal awareness and legal culture.

As part of the sociological diagnosis of the population, we found out that the current state of legal consciousness of members of society, that is, the subjective perception by citizens and their attitude to law-making and legislative activity. In this case a questionnaire survey of the population and experts can

allow us to determine the main areas of formation and increase the level of legal awareness and legal culture.

According to some researchers, the process of forming and increasing the level of legal awareness and legal culture should be carried out through the implementation of sociocultural design by social technologies. Sociocultural design is the process of forming a model of the legal culture of the youth and society, the main forms of which are legislative and law activities, as well as legal education. Thus, social technologies as a way of implementing sociocultural design are mechanisms for the formation and improvement of the level of legal awareness and legal culture of youths and societies. To increase the level of legal awareness and legal culture of the youth as constituent elements of the entire spiritual culture of society, a mechanism for the formation and increase of the appropriate level, the scheme and effectiveness of their interaction, their goals and objectives, and also methods for realizing these goals and ways to solve these problems should be taken into the consideration.

If we look at the world experience in this regard, the principles of strengthening national legislation and strengthening social justice, improving the legal culture of the population in developed countries are in the forefront. We'll see in America, for example, a person who disobeys the law is extremely condemned in society. Therefore, instilling in their children a sense of respect for the law from an early age is an influence of the 'American Dream' and the idea of democracy, known throughout the world as a unifying and mobilizing force. In France, everything is based on the ideas of freedom, equality and brotherhood for the benefit of man and his interests, and the state has created unlimited rights and freedoms for people, which unites them in the interests of the country. It is impossible not to mention the miracle that developed Singapore - the idea of intolerance of corruption. According to experts, Singapore has closely studied and quickly adopted the experience of other countries in finding solutions to the country's problems, linking economic development and living standards with education. Even in the current era of globalization and scientific and technological progress, it is important to study innovative methods of raising the legal awareness and legal culture of the population, effective means of advocacy, best practices of foreign countries in this area.

Among the measures taken in our country, there is the Decree of January 9, 2019 "On radical improvement of the system of raising legal awareness and legal culture in society". The fact that the decree adopted by the head of our state sets the task of ensuring the continuity of legal consciousness and legal culture proves that it is popular and vital.

The decree approved the concept of raising the legal culture in the society, the "Road Map" for its implementation. It is now very important to fully cover the six main subjects of social life in order to

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raise legal awareness and legal culture in the society. In these processes, the principle of "person - family - community - educational institution - organization - society" will undoubtedly work. Demonstration sessions on "Children's Rights and Responsibilities" in the pre-school system will accelerate the achievement of these goals.

At this point, we must speak about the effectiveness of the system. Imagine that in the mind of your 3-6 year old child the concepts of law and duty, honesty and purity are formed and morality is deeply ingrained in his heart. This will help him to become a legally literate person in the future.

The decree also provides for the possibility of distance learning for persons deprived of their liberty in penitentiary institutions, which is a confirmation of the humanity of our people. For the first time, the decree introduces modern, innovative methods of raising legal awareness and culture, which will bring a number of benefits to the population. In particular, the effectiveness of the legal information system, which includes the national database of legislation of the Republic of Uzbekistan and the national legal Internet portal, which includes a system of legal information, as well as a free consultation portal to the population.

CONCLUSION

The legal consciousness is the basis for respecting the laws, not violating them, to live a peaceful life with a bright face in front of the people,

to achieve happiness. This is a sign of legal culture. So, it goes without saying that a legal culture cannot be achieved without a legal consciousness.

As the legal consciousness of the population rises to the level of legal culture, the balance between personal and public interests will eventually be maintained.

In particular, in international practice, a system of free voluntary legal assistance to the population in need of social protection has been developed. At the same time, the implementation of the project "Legal Advocacy on Demand" is yielding good results. Moreover, the establishment of a mechanism for advocacy on legal issues of interest to the population based on their daily needs, and the holding of "Legal Information Day" in the community to increase legal awareness will increase the level of work in this area.

In the decree, our President pays special attention to raising the legal awareness and culture of public servants as an important factor in this system. Indeed, the expected results cannot be achieved if public servants do not set an example for others in legal awareness and culture. Because, of course, they also play an important role in building trust and respect for the law in society. An atmosphere of legitimacy will emerge only if equality before the law is ensured in practice. Effective mechanisms for cooperation between educational institutions and law enforcement agencies in this area have been further expanded.

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SPECIAL SODIUM SALT TO ENHANCE THE SAFETY OF ATHLETES

Abstract: A special salt is proposed for preventing the development of left ventricular hypertrophy and hypertension in athletes. Special table salt consists of the following components, wt. %: Sodium chloride in the form of instant soluble flake table salt 40-50; potassium citrate 15-20, magnesium citrate 15-20, dry dill 18-20, calendula 1-2. Special table salt is recommended in the system of complex preventive nutrition for athletes.

Key words: special salt, calendula, magnesium citrate, potassium citrate, dill, athletes safety.

Language: Russian

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СПЕЦИАЛЬНАЯ ПОВАРЕННАЯ СОЛЬ ДЛЯ ПОВЫШЕНИЯ БЕЗОПАСНОСТИ СПОРТСМЕНОВ

Аннотация: Предложена специальная поваренная соль для профилактики развития гипертрофии левого желудочка сердца и гипертензии у спортсменов. Специальная поваренная соль состоит из следующих компонентов, мас. %: хлорид натрия в виде быстрорастворимой чешуйчатой поваренной соли 40-50; цитрат калия 15-20, цитрат магния 15-20, сухой укроп 18-20, календула 1-2. Специальная поваренная соль рекомендуется в системе комплексного профилактического питания спортсменов.

Ключевые слова: специальная поваренная соль, календула, цитрат магния, цитрат калия, сухой укроп, безопасность спортсменов.

Введение

Интенсивные занятия спортом могут привести к развитию гипертрофии левого желудочка сердца и гипертензии. Для профилактики используют корректировку физических нагрузок в системе тренировок

спортсменов, использование специального питания. Специальное питание предусматривает применение специальных пищевых добавок. Пищевые добавки следует использовать в определенном количестве [1]. Поваренная соль является единственным пищевым продуктом,

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который употребляет более 90 % населения и количество которого можно предусмотреть с достаточной точностью. Среднесуточное потребление поваренной соли составляет от рекомендуемых Всемирной организацией здравоохранения 5-6 г до 10-12 г в зависимости от региона, а также привычек и традиций людей его населяющих [2].

В связи с вышеизложенным поваренная соль используется в качестве носителя для необходимых витаминов и минералов [3-5].

Известна поваренная соль с пониженным содержанием хлорида натрия, содержащая хлорид натрия, хлорид калия, сульфат магния, бромид калия, глутаминовую кислоту, цитрат калия, аспарагинат магния, аспарагинат кальция при следующем соотношении компонентов (мас.%): хлорид натрия 20-40, хлорид калия 10-30, сульфат магния 10-20, бромид калия 0,5 - 2,0, глутаминовую кислоту 5-10, цитрат калия 5-15, аспарагинат магния 5-20, аспарагинат кальция 5-15 [6]. Данная поваренная соль содержит меньшее количество хлорида натрия по сравнению с обычной поваренной солью, а также компоненты способствующие улучшению состояния сердечно-сосудистой системы и улучшающие способности переносить большие физические нагрузки. Употребление данной соли может быть полезным для спортсменов и лиц занятых на тяжелых физических работах. Недостатком такой поваренной соли с пониженным содержанием хлорида натрия является отсутствие антислеживающей добавки, что приводит к слеживанию поваренной соли в течение 2 месяцев. Кроме того, соленость данной соли в 2,5-5 раз меньше солености обычной поваренной соли, потому для достижения необходимой солености пищи ее будут употреблять в 2,5 - 5 раз больше, что резко снижает профилактический эффект от использования такой соли [7].

Наиболее эффективной для профилактики гипертрофии левого желудочка у спортсменов считается поваренная соль, содержащая хлорид натрия, хлорид калия, сульфат магния при соотношении компонентов, мас. %: хлорид натрия 50-74, хлорид калия 20-29, сульфат магния 12-17; причем хлорид натрия использован в виде озерной поваренной соли [8]. Данная поваренная соль обладает профилактическим действием относительно возможности развития гипертрофии левого желудочка у спортсменов, обеспечивает улучшение работы сердечно-сосудистой системы человека в период физических нагрузок. Недостатком такой поваренной соли является отсутствие антислеживающих добавок, что приводит к слеживаемости продукта в течение 2 месяцев. Также данная поваренная соль не содержит вкусовых добавок, маскирующих ее горький вкус, вследствие наличия солей магния

и калия. Кроме того, данная соль имеет соленость значительно меньшую, чем соленость обычной поваренной соли, что приводит к повышенному ее использованию для обеспечения привычной солености пищи. То есть, человек будет использовать почти такое же количество хлорида натрия как в обычной поваренной соли, что снижает ее профилактический эффект. Также данная соль содержит магний в виде сульфата, калий в виде хлорида. в то же время, известно, что лучший лечебный и профилактический эффект дает использование магния и калия в виде цитратов [9].

Предлагаемая работа посвящена разработке и изучению рецептуры специальной поваренной соли для использования в питании спортсменов вместо обычной поваренной соли для профилактики развития гипертрофии левого желудочка сердца и гипертонии..

Экспериментальная часть. Изучалась специальная поваренная соль, состоящая из следующих компонентов, мас.%: хлорид натрия в виде быстрорастворимой чешуйчатой поваренной соли 40-50; цитрат калия 15-20, цитрат магния 15-20, сухой укроп 18-20, календула 1-2.

Использование хлорида натрия в виде чешуйчатой поваренной соли обусловленным следующим: чешуйчатая поваренная соль, благодаря особой кристаллической структуре имеет более быструю растворимость и более соленый вкус (в три раза по сравнению с обычной поваренной солью), то есть ее количество по сравнению с обычной солью может быть уменьшено. Кроме того, чешуйчатая поваренная соль не слеживается в течение года, то есть не требует введения дополнительных антислеживающих добавок [10].

Цитрат магния - пищевая добавка Е 345 разрешена к использованию в России, активно участвует в обменных процессах стимулирует образование белков оказывает миорелаксирующее действие (способствует расслаблению мышц), нормализует пульс расширяет сосуды, снижает артериальное давление, уменьшает вероятность тромбообразования [9].

Цитрат калия повышает работоспособность и остроту мышления, способствует нормальному ходу обмена веществ в организме, регулирует сердечный ритм, предупреждая возникновение аритмий. Цитрат калия активно участвует в обменных процессах, стимулирует образование белков, оказывает миорелаксирующее действие (способствует расслаблению мышц), нормализует пульс, расширяет сосуды, снижает артериальное давление, уменьшает вероятность развития аритмий [9].

Сухой укроп в количестве не менее 10% уменьшает слеживаемость поваренной соли на 50-80% в зависимости от условий хранения, то есть

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действует как антислеживающая добавка. Кроме этого укроп вводится как вкусовая и ароматизирующая добавка, обладает целебными свойствами для всего организма человека. Укроп является лучшей фитодобавкой для комплексной поддержки организма при значительных физических и умственных нагрузках. Укроп положительно влияет на работу сердца, укрепляет и лечит сосуды, расширяет кровеносные сосуды, уменьшая артериальное давление. Способствует очищению сосудов от вредных жиров и холестерина, улучшая кровоток. Укроп способствует повышению выносливости и способности выдерживать значительные физические нагрузки, улучшает остроту зрения [12].

Календула содержит витамины А и С, углеводы, растительные протеины и минералы - йод, кальций, железо и фосфор. Употребление календулы повышает работоспособность, уменьшает вероятность развития аритмий, стенокардии и гипертрофии левого желудочка сердца. Известно, что продукты, приготовленные с добавлением календулы, имеют первостепенное значение для людей, которые испытывают значительные физические и умственные нагрузки. Данная добавка способствует повышению выносливости организма к физическим и умственным нагрузкам [13].

Смешивание компонентов специальной поваренной соли выполняли с использованием лабораторного смесителя типа ЛС-23 компании «Опытный экспериментальный машиностроительный завод Украинского научно-исследовательского института соляной промышленности». Испытание образцов солевой смеси на слеживаемость выполняли известным эксикаторным методом. При этом образец смеси считался несслежавшимся при сопротивлении сжатию менее 0,3 кг/см² [2]. Органолептические испытания проводили по пятибальной шкале слепым методом по методике Украинского научно-исследовательского института соляной промышленности [2].

Количество цитратов магния и калия, сухого укропа и календулы в предлагаемой поваренной соли способно улучшить состояние спортсменов и уменьшить вероятность развития гипертрофии левого желудочка сердца при использовании рекомендованного количества соли - 5-6 граммов в день [9, 11-13].

Приведенная комбинация компонентов солевой смеси с пониженным содержанием хлорида натрия делает ее вкус таким как и обычной поваренной соли, то есть человек будет употреблять такое количество предлагаемой поваренной соли с пониженным содержанием хлорида натрия, сколько и обычной поваренной соли, при этом количество хлорида натрия,

которое будет употреблять в пищу человек уменьшится и таким образом уменьшится отрицательный эффект от употребления поваренной соли. Кроме того, такая соль не слеживается в течение года, содержит компоненты: цитраты магния и калия, сухой укроп и календулу, которые способны улучшить состояние здоровья спортсменов, уменьшить вероятность возникновения гипертрофии левого желудочка сердца и гипертонии.

Поваренная соль с пониженным содержанием хлорида натрия с предлагаемой рецептурой предназначена для спортсменов и лиц занимающихся тяжелым физическим трудом в качестве профилактического средства для предупреждения развития гипертрофии левого желудочка сердца и гипертонии.

Пример выполнения 1. 40 г чешуйчатой поваренной соли смешивают с 20 г цитрат калия, 19 г цитрат магния, 1 г календулы и 20 г сухого укропа.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 5 г чешуйчатой поваренной соли с 5 г цитрат калия, 5 г цитрат магния, 1 г календулы и 5 г сухого укропа.

Затем к полученной смеси добавляют 15 г чешуйчатой поваренной соли, 5 г цитрат калия, 5 г цитрата магния и 5 г сухого укропа и перемешивают.

Затем к полученной смеси добавляют 20 г чешуйчатой поваренной соли, 10 г цитрат калия, 9 г цитрат магния и 10 г сухого укропа и перемешивают.

Пример выполнения 2. 45 г чешуйчатой поваренной соли смешивают с 17 г цитрат калия, 18 г цитрат магния, 2 г календулы и 18 г сухого укропа.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 5 г чешуйчатой поваренной соли с 5 г цитрата калия, 5 г цитрата магния, 2 г календулы и 5 г сухого укропа.

Затем к полученной смеси добавляют 15 г чешуйчатой поваренной соли, 12 г цитрат калия, 13 г цитрат магния и 13 г сухого укропа и перемешивают.

Затем к полученной таким образом смеси добавляют 25 г чешуйчатой поваренной соли и перемешивают.

Пример выполнения 3. 50 г чешуйчатой поваренной соли смешивают с 15 г цитрат калия, 15 г цитрат магния, 2 г календулы и с 18 г сухого укропа.

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Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 5 г чешуйчатой поваренной соли с 5 г цитрата калия, 5 г цитрата магния, 2 г календулы и 5 г сухого укропа.

Затем к полученной смеси добавляют 15 г чешуйчатой поваренной соли, 10 г цитрата калия, 10 г цитрат магния и 10 г сухого укропа и перемешивают.

Далее к полученной смеси добавляют 30 г чешуйчатой поваренной соли и 3 г сухого укропа и перемешивают.

Для сравнительных испытаний использовали наиболее эффективную поваренную соль для спортсменов [8].

Для первой серии проб брали: 68 г озерной поваренной соли, 20 г хлорида калия и 12 г магний сульфата; для второй серии проб: 61 г садовой поваренной соли, 22 г хлорида калия и 17 г магний сульфата; для третьей серии проб: 56 г садовой поваренной соли, 29 г хлорида калия и 15 г магний сульфата.

Одну часть приготовленного продукта вносили в эксикатор для проведения испытаний на

слеживаемость эксикаторным методом (сопротивление сжатию при исследовании слеживания поваренной соли эксикаторным методом считается допустимым менее 0,3 кг / см²), вторую - использовали для органолептических испытаний слепым методом по пятибалльной шкале [2].

Результаты и обсуждение

В табл. 1 и 2 приведены результаты сличительных испытаний рецептур предлагаемой специальной поваренной соли для спортсменов с поваренной солью согласно [8].

Как следует из результатов опытов, приведенных в таблице 1, поваренная соль для спортсменов по предлагаемой рецептуре имеет срок хранения 12 мес., а по рецептуре согласно [8] - 2 мес.

Как видно из результатов опытов, приведенных в таблице 2, поваренная соль по предложенной рецептуре по вкусовым свойствам ближе к обычной поваренной соли и имеет приятный привкус укропа, а полученная согласно [8] - имеет вкус горько-соленый с сильным горьким посторонним привкусом.

Таблица 1. Сравнение слеживаемости поваренной соли: предлагаемой рецептуры и рецептуры по [8]

№ пробы	Сопротивление сжатию, кг/см ² через период времени (мес.)					
	1	2	3	10	12	13
Поваренная соль по предлагаемой рецептуре						
1	*__	*__	0,06	0,13	0,24	0,55
1	*__	*__	0,07	0,13	0,24	0,56
1	*__	*__	0,06	0,13	0,24	0,56
2	*__	*__	0,05	0,11	0,22	0,53
2	*__	*__	0,05	0,11	0,21	0,51
2	*__	*__	0,04	0,11	0,22	0,52
3	*__	*__	0,05	0,11	0,21	0,53
3	*__	*__	0,05	0,11	0,22	0,53
3	*__	*__	0,05	0,11	0,21	0,52
Поваренная соль по рецептуре[8]						
1	0,10	0,19	0,40	0,98	1,45	1,76
1	0,10	0,20	0,41	1,03	1,45	1,78
1	0,10	0,19	0,40	1,04	1,43	1,77
2	0,14	0,22	0,44	1,10	1,57	1,83
2	0,14	0,23	0,44	1,11	1,58	1,84
2	0,15	0,22	0,45	1,12	1,57	1,84
3	0,18	0,27	0,53	1,19	1,63	1,97
3	0,17	0,28	0,54	1,19	1,62	1,98
3	0,18	0,29	0,55	1,19	1,60	1,98

* – Признаков слеживаемости продукта не найдено

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Таблица 2. Сравнение вкусовых качеств предлагаемой поваренной соли для спортсменов, с поваренной солью согласно [8] и обычной поваренной солью

Номер пробы поваренной соли	Результаты органолептических испытаний поваренной соли методом слепого контроля по 5-балльной шкале [2]		
	Поваренная соль [8]	Предлагаемая поваренная соль	Обычная поваренная соль
1	Вкус горько соленый с сильным горьким сторонним привкусом 3,0±0,05	Вкус соленый с приятным сильным привкусом укропа 4,1 ± 0,03	*Вкус обычный соленый 4,8±0,05
2	Вкус горько соленый с сильным горьким сторонним привкусом 2,8±0,05	Вкус соленый с приятным легким привкусом укропа 4,3 ± 0,05	**Вкус чисто соленый без посторонних привкусов 5,0±0,05
3	Вкус горько соленый с сильным горьким сторонним привкусом 2,7±0,05	Вкус соленый с приятным легким привкусом укропа 4,4 ± 0,05	*** Вкус соленый с легким посторонним привкусом 4,7 ± 0,05

* Поваренная соль ГП Артемосоль, р.4; ** Поваренная соль «Экстра» Славянской соледобывающей компании; *** Поваренная соль Генического солезавода

Таким образом, эксперимент показал, что использование предлагаемой поваренной соли для спортсменов, состоящей из следующих компонентов, мас. %: хлорид натрия в виде быстрорастворимой чешуйчатой поваренной соли 40-50; цитрат калия 15-20, цитрат магния 15-20, сухой укроп 18-20, календула 1-2. позволяет получить заменитель поваренной соли, содержащий пониженное количество хлорида натрия и ряд компонентов способствующих уменьшению вероятности развития гипертрофии

левого желудочка сердца и гипертензии. При этом, солёность предлагаемой поваренной соли соответствует солёности обычной поваренной соли. Предлагаемая поваренная соль не слеживается на протяжении 12 месяцев и имеет приятный привкус укропа.

Предлагаемая поваренная соль рекомендуется для использования в системе профилактического питания для спортсменов вместо обычной поваренной соли.

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SODIUM FOR SAFE ENHANCEMENTS PORTS EFFICIENCY

Abstract: Prophylactic table salt is proposed for a safe increase in the effectiveness of sports. Prophylactic table salt consists of the following components, wt. %: Sodium chloride in the form of instant flake table salt 40-50; lysine hydrochloride - 10; calendula, crushed to a dusty state - 10; dry seaweed "Dunaliella Salina" crushed to a pulverized state - 20-30; dry roots of Rhodiola rosea ground to a pulverulent state - 4; dry eleutherococcus roots, crushed to a pulverulent state - 6. Recommended in the system of comprehensive preventive nutrition for athletes.

Key words: supporting table salt, calendula, athlete nutrition, eleutherococcus, Rhodiola rosea.

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ПОВАРЕННАЯ СОЛЬ ДЛЯ БЕЗОПАСНОГО ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ЗАНЯТИЙ СПОРТОМ

Аннотация: Предложена поваренная соль для безопасного повышения эффективности занятий спортом. Поддерживающая поваренная соль состоит из следующих компонентов, мас. %: хлорид натрия в виде быстрорастворимой чешуйчатой поваренной соли 40-50; лизин гидрохлорид - 10; календула, измельченная до пылевидного состояния - 10; сухая водоросль «Dunaliella Salina» измельченная до пылевидного состояния - 20-30; сухие корни родиолы розовой измельченные до пылевидного состояния - 4;

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сухие корни элеутерококка, измельченные до пылевидного состояния – б. Рекомендуется в системе комплексного профилактического питания спортсменов.

Ключевые слова: поддерживающая поваренная соль, календула, питание спортсменов, элеутерококк, родиола розовая.

Введение

Известно, что интенсивные занятия спортом требуют от организма человека значительного напряжения. Для преодоления которого рекомендуется использовать специальные пищевые добавки - адаптогены. Адаптогены - это особый класс биологически активных веществ, которые оптимизируют обменные процессы в организме, обладают универсальной восстановленной действием, не вызывая нарушений в нормальной деятельности организма [1, 2]. Адаптогены даже растительного происхождения рекомендуется употреблять в соответствующем количестве [1].

Поваренная соль является единственным пищевым продуктом который принимает более 90% населения и количество которого возможно предсказать с достаточной точностью. По нормам Всемирной организации здравоохранения человек должен употреблять 5-6 г поваренной соли в день, некоторые лица принимают до 10 г поваренной соли в день [3]. Поэтому, именно из-за насыщения поваренной соли необходимыми компонентами осуществляется профилактика заболеваний связанных с нехваткой йода, фтора и некоторых витаминов и минералов [4-6]. То есть, поваренная соль является лучшим носителем для необходимых пищевых добавок. Также следует отметить, что для питания спортсменов рекомендуется использовать поваренную соль с пониженным содержанием хлорида натрия, потому что повышение употребления хлорида натрия может вызвать ряд сердечно сосудистой системы к которой спортсмены очень уязвимы [7, 8].

Известна поваренная соль с пониженным содержанием хлорида натрия, содержащая хлорид натрия, хлорид калия, сульфат магния при соотношении компонентов, мас. %: хлорид натрия 50-74, хлорид калия 20-29, сульфат магния 12-17. Данная поваренная соль обеспечивает улучшение работы сердечно-сосудистой системы человека в период физических нагрузок. Недостатком такой поваренной соли является отсутствие антислеживающих добавок, что приводит к слеживаемости продукта в течение 2 месяцев. Также данная поваренная соль не содержит вкусовых добавок, маскирующих ее горький вкус, вследствие наличия солей магния и калия [9].

Наиболее эффективной для спортсменов считается поваренная соль со сниженным количеством хлорида натрия, которая содержит следующие компоненты, мас. %: хлорид натрия

35-68; хлорид калия 31-40; сульфат магния безводный 5-10; лизин гидрохлорид 2-10; сухие морские водоросли (ламинария) 3-7 [10]. Данная поваренная соль содержит пониженное количество хлорида натрия и имеет поддерживающее действие для спортсменов из-за наличия в ее составе специальных добавок, обеспечивает улучшение работы сердечно-сосудистой системы человека в период физических нагрузок, кроме того она имеет незаменимую аминокислоту, которая улучшает работу мышц и способствует их более быстрому восстановлению [11]. Недостатком такой поваренной соли с пониженным содержанием хлорида натрия является отсутствие в ее составе наиболее эффективных растительных адаптогенов: элеутерока, женьшеня, родиолы, левзеи и как результат - недостаточная восстановительное действие на организм спортсменов после физических нагрузок [1]. Также недостатком данной поваренной соли является ее недостаточная соленость, что составляет 35-68% от солености обычной поваренной соли, что приводит к увеличению количества употребления такой поваренной соли и как результат - приводит к значительному уменьшению профилактического эффекта по гипертензии к заболеванию которой предрасположены спортсмены [7, 8]. Также недостатком данной поваренной соли является ее недостаточный срок хранения до 5 месяцев через слеживаемость.

Предлагаемая работа посвящена разработке и изучению рецептуры специальной поваренной соли для использования в питании спортсменов вместо обычной поваренной соли для ускорения процесса восстановления после физических нагрузок.

Экспериментальная часть. Изучалась поваренная соль, состоящая из следующих компонентов, мас. %: хлорид натрия в виде быстрорастворимой чешуйчатой поваренной соли 40-50; лизин гидрохлорид - 10; календула, измельченная до пылевидного состояния - 10; сухая водоросль «Dunaliella Salina» измельченная до пылевидного состояния - 20-30; сухие корни родиолы розовой измельченные до пылевидного состояния - 4; сухие корни элеутерококка, измельченные до пылевидного состояния – б.

Использование хлорида натрия в виде чешуйчатой поваренной соли обусловленным следующим: чешуйчатая поваренная соль, благодаря особой кристаллической структуре

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имеет более быструю растворимость и более соленый вкус (в три раза по сравнению с обычной поваренной солью), то есть ее количество по сравнению с обычной солью может быть уменьшено. Кроме того, чешуйчатая поваренная соль не слеживается в течение года, то есть не требует введения дополнительных антислеживающих добавок [12].

Лизин гидрохлорид - это незаменимая аминокислота, улучшает работу мышц и способствует их более быстрому восстановлению. Положительно влияет на миокард и способствует восстановлению поврежденных клеток миокарда. Нормализует артериальное давление. Повышает работоспособность сердца и всего организма в целом [13].

Календула повышает сократительную способность миокарда и всех мышц организма, стабилизирует сердечный ритм, расширяет сосуды, снимает нервное напряжение. Нормализует артериальное давление и сердечный ритм. Способствует ускоренному восстановлению организма после значительных физических нагрузок [14].

Использование бета-каротина в виде сухой измельченной до пылевидного состояния водоросли, «Dunaliella salina» обусловлено следующим. Сухая водоросль «Dunaliella salina» содержит 1,0 - 1,1% бета-каротина и используется в качестве добавки к пищевым продуктам, причем для лучшего усвоения бета-каротина, водоросль «Dunaliella salina» рекомендуется измельчать до пыли подобного состояния. Количество водоросли «Dunaliella salina» 20 -30 % обусловлено рекомендуемой суточной нормой бета-каротина для спортсменов - 10-12 мг в сутки. Установлено, что бета каротин способствует ускоренному восстановлению и обновлению клеток мышечной ткани при значительных физических нагрузках. Значение бета-каротина заключается также в том, что он является предшественником витамина А, также доказаны его свойства как антиоксиданта. Витамин А обеспечивает нормальное физиологическое состояние всех клеток организма, особенно мышц и кожи [15].

Сухие корни родиолы розовой, измельченные до пылевидного состояния для лучшего усвоения, стабилизируют азотистый обмен, повышают содержание глюкозы в крови, способствуя длительному сохранению энергии, снимают утомляемость и повышают работоспособность, восстанавливают силы после физической нагрузки [2].

Сухие корни элеутерококка оказывают тонизирующий эффект, обеспечивая прилив энергии, снимают синдром хронической усталости и быстрой утомляемости. Элеутерококк позволяет повысить выносливость организма, увеличить работоспособность, улучшить аппетит.

Он благотворно влияет на нервную систему и укрепляет иммунитет, способствует выведению избыточной молочной кислоты из мышечной ткани, которая является источником болевых ощущений после тренировок спортсменов [16].

Смешивание компонентов специальной поваренной соли выполняли с использованием лабораторного смесителя типа ЛС-23 компании «Опытный экспериментальный машиностроительный завод Украинского научно-исследовательского института соляной промышленности». Испытание образцов солевой смеси на слеживаемость выполняли известным эксикаторным методом. При этом образец смеси считался несслежавшимся при сопротивлении сжатию менее 0,3 кг/см² [3]. Органолептические испытания проводили по пятибальной шкале слепым методом по методике Украинского научно-исследовательского института соляной промышленности [3].

Количество компонентов в предлагаемой поваренной соли способно улучшить состояние спортсменов ускорить восстановление их организмов после физических нагрузок, повысить сократительную способность мышц при использовании рекомендованного количества соли - 5-6 граммов в день. Данная поваренная соль предназначена для спортсменов и лиц занятых на тяжелых физических работах.

Пример выполнения 1. Смешивают 40 г быстрорастворимой чешуйчатой поваренной соли; 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 30 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 10 г чешуйчатой поваренной соли с 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Затем к полученной смеси добавляют 20 г чешуйчатой поваренной соли, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния и перемешивают.

Затем к полученной смеси добавляют 10 г чешуйчатой поваренной соли, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния и перемешивают.

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OAJI (USA) = 0.350

Пример выполнения 2. Смешивают 50 г быстрорастворимой чешуйчатой поваренной соли; 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 20 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 10 г чешуйчатой поваренной соли с 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Затем к полученной смеси добавляют 20 г чешуйчатой поваренной соли, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния и перемешивают.

Затем к полученной смеси добавляют 20 г чешуйчатой поваренной соли и перемешивают.

Пример выполнения 3. Смешивают 40 г обычной поваренной соли (рудник 4, ГП «Артемсоль»); 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 30 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 10 г обычной поваренной соли (рудник 4, ГП «Артемсоль») с 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Затем к полученной смеси добавляют обычную поваренную соли (рудник 4, ГП «Артемсоль»), 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния и перемешивают.

Затем к полученной смеси добавляют 10 г обычной поваренной соли (рудник 4, ГП «Артемсоль»), 10 г сухой водоросли «Dunaliella

Salina» измельченной до пылевидного состояния и перемешивают.

Пример выполнения 4. Смешивают 50 г обычной поваренной соли (рудник 4, ГП «Артемсоль»); 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 20 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее чем в три этапа.

Сначала смешивают 10 г обычной поваренной соли (рудник 4, ГП «Артемсоль») с 10 г лизин гидрохлорида, 10 г календулы, измельченной до пылевидного состояния, 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния; 4 г сухих корней родиолы розовой измельченных до пылевидного состояния; 6 г сухих корни элеутерококка, измельченных до пылевидного состояния.

Затем к полученной смеси добавляют 20 г обычной поваренной соли (рудник 4, ГП «Артемсоль»), 10 г сухой водоросли «Dunaliella Salina» измельченной до пылевидного состояния и перемешивают.

Затем к полученной смеси добавляют 20 г обычной поваренной соли (рудник 4, ГП «Артемсоль») и перемешивают.

Для сличительных испытаний выбрали наиболее эффективную поваренную соль для спортсменов согласно [10]. Примеры выполнения сличительных испытаний.

Пример выполнения 5. 50 г обычной поваренной соли (ГП Артемсоль, р. № 4) смешивают с 7 г измельченной до пылевидного состояния морской водоросли ламинария, 30 г хлорида калия, с 8 г сульфата магния и с 5 г лизина гидрохлорида.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее трех этапным.

Сначала смешивают 7 г измельченной до пылевидного состояния морской водоросли ламинария и 10 г обычной поваренной соли (ГП Артемсоль, р. № 4).

Далее добавляют 5 г лизина гидрохлорида, 10 г обычной поваренной соли (ГП Артемсоль, р. № 4), 20 г хлорида калия и 8 г сульфата магния и перемешивают.

Затем к полученной таким образом смеси добавляют 30 г обычной поваренной соли (ГП Артемсоль, р. № 4), 10 г хлорида калия и перемешивают.

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Пример выполнения б. 40 г обычной поваренной соли (ГП Артемсоль, р. № 4) смешивают с 7 г измельченной до пылевидного состояния морской водоросли ламинария, 35 г хлорида калия, с 8 г сульфата магния и с 10 г лизина гидрохлорида.

Для тщательного распределения в смеси компонентов, перемешивания проводят в несколько этапов, но оно должно быть не менее трех этапным.

Сначала смешивают 7 г измельченной до пылевидного состояния морской водоросли ламинария из 10 г обычной поваренной соли (ГП Артемсоль, р. № 4).

Далее добавляют 10 г лизина гидрохлорида, 10 г обычной поваренной соли (ГП Артемсоль, р. № 4), 20 г хлорида калия и 8 г сульфата магния и перемешивают.

Затем к полученной таким образом смеси добавляют 20 г обычной поваренной соли (ГП Артемсоль, р. № 4), 15 г хлорида калия и перемешивают.

Одну часть приготовленного продукта вносили в эксикатор для проведения испытаний на слеживаемость эксикаторным методом (сопротивление сжатию при исследовании слеживания поваренной соли эксикаторным методом считается допустимым менее 0,3 кг/см²), вторую - использовали для органолептических испытаний слепым методом по пятибальной шкале [3].

Результаты и обсуждение

В табл. 1 и 2 приведены результаты сравнительных испытаний предлагаемой поваренной соли с пониженным содержанием хлорида натрия для спортсменов и поваренной соли согласно [10]. Как следует из результатов опытов приведенных в табл. 1 поваренная соль с

пониженным содержанием натрия хлорида по рецептуре, что предлагается имеет срок хранения 12 месяцев, а по рецептуре с прототипом - до 5 месяцев в зависимости от количества добавок.

Также в табл. 1 приведены испытания на слеживаемость поваренной соли по предлагаемой рецептуре где была взята обычная поваренная соль. При использовании обычной поваренной соли, продукт слежавшийся в течение 7 месяцев (табл. 1). То есть только использование чешуйчатой поваренной соли обеспечивает максимально возможный срок хранения - 12 месяцев.

Как следует из результатов опытов приведенных в табл. 2 поваренная соль с пониженным содержанием хлорида натрия по предлагаемой рецептуре по вкусовым свойствам (соленость) практически идентична обычной поваренной соли. Поваренная соль по рецептуре по [10] в зависимости от количества поваренной соли и других составляющих имеет вкус от слабо соленого с горьким привкусом до слабо соленого с сильным горьким привкусом.

Также следует отметить, что при использовании поваренной соли, изготовленной по предлагаемой рецептуре где при использовании вместо чешуйчатой поваренной соли использована обычная поваренная соль, вкусовые качества продукта по солёности значительно ухудшаются (табл.2). То есть, только использования по предлагаемой рецептуре именно чешуйчатой поваренной соли обеспечивает такую же солёность как и обычной поваренной соли, то есть для достижения необходимого уровня солёности пищи, человек будет использовать такое же количество поваренной соли с пониженным содержанием хлорида натрия как обычной поваренной соли.

Таблица 1. Сравнение слеживаемости поваренной соли для спортсменов по предлагаемой рецептуре и по рецептуре согласно [10]

№ пробы	Сопротивление сжатию, кг/см ² через период времени (месяцы)							
	4	5	6	7	8	9	12	13
Поваренная соль по предлагаемой рецептуре								
1	*—	0,047	0,109	0,125	0,174	0,219	0,253	0,465
1	*—	0,047	0,108	0,125	0,167	0,220	0,257	0,473
1	*—	0,045	0,110	0,126	0,179	0,218	0,254	0,473
2	*—	*—	0,066	0,109	0,154	0,175	0,219	0,399
2	*—	*—	0,069	0,112	0,149	0,175	0,220	0,404
2	*—	*—	0,064	0,113	0,148	0,175	0,219	0,407
Поваренная соль по предлагаем рецептуре, но где вместо чешуйчатой быстрорастворимой поваренной соли использована обычная поваренная соль								
3	0,105	0,146	0,243	0,316	0,505	0,810	1,234	1,454
3	0,105	0,150	0,234	0,320	0,499	0,808	1,235	1,459
3	0,105	0,150	0,244	0,320	0,499	0,811	1,236	1,456

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4	*—	0,095	0,155	0,254	0,359	0,654	0,904	1,234
4	*—	0,104	0,156	0,257	0,360	0,660	0,910	1,239
4	*—	0,114	0,155	0,265	0,363	0,659	0,910	1,232
Поваренная соль по рецептуре согласно [10]								
5	0,271	0,351	0,474	0,598	0,776	0,923	1,366	1,891
5	0,262	0,362	0,473	0,606	0,770	0,930	1,370	1,891
5	0,271	0,360	0,474	0,624	0,772	0,930	1,375	1,882
6	0,160	0,263	0,393	0,635	0,642	0,791	1,151	1,371
6	0,171	0,270	0,395	0,627	0,642	0,831	1,165	1,370
6	0,171	0,270	0,397	0,622	0,642	0,830	1,163	1,375

*— Признаков слеживаемости не обнаружено

Таблица 2. Сравнение вкусовых качеств поваренной соли для спортсменов с пониженным содержанием хлорида натрия по предлагаемой рецептуре, по предлагаемой рецептуре, но где вместо чешуйчатой быстрорастворимой поваренной соли использована обычная поваренная соль и по рецептуре [10]

Номер пробы соли	Результаты органолептических исследований йодированной кухонной соли с пониженным содержанием хлорида натрия методом незрячего контроля за пятибалльной шкалой [3]		
	Поваренная соль по рецептуре [10]	Поваренная соль по предлагаемой рецептуре	Поваренная соль по предлагаемой рецептуре, но где вместо чешуйчатой быстрорастворимой поваренной соли использована обычная поваренная соль
1	Вкус средне соленый с горьким привкусом 3,9±0,05	Вкус обычный соленый с легким привкусом и запахом водоросли «Dunaliella Salina» 4,9±0,03	* Вкус солоноватый с посторонним привкусом водоросли «Dunaliella Salina» 3,0±0,05
2	Вкус слабо соленый с си-ным горьким привкусом 3,0±0,05	Вкус обычный соленый с легким привкусом и запахом привкусом и запахом водоросли «Dunaliella Salina» 4,4±0,05	** Вкус слабо соленый с посторонним привкусом, водоросли «Dunaliella Salina» 3,4±0,05

Поваренная соль ГП Артемосоль, р.4; ** Поваренная соль «Экстра» Славянской соледобывающей компании

Таким образом, эксперимент показал, что поваренная соль для безопасного повышения эффективности занятий спортом состоящая из следующих компонентов, мас. %: хлорид натрия в виде быстрорастворимой чешуйчатой поваренной соли 40-50; лизин гидрохлорид - 10; календула, измельченная до пылевидного состояния - 10; сухая водоросль «Dunaliella Salina» измельченная до пылевидного состояния -20-30; сухие корни родиолы розовой измельченные до пылевидного состояния - 4; сухие корни элеутерококка, измельченные до пылевидного состояния - 6

позволяет в отличие от известной поваренной соли улучшить эффект по восстановлению организма спортсменов в период физических нагрузок. Также соленость предлагаемой соли идентична солености обычной поваренной соли при меньшем содержании хлорида натрия, что позволяет ее также использовать для профилактики гипертонии. Срок хранения предлагаемого продукта составляет 12 месяцев. Предлагаемая поваренная соль предназначена для использования спортсменами вместо обычной поваренной соли.

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ABOUT THE STORY OF SHAROF RASHIDOV “KASHMIR SONG”

Abstract: This article is a review of Sharof Rashidov's “Kashmir Song”. In the article, the author's vision of his dreams and his unique visual ways of creating a figurative work based on his plot are described in an ancient love story of the Indian people.

Key words: Artistic style, artistic skill, will, beauty, spiritual experience, artistic expression.

Language: English

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Introduction

The story "Kashmir Song" is a figurative work based on the ancient love story of the Indian people, which covers a wide range of content and deep events. This story depicts the struggle of Narcissus, Bambur, that are the symbols of life, love, freedom, beauty, fidelity, justice, kindness, and their friends, Rose, Primrose, Youth flower, Yellow flower, White rose, Yovon flower, that “deserve sincere devotion their friends and acquaintances with a pure mind, a broken tongue, sincerity and tenderness” [1] with dark, evil forces - black clouds, Storm, Chorud, Whirlwind, that symbolize darkness, decline, violence.

Through them, Sharof Rashidov expresses the historical past, hopes and dreams, life and fate, joys and sorrows of the people of Kashmir, the courageous struggle of the Indian people against foreign invaders [2]. Although the work is written in the style of a folk epic - this is a combination of poetry and prose, but the work is different from examples of folk art. This is evident from the fact that prose is widely used more in the story than poetry.

Now, if we mention about the history of writing this work, this story is based on the ancient love epic of the people of Kashmir, as mentioned above, which

is inspired by conversations with Kashmiris who know this epic well. The author himself writes in the conclusion of the story: “When the ship on which we sailed was sailing across the Jilam river... Nargiz and I heard this wonderful song about Bambur, the king of bees. It fascinated us with its deep logic, laconic philosophy ... When we listened to beautiful songs, we remembered the rich history of the peoples of Kashmir and Jammu, their heroic struggle for the freedom and independence of their homeland, and saw the image of Bambur and Narcissus in the image of great sons and daughters.” (p. 44).

Through poetic symbols, the author absorbed not only the struggle of the peoples of Kashmir and Jammu against the colonial oppressors, but also the age-old aspirations of our people. In this regard, it should be noted “The combination of deep thinking with a simple natural-artistic interpretation is a characteristic feature of Sharof Rashidov's prose. One of the main topics of the writer's work has always been the study of the historical fate of the people through the nature of the people,” [3] noted V. Kozhevnikov. Although the work mentions of one theme, the theme of love, also it fully reflects the writer's dreams of the freedom and independence of people. It can see this

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by words that are included in the work: "Life is impossible without struggle. People are struggling. Birds are struggling. Flowers are struggling. They are tempering in a struggle. They only win the struggle" (p. 35). Thus, the story "Kashmir Song" is based on the epic, which is popular among the peoples of Kashmir and in the ability of the writer to express the power of artistic thinking, thoughts, and ideals in a unique way, that is, the ideals of goodness he wants to sing. Literary scholar and translator Gaybullu al-Salam writes: "Perhaps no one has felt so deeply the lack of freedom, liberty, and enlightenment of his people... Perhaps economic, social and national oppression did not last forever, no one could have imagined that once in our country, in the homeland of the great Amir Temur, peace will come, the flag of independence will rise and remain stable over our dear country. All these sacred ideas were sung in "Kashmir Song" and "Epic of Two Hearts". [4]

The "Kashmir Song" has similar aspects. Another distinguishing feature of the work is the introduction of aspects specific to the poetic art of the peoples of the East. In particular, the play depicts birds, animals and grasses belonging to the genre of parables. It is well known that in the genre of parables, on the basis of various symbols, the creator expresses what he wants to say. In particular, Narcissus, Tulip, Rose and Bambur talk to each other and agree that it is necessary to fight against the atrocities of the Storm and the Choruds, to protect their gardens:

Agar birlashsak, do'stlar,
(If we unite, friends,)
Har qanday yov qochadi.
(Any enemy will flee.)
Axir, kichik yulduzlar,
(After all, little stars,)
Birlashib nur sochadi
(Will shine together)
Agar birlashsak do'stlar,
(If we unite, friends,)
Har qanday yov qochadi.
(Any enemy will flee.) (p. 125)

The play depicts the struggle between good and evil, light and darkness, invaders and freedom fighters in bright pages. Such images in the work are sung in connection with the artist's own ideals. "The main character is Bambur, the king of bees, and Narcissus, the queen of flowers. Storm is a destructive force and Chorud is harvest pest. Both groups - Bambur and Narcissus, Storm and Chorud - are not alone. They are surrounded by their own environment, assistants, companions: on the side of Bambur and Narcissus - birds, flowers, trees, fragrant aromas, heart ties, light, grass ... On the side of Storm and Chorud - wind, plague, hurricane, lightning and others. It is as if nature and society are compared: a mysterious impression arises, as if it manifests itself in natural phenomena.

The author wrote in a flight of high imagination. It is amazing that the revitalization of nature, its language, its struggle for survival include its vital activity in the natural movement," [4] writes Gaybullu al-Salam. In this story, just as bad people in life envy good people, the writer portrays the envy of evil for perfection and the triumph of beauty and love over violence in bright colors.

The story begins with a description of the beauty of the pretty Narcissus, who first showed her beauty in a flower garden and spread fame throughout the world: Are there few who are struggling to see her? Here she is, dressed in a blue velvet tunic over the royal mantle, dressed in a beautiful white dagger adorning all the flowers, dressed in pearly drops of dew on his ears and shining like a peacock, intoxicated by the joys of youth and beauty, dreams and hopes ... But her dark eyes are sorrowful. .. she misses someone" (p. 10). Throughout the story, it turns out that Narcissus is in love with the son of the bee king, Prince Bambur, is afflicted with the loss of her heart, so she sings a sad song:

Jonim, ketding yiroqqa,
(Dear, you are gone far,)
Tashlab meni firoqqa,
(Left me in sorrow.)
Kelaqolsang-chi, yoshim
(Come, until my tears)
Teng qilmayin firoqqa.
(Will not turn into the spring.) (p. 10).

Burning in the fire of love, Narcissus cannot bear the separation and decides to find Bambur and build a happy life with him. The birds, hearing this covenant, ask her:

– *Nargiz, yo'ling olis, yetolasanmi?"*
(Narcissus, you have a long way to go, can you?)
G'ovlar ko'p, sen yengib o'tolasanmi?
(Lots of obstacles, can you get over them?)
– *Manzilga albatta yetaman, do'stlar!*
(I will reach my destination, friends!)
G'ov bo'lsa yengaman, o'taman, do'stlar!
(In case of trouble, I will conquer, I will conquer, friends!)
– *Agar Bo'ron tursa, to'ssa yo'lingni,*
(- If the Storm stops, blocks your way,) *Xorudlar yopishsa, uzsa qo'lingni,*
(If the Choruds attack, cut off your hand,) *(Qumlar olov bo'lib kuydirsa agar,)*
(If the sands burn like fire,
Yo'llaringni to'ssa azim daryolar,
(Great rivers block your way,) *O'ylagan o'yingdan qaytarmi diling,*
(Will you change your mind,) *So'yla, afsusini aytarmi tiling?*
(Tell, will you regret then?)
– *Do'stlar, to'solmaydi Bo'ron yo'limni,*

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*("Friends, the Storm will not stop me,"
Uzib tashlolmaydi Xorud qo 'limni.
(Chorud cannot break my hand.)
Qumlar olov bo 'lib kuydirganda ham,
(Even when the sands burn like fire,)
Daryolar toshsa ham, men turib bardam,
(Even if the rivers overflow, I will stand,)
O'ylagan o'yidan qaytmaydi dilim,
(I will not change my mind,)
Afsus qo 'shig'ini aytmaydi tilim".
(My heart will not sing the song of regret) (p.
11).*

Indeed, as the birds warn, the enemies of goodness, who envy such happy moments of bliss, try to erase the happiness of sweethearts. When the camp prepares Narcissus and Bambur for the wedding, the enemies of peace secretly watch this place of happiness and burn in the fire of envy and prepare to destroy the wedding. That is, Storm called for help thunder and lightning, blocking the neighborhood with a black cloud, causing lightning and earthquake. When he realized that he would not be able to achieve his goal, Storm called the most cruel detractors and shouted: "Erase the path of Narcissus and Bambur from the face of the earth, and may there be impassable mountains and ravines between them!" (p. 18). In the story, the representative of the dark forces, the Storm, has been trying for a while, and he says to Narcissus: He's gone, he's not coming back, he's not coming, do not even mention Bambur's name. Everything was destroyed. Only you, only your garden survived. Now don't refuse my hand, Narcissus! It's useless anyway" (p. 16) Narcissus replied, "Storm, we can never be with you! The sun may unite with the earth, but evil with peace, peace with war - never! Don't worry, you won't be able to reach your goal even when you turn the rivers upside down and blow up the mountains! You cut off the flower, but sooner or later another will flourish in its place! It will flourish! It will flourish! If you set fire to Bambur's ways, he will come anyway! You create mountains, you block our roads with rivers, but he overcomes them all! You have the power, you can do many things, but you are powerless to conquer love!" (p.16)

With this "evil, no matter how strong it is – its future is destruction," the author says... In this artwork, the image of the suffering of the creator in his heart, which he could never tell anyone, is a symbol of his struggle for good, his breath against the invasion of evil [5].

In this regard, the critic P. Shermukhamedov [6] writes: "the irrational spirit of a person is so admirable that he will never be content with historical events, important events, phrases, or is not satisfied with simply knowing it. This spiritual need in the hearts of the people was felt by the artist in his time, and he discovered a world of art that vividly reflects the

heroic struggle of our new ancestors for rights and freedoms. After all, if historical events were not "resurrected" by the power of the artist's pen, our past would have become impoverished and blurred"

In fact, they cannot achieve their goals like Narcissus says. Because nature unites with all beings and destroys these evil forces. This, of course, is based on their mutual understanding and ability to work together and support each other even in difficult times. Narcissus is helped by all creatures: flowers, fruit trees. As a result, goodness triumphs. Also in the story, such heroes as Rose, Tulip, Yovon flower, Primrose provide artistic elegance in the work. Therefore, the author notes:

*Salom, sevgi, salom, saodat,
(Hello, love, hello, happiness,)
Salom ,hayot, salom, halovat!
(Hello, life, hello, pleasure!)
Salom senga, hayot oshig' i,
(Hello you , love of life)
Parvoz etsin hayot qoshig' i.
(Let the song of life fly) (p. 34).*

From the above analysis, it can be seen that each character in the story is unique. It should be noted that the presence of an idea in a work of art that is important to man is equal to the weight of the content. Every writer tries to impose an important idea on a work. Literary critic Isroil Mirzayev [7] said, "Artistic perception of life, impression, beautiful or ugly expression of events, choice of form are different for different artists, and each work is unique. It depends on the character, worldview, memory and aesthetic views, tastes, emotions of the writer, which in turn is an important factor in shaping the artistic style of the writer".

This means that a writer's artistic perception of life is determined by his or her ability to express ideas. Abdulla Kahhar's words [8] are appropriate: "The skill is not to work long and hard on every word, but to be able to find the word".

As the literary scholar S. Mirvaliyev [9] rightly noted, "The writer also relies on the work of the historian, learns what happened from the science of history and makes it artistic. That is, from the realities of life comes the artistic truth, the truth of art".

Also, the story "Kashmir Song" is a work that demonstrates the power of the writer's artistic thinking, the ability to express his thoughts and ideals in a unique way. In it, the author presents the ideals of goodness that he wants to sing on the basis of an epic that is popular among the people of Kashmir" [10].

In conclusion, Sharof Rashidov's "Song of Kashmir" was written at the right time, and it is still relevant today. Because in the play, the writer expresses the dreams and hopes of the heart in the language of the heroes of the work, skillfully depicts

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his literary and aesthetic views through symbolic symbols. Which, of course, made the artwork an overnight sensation. Thus, the story of the "Song of

Kashmir" can be considered one of the masterpieces of twentieth-century literature.

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ANALYSIS OF PASTICHE IN THE NOVEL “THE LIGHTNING THIEF” BY RICK RIORDAN

Abstract: This article deals with the analysis of pastiche in literature, particularly in “The Lightning Thief” by American author Rick Riordan. The research identifies pastiche as a term, which is applied to a literary work that is a broad mixture of things – such as themes, concepts, and characters – imitated from different literary works. The investigation reveals several examples of pastiche, which means that American author Rick Riordan, did not only use the existed mythological gods and demigods in his novel, but also applied their features to modern heroes which becomes mixture of old and modern characters. The main hero Percy Jackson is the mixture of modern hero with the features of Poseidon who was the Sea God in Greek mythology. Pastiche is used not only in the descriptions of characteristics, but also in the description of places and concepts. Pastiche makes author create new plot not only with the help of the existed heroes, but also with the new personages as well as to make the literary work more interesting.

Key words: pentalogy, pastiche, mythology, entourage.

Language: English

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Introduction

In the modern English literary criticism, works created on the basis of pastiche are important, while such works stand out among others for their features and meaning. But a pentalogy “Percy Jackson and the Olympians” by Rick Riordan can serve as a clear example of this.

First of all, if to give a definition to the word pastiche, this word comes from the Italian pasticcio, which means “paste” and it’s often used in such figurative senses as “mixed” or “mixture”. The word pastiche was first used as a term in France in the 17th century, when had a meaning of “opera potpourri”. However, in the World Literature, the first interpretation to pastiche given in the book of the well-known French philosopher and writer D. Diderot “Fundamentals of literary criticism” published in 1767 as follows: “Pastiche in literary criticism is a parody of a work of art author’s style» [1,604c]

According to the interpretation by English writer P. Berry, pastiche is a mixture of existing theme,

concept or character in some works with new ones. [2.67 c]. Also according to the Russian literary criticist E.E.Sviridova, in literary criticism, the term pastiche is understood as creation of new plot work by mixing styles, characters, entourage of another authors. In contrast with stylization, pastiche requires a writer to develop new stories with the help of existing characters and to add additional some new characters. [3,171c]

Based on the above definitions, it can be concluded that the pastiche is that these existing characters are embodied in modern works through an imitative style, and that their characteristic features and aspects are reflected in modern characters. American writer Rick Riordan’s “Percy Jackson and the Olympians” pentalogy is a case in point. Before presenting the analysis of the past in this collection of fantastic novels, the following information about the work can be given.

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Discussion.

If we give description to “Percy Jackson and the Olympians” pentalogy, the protagonist of the work is Percy from Greek mythology, and the collection of novels is rich in modern and fantastic adventures. The famous Irish writer Eoin Colfer considers this novel to be a fantastic mix of myth and modernity. Pentalogy consists of such novels as “The Lightning Thief”, “The Sea of Monsters”, “The Titan’s Curse”, “The Battle of the Labyrinth” and “The Last Olympian”, it has gained great popularity among readers due to its interesting plot and skillful depiction of extraordinary events.

The first novel in “Percy Jackson and the Olympians” pentalogy was called “The Lightning Thief”. The protagonist, a young Percy Jackson, has a lot of adventures in a summer camp for Greek demigods. The modern daily life of the Greek demigods is also reflected in clear details.

As for the history of the creation of Percy Jackson’s protagonist, it is related to Rick Riordan’s storytelling for his son, Haley Riordan. In the spring of 2002, when Rick’s son was diagnosed with a very serious illness - HIV and dyslexia - his son was in second grade and had a keen interest in Greek mythology, so he always wanted his father to tell him stories from Greek mythology before bed. But Rick had no idea about it. Then his son offered to tell modern stories with the participation of mythological heroes. This, in turn, led to the creation of the novel’s character, Percy Jackson. Then Haley asked his father to collect all the stories and create a work. Rick did his best because he didn’t want to refuse his sick son. He got to work with different ideas from his pupils and soon got the expected result.

The author of the work, Riordan, points out, “Percy is a character created based on my son’s real-life struggle, and they are very similar in age and character, they are the same hero”. Percy’s sense of humor is derived from some of Rick’s pupils. [4,31c]

Pentalogy’s first novel, “The Lightning Thief”, is a novel with sharp plots that depicts Percy’s first adventures. The chronotope of the work is taken from New York City, USA and the XXI century. The protagonist Percy is placed in a special boarding school due to dyslexia, and great adventures begin here. The plot of the play also depicts the protagonist’s journey across America in search of a light arrow belonging to the god Zeus.

Since this work is based on the past, we will analyze a few obvious examples in it. The author depicts the image of the Greek demigod in the character of the modern character Percy and creates him as the son of the sea god Poseidon, derived from Greek mythology. For example, Percy went to the museum with his classmates and, unbeknownst to him, he used a wave to pull the water out of the fountain and throw Nancy Bobfit, classmate he hated, into the fountain. At the beginning of the play, Percy

still doesn’t know that he has supernatural powers. In the play, this plot is described as follows:

“I was about to unwrap my sandwich when Nancy Bobofit appeared in front of me with her ugly friends... “Oops.” She grinned at me with her crooked teeth.

I tried to stay cool. But I was so mad my mind went blank. A wave roared in my ears.

I don’t remember touching her, but the next thing I knew, Nancy was sitting on her butt in the fountain, screaming, “Percy pushed me!”

Some of the kids were whispering:

-Did you see?

- The water – like it grabbed her”[5,6c]

In this plot, the pastiche is obvious, that is, Percy said: “I don’t remember touching her with my hand, but I knew she was sitting in the fountain and crying, “Percy pushed me”, that is, Percy unknowingly directs the water in the fountain, and the water drops Nancy into the fountain. From the very beginning of the work, the author informs the reader that the main character has supernatural powers and that this power was given to him because he is the son of the god of the sea. Percy has not only mysterious powers, but also strange, inhuman qualities. This can be seen in the following example, when Percy was seriously injured and fell into the water and lost his injuries:

“... My chest felt warm and wet, and I knew I was badly cut.

“You’re wounded,” Annabeth told me. “Quick, Percy, get in the water.” I stepped back into the creek, the whole camp gathering around me.

Instantly, I felt better. I could feel the cuts on my chest closing up....”

In this part of the work, a clear example of pastiche is given, another of Percy’s strengths is that he becomes strong in the water, and his injury heals completely. This quality was passed down to him from his father Poseidon, and Poseidon is described in the work as follows:

“My father?” I asked, completely bewildered.

“Poseidon,” said Chiron. “Earthshaker, Stormbringer, Father of Horses. Hail, Perseus Jackson, Son of the Sea God.”

“Mening otam? - deb so’radim, o’yg’a tolib.

Poseidon is portrayed by Chiron as an Earthshaker, a Stormbringer, and the Father of Horses. Gods such as Zeus, Athena, and Hades are also depicted in this work. It should be noted that the pastiche is not only seen in the fact that the character of the existing gods in Greek mythology is revived in modern heroes, but also in the fact that the author creates the work in a more interesting and unusual style, involving real Greek gods in modern work.

In the work, the author creates not only the existing gods in Greek and Roman mythology, but also their children, and demonstrates the characteristics of gods and demigods in their children. The process is illustrated in the following example:

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Athena had made an alliance with Apollo and Hermes, the two biggest cabins...

Ares had allied themselves with everybody else: Dionysus, Demeter, Aphrodite, and Hephaestus. From what I'd seen, Dionysus's kids were actually good athletes, but there were only two of them. Demeter's kids had the edge with nature skills and outdoor stuff but they weren't very aggressive. Aphrodite's sons and daughters I wasn't too worried about. They mostly sat out every activity and checked their reflections in the lake and did their hair and gossiped. Hephaestus's kids weren't pretty, and there were only four of them, but they were big and burly from working in the metal shop all day. That, of course, left Ares's cabin: a dozen of the biggest, ugliest, meanest kids on Long Island, or anywhere else on the planet.

The peculiarity of this plot is that along with the gods of myth, new characters were created - the children of the gods. For example, Athena, the god of war and victory and intelligence, made an alliance with Apollon, the sun god, and Hermes, the god of trade. Ares, the son of Zeus and Gera, the god of ruthless war, is allied with Dionysus, the god of wine, Demetria, the god of fruit and agriculture, Aphrodite, the god of love and beauty, and Hephaestus, the god of fire and blacksmithing. Some of their children were like their fathers or mothers, while others had completely opposite qualities. Take, for example, the children of Hephaestus, who are shown to be as strong as their father because they work in the iron shop from morning till night, or the children of Aphrodite, who, like their mothers, weave for themselves and focus only on beauty. But the children of Dionysus - healthy athletes - were not like their fathers, and their fathers, on the contrary, were drunk under the influence of wine, forgot everything and were only entertained. So, the above passage is a clear example of pastiche. Here is another example of Percy's battle with Minotaur, a Greek mythological bull with a bull's head and a human body:

Another example can be seen in this plot, where an algebra teacher, Mrs. Dodds, invites Percy into the museum to "talk". Suddenly the teacher turns into a furia named Alecto and is thrown at Percy, but Percy destroys him with the help of boarding school teacher Mr. Braner. In this plot, the algebra teacher has a witch of oppression and evil between the Greek gods - a witch, and is portrayed in the work as follows:

"Then the weirdest thing happened. Her eyes began to glow like barbecue coals. Her fingers stretched, turning into talons. Her jacket melted into large, leathery wings. She wasn't human. She was a shriveled hag with bat wings and claws and a mouth full of yellow fangs, and she was about to slice me to ribbons".

From the image above, it can be seen that the work depicts a non-human, that is, mythological, character of a modern female character. For example, "claws and bat wings" - characters with long claws

and wings - are very common in Greek mythology. A similar example is the picture of "Aunt Em" on page 187 of the book. First she is depicted in a very beautiful and simple oriental women's dress, and then as a creature with long nails:

"Then the door creaked open, and standing in front of us was a tall Middle Eastern woman-at least, I assumed she was Middle Eastern, because she wore a long black gown that covered everything but her hands, and her head was completely veiled. Her eyes glinted behind a curtain of black gauze, but that was about all I could make out. Her coffee-colored hands looked old, but well-manicured and elegant, so I imagined she was a grandmother who had once been a beautiful lady...

Then I heard a strange, rasping sound above me. My eyes rose to Aunt Em's hands, which had turned gnarled and warty, with sharp bronze talons for fingernails.

I couldn't move. I stared at Aunt Em's gnarled claws...."

In both of the above plots, modern female characters try to destroy Percy by becoming a negative hero during the adventure. Negative characters are embodied in an unusual way that is common in mythology. This is another clear sign of the use of pastiche.

Another example is the "magic sword", an object found in myths, and a plot depicting the extraordinary death of its protagonists:

"Then things got even stranger.

Mr. Brunner, who'd been out in front of the museum a minute before, wheeled his chair into the doorway of the gallery, holding a pen in his hand.

"What ho, Percy!" he shouted, and tossed the pen through the air.

Mrs. Dodds lunged at me.

With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn't a pen anymore. It was a sword-Mr. Brunner's bronze sword, which he always used on tournament day.

My knees were jelly. My hands were shaking so bad I almost dropped the sword.

She snarled, "Die, honey!"

And she flew straight at me.

Absolute terror ran through my body. I did the only thing that came naturally: I swung the sword. The metal blade hit her shoulder and passed clean through her body as if she were made of water. Hiss!

Mrs. Dodds was a sand castle in a power fan. She exploded into yellow powder, vaporized on the spot, leaving nothing but the smell of sulfur and a dying screech and a chill of evil in the air, as if those two glowing red eyes were still watching me."

So, in this plot, the author skillfully uses the weapon - the sword, which existed in ancient myths in modern play. The protagonist uses a magic sword to kill the negative hero, the vulture Furia, and she turns

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into a fine powder and disappears. There are many such plots in the myths, but in this play the author turned a modern object - a ballpoint pen into a magic sword, that is, the exchange of modern and mythological objects made the plot more interesting. So we can agree that pastiche is expressed not only through characters but also through objects.

The pastiche is also seen in the description of places - we will see the ancient scene in the following passage from page 65 of the book "The Lightning Thief", a masterful depiction of the modern scene:

"The landscape was dotted with buildings that looked like ancient Greek architecture-an open-air pavilion, an amphitheater, a circular arena – except that they all looked brand new, their white marble columns sparkling in the sun. In a nearby sandpit, a dozen high school-age kids and satyrs played volleyball. Others rode horses down a wooded trail, and, unless I was hallucinating, some of their horses had wings."

As can be seen from the passage, the image of the place is skillfully written with interesting details. Everything, from arena, amphitheater in ancient Greece to the winged horses was used, but the only difference in the work was that it was all new, that is, all the details were imitated, there is also a non-specific look to details.

Conclusion.

In short, Rick Riordan's first novel of the pentalogy, "Jack Percy and the Olympians", "The Lightning Thief", uses pastiche, a modern interpretation of characters from ancient Greek mythology. In addition, mythological heroes already existed in Greek myths, but Rick Riordan not only used these heroes in his works in an imitative style, but also used the qualities of the ancient Greek gods to create new characters and embellish details on the chronotope.

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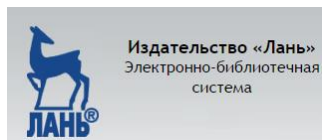
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